



GRAND ERIE DISTRICT SCHOOL BOARD
Regular Board Meeting
October 28, 2013
Education Centre, Board Room

A G E N D A

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Legal Matter
 - (d) Welcome to Open Session (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
 - * (g) Memorial – Brent Brading C.A. Sloat
 - (h) Presentations
 - * (i) Delegation – Kelly Donovan re: French Immersion
 - * (j) Delegation - Dan McCreary re: French Immersion
 - * (k) Delegation – Shawn Ritter re: French Immersion
 - * (l) Delegation - Crystal Smith re: French Immersion
 - * (m) Delegation - Christine Woodcock re: French Immersion
 - * (n) Delegation - Rob Padyk re: French Immersion
 - * (o) Delegation - Kim Dawdy/Verna Millington re: French Immersion
- B – 1 Approval of Minutes**
- * (a) September 30, 2013 (Regular Board Meeting)
 - * (b) October 7, 2013 (Committee of the Whole No. 1)
 - * (c) October 21, 2013 (Committee of the Whole No. 2)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a)
- D – 1 Director's Report**
- (a) 'Walking Together' – Intergenerational Community Arts Project
- E – 1 Student Trustee Report**
- F – 1 Committee Reports**
- * (a) Committee of the Whole No. 1 — October 7, 2013 D. Werden
 - * (b) Committee of the Whole No. 2 — October 21, 2013 C.A. Sloat

(over)

G – 1 New Business

- * (a) Grand Erie Parent Involvement Committee (GEPIC) Membership J. Forbeck

H – 1 Other Business

- (a) Summary of Accounts - September 2013 J. Gunn
- * (b) Joint Occupational Health & Safety Committee Minutes - September 26, 2013 J. Gunn
- * (c) Special Education Advisory Committee Minutes - September 5, 2013 S. Sincerbox
- * (d) Compensatory Education Committee Minutes – May 21, 2013 J. Forbeck
- * (e) Grand Erie Parent Involvement Committee Minutes – May 2, 2013 J. Forbeck
- * (f) Audit Committee Minutes – September 24, 2013 J. Gunn

I - 1 Correspondence

- * (a)

J - 1 Adjournment**Future Meetings (held at the Education Centre unless noted otherwise)**

Chairs' Committee	October 28, 2013, 5:45 p.m.	Director's Office
Committee of the Whole No. 1	November 4, 2013, 7:15 p.m.	Board Room
Native Advisory Committee	November 5, 2013, 1:00 p.m.	McKinnon Park Secondary School
Committee of the Whole No. 2	November 11, 2013, 7:15 p.m.	Board Room
Special Education Advisory Committee	November 14, 2013, 6:30 p.m.	Board Room
Grand Erie Parent Involvement Committee	November 14, 2013, 6:30 p.m.	Waterford District High School – Dogwood Room
Haldimand Secondary School Accommodation Review Committee	November 21, 2013, 7:00 p.m.	Cayuga Secondary School
Chairs' Committee	November 25, 2013, 5:45 p.m.	Director's Office
Regular Board	November 25, 2013, 7:15 p.m.	Board Room

MEMORIAL STATEMENT

Brent Brading (Smiley)

The staff and students at Grand Erie Learning Alternatives are deeply saddened by the passing of Brent Brading after a tragic accident in June.

Brent came to GELA in September 2012 from Chinguacousy Secondary School, Brampton, Ontario.

At GELA, Brent was known by his nickname Smiley. He truly lived up to his nickname with his unique outlook on life and his friendly demeanor. Smiley was an outgoing young man who was kind and caring toward his many friends. He was interested in music and cooking and living life to the fullest. Brent's family is touched and grateful for the love and support they received from Brent's many friends. The condolences of so many students and staff are a testament to how many lives were touched by Brent.

Brent's family is hopeful that his passing will not be in vain; it is their wish that young people will remember Brent and support each other in times of impulse or poor judgment and look after each other.

Brent is sadly missed by staff and students at GELA and we extend our heartfelt sympathy to his family.

Respectfully submitted,

Lindsay Williams
Grand Erie Learning Alternatives

**Delegation to the
Grand Erie District School Board
Regarding the Accommodation of École Fairview**

October 28, 2013

Presented by
Kelly Donovan
On behalf of the
Fairview Parents' Group

Background:

Before the afternoon of October 18, 2013, the public had not been privy to the Single Track French Immersion Accommodation report (or the “report”). Our delegation presented to the Committee of the Whole on October 21st was prepared without prior knowledge of the exact contents of this report. Now that we have had a chance to read this report, I have noted several items on which the Fairview Parents’ Group agrees with the Working Committee. They are as follows:

- École Fairview is “small” and cannot accommodate significant expansion;
- The infrastructure at Fairview was not designed to support a large enrolment that would be approaching 600 students;
- The Coronation site is significantly larger than the Fairview site;
- Coronation school has larger than average library and gym spaces when compared to other Grand Erie elementary schools (including Victoria School);
- The Coronation site is large enough to accommodate future expansion;
- The use of a third site for a portion of the program enrolment is needed to ease the burden on the two existing French Immersion sites;
- Adding a third site (for any amount of time) adds a burden of operating costs (heat, hydro, custodial and maintenance) as well as added administration costs without increased grant offsets;
- Student and staff safety are a concern when construction is taking place during school times.

The Fairview Parents’ Group would like the public to take note of the following:

- The Fairview Parents’ Group is not suggesting an expansion of the current Fairview site;
- The Working Committee did not examine the use of Coronation School as the recommended “holding site” to ease the burden on the two existing French Immersion sites;
- In May, 2013, the Board did not recommend a full Accommodation Review Committee to examine the issue of enrolment pressure in the French Immersion program simply because they are not compelled by Ministry Guidelines;
- The Board stated a public meeting would be scheduled to solicit the feedback and input of the school community prior to approving a final recommended action;
- As of October 23, 2013, the Board has not had ANY public consultation on the issue of Accommodation of the French Immersion program and therefore cannot make any decisions on the issue, or the Board risks violating the Ministry Guidelines, which are designed to protect the public from being excluded in these types of situations;
- On October 21, 2013, the Committee of the Whole No. 2 passed a motion to accept the Capital Priorities report for submission to the Ministry of Education. This report included the redevelopment of Coronation School. These priorities are to be submitted to the Ministry by October 31, 2013. It appears the Board has in fact made a decision on this issue.

The Group presents the Board with 4 questions for which we anticipate answers. They are numbered throughout this Delegation.

Enrolment:

The Committee of the Whole No. 2 accepted the enrolment figures presented in the report on October 21, 2013, with no questioning.

The Committee agreed with the report stating that the French Immersion program at Dufferin and Fairview had grown by 35% over the past 5 years, while total elementary enrolment in Grand Erie dropped 2.6%. The Committee failed to state in their report that by comparing the French Immersion enrolment with the Board's total enrolment, you are accounting for those same students twice. If we remove the French Immersion numbers from the Board totals, we see that enrolment in the non-French Immersion schools in the board actually dropped by 4%, (from 17,323 to 16,614). The participation of the French Immersion program improved the overall decline in enrolment for the entire Board by 1.4%.

I have simplified Table A derived from the report. Below are totals only with changes, year over year taken from the report.

Dufferin

	Total	Change
13-Sept	406	
14-Sept	416	2.5%
15-Sept	431	3.6%
16-Sept	425	-1.4%
17-Sept	424	-0.2%
18-Sept	433	2.1%
TOTALS:	27	6.7%

Fairview

	Total	Change
13-Sept	533	
14-Sept	542	1.7%
15-Sept	561	3.5%
16-Sept	592	5.5%
17-Sept	591	-0.2%
18-Sept	586	-0.8%
TOTALS:	53	9.9%

The only reasoning provided in the report for the projections provided was the elimination over time of out of catchment area and grandfathered students, (which is a maximum of 40 students from both Dufferin and Fairview, according to the report). The report does not suggest that other factors such as birth rates or census data played any role in their overall projections.

Total Program Enrolment: (Table A cont'd from report – top of page 3)

	Total	Change	Board Discrepancy??
08-Sept	695		
09-Sept	744	7.0%*	
10-Sept	793	7.0%*	
11-Sept	841	7.0%*	
12-Sept	890	7.0%*	
13-Sept	939	7.0%*	
14-Sept	958	2.0%	-5.0%
15-Sept	992	3.5%	-3.5%
16-Sept	1017	2.5%	-4.5%
17-Sept	1015	-0.2%	-7.2%
18-Sept	1019	0.4%	-6.6%
TOTALS:	80	8.5%	-26.5%??

* Denotes growth figures accepted by the Board and reflected in the report.

The report offers a solution to tackle the 8.5% growth rate anticipated by the Board for the next 5 years by slowly removing the out of catchment area students and those grandfathered into the program due to siblings already enrolled. This allows the Board to further reduce the enrolment in the French Immersion program to bring the total figure in the program to 987 by 2018, (Table C in report).

In conclusion, the Committee of the Whole No. 2 accepted, as presented in the report, that although the French Immersion program has grown by 35% over the past 5 years, they endeavour to reduce that growth over the next 5 years to a mere 5.1%.

The report states “without consideration of some options for management of program growth in the future, the continuation of the expansion trend in program enrolment will challenge the accommodation plans recommended here. The Board could very likely face the same over subscription of available space again in 5 to 10 years.”

The Fairview Parents’ Group understands this statement to mean in layman’s terms; “The Board will have to slow the growth of the program down so that we can fit it into one school to save money. And, we know the plan recommended here won’t be enough, it is likely we will have to come up with a new solution again in 5 years.”

The Group also feels that the Board has admitted in that statement that the report is suggesting a “bandaid” solution.

The Fairview Parents’ Group asks the Board:

1. What is the intention of the Grand Erie District School Board when it comes to the French Immersion program?

Projected French Immersion enrolment in Brantford using factual, calculated data:

	Growth @ 5%/yr	Growth @ 6%/yr	Growth @ 7%/yr
14-Sept	986	995	1,005
15-Sept	1,033	1,052	1,070
16-Sept	1,080	1,108	1,136
17-Sept	1,127	1,164	1,202
18-Sept	1,174	1,221	1,268
DISCREPANCIES:	187	234	281
(Difference over 987)	25% over 5 yrs	30% over 5 yrs	35% over 5 yrs

The report does not address what the Board will do about the 281 students enrolled in the French Immersion program either at Victoria School or École Fairview who will no longer have a space in the program come 2018 and the completion of the new Coronation School site.

Should the French Immersion program sustain growth at a level of 35% over 5 years, we will find ourselves in 2018 with the following:

- École Dufferin housing a Ministry Rated Capacity of 415
- Newly renovated Coronation School site with a Ministry Rated Capacity of 584
- 269 students who have NOT been accounted for.

Even if the rate of growth of the program drops from 35% to 25% over the next 5 years, there will still be 175 students who have not been accounted for, come 2018.

2. Is the French Immersion program at Burford prepared to take 269 of our students in 2018?

3. Is the Grand Erie District School Board ready to publicly admit that the Board WILL cap the French Immersion program by the year 2018?

Our position:

- The Group does not support the implementation of a plan to accommodate the French Immersion program that intends to slow the growth of the program and ultimately remove children from the program.

Long Term Accommodation Options:

Having not even realized the full scope of the accommodation needs of the French Immersion program it is premature for the Board to suggest any long term solutions.

In the minutes of the June, 2012, Board meeting, Trustee MacDonald stated the Board needs to consider the ARC process, with trust and confidence with board resting with the community, when the Norfolk Secondary School Accommodation Review was tabled.

The Board made the French Immersion program a priority in 2010. Since then, the port-a-pac was introduced at Fairview and 3 dual-track programs have opened. Since 2010, the public has not been invited by the Board to participate in the process of examining the growth of the French Immersion program and assisting in developing a solution.

A full review of the accommodation needs of the French Immersion program in entire Grand Erie District has never been completed.

4. The Group asks the Board why they chose to exclude the public from any consultation knowing that they were in essence evaluating the necessity and availability of the entire French Immersion program in the County of Brant?

Our position:

- The Group feels that incurring capital expense to renovate the Coronation School property to a capacity of 584 is not addressing the real problem and is not a viable solution;
- The Group does not oppose to the use of the property at Coronation School to accommodate the needs of the expanding French Immersion program;
- The Group does oppose to the splitting of families, the splitting of the primary grades from the grades 5 to 8, and the use of Victoria School.

In Conclusion:

The report suggests that our students be housed in 2 separate locations for a period of up to 5 years. The report also suggests that at the current level of growth of the French Immersion program we will have a lack of available space after as little as 5 years.

Should the Board accept the recommendations of the report, the Board is agreeing to the following:

- To incur the expenses of heat, hydro, custodial and maintenance to house our students of Fairview in 2 separate locations for a period of up to 5 years;
- That even after spending capital funding provided by the Ministry to renovate Coronation School, the Board will not have adequate facilities to house the French Immersion program in Brantford in a period of 5 years.

Next Steps:

The Fairview Parents' Group urges the Board to consider the use of Coronation School as the "holding school" while the Board performs a full Accommodation Review of the French Immersion program for the entire Grand Erie District.

The Group does not offer the Board the option to negotiate on the inclusion of the public in this process prior to any decisions on this matter. The Group acknowledges that Trustee Collver suggested a public meeting be scheduled with the Board's Senior Administration. The Group also acknowledges that this public meeting will fall after the Board having made the decisions on this issue; this public meeting would be redundant.

The Fairview Parents' Group is a very active group, largely representative of the entire population at École Fairview. We are willing to cooperate in this process and we will not remain silent while decisions are being made without our input which we feel will affect our children's learning environments as well as physical and mental health.

There are 194 voices asking you to defer your decision on this report until a full Accommodation Review can be completed to evaluate the needs of the French Immersion program in the entire Grand Erie District. The parents ask that you do this for our children and we will continue to make you our choice in education.

Delegation

Good evening. I am Councillor Dan McCreary. Together with Councillor Debi Dignan Rumble, I represent Brantford's Third Ward. Ecole Fairview is located in Brantford's Third Ward. To the south, east and north, Ecole Fairview is bounded by residential neighbourhoods.

The plan before you, which may bring about the closing of Ecole Fairview, would have serious consequences for all concerned - teachers, students, board staff, parents and siblings. There will also be consequences for the neighbouring residents.

The ministry of education and GEDSB each have established guidelines for the complement and proceedings of an accommodation review process. I have participated on one prior accommodation review committee. Despite the inherent shortcomings of a process whose outcome is largely predetermined, the accommodation review at the very least allows for comment from the broader community.

In this current circumstance, it would appear that the process has been avoided. The proper complement of the committee was never recruited. It appears that no representative of either CUPE or the teachers federation participated. No representation from either the Chamber of Commerce Brantford Brant or Brantford City Council was invited by GEDSB.

Time would have permitted a proper accommodation review. GEDSB had an opportunity to demonstrate transparency and inclusiveness and also to place a value on the contribution of their partners in education. What a shame that opportunity was missed.

As a result, the greater community has had no opportunity to comment on the proposed changes. Clearly, parents, students and families do not support the GEDSB plan. We don't know the views of the neighbours, the business community, municipal government and the union members. They weren't asked - even though your own guidelines specify their inclusion as representatives on a proper accommodation review committee.

Councillor Dignan Rumble and I would ask that you not support this item tonite. Instead, please support a deferral and authorization to initiate a full and complete accommodation review as defined by your own policy. Please allow for a full and frank discussion.

Dan McCreary

Ecole Fairview School Council Delegation to the Oct 28, 2013 School Board Meeting

Presented By Shawn Ritter, Chair Ecole Fairview School Council

I am presenting this as the Ecole Fairview School Council Chair. First off I want to say that we understand that this board is in the very difficult position of juggling the demands of the Ministry of Education, being fiscally responsible to the tax payers and trying to do what is right for the schools and students you have been entrusted with representing.

However as a school council, we represent the parents, and we believe that the parents have spoken loud and clear, they are saying that you have failed us and more importantly you have failed the students of Ecole Fairview with whom you have been entrusted. The growth of the French Immersion program as a whole and at Fairview in particular is nothing new. The overcapacity and crowding issue at Fairview is not new. Full day kindergarten is not new. This has been years in the making, and in those years this board has failed to sit down with the parents and listen to them. This board has failed to be open with the parents and talk with them. While the past cannot be changed we need to work together for a better future.

The Ecole Fairview School Council and our parents want to work with the School Board to come to an acceptable resolution to the crowding issue, one that allows for the French Immersion program to continue growing without being forced to turn people away because there is no room. One that allows the students to continue to excel. The operative word here is "with", which is a two way street. As this is an urgent matter we need these conversations to begin immediately as it will soon be too late.

There are 194 voices asking you to defer your decision on this report until a full Accommodation Review can be completed to evaluate the needs of the French Immersion program in the entire Grand Erie District. The parents ask that you do this for our children and we will continue to make you our choice in education.

**Delegation to the
Grand Erie District School Board
Regarding the Accommodation of École Fairview**

October 28, 2013

Presented by
The Smith Family,
Justin Uchacz and
The Spivak Family
On behalf of the
Fairview Parents' Group

The Smith Family

I have many children in my care who attend Ecole Fairview. I am the mother of two children. My daughter is in Grade 2, and my son is in Grade 4. I also have a home daycare, with a total of 4 school-aged children in addition to my own. That is three sets of siblings that would be affected by the Board's proposal to send the older children away from Ecole Fairview.

I strongly oppose splitting the children by grade, for many reasons but I will limit it to the following:

1. First and foremost, it is a safety issue. The school relies on the older children to assist with supervision. In the Fall of 2010, one of the children in my care at that time, a junior-kindergarten student, barely 4 years old, got on the wrong bus. We lived in Paris at the time. It was a terrible experience that could have been devastating. Thankfully, he was found and returned home. I called the school and spoke with our Principal Mme. Lougheed. I asked her how we can ensure that would never happen again and her reply was "This is why we have bus buddies, and from now on, they will escort the kindergarten students to the bus ahead of the other children." I have personally witnessed the older children doing this on the occasions that I have picked up my children at school.

The older children also assist in lunch monitoring.

2. We have a wonderful culture at our school, the older children genuinely care for the younger ones, and that goes both ways. Recently, our daughter was able to attend a "Movie Night" hosted by Grade 8 students. There is a strong band of empathy formed that will be broken by sending the older children out of the school.

3. Siblings will be split up. My children are already worrying about that. Younger siblings rely on their older brothers and sisters to help with the transition to school. They are a comfort, and often staff rely on older siblings to help with the younger ones. For example, a reluctant kindergarten student may wish for their older sibling to stay with them while they wait for the bell in the morning.

Splitting up the students also results in logistical problems for families, especially if one student is downtown and the other is not.

There are 194 voices asking you to defer your decision on this report until a full Accommodation Review can be completed to evaluate the needs of the French Immersion program in the entire Grand Erie District. The parents ask that you do this for our children and we will continue to make you our choice in education.

Justin Uchacz

Je m'appelle Justin et j'ai gradué de l'école Fairview. Je suis content que je peux parler le français car c'est un deuxième langage qui peut m'aider dans le futur. For those of you that don't understand French...

I am in 9th grade at BCI. I am proud to say that I graduated from école Fairview. You are proposing that you separate the older students from the younger. I think this is a bad idea because ALL younger students need someone to look up to. In grade 7 and 8 I helped by being their bus buddy, helping them learn to read French and English, and helping them in fun activities to make school more entertaining.

This is why I am asking you to please consider keeping all the grades together while you are preparing for a long term solution.

The Spivak Family

Good evening,

I am a mother of three children at École Fairview who would all be negatively impacted by the Board's decision to temporarily relocate my children to Victoria School. My husband and I chose École Fairview because we had visited a number of schools in the area and could easily recognize the quality of education and the sense of community that was being offered by the teachers, leadership, parents and children at École Fairview. The current state of the school is disheartening to me and my husband and I will be forced to look for an alternate school for our children should the decision be made today to send our children to a less than desirable location that will disrupt the cohesiveness of the faculty, students and community that we have grown to love at Fairview. I urge you to consider that options that have been put forward by the École Fairview Parents' Group.

There are 194 voices asking you to defer your decision on this report until a full Accommodation Review can be completed to evaluate the needs of the French Immersion program in the entire Grand Erie District. The parents ask that you do this for our children and we will continue to make you our choice in education.

**Delegation to the
Whole Board of Trustees of the
Grand Erie District School Board
Regarding the Accommodation of
École Fairview
October 28, 2013
Presented by
Christine Woodcock**

Background:

- The Board has been aware for a number of years that overcrowding has been an issue at Fairview School. This is now at a critical point.

The Issues:

- In their discussion at the Committee of the Whole 2 meeting of October 21, 2013:

Trustee Everets made the following remarks:

- **~ no board around the province is building a school of less than 300.**

*Parents are not asking for a new build for the current over flow at Fairview. We are asking for the use of an existing school to accommodate not only the current overflow of the students at Fairview but also one that will be able to accommodate future growth at the ever increasing rate we have been seeing over the past 5 years (35% according to **Superintendent Gunn**)*

- **~supports the idea of a "holding school" - parents need to realize that the short term inconvenience is for a long term excellent solution**

Fairview's enrolment has been steadily increasing since the program was opened to JK. In 2008, the Board was made aware that the school had outgrown not only its capacity but also the capacity for expansion through the use of portables. In 2010, the Board agreed to the need for a Port-A-Pak of four additional classrooms for the school, bringing the children from the existing portable indoors. With the exponential growth in French Immersion enrolment, by the time Fairview actually received the port-a-pac in late fall 2011, the capacity had already exceeded the additional space and, in fact, no portables were alleviated. The four new classrooms were added and the seven portables remained onsite, with six of them housing student classrooms. This has now increased to eight portables housing students.

We know that because of funding requirements and prioritizing, solutions take time to transpire. As one parent so eloquently stated in an e-mail to the Trustees, "This need has been coming at (the Board) like a freight-train".

*The **long term excellent solution** that **Trustee Everets** speaks of will propose the exact same dilemma. By the time it is move-in ready, our enrolment will seriously exceed the capacity that it will be built to accommodate. By it's own admission, the Board recognizes that, "(we) could very likely face the same over subscription of available space again in 5 to 10 years." With the now anticipated*

start date for construction of October 2015, The **long term excellent solution** will not be complete until 2017 at the earliest, and in reality more likely 2018. Five years time.

~The French Immersion enrolment over the past five years has increased 35%. Current enrolment is 990. We will be adding 3 all day Kindergarten classes in the fall of 2014. If we then increase by an additional 35% over the next five years, we will have a potential enrolment of 1300 students. 415 will be at Dufferin, leaving the other 885 to be housed at the renovated school on the current Coronation site which will be built to accommodate 584. Even when we lose students to Burford and our co-terminus Board, we will be well beyond the capacity of the **long term excellent solution**.

- Victoria has been proposed as a temporary solution to the over crowding at Fairview with the plan being for the grade 5-8s to relocate while a new 600 capacity school is built on the current Coronation site.

Trustee Werden states that | "Victoria School is safe. The water is safe. The asbestos levels are safe. We know where it is. There isn't a building of a certain age anywhere that doesn't have asbestos".

While that may be, we do know that on the north side of Pearl Street and 50 metres west of Victoria School lies the old Domtar properties. This is now a Brownfield location. One which the City hopes to sell for redevelopment. As such, the City of Brantford has done **extensive** testing of both the soil and the groundwater. (Their report is attached as an appendix to this delegation)

Both the soil and groundwater are highly contaminated with heavy metals, polycyclic aromatic hydrocarbon and petroleum hydrocarbons. While these are in keeping with the business that had been conducted at Domtar, and the old airplane parts manufacturing during WWII, it is not environmentally safe for habitation. This habitation includes a school. During the testing, there were a large number of "monitoring wells" created all around the Brownfield property. One was on the north side of Pearl Street at the corner of Richmond. By nature, groundwater flows south. Victoria School lies directly south on Pearl Street at Richmond.

The "bore holes" for soil testing are also on the north side but directly across the street from both the school and the "Greenspace" where our children are expected to play. While it is possible that Victoria's soil may not be contaminated, all of those chemicals will be airborne once the extraction of the contaminants at the Brownfields begins in July 2014. Our kids are slotted to arrive two months later. Perhaps the Board can be proactive and prevent its own version of the Love Canal disaster.

*The Greenspace that will be the playground for our children is in fact a public park. **Superintendent Gunn** reports that "the Board owns 50% of that Greenspace". Our research of land titles and through Parks and Recreation shows that in fact the Board owns 25% of the Greenspace including a portion of the ground under the existing playground (climber) and old swing set.*

Both Board and School policies require a valid, negative police check for every person on school property or who will be interacting with our children. How can parents be assured that members of the public, who do not have negative police checks, will not be in the park and attempting to interact with our children? Is the Board prepared to accept the liability for placing our children at risk of being handed contraband or being put at physical, emotional or sexual risk?

Are teachers going to be prepared to "police" the public who use the Greenspace while the children are out playing? What assurances can this Board provide to the parents of children aged 9 - 13 that they will not be placed at risk while outside on what they will perceive as their playground?

- In opening the French Immersion program to JK, the Board proved that is can be very forward thinking. I implore the Board to use that same forward thinking on this issue. I ask that the Board be innovative and proactive, rather than always being in a position of playing catch up, which then creates a reactionary "quick fix" that really doesn't fix anything. I ask that the Board plan **now** for the probability of over crowding when the renovated school opens in 2017. In reality there is going to be a need for a third site in the City. The dual track at Burford will only just be at grade 8 by then and will not be enough of a contender to assist with the over crowding issue when we repatriate the "out of catchment" children. Although I use that term **only** because the Board has. After all, we are the Grand Erie District School Board, not the Brantford City School Board.

In Conclusion:

- The I do not support the implementation of a plan to accommodate the French Immersion program that intends to slow the growth of the program and ultimately remove children from the program.
- I feel that incurring capital expense to renovate the Coronation School property to a capacity of 584 is not addressing the real problem and is not a **long term excellent solution**

- I do oppose:
 - ~ the splitting of families,
 - ~ the splitting of the primary grades from the grades 5 to 8,
 - ~ and to the use of Victoria School.
- I am one of the 194 parent voices who is asking you to defer your decision on this report until a full Accommodation Review can be completed to evaluate the needs of the French Immersion program in the entire Grand Erie District School Board.
- I implore you to plan safely and effectively for the French Immersion students in Grand Erie. Perhaps then, I will be willing to continue to make you my choice in education.

Appendices







Check out our pics
on Facebook!

519.752.5477

f /seasonsretirement



Heat Up with Cool Savings!



NEWS BRANTFORD-BRANT

Brownfield

Contaminated groundwater threatens private wells



By Hugo Rodrigues, Brantford Expositor
Friday, June 21, 2013 10:05:34 EDT PM



Sydenham-Pearl brownfield. (Expositor file photo)

Residents with old wells opposite the Sydenham-Pearl brownfield site should be aware of a plume of contaminated groundwater that

could extend onto their properties.

The city and its consultants, CH2M Hill Inc., heard of the possibility of private wells used for watering lawns and gardens during a public meeting held Thursday evening on the continuing work underway to clean up the two properties at 22 and 17 Sydenham St. that are collectively the Sydenham-Pearl brownfield.

The question came as CH2M Hill project manager Ed Taves was discussing an off-site monitoring well dug by the company to test groundwater south-southwest of the 17 Sydenham St. property. At a depth of four metres, the well tested over the regulated limit for chlorinated aliphatic hydrocarbons, or CACs.

"There's a plume that seems to be travelling from that site," Taves said. "The concentrations are all comparable to that one hot spot (on the property)."

Asked directly if one person who lives across the street and uses a private well to water a garden should stop doing so, Taves and the other CH2M Hill staff members advised caution. The owner should know how deep the well is, given the contaminants were found at a four-metre depth. It would be hard to tell if the well draws from the same plume without further testing — beyond the testing for bacteria that would be conducted for property owners by the health unit.

"The contaminants we're talking about here are a human health risk ... without getting more detail, it's probably not a good idea to use those wells," Taves said.

After the meeting, Taves said in urbanized areas that pre-date the installation of municipal water service, it's always possible to find wells that are still in use by property owners for doing things like watering lawns and gardens. There's a balance near brownfields when they're being assessed for clean-up between ensuring the neighbours are advised of the risk without causing a panic over potential health concerns.

Without testing the specific well in question, it wouldn't be known whether it contains any of the contaminants found on the adjacent brownfield site.

As to the rest of what was shared at the meeting, CH2M Hill has been retained as the project manager for Sydenham-Pearl, and will spend time from now until March 2014 continuing its work to get a detailed assessment of exactly where the site is contaminated. That data will be reviewed by the city's planning department and the Ontario Ministry of the Environment and will then help plot a more detailed containment and remediation plan.

The plan for cleaning up the sites still leans on digging out the sections most heavily contaminated with heavy metals, on-site treatment of hot spots for petroleum-based contaminants and the installation of underground semi-permeable barriers that would clean groundwater as it flowed through the property.

With approval of the detailed risk assessment not expected until spring of 2014, Taves said it would be July or August of 2014 before cleanup work begins.

Another public meeting is scheduled for this September to update those with an interest in the brownfield on the detailed risk assessment.

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DATE: May 6, 2013

REPORT NO. CD2013-068

TO: Chair and Members of Committee of the Whole

FROM: Gregory Dworak, General Manager
Community Services

1.0 TYPE OF REPORT

CONSENT ITEM ☐
ITEM FOR CONSIDERATION ☒

2.0 TOPIC: Sydenham Pearl Brownfield Site –Off Site Monitoring Results and Proposal for Project Management Services to carry out the Remedial Strategy for the site.

3.0 RECOMMENDATION

- A. THAT Staff Report CD2013-068 regarding the Sydenham Pearl Brownfield site BE RECEIVED for information;
- B. THAT staff BE DIRECTED to organize a public information meeting to update the neighborhood residents on the results of the off-site groundwater and soil testing and to provide information on the process to implement the remediation plan approved by Council on November 5, 2012;
- C. THAT Council APPROVE an extension of the existing contract between the City of Brantford and CH2M Hill, dated March 14, 2012, for environmental consultancy services to permit CH2M HILL to: complete a Risk Assessment for 17 and 22 Sydenham Street, to prepare the bid solicitation documents to select a qualified contractor to complete the remediation, and to provide contract administration services to oversee the remedial contract;
- D. That the City Clerk BE DIRECTED to put the amendment to the contract on the next Signing Bylaw; and

- E. That Council APPROVE the Request for Tenders solicitation for the remediation contract as a "Pre-Approved Solicitation" pursuant to the City's Purchasing Policy.

4.0 PURPOSE

The purpose of this Report is to update City Council on the results of the off- site groundwater and soil monitoring completed by CH2M Hill and to submit a proposal for project management services to carry out the remedial strategy for the site.

5.0 BACKGROUND

In December of 2011, staff issued a Request for Proposals (RFP) for an environmental consultant to complete a remediation strategy for the Sydenham Pearl Brownfield Site. In the development of the scope of work, staff recognized that there was a potential benefit to have the consultant for the remediation strategy carry through and complete the forthcoming risk assessment and contract administrative services for the remediation work. Since it would not be reasonable for proponents to accurately cost this additional work within their proposal, Staff included provisions with the RFP to allow for a potential extension of services at a later date:

"Subject to Council approval of the preferred remediation strategy, the Consultant may be required to prepare tender documents to implement the remediation action plan, and provide contract administration on behalf of the City of Brantford throughout the course of the remediation. Note that this work will be beyond the scope of work for this terms of reference and if awarded will be subject to a separate contract."

Nineteen proposal submissions were received and of these, CH2M Hill was the highest scoring proponent.

On November 13th 2012, City Council approved the following resolutions in regards to the Sydenham Pearl Brownfield site;

- THAT the recommended remedial Option "A" for 17 and 22 Sydenham Street in the amount of \$4,657,805, as outlined in this Report CD2012-187 BE APPROVED; and
- THAT Council APPROVE the single source procurement, pursuant to Section 4.02(g) of the Purchasing Policy, with CH2M HILL for environmental consultancy services for the off-site monitoring and investigation project adjacent to 17 and 22 Sydenham Street to be funded from Brownfield Reserve Account RF288.

- THAT a By-law to authorize debenture financing for the Sydenham Pearl Brownfield Remediation Project in the amount of \$4,657,805 BE PRESENTED to Council for adoption; and
- THAT Council APPROVE the single source procurement, pursuant to Section 4.02(g) of the Purchasing Policy, with CH2M HILL for environmental consultancy services for the off-site monitoring and investigation project adjacent to 17 and 22 Sydenham Street to be funded from Brownfield Reserve Acct # RF288.

The purpose of the additional testing was to determine potential off site impacts due to the long standing contamination of the site, and based on the results of the testing; assess the need for additional remedial work or modify the remediation strategy, as may be necessary to address any off site concerns.

6.0 CORPORATE POLICY CONTEXT

The remediation of the Sydenham Pearl Brownfield site would meet the goals of the City's Community Strategic Plan. In particular, the following Goals are applicable:

Goal 1: Economic Vitality and Innovation is also applicable, and specifically the long-term desired outcome that "Brantford will be a business friendly community". Through this project, the City is facilitating future redevelopment opportunities by remediating and readying the site for prospective developers.

Goal 3: Managed Growth and Environmental Leadership because of the long-term desired outcome that "Brantford will be known as a city that manages growth wisely, makes optimum use of its infrastructure and is a leader in infill and brownfield redevelopment."

7.0 INPUT FROM OTHER SOURCES

Staff received input and comments from the Purchasing Department in preparation of this report. Purchasing staff supports the recommendations outlined in this report and will continue to work with Planning staff, subject to Council's approval of the recommendations, to prepare a scope change to the existing contract between the City and CH2M Hill and to assist in the bid solicitation process to retain qualified contractors to undertake the remedial work on site.

8.0 ANALYSIS

Based on the results of the Phase Two (2) Environmental Site Assessments for 17 and 22 Sydenham Street, which identified elevated areas of contaminants on site, and testing to determine the direction of groundwater flow, CH2M Hill were directed to install six (6) monitoring wells in the public right-of-way along Pearl

and Sydenham Streets to determine the potential presence of contaminants which may have migrated from the Sydenham Pearl Brownfield site.

A map showing the locations of the monitoring wells has been attached as **Appendix A** to this report. The six wells are identified as, MW17-18, MW17-19, MW17-20, MW22-18, MW 22-19, MW 22-20.

As outlined in the CH2M HILL letter entitled, *Results of Additional Soil and Groundwater Sampling*, dated February 7, 2013 and attached as **Appendix B**, groundwater concentrations were detected above the applicable site conditions standards at one of three locations downgradient from 17 Sydenham Street (MW17-18), and in all three locations downgradient from 22 Sydenham Street (MW22-18, MW22-19, and MW22-20) for trichloroethylene (TCE). No soil exceedances were found.

These concentrations are generally consistent with those detected onsite and are not expected to affect the overall proposed remediation strategy previously approved by Council on November 5, 2012.

The contemplated remedial measures which include the completion of a risk assessment for each site, and possible remedial excavation and in-situ remediation (i.e. permeable reactive barrier) will be used to address both onsite and offsite impacts. At this time, a change in the proposed remediation strategy is not anticipated. However, it should be noted, that the risk assessment following the MOE process will determine the appropriate Property Specific Standards that are protective of onsite and offsite receptors, and there may be a need to modify the remedial program and risk management measures to manage potential off-site exposure. The outcome of the risk assessment will also confirm the extent of the remediation required. The initial remediation budget estimate was intended to be conservative and the reasonable maximum cost as previously provided is not anticipated to change based on the recent findings and the previously provided budget estimates are still considered valid.

8.1 Next Steps: Implementing the Remedial Strategy

8.1.1 Task 1: Risk Assessment

The first step in implementing the remedial strategy is to complete Risk Assessments (RA) for both properties to determine acceptable levels of chemical concentrations based on the specific characteristics of each site which are acceptable to the MOE. Once remedial targets have been set, requirements for excavation and in-situ treatments can be appropriately scoped and tailored to meet the specific goals for the site (residential and/or park uses).

Further details regarding the remediation strategy can be found in Report CD2012-187, and copies of the Phase 1 and 2, and Remedial Options Report have been posted on the City's website at;
<http://www.brantford.ca/govt/projects/Pages/Sydenham-Pearl.aspx>.

A brief description of the approved remedial approach is outlined as follows:

Table 1: Recommended Remedial Strategy

(Excerpt from Report CD2012-187)

Option	22 Sydenham	17 Sydenham
<i>Risk Assessment/Record of Site Condition</i> -seek approval for site specific standards, that are more cost-effective, rather than adhere to generic MOE guidelines that are not necessarily applicable to the site	✓	✓
<i>Limited "hot spot" excavation & disposal</i> -a limited excavation of soils that have been found to have the highest contaminant concentrations		✓
<i>Limited excavation and underground storage tank decommissioning</i> -a limited excavation of soils that have been found to have the highest contaminant concentrations, as well as removal of existing underground storage tanks	✓	
<i>In-Situ chemical oxidation (ISCO)</i> -using oxidizing agents, which when injected into the soil and groundwater, will chemically oxidize the contaminants to less harmful or totally harmless compounds		✓
<i>Permeable reactive barrier wall (PRBW)</i> -constructing a treatment wall below grade that captures the contaminants in the groundwater as it moves through the wall, and treats the contaminants by converting them to less toxic constituents	✓	✓

8.1.2 Task 2: Project Management and Remediation Oversight

In terms of moving forward with the remedial strategy, it is necessary to complete a Risk Assessment (RA) for each property as noted above. However, it should be noted that the Remedial Strategy cannot be finalized prior to the completion of the Risk Assessment as the remedial targets are finalized through the RA process, and therefore the two processes (RA and Remedial Strategy) should not be undertaken separately. In terms of process, the Risk Assessment and final Remedial Strategy are finalized concurrently, as both documents are contingent on the final remedial targets established for the site during the Risk Assessment process in order to permit redevelopment of the site. To this end, it would be advantageous in terms of timing, expense, and consistency in work, for CH2M Hill to complete the final components of the technical work, which would bring the City to the point where remediation can occur on site.

From this perspective, in moving forward, it is recommended that the current contract with CH2M Hill be extended to permit the consultants to prepare and finalize both the RA and remedial strategy for both properties.

A contract extension for the preparation of bid solicitation documents and contract administration was also anticipated under the existing contract between the City and CH2M Hill and is permitted under Section 3.2 (d) of the Terms of Reference. Also, it should be noted that the proposed contract extension for project management services with CH2M Hill is similar to the contract extension/sole source procurement of Cole Engineering to oversee the demolition contract of the Greenwich Mohawk Brownfield site, which Council is familiar with. Cole Engineering was originally retained to complete the Designated Substances Survey and Structural Analysis of existing buildings at Greenwich Mohawk, and has since been retained through a similar process to oversee the demolition of the site. It should be noted that in staff's opinion this has been a successful working model which has led to efficiencies in timing and expenses, and thus it is proposed that a similar approach be taken to finalize the technical work and remediation of the Sydenham Pearl Brownfield site.

CH2M Hill has an in-depth understanding of the contaminants on site, has designed a comprehensive approach to meet the remedial goals for the site, and has developed a successful professional relationship with both City staff and area residents. At this stage in the process, it would be advantageous to continue to retain CH2M Hill's services, as there would be no lag time in moving forward, as the consultants would be able to begin the RA process immediately, and it will ensure that the final remedial approach is consistent with the background work already completed by CH2M Hill and that the remediation of the site is completed within the project budget.

It is also recommended that upon completion of the RA and remedial strategy, that CH2M Hill also prepare the bid solicitation documents (both Request for Pre-Qualification (RFPQ) and a Request for Tenders (RFT) or Request for Proposals (RFP)) to retain a qualified contractor to complete the physical remediation, as well as, oversee the remedial construction contract and complete the process for filing a Record of Site Condition for both properties. It is also recommended that Staff be given the authorization to award the remedial contract to the successful bidder upon the completion of the evaluation process and that Council be updated of the selected contractor. It should be noted that the City currently does not have the expertise or staff resources to manage this project internally. Also the proposed services would come at no additional expense to the City, as the approved budget for site remediation included 15% for project management and contract administration services (Please see Section 9.0).

CH2M Hill have submitted a detailed proposal for environmental consultant services to complete the Risk Assessments and contract administration and construction oversight for the Sydenham Pearl Brownfield site, attached under separate cover as part of Council's agenda package. The project will take approximately two (2) years to complete, beginning in June 2013 and ending in April 2015.

A brief description of the services and sequence of steps to complete the remedial project, to be provided by CH2M Hill is outlined as follows, and

correlates to the detailed project schedule, attached under separate cover as part of Council's agenda package. As noted on the project schedule, many of the tasks outlined below begin in June at the onset of the project and run concurrently with additional tasks and/or over the course of the entire project schedule.

Phase 1: Risk Assessments (RA): June 2013- April 2015

The Risk Assessment (RA) approach is considered the most practical and cost effective means to obtain an RSC for the subject properties. The main tasks to complete the RA are as follows;

Task 1: Integrate data from Phase Two ESA's (already completed by CH2M Hill)

Task 2: Complete and submit the Pre-submission Form to the MOE

Task 3: Complete the RA

Task 4: MOE to review RA process and issuance of the Certificate of Property Use as necessary (CPU).

Phase 2: Review of Remedial Strategy: April 2014- May 2014

Once the Risk Assessments are completed and the Property Specific Standards have been established and approved by MOE, the final requirements for excavation and in-situ remediation can be finalized.

Phase 3: Contract Administration, Award and Oversight: February 2014- March 2015

The following Tasks are included in the third phase of work;

- **Preparation of Technical Specifications**

Once the Remedial Strategy has been finalized CH2M Hill will prepare the technical specifications for the remediation work and site restoration. The general sequence of events to be addressed in the technical specifications are as follows; *Mobilization and Site Preparation, Foundation Removal, Remediation Activities, Site Restoration and Demobilization.*

- **Tender, Pre-Qualification, and Award Remedial Contract**

The project consultants will prepare the technical specifications for the RFPQ and RFT/RFP documents, and assist with selecting the qualified bidders. CH2M Hill will assist the City through the tender process for the remediation, concrete and foundation removal work and site restoration. CH2M Hill will lead the site tour for interested bidders and will also be responsible for responding to all questions, comments, and assist in the preparation of all addendums to the bid solicitation documents. The consultants will also prepare an evaluation matrix for scoring bids in consultation with City staff. The consultants will attend a joint meeting with staff and will present

their recommendations for selecting a qualified contractor. It should also be noted that a member or member(s) of the Brownfields Community Advisory Committee will also be invited to sit on the evaluation committee.

- **Contract Administration and Construction Oversight**

This task will involve overseeing and executing the remediation contract as the City's Project Manager. It will also include the collection of confirmatory samples, data collection, and report preparation to support the filing of a Record of Site Condition. CH2M Hill have proposed a project manager to be on site on a full-time basis (10hrs/day, 5 days per week, for an estimated 7 months) to oversee remedial activities and to ensure that the remediation costs are minimized to the extent possible through prudent staging and segregation of impacted soils. The consultants will also review payment certificates on the City's behalf and provide recommendations to the City for payment to the contractor as appropriate.

- **Filing of the Record of Site Condition**

Records of Site Condition will be prepared for both properties 17 and 22 Sydenham Street. This task will involve the completion of the required RSC application form for each of the subject sites. The consultants will compile the applicable forms/ data for submittal to MOE.

Phase 4: Communication Strategy: June 2013- April 2015

It is important to maintain a proactive communication strategy which continues to engage the community in this project. CH2M Hill has established a positive, professional and transparent relationship with stakeholders and neighborhood residents and maintaining this relationship is essential for the continued success of this project. The project consultants propose to hold the following public meetings over the course of the remediation project. All public communications will be designed in accordance with the City's Community Involvement Framework to engage the public in this project, and a detailed description of the purpose/key content/and value added for each meeting is included in the detailed Proposal;

- **Public Information Session #1 Kick-Off (June, 2013)**

The purpose of this meeting is to provide an overview of the remediation project and outline next steps. The consultants will also report on the findings of the off-site testing. The consultants will

also establish project contacts and information for questions and reporting concerns.

- **Public Information Session #2 Introduce Remedial Team (September, 2014)**

The purpose of this meeting is to report on the findings of the RA and finalization of the remedial strategy. The consultants will also introduce the construction team and review the construction schedule, including proposed haul trucks with the community. Mitigation, monitoring and contingency plans will be discussed, as well as, any community concerns and next steps. Project contacts and sources for information will also be reviewed and updated as necessary to ensure community concerns are continuously met.

- **Public Information Session #3 Remedial Closure and Demobilization (March, 2015)**

The purpose of this meeting will be to update the community on the closure of remediation activities. Demobilization, post-construction activities, and restoration of the site will also be discussed. Monitoring requirements and any follow up requirements will be discussed.

- **Presentation to Council (April, 2015)**

The presentation to Council will provide an update on the final aspects of the remediation, short/long term risk management measures/requirements will be reviewed and details provided on post construction activities, demobilization and site restoration. A report on the public consultation process and public feedback on the project will also be presented. The consultants will review actual costs incurred compared to budgeted costs, value added components and cost savings. Finally, future site requirements (if required) will also be discussed.

8.1.3 Public Meeting

Staff recommends that the first Public Information Session # 1 Kick-Off (June), be held to update the neighborhood residents on the results of the off-site testing as soon as possible, and to discuss the next steps involved in implementing the remedial plan. As previously noted, a detailed communication strategy is included in the consultant's proposal attached under separate cover as part of Council's agenda package, and briefly outlined above. In summary, the consultants recommend a minimum of three public meetings over the course of the project to ensure that the public is kept informed and up to date on the status

of the project. The consultants will also meet with Council and provide regular project updates over the course of the remediation of the site.

9.0 FINANCIAL IMPLICATIONS

The budget to complete the Sydenham Pearl Brownfield site remediation was approved by Council on November 13, 2013. This project will be funded in part from the Brownfield Site Reserve Fund RF288 and debenture financing.

The recommendations outlined in this report pose no direct financial implications, as the approved budget for the remediation includes 15% for project management and contract administration. Also, it should be noted, that it is recommended that Staff be authorized to award the remedial contractor to the successful bidder and that Council be updated on the selection of the successful contractor. Pre-authorization to award the contract is required as the value for remedial services is above \$250,000. This recommendation is consistent with the Purchasing Policy.

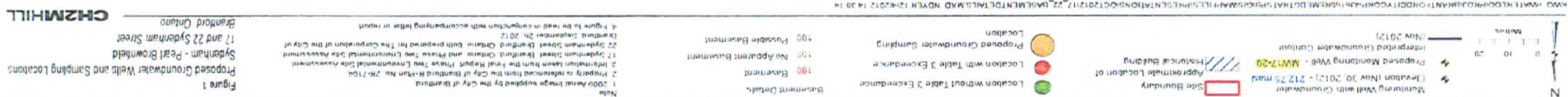
A breakdown of fees has been included below. These include costs to prepare an RA for both properties and contract administration to oversee the remediation of both sites. The total cost for both sites would be \$966,937.00. It should be noted that both hourly rates and the project team have not changed from the original Proposal submitted by CH2M Hill in January 2012. A detailed breakdown of fees is included in the consultant's proposal attached under separate cover as part of Council's agenda package.

Breakdown of Fees:

Project Management	\$57,940
Risk Assessment (17)	\$167,015
Risk Assessment (22)	\$167,015
Remedial Strategy Revision(s)	\$26,760
Construction Administration	\$351,650
Communications	\$46,500
Allowances	\$150,057
Total Costs	\$966,937

10.0 CONCLUSION

The following recommendations outline the next steps to implement the remedial action plan for the Sydenham Pearl Brownfield site which will result in a Record of Site Condition to permit future residential and/or parkland development on the site. Staff also recommends that CH2M Hill remain on board as the project consultants. At this point in the process, it would be advantageous in terms of timing, expenses, and consistency in work for CH2M Hill to complete the final components of the technical work, which would bring the City to the point where remediation can occur on site.



Soil contaminants by location

A-1-m



February 7, 2013

436165.A4.01

200/202FLM/FLM012

Ms. Nicole Wilmot
Policy Planner, Community Services
Corporation of the City of Brantford
City Hall, 100 Wellington Square
P.O. Box 818
Brantford, Ontario N3T 5R7

Subject: Results of Additional Soil and Groundwater Sampling
Sydenham-Pearl Brownfield
17 and 22 Sydenham Street, Brantford, Ontario

1. Introduction

CH2M HILL Canada Limited (CH2M HILL) was retained by the City of Brantford (Brantford) to assess the groundwater quality hydraulically downgradient of the Sydenham-Pearl Brownfield, located at 17 and 22 Sydenham Street, Brantford, Ontario, referred to together as the "Site". Volatile organic compound (VOC) impacted groundwater has been identified on Site, specifically chlorinated aliphatic hydrocarbons (CAHs) including trichloroethylene (TCE), 1,1,1-trichloroethane (TCA), and their degradation products. The scope-of-work proposed was detailed in CH2M HILL's letter dated November 5, 2012 (CH2M HILL, 2012). This work follows the Phase Two Environmental Site Assessments (ESAs) completed by CH2M HILL between June and September 2012. The results of the soil and groundwater quality investigation activities previously completed were documented in the following reports:

- i. Phase Two Environmental Site Assessment, 17 Sydenham Street, Brantford. Prepared by CH2M HILL for Brantford, dated September 26, 2012, Final Report (CH2M, 2012a); and
- ii. Phase Two Environmental Site Assessment, 22 Sydenham Street, Brantford. Prepared by CH2M HILL for Brantford, dated September 26, 2012, Final Report (CH2M, 2012b).

As discussed in CH2M HILL, 2012, soil and groundwater samples were to be collected to assess the soil and groundwater quality at six (6) proposed off-Site drilling locations. An additional round of groundwater samples was to be collected from both the six off-Site wells as well as 21 selected on-Site wells. The purpose of this letter is to provide Brantford with the results of the soil and groundwater samples collected from this additional sampling program. The location of the six new boreholes/monitoring wells are shown on Figure 1, identified as Monitoring Well (MW) 22-18, MW22-19 and MW22-20, located hydraulically downgradient of 22 Sydenham Street, and MW17-18, MW17-19 and MW17-20 located hydraulically downgradient of 17 Sydenham Street.

2. Scope of Work Completed

The following field activities were completed including:

- i. Drilling and soil sampling of all six (6) off-Site boreholes;
- ii. Installation of monitoring wells in all six (6) off-Site boreholes;

- iii. The collection of groundwater samples from all six (6) monitoring wells; and
- iv. The collection of an additional round of groundwater samples from all six (6) monitoring wells and 21 selected on Site wells.

2.1 Borehole Drilling and Soil Sampling

Borehole drilling and installation of the additional monitoring wells were completed by Profile Drilling from December 17 to 21, 2012. Continuous soil samples were generally collected from the overburden, and soil recovered in each sample was logged according to soil type, moisture content, and evidence of contamination (i.e. discoloured soils, odours, staining, etc.). At three locations where the preferred borehole locations occurred near buried utilities the surficial soils were 'drilled' using hydroexcavation. Borehole logs are provided as Attachment 1.

Samples that were collected were divided into two portions: one for field vapour screening and the other for laboratory submission (these were immediately placed in the appropriate laboratory-supplied sample containers). Field vapour screening samples were placed in a Ziploc plastic bag and monitored with a photo-ionization detector (PID) for conducting head space screening. Two (2) soil samples were collected for chemical analysis from each borehole location, and submitted to ALS Laboratories, a laboratory accredited by the Canadian Association for Laboratory Accreditation Inc. (CALA), which provided the off-Site laboratory analyses. All soil samples were submitted for analysis of volatile organic compounds (VOCs). Laboratory certificates of analysis are provided as Attachment 2.

2.2 Groundwater Monitoring Well Installation and Well Development

Monitoring wells were installed by Profile Drilling in accordance with O. Reg. 903, as amended. The monitoring well construction consisted of approximately 5-centimetre (cm) diameter, Schedule 40 polyvinyl chloride (PVC) risers; 5-cm-diameter, Schedule 40, No. 10-slot PVC screen (variations in screen length occurred); sand pack to approximately 0.3 m above top of screen; 0.6 m of bentonite seal above sand pack composed of a 0.6-cm hydraulic hole plug; and flushmount protective well casings secured with concrete. Monitoring well installation logs are provided as Attachment 1.

After the monitoring well installations, well development was conducted to remove particulates or fluids, which may have collected in the screen or sand pack during well installation activities. The groundwater extracted during monitoring well development was contained in 200-litre (L) drums and stored on Site for future disposal.

2.3 Water Level Measurements

Water levels were measured using an interface probe on November 30, 2012 from 35 existing wells, to conduct preliminary stakeouts of the proposed six off Site monitoring wells to be installed. A complete set of water level measurements from all accessible onsite wells, including the six new wells constructed as part of this work program, was collected on January 14, 2013. Water levels, elevations and groundwater flow are further discussed in Section 3.2.

2.4 Groundwater Sampling

Prior to sampling, the monitoring wells were purged and field measurement of water quality parameters was performed during well purging and prior to the collection of groundwater samples. These measurements were required to provide an indication that the samples collected were stable and representative of the groundwater in the formation and to evaluate groundwater quality at the time of sampling. The groundwater extracted during purging was contained in 200-L drums and stored on Site for future disposal.

Groundwater samples were collected in laboratory supplied bottles immediately following completion of purging and stabilization of the groundwater parameters. Groundwater samples were submitted to ALS Laboratories for VOC analysis.

2.5 Elevation Survey

CH2M HILL contracted West & Ruuska Ltd., a licensed Ontario Land Surveyor (OLS), to perform an elevation survey from a geodetic benchmark following the completion of the subsurface investigations. The survey was completed referencing the same geodetic benchmarks as defined in the Phase Two Reports (CH2M, 2012a; 2012b). Survey activities were completed in January 2013, and included the ground surface and top of riser pipe for the newly installed monitoring wells and boreholes.

3. Results

3.1 Stratigraphy

The geology on the Site was determined from the subsurface conditions and key stratigraphic units observed during the previous and current investigations on the Phase Two Property. Borehole and monitoring well logs for current investigations are provided in Attachment 1, and for previous investigations can be found in the Phase Two ESAs (CH2M HILL, 2011a; 2012b).

Cross-sections provided in the Phase Two ESAs were updated with the additional sampling locations from the current investigation. Three cross section locations are shown on Figure 2 and are provided as Figures 3 through 5. Detailed site-specific geology can be found in the Phase Two ESAs (CH2M HILL, 2011a; 2012b). Based on the site-specific geology, the main units investigated during the Phase Two ESA were the fill and the native sand units. Monitoring wells installed off-Site for the additional investigation were generally instrumented in the sand, in the shallow unconfined groundwater table.

3.2 Groundwater Elevations and Flow Direction

Groundwater level measurements were taken from all accessible groundwater monitoring wells on November 30, 2012 and January 14, 2013 for both the 17 and 22 Sydenham properties, and are provided, along with the corresponding groundwater elevations in Tables 1 and 2 for 17 and 22 Sydenham Street, respectively. The groundwater is inferred to flow in a southerly direction, consistent with previous monitoring results, and is shown on Figure 2.

3.3 Soil Quality

Results of the soil analysis for VOCs for the 17 and 22 Sydenham Street properties and associated off Site locations are summarized in Tables 3 and 4, respectively. These tables include available historical VOC data that could be included when filing a record of site condition (RSC) for the properties. Figure 6 shows concentrations of chlorinated VOCs measured in soil for both 17 and 22 Sydenham Street. Observations on the soil quality from the additional sampling were as follows:

- For soil samples collected from off-Site locations south of 17 Sydenham Street (MW17-18 to MW17-20), no CAH COCs were detected in the soil samples; and
- For soil samples collected from off-Site locations MW22-18 and MW22 -19, south of 22 Sydenham Street, no CAH COCs were detected in the soil samples above applicable regulatory standards. At MW22-20, tetrachloroethylene (PCE) was detected at 0.052 micrograms per gram ($\mu\text{g/g}$), less than the applicable MOE standard of 0.28 $\mu\text{g/g}$.

3.4 Groundwater Quality

Results of groundwater analysis for VOCs for the 17 and 22 Sydenham Street properties and associated off-Site locations collected as part of the previous 2012 Phase Two ESAs and this investigation are summarized in Tables 5 and 6, respectively. Figure 7 shows concentrations of CAH COCs measured in groundwater for both 17 and 22 Sydenham Street.

3.4.1 17 Sydenham Street

Sampling locations on Site with new or changes in the groundwater quality from the additional sampling were as follows:

- CAH concentrations were highest at MW17-12 which has been sampled on three occasions as noted on Figure 3, with reported concentrations of PCE (5.16 µg/L), TCA (531 µg/L), TCA (1410 µg/L), and degradation products 1,1-DCA (11.1 µg/L) and 1,1-DCE (13.2 µg/L) from the most recent sampling event completed in January 2013. Concentrations of all CAH parameters exceeded their respective MOE Standards with the exception of TCA and 1,1-DCA. It is noted that concentrations decreased significantly as compared to previous sampling events at this location completed in June and August 2012;
- Groundwater concentrations at MW17-08 reported 19.2 µg/L of TCE and 6.68 µg/L of PCE, exceeding the applicable MOE Standard of 1.6 µg/L for both constituents; previous sampling reported 4.41 µg/L and 0.84 µg/L for TCE and PCE, the latter below the MOE Standard. TCA was not previously detected at this location and current sampling reported concentrations of 1.12 µg/L at this location, below the MOE Standard of 640 µg/L;
- Concentrations of TCE at MW17-13 were reported at 2.63 µg/L, above the MOE Standard; previous sampling did not detect TCE at this location; and
- TCE was detected at 0.61 µg/L at MW17-16, below the MOE Standard; previous sampling did not detect TCE at this location.

Additional sampling results with concentrations similar to previous sampling results were seen at the following on Site locations:

- Groundwater concentrations at MW17-05 reported of TCE 4.33 micrograms per litre (µg/L), exceeding the applicable MOE Standard of 1.6 µg/L; previous sampling reported 7.35 µg/L of TCE;
- Detected concentrations of TCE were found at MW17-10 at 1.05 µg/L and 0.91 µg/L, below the applicable MOE Standard;
- TCE and TCA were detected at MW17-11 at concentrations of 56 µg/L and 1.96 µg/L, respectively, with TCE exceeding and TCA below the MOE Standards;
- Concentrations of TCE at MW17-15 were reported at 2.92 µg/L, above the MOE Standard; and
- Concentrations of CAHs were not detected at the following on-Site wells: MW17-04A, MW17-04B, MW17-07, MW17-14 and MW17-17.

For groundwater samples collected from off-Site locations downgradient of 17 Sydenham Street, no CAH COCs were detected at MW17-19 and MW17-20. At MW17-18, TCE was reported at 1.07, µg/L and 1.09 µg/L for the December sampling event, below the MOE Standard of 1.6 µg/L, and was subsequently reported 1.7 µg/L for the January sampling event, slightly above the applicable MOE Standard.

3.4.2 22 Sydenham Street

Sampling locations on Site with new or changes in the groundwater quality from the additional sampling were as follows:

- Concentrations of TCE and PCE were detected at MW22-01 at 146 µg/L and 1.92µg/L, respectively, above the applicable MOE Standards; concentrations of TCE increased from 38.4 µg/L and concentrations of PCE were below the MOE Standards in the previous sampling event.

Additional sampling results with concentrations similar to previous sampling results were seen at the following on Site locations:

- Concentrations of TCE were reported above the MOE Standard of 1.6 µg/L at MW22-02B (4.75 µg/L), MW22-08 (6.83 µg/L), MW22-15 (3.66 µg/L and 3.4 µg/L), and MW22-16 (6.13 µg/L and 6.07 µg/L);
- At MW22-06, concentrations of TCE and cis-1,2-dichloroethylene (cis-1,2-DCE) were above MOE Standards at 19.9 µg/L and 8.52 µg/L, respectively; and
- Concentrations of CAHs were not detected at the following onsite wells: MW22-03, MW22-04, MW17-07, MW17-14 and MW17-17.

For groundwater samples collected from the off Site locations downgradient of 22 Sydenham Street, the following was observed:

- TCE was detected in all three off-Site locations (MW22-18, MW22-19 and MW22-20) with concentrations varying from 4.93 to 29.2 µg/L, exceeding the applicable MOE standard of 1.6 µg/L. The concentration of TCE measured in these wells is directly comparable to the on-Site and upgradient concentration of TCE in the groundwater, with 5.08 and 38.4 µg/L of TCE previously identified (CH2M HILL, 2012a) at MW22-16 and MW22-01, respectively;
- PCE was identified at MW22-20 with a concentration detected from 0.76 to 0.97 µg/L during the two sampling events, below the MOE Standard of 1.6 µg/L; and
- A TCA degradation product, 1,1-dichloroethane (1,1-DCA) was identified at MW22-18 during the December sampling event with a concentration of 0.61 µg/L as compared to the applicable MOE standard of 320 µg/L. It was not detected in the January sampling event. TCA and its degradation products have not been identified on the property in recent sampling events.

4. Conclusions

The following conclusions can be made based on the findings from additional sampling program:

- CAHs were not identified in the soil south of the Site at concentrations exceeding applicable MOE Standards;
- Only one CAH was identified in the soil south of the Site, occurring at one borehole location, MW22-20, where 0.052 µg/g PCE was identified, as compared to the MOE Standard of 0.28 µg/g;
- Concentrations of CAHs in the groundwater on Site were generally confirmed to be consistent with previous findings, with the exception of a few monitoring wells where CAHs were found where not previously detected (MW17-08, MW17-13, MW17-16) or where concentrations had notably changed (MW7-12 (notable decrease), MW22-01 (notable increase));
- Concentrations of CAHs in the groundwater hydraulically downgradient from 17 Sydenham Street were not detected or below the MOE Standards, with the exception of TCE at MW17-18 which was reported slightly above the MOE Standard and comparable to concentrations seen on Site; and
- Concentrations of CAHs in the groundwater hydraulically downgradient from 22 Sydenham Street include exceedances of the MOE Standard for TCE at all three off-Site locations (MW22-18, MW22-19, and MW22-20) which are comparable to the on-Site concentrations; the remaining CAH concentrations were not detected or were below the MOE Standards.

5. Limitations

This letter has been prepared in accordance with generally accepted environmental engineering practices for the exclusive use of Brantford. Third parties cannot rely upon the findings and conclusions presented without express written consent of CH2M HILL and Brantford through an extension of reliance using a reliance letter

signed by both parties. CH2M HILL accepts no responsibility for damages, if any, incurred by any third party as a result of decisions made or actions based on this letter.

6. References

CH2M HILL Canada Limited, 2012 (CH2M HILL, 2012). Letter prepared for the City of Brantford, Re: Scope of Work and Cost Estimate, Installation of Additional Groundwater Monitoring Wells on Sydenham and Pearl Streets, Sydenham-Pearl Brownfield Site, Brantford, Ontario. November 5.

CH2M HILL Canada Limited, 2012 (CH2M HILL, 2012a). Phase Two Environmental Site Assessment, 17 Sydenham Street, Brantford, Final Report. September 26.

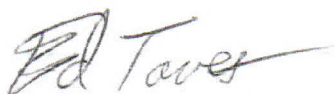
CH2M HILL Canada Limited, 2012 (CH2M HILL, 2012b). Phase Two Environmental Site Assessment, 22 Sydenham Street, Brantford, Final Report. September 26.

7. Closure

We trust this letter to be complete and in order for your use. Thank you for the opportunity to be of service to the City of Brantford.

Sincerely,

CH2M HILL Canada Limited



Ed Taves, M.Sc., P.Geo. (Limited), QP_{ESA}
Project Manager



Kurt Hansen, M.E.S.; P. Geo., QP_{ESA}
Senior Technical Advisor

et/KH/MJ

Attachments

Tables

- 1 Groundwater Elevations – 17 Sydenham Street, Brantford, ON
- 2 Groundwater Elevations – 22 Sydenham Street, Brantford, ON
- 3 Summary of Soil Analytical Results - VOCs, 17 Sydenham Street, Brantford, ON
- 4 Summary of Soil Analytical Results - VOCs, 22 Sydenham Street, Brantford, ON
- 5 Summary of Groundwater Analytical Results - VOCs, 17 Sydenham Street, Brantford, ON
- 6 Summary of Groundwater Analytical Results - VOCs, 22 Sydenham Street, Brantford, ON

Figures

- 1 Groundwater Well Locations and Sampling Locations
- 2 Cross-Section Locations and Groundwater Contours
- 3 Cross-Section A-A'
- 4 Cross-Section B-B'
- 5 Cross-Section C-C'
- 6 Soil Analysis for VOCs, 17 and 22 Sydenham Street, Brantford
- 7 Detected CAH Concentrations in Groundwater (2012-2013), 17 and 22 Sydenham Street

**Delegation to the
Grand Erie District School Board
Regarding the Accommodation of École Fairview**

October 28, 2013

Presented by

Rob Padyk

The future projections of Pupil enrollment presented by the GEDSB displays no increase in enrollment of the JK and K levels, with enrollment numbers stable over the next five years.

However the projections of the Ministry of finance predict a steady increase of population in Brant over the next five years. Their report is based on Census results.

The report shown in Table 10.6 below breaks down the population into age categories of each area in Ontario. I have included the chart for BRANT. The main areas of growth in this region relating to French Immersion Enrollment are the children aged 0-9 years old. This would be the target community able to join into the Single Track programs.

Table 10.6
Population by five-year age group, 2012–2036 – Reference scenario

										BRANT
Year	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
2012	7,650	8,290	8,670	9,310	9,540	9,460	8,870	8,850	9,260	10,750
2013	7,730	8,150	8,750	9,190	9,440	9,560	9,100	8,830	9,220	10,250
2014	7,730	8,140	8,720	9,070	9,450	9,620	9,250	8,770	9,300	9,750
2015	7,760	8,070	8,760	8,910	9,440	9,690	9,450	8,760	9,340	9,460
2016	7,810	8,090	8,690	8,870	9,360	9,770	9,640	8,860	9,200	9,390
2017	7,860	8,190	8,640	8,810	9,240	9,890	9,880	8,970	9,100	9,310
2018	7,960	8,300	8,540	8,890	9,140	9,870	10,010	9,210	9,090	9,280
2019	8,060	8,330	8,550	8,880	9,050	9,910	10,130	9,410	9,060	9,340
2020	8,170	8,390	8,510	8,930	8,920	9,900	10,260	9,630	9,070	9,380
2021	8,270	8,460	8,540	8,900	8,880	9,830	10,380	9,840	9,200	9,250
2022	8,380	8,530	8,650	8,860	8,830	9,720	10,520	10,090	9,330	9,160
2023	8,480	8,650	8,750	8,800	8,900	9,610	10,540	10,240	9,590	9,170
2024	8,570	8,770	8,790	8,810	8,900	9,510	10,590	10,380	9,800	9,160
2025	8,640	8,880	8,860	8,790	8,960	9,380	10,570	10,530	10,040	9,190
2026	8,700	9,010	8,940	8,830	8,950	9,310	10,500	10,670	10,260	9,320
2027	8,730	9,130	9,030	8,940	8,930	9,270	10,390	10,810	10,520	9,470
2028	8,750	9,250	9,150	9,030	8,890	9,320	10,270	10,870	10,670	9,720
2029	8,760	9,350	9,280	9,080	8,920	9,330	10,170	10,920	10,820	9,950
2030	8,760	9,430	9,410	9,160	8,920	9,380	10,040	10,900	10,990	10,200
2031	8,750	9,500	9,540	9,250	8,960	9,400	9,960	10,840	11,140	10,420
2032	8,740	9,550	9,670	9,350	9,080	9,410	9,920	10,730	11,290	10,680
2033	8,730	9,570	9,800	9,480	9,160	9,410	9,970	10,620	11,360	10,840
2034	8,720	9,590	9,910	9,620	9,220	9,450	10,000	10,530	11,410	11,000
2035	8,720	9,590	10,010	9,750	9,310	9,460	10,060	10,400	11,400	11,180
2036	8,730	9,590	10,080	9,890	9,420	9,510	10,110	10,320	11,340	11,340
Year	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90+	Total
2012	10,390	9,530	8,780	6,820	4,520	3,660	3,130	2,160	1,250	140,900
2013	10,610	9,610	8,930	7,310	4,850	3,650	3,110	2,160	1,340	141,790
2014	10,870	9,700	9,220	7,630	5,130	3,680	3,160	2,120	1,450	142,750
2015	10,960	9,820	9,450	7,990	5,410	3,710	3,160	2,130	1,520	143,790
2016	10,820	10,030	9,510	8,440	5,660	3,860	3,130	2,190	1,570	144,920
2017	10,570	10,210	9,700	8,570	6,180	4,060	3,080	2,230	1,620	146,130
2018	10,100	10,450	9,810	8,750	6,630	4,360	3,090	2,240	1,680	147,400
2019	9,650	10,710	9,930	9,040	6,940	4,630	3,130	2,280	1,700	148,730
2020	9,370	10,820	10,070	9,290	7,290	4,890	3,180	2,290	1,750	150,100
2021	9,320	10,710	10,300	9,380	7,710	5,130	3,320	2,290	1,820	151,530
2022	9,250	10,480	10,500	9,590	7,840	5,610	3,500	2,270	1,870	152,990
2023	9,220	10,040	10,750	9,730	8,030	6,030	3,770	2,290	1,910	154,480
2024	9,270	9,600	11,030	9,870	8,320	6,330	4,010	2,340	1,950	155,990
2025	9,300	9,340	11,150	10,030	8,570	6,660	4,250	2,380	2,000	157,500
2026	9,190	9,280	11,040	10,280	8,690	7,050	4,470	2,500	2,040	159,030
2027	9,110	9,220	10,820	10,490	8,910	7,190	4,900	2,650	2,070	160,550
2028	9,120	9,190	10,380	10,760	9,070	7,380	5,280	2,860	2,110	162,070
2029	9,130	9,240	9,950	11,040	9,230	7,660	5,560	3,060	2,170	163,590
2030	9,160	9,260	9,680	11,170	9,400	7,920	5,860	3,250	2,240	165,110
2031	9,300	9,160	9,630	11,070	9,650	8,070	6,200	3,430	2,340	166,620
2032	9,460	9,090	9,570	10,850	9,870	8,300	6,350	3,780	2,460	168,120
2033	9,710	9,110	9,550	10,430	10,140	8,470	6,540	4,100	2,640	169,610
2034	9,950	9,130	9,580	10,010	10,420	8,640	6,810	4,330	2,800	171,110
2035	10,200	9,170	9,610	9,770	10,550	8,830	7,070	4,570	2,960	172,590
2036	10,430	9,310	9,510	9,720	10,470	9,090	7,230	4,850	3,160	174,080

Sources: Statistics Canada estimates, 2012, and Ontario Ministry of Finance projections.

Notes: 1. Population as of July 1.

2. Figures may not add to totals due to rounding.

In examining this table, as a percentage of growth the following is realized. An increase of 380 children aged 0-9 years of age in BRANT; this is an increase of 4.92%, or a total of 380 new children within the entrance age over the next 5 years.

Year	Age 0-4	Change	Age 5-9	Change	Age 0-9	Change %
2013	7,730		8,150			
2014	7,730	0	8,140	-10	-10	-0.13%
2015	7,760	30	8,070	-70	-40	-0.52%
2016	7,810	50	8,090	20	70	0.91%
2017	7,860	50	8,190	100	150	1.94%
2018	7,960	100	8,300	110	210	2.72%
Totals		230		150	380	4.92%

I understand that not all of these children will choose to join the French Immersion program, however looking at the previous five years historically the move to this program has grown tremendously. I have not been able to locate the annual data on the increase in this program; however based on enrollment levels in September 2008 to September, 2013 it has gone from 695 to 939 students enrolled in the program. This relates to a 7% per year average increase, totalling a 35% increase over the previous 5 years. It is my assumption that any increase in student enrollment is a result of new student registrations below the grade 2 level or transfers from students already in existing French Immersion schools.

To assume that the enrollment rates of this program will remain constant over the next 5 years without performing a full Accommodation Review Committee is irresponsible.

The Board's Quality Accommodation Committee presented a report to the Board in April, 2013. At this time the report predicted that the enrolment in the FI program would reach 940 by the year 2021. If these are the numbers the Board is using to predict our future enrolment then how does the Board explain that it is only 2013 and we already have 939 in the program?

How were the GEDSB's projections calculated?

Is the intent of the GEDSB to specifically cap the growth of this program over future years, even with a steady increase of entrance aged students?

There are now over 194 parent voices asking you to defer your decision on this report until a full Accommodation Review can be completed to evaluate the needs of the French Immersion program in the entire Grand Erie District. The parents ask that you do this for our children and we will continue to make you our choice in education.

Monday, October 28, 2013

Canadian Parents for French – Brantford Chapter
Delegation to Grand Erie District School Board Trustees

Good evening. We represent the Brantford Chapter of the Canadian Parents for French.

My name is Verna Millington, and I have children in French Immersion at Dufferin & BCI.
My name is Kim Dawdy, and I have children in French Immersion at Fairview & BCI.

We are pleased to see that the accommodation needs of the French Immersion program are being addressed in the City of Brantford. The introduction of dual-track French immersion programs at Burford, Walsh, and Caledonia, while very exciting, have done little to ease the over-crowding at Fairview and Dufferin.

Bilingualism - the ability to communicate in the two official languages of our Country, is a source of pride, and part of our heritage and identity as Canadians.

There are many reasons why parents choose to send their children to French immersion. We don't believe the proven track record of the French Immersion program is in question. I think we can all agree that there are many successes to be celebrated. In fact, it has been said that we are a victim of our own success. This Program is so popular that we have outgrown the current accommodations. In fact, we have outgrown these accommodations for years. The only solutions until now have been band-aid solutions. We are hoping that finally a real solution can be found, not just for now, but for the long term. Portable classrooms serve a purpose for the short term. It is not where parents plan to have their children learn from grades 4-8 as is currently the case at Fairview (and has been for quite some time).

It concerns us that the projected enrolment numbers are not realistic. In November 2010, GEDSB estimated the enrolment at Dufferin & Fairview would be 723 students by the year 2013. Currently, in 2013, we have 939 students enrolled at Dufferin & Fairview. The projected enrollment was under-estimated by 216 students (only looking 3 years down the road).

At Fairview & Dufferin, using October 2012 enrollment numbers, there were 128 JK's entering the French Immersion program. There were 52 grade 8's that would be graduating the same year.

By the time this school at Coronation is ready to house students, they have estimated there will be 1019 students in French Immersion. That is only 80 students more than what are currently enrolled. Is that realistic?

The current trends in French immersion enrolment not only in Brantford, but all across the Province simply do not support this.

We can only conclude that the Board will find itself in a difficult position in 3 years from now, and will have to look at implementing some of the suggestions already mentioned, such as capping enrolment, not offering French Immersion to kindergarten, or eliminating transportation. We feel this would be a huge step backwards. We would hope that Trustees see the educational benefit to students being in French Immersion, and will not deny students this opportunity due to their lack of foresight and planning.

The Trustees are being asked to support a plan recommended from the "Working Committee" without knowing any dollar amounts. They say we are in a period of "fiscal constraint", yet there are no estimates of what the final costs would be to build the super-school at Coronation (including temporarily housing students at Victoria), compared to adding Coronation as a third French Immersion site. We think it would be prudent to know these numbers before making a decision.

Fairview cannot accommodate full day kindergarten, which is scheduled to start at Fairview September 2014. This is the 5th and final year of the roll-out of full day kindergarten. The Board has been (or should have been) well aware that this was coming. No unforeseen surprises here. The writing has been on the wall for at least five years, and GEDSB chose not to read it. This is not the fault of the children and families at Fairview, and we would hope that they do not have to pay the price of your lack of planning.

In closing, we hope that the Board will take the time to carefully look at all options, and listen to the parents. Most importantly, please make the choice that will be the right one for the students, now and in the long term.

Thank you.

Verna Millington
Kim Dawdy
On behalf of CPF Brantford



GRAND ERIE DISTRICT SCHOOL BOARD

*Head Office, 349 Erie Avenue
Brantford, ON N3T 5V3*

**Regular Board Meeting
September 30, 2013, 7:15 p.m.**

MINUTES

PRESENT:

Trustees: R. Collver, Chair, J. Angus, D. Dean, E. Dixon, B. Doyle, A. Everets, C. Lefebvre, M. Macdonald, C.A. Sloat, D. Werden, K. Amy (Student Trustee), K. Manning (Student Trustee)

Administration: Director - J. Forbeck; Superintendents – D. Abbey, W. Baker, B. Blancher, J. Gunn, M. McDonald, A. Nesbitt, S. Sincerbox; Recording Secretary — D. Fletcher

REGRETS:

Trustees: B. Johnston.

Administration: Nil.

A – 1 Opening

(a) Roll Call

The meeting was called to order by Board Vice-Chair D. Dean at 6:30 p.m.

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: B. Doyle

Seconded by: J. Angus

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

Carried

(d) Welcome to Open Session

Board Chair R. Collver welcomed everyone to the Open Session at 7:35 p.m.

(e) **Agenda Additions/Deletions/Approval**

R. Collver added Other Business H-1-e Committee Updates - Policy and Procedure Review and Code of Conduct

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the agenda be approved as amended.

Carried

(f) **In Camera Report**

Moved by: A. Everets

Seconded by: D. Werden

THAT the Board ratify the terms of the Memorandum of Agreement reached between the Grand Erie District School Board and ETFO Designated Early Childhood Educators' Bargaining Unit dated September 30, 2013.

Carried

Moved by: J. Angus

Seconded by: E. Dixon

THAT the Board ratify the terms of the Memorandum of Agreement reached between the Grand Erie District School Board and ETFO Occasional Teachers' Bargaining Unit dated September 30, 2013.

Carried

Moved by: B. Doyle

Seconded by: C. Lefebvre

THAT the Board ratify the terms of the Memorandum of Agreement reached between the Grand Erie District School Board and ETFO Teacher Bargaining Unit dated September 30, 2013.

Carried

J. Angus declared a conflict of interest

Moved by: J. Angus

Seconded by: B. Doyle

THAT the Board ratify the terms of the Memorandum of Settlement reached between the Grand Erie District School Board and OSSTF District 23, Occasional Teachers' Bargaining Unit, dated September 30, 2013.

Carried

Moved by: J. Angus

Seconded by: E. Dixon

THAT the Board ratify the terms of the Memorandum of Settlement reached between the Grand Erie District School Board and OSSTF District 23, Professional Student Services Personnel Bargaining Unit, dated September 30, 2013.

Carried

Moved by: B. Doyle

Seconded by: A. Everets

THAT the Board ratify the terms of the Memorandum of Settlement reached between the Grand Erie District School Board and OSSTF District 23, Teachers' Bargaining Unit, dated September 30, 2013.

Carried

J. Angus, M. Macdonald, and David Dean declared a conflict of interest

Moved by: R. Collver

Seconded by: D. Werden

THAT: THAT the Board ratify the terms of the Memorandum of Settlement reached between the Grand Erie District School Board and CUPE Local 5100 Office, Clerical and Technical Bargaining Unit dated September 30, 2013.

Carried

Moved by: J. Angus

Seconded by: B. Doyle

THAT: THAT the Board ratify the terms of the Memorandum of Settlement reached between the Grand Erie District School Board and CUPE 5100 Educational Assistants, Communicative Disorder Assistants and Food Technicians' Bargaining Unit dated September 30, 2013.

Carried

Moved by: D. Werden

Seconded by: J. Angus

THAT: THAT the Board ratify the terms of the Memorandum of Settlement reached between the Grand Erie District School Board and CUPE Local 5100 Facility Services Bargaining Unit dated September 30, 2013.

Carried

(g) **Memorial** – Patricia McCleister

The memorial statement was read by R. Collver

(h) **Presentations**

Nil.

(i) **Delegation**

Nil.

(a) **August 26, 2013 (Regular Board Meeting)**

Moved by: J. Angus

Seconded by: C.A. Sloat

THAT the minutes of the Regular Board Meeting, held August 26, 2013 be approved.

Carried

(b) **September 9, 2013 (Committee of the Whole No. 1 Meeting)**

Moved by: B. Doyle

Seconded by: J Angus

THAT the minutes of the Committee of the Whole No. 1 Meeting held September 9, 2013 be approved.

Carried

(c) **September 16, 2013 (Committee of the Whole No. 2 Meeting)**

Moved by: M. Macdonald

Seconded by: E. Dixon

THAT the minutes of the Committee of the Whole No. 2 Meeting held September 16, 2013 be approved.

Carried

C – 1 Business Arising from Minutes and/or Previous Minutes

Nil.

D – 1 Director's Report

J. Forbeck acknowledged that World Teachers' Day will be held on October 5, 2013. On behalf of the Board of Trustees and Senior Administration, he extended his appreciation to all teachers in the Grand Erie District School Board.

The United Way Campaign in Grand Erie will be held from October 15 to 31st, 2013 with kick-off events held in each county. Last year, the Grand Erie District School Board raised more than \$63,000 for United way of Haldimand Norfolk and Brant United Way.

Two School Council Orientation Sessions will be held in October 2013. Haldimand/Norfolk chairs will be held on October 2, 2013 in Waterford. Parent chairs will receive a "Welcome to School Council Kit" and have the opportunity to meet with other parents on School Councils.

Two memos were received from the Ministry. The first one was regarding kindergarten to grade 12 education and career life planning program and the other regarding Ontario regulation 645 Memo and new database called Panorama.

S. Sincerbox introduced Jeff Senior, principal at Central Public school to present Dynamic Classroom Management to the trustees. Joining J. Senior was Grade 8 teacher Brittany Deacan, Resource Teacher Lindsay McGivern and two students Talon and Jacob.

The Dynamic Classroom Management is a way to engage students in a positive approach to learning and behavior. The approach involves five big rules that are created by students.

In response to E. Dixon, J. Senior explained that the younger students also enjoy their approach.

S. Sincerbox introduced Heather Carter, Mental Health Lead and Jennifer Schooley of the Student Support Leadership Initiative to present the Chair and Director with a plaqued poster. Every elementary and secondary school will receive this plaqued poster in appreciation to the efforts made in the Grand Erie District School Board with the launch of the Child and Youth Mental Health Strategy.

Moved by: E. Dixon

Seconded by: C. Lefebvre

THAT the Grand Erie District School Board receive the Director's Report of September 30, 2013 as information.

Carried

E – 1 Student Trustee's Report

K. Manning provided an update on the Global Day of Dignity event held on September 19, 2013. Students from secondary school in grades 9 to 12+ came together to engage in the THINK Campaign, view the movie BULLY and celebrate student diversity.

Inspired by the event, many students who represent the majority of secondary schools in the Board will go back to their schools to present ideas that will encourage school-based dignity day events

On behalf of the students in attendance, K. Manning expressed her appreciate to staff for providing the event.

Moved by: D. Dean

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Student Trustee's Report of September 30, 2013 as information.

Carried

F – 1 Committee Reports

(a) **Committee of the Whole No. 1 – September 9, 2013**

Moved by: D. Werden

Seconded by: J. Angus

THAT the Grand Erie District School Board approve the Committee of the Whole No. 1 Report dated September 9, 2013 as follows:

Carried

1. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of September 9, 2013 as information.

2. **BL5 Board and Committee of the Whole Board Meetings: Rules of Procedures**

THAT the Grand Erie District School Board refer BL5 - "Board and Committee of the Whole Board Meetings: Rules of Procedures" to Senior Administration.

3. **BL7 Committee of the Whole Board**

THAT the Grand Erie District School Board refer BL7 - "Committee of the Whole Board" to Senior Administration.

4. **F2 Budget Development Process**

THAT the Grand Erie District School Board forward Policy F2 - "Budget Development Process" to all appropriate stakeholders for comment to be received by November 29, 2013.

5. **HR5 Harassment/Objectionable Behavior**

THAT the Grand Erie District School Board forward Policy HR5 - "Harassment/Objectionable Behavior" to all appropriate stakeholders for comment to be received by November 29, 2013.

6. **SO26 Event Planning and Organization Policy**

THAT the Grand Erie District School Board forward Policy SO26 - "Event Planning and Organization Policy" to all appropriate stakeholders for comment to be received by November 29, 2013, as amended.

7. **HR3 Staff Development Model**

THAT the Grand Erie District School Board approve HR3 - "Staff Development Model".

8. **P1 Special Education Guiding Principles**

THAT the Grand Erie District School Board approve P1 - "Special Education Guiding Principles".

9. **FT101 Smoke-Free Environment**

THAT the Grand Erie District School Board forward Administrative Procedure FT101 - "Smoke-Free Environment" to all appropriate stakeholders for comment to be received by November 29, 2013.

10. **Correspondence**

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

(b) **Committee of the Whole No. 2 – September 16, 2013**

Moved by: C.A. Sloat

Seconded by: A. Everets

THAT the Grand Erie District School Board approve the Committee of the Whole No. 2 Report dated September 16, 2013 as follows:

Carried

1. **Haldimand Secondary School Accommodation Review**

THAT the first meeting of the Haldimand Secondary School Accommodation Review Committee be set for 7:00 p.m. on Thursday, November 21, 2013 to be held at Cayuga Secondary School.

2. **Haldimand East Elementary Accommodation Update**

THAT the Grand Erie District School Board refer this report to the Quality Accommodations Committee and Senior Administration for report to come back in March 2014.

3. **Director's Report**

THAT the Grand Erie District School Board receive the Director's report of September 16, 2013 as information.

4. **Appointment of Alternate SEAC Member**

THAT the Grand Erie District School Board approve LeeAnn Boswell as Contact Brant's alternate SEAC representative until November 2014.

5. **Enrolment Update**

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

6. **Data Report – Voluntary Aboriginal Self-Identification (SO16)**

THAT the Grand Erie District School Board receive the "Data Report – Voluntary Aboriginal Self-Identification" as information.

7. **Data Report – Supervised Alternative Learning (SAL) Annual Report (P104)**

THAT the Grand Erie District School Board receive the report, "Supervised Alternative Learning", as information.

8. **Email Standards**

THAT the Grand Erie District School Board receive "Email Standards Report" as information.

9. **Ontario's Education Strategy**

THAT the Grand Erie District School Board receive the Ontario's Education Strategy Report as information.

G – 1 New Business**(a) Major Construction Update**

J. Gunn referred to the updates on Lakewood Elementary (PDCS) Program Conversion, FDK Addition Projects – 2013 (Bloomsburg, Brier Park, Cedarland, Dufferin, Greenbrier and Teeterville), and FDK Retrofit Projects – 2013 (Centennial Grand Woodlands, Cobblestone, Courtland and Walsh).

In response to M. Macdonald, J. Gunn explained that the concrete flooring at Dufferin School will not be receiving coating in the general area because the flooring found to be the most successful is polished concrete. The maintenance long term is far better.

Moved by: C.A. Sloat

Seconded by: J. Angus

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

Carried

(b) 2012-2013 Board Improvement Plan for Student Achievement

The 2012-2013 Board Improvement Plan for Student Achievement goals were provided.

Elementary Program:

B. Blancher discussed the target, outcome and observations for the following smart goals in the Elementary Program:

- 1) Grade 3 achievement at level 3 and 4 in reading increased by 4 %
- 2) Grade 3 achievement at level 3 and 4 in writing increased by 2%
- 2) Grade 3 achievement at level 3 and 4 in math increased by 1%
- 3) Grade 6 achievement at level 3 and 4 in reading decreased by 1%
- 4) Grade 6 achievement at level 3 and 4 in writing increased by 4%
- 5) Grade 6 achievement at level 3 and 4 in math increased by 1%

In response to R. Collver, B. Blancher confirmed that collaborative inquiry occurs in every school, for schools not involved in SIM or SSI J/I, Learning Cycles are the collaborative inquiry model they will use.

D. Dean raised the concern about methods used to teach mathematics and questioned why the EQAO results for grade 6 math are so much lower than grade 6 reading and grade 6 writing. B. Blancher provided some findings from EQAO in terms of provincial results. Grade 3 students did the best on questions involving the cognitive skill of knowledge and understanding and multiple choices. They also performed the best on number sense and numeration.

They did the least well on geometry and spatial sense. Grade 6 students performed better on questions mapped to the cognitive skills of knowledge and understanding and performed the best on patterning and algebra, data management and probability. They did the least well on comparing and ordering decimals.

Secondary Program

A. Nesbitt discussed the target, outcome and observations for the following smart goals in the Secondary Program:

- 1) Accumulation of 8/8 credits in Grade 9 decreased by 1%
- 2) Accumulation of 16/16 credits in Grade 10 increased by 5%
- 3) Grade 9 achievement at level 3 and 4 in math remained at 46% achieving the provincial standard for academic and increased by 3% for applied in the EQAO test for those students who participated
- 4) Grade 10 achievement in the OSSLT decreased by 3% for participating students

In response to C.A. Sloat, A. Nesbitt explained that all schools except GELA and Sprucedale are practicing the seven key literacy competencies in the Board. Those students include all grade 10 students who are first time eligible taking English at the applied or locally developed level. The principals will work through logistics to identify those students.

D. Dean is pleased to see the increases in the five year trend of results in applied and academic mathematics.

Special Education in Elementary and Secondary Program

S. Sincerbox introduced Carol Mackenzie to review the following goals for special education in the elementary program and secondary:

C. Mackenzie discussed the target, outcome and observations for the following SMART goal as embedded in the Elementary and Secondary Program.

- 1) Grade 3 achievement at Levels 3 and 4 in Reading for students with Special Education needs increased by 15%.
- 2) Grade 3 achievement at Levels 3 and 4 in Writing for students with Special Education needs increased by 1%.
- 3) Grade 3 achievement at Levels 3 and 4 in Mathematics for students with Special Education remains at 30%.
- 4) Grade 6 achievement at Levels 3 and 4 in Reading for students with Special Education needs increased by 3%.
- 5) Grade 6 achievement at Levels 3 and 4 in Writing for students with Special Education needs increased by 2%.
- 6) Grade 6 achievement at Levels 3 and 4 in Mathematics for students with Special Education needs decreased by 2%.

- 7) Grade 9 achievement at Levels 3 and 4 in Applied Mathematics for students with Special Education needs increased by 5%.
- 8) Grade 9 achievement at Levels 3 and 4 in Academic Mathematics for students with Special Education needs increased by 2%.
- 9) Credit accumulation of 8/8 for students with Special Education needs increased by 6%.
- 10) Credit accumulation of 16/16 for students with Special Education needs increased by 39%.
- 11) The OSSLT success rate for students with Special Education needs decreased by 10%.

In response to C. A. Sloat, C. Mackenzie responded that the Gifted students were at or above the provincial standard for 2011 and 2012 in all areas except grade 6 math.

There is data for these students, however the Ministry reports on it separately. Results for Gifted students for 2013 have not yet been released to school boards.

R. Collver and C.A. Sloat requested data on Gifted students be provided at the Committee of the Whole No. 2 meeting in October 2013.

In response to D. Dean, C. McKenzie suggested that a possible reason that OSSLT results have declined for students with special education needs, while credit accumulation rates for these students have been increasing significantly, could be that, in order to achieve a credit, a student must obtain 50%., but the EQAO standard for success is higher. As well, successful supports, accommodations and instructional strategies that are in place in the classroom for students are not available during the OSSLT.

Moved by: J. Angus

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the 2012-2013 Board Improvement Plan for Student Achievement Goals report as information.

Carried

(c) 2013-2014 Draft Board Improvement Plan for Student Achievement

J. Forbeck referred to the growth path that can be seen in many strands in the elementary and secondary schools. The Board Improvement Plan for Student Achievement is a presentation shows elements of the plan highly repetitive but will outline a difference in strategies within different program areas.

B. Blancher introduced her team: Lori Barkans, Principal Leader – School Effectiveness, Janie Senko-Driedger – Principal Leader – Elementary Program, Nancy Norton – Program Coordinator- Elementary Program.

The Elementary Program goals for improvement were reviewed

In response to C.A. Sloat, and if the early Before and After program is run by Early Childhood Educators (ECE), B. Blancher confirmed that the Before and After Program staff are ECEs.

In response to D. Dean, N. Norton explained the phases in the learning cycle for math:

1) Stage 1: Pre-Math Learning Cycle:

- o Class Profile (based on most recent assessment /evaluation, e.g., progress reports, report cards, etc)
- o Math Learning Cycle (Pre) Survey **need to enter the same user name in post survey

2) Stage 2: Professional Collaboration

- o Session 1: In Division Groupings. Bring Completed Class Profile, Curriculum document(s) and any recent student work as evidence of student learning in mathematics

3) Stage 3: Professional Collaboration Session 2: In Divisions

4) Stage 4: Professional Collaboration Session 3: Flexible Groupings

It is the work and reflection done between students in the classroom that impacts student learning – after data analysis and professional dialogue, teachers can adjust instructional strategies, resources and environments to help all students learn.

A. Nesbitt introduced his team: Paul Kostelny - Principal leader for student success and Jason Hall, Program Coordinator for Secondary Program.

A. Nesbitt reviewed the Secondary Program goals for improvement.

In response to M. Macdonald, P. Kostelny stated that the collaborative inquiry phase starts with all projects in grade 10 applied English programs except at Tollgate because that school has very few applied students.

In response to M. Macdonald, A. Nesbitt confirmed language starting on Six Nations is Cayuga and Mohawk.

J. Forbeck reviewed the First Nation Metis Inuit (FNMI) slides.

S. Sincerbox reviewed the Special Education slides.

R. Collver thanked the superintendents and their teams.

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the draft 2013-2014 Board Improvement Plan for Student Achievement as information.

Carried

(d) **Effectiveness and Efficiency Review Report – Student Transportation Services of Brant Haldimand Norfolk**

J. Gunn explained how the Ministry of Education team completed its follow up E&E review of Student Transportation Services of Brant Haldimand Norfolk in April 2013. The follow up found that the Consortium has undergone some significant changes since the original E&E Review and the Consortium has been rated high.

R. Collver congratulated Phil Kuckyt and his team and agreed with C.A. Sloat that the focus will still remain on family and students.

Moved by: C.A. Sloat

Seconded by: J. Angus

THAT the Grand Erie District School Board receive the Effectiveness and Efficiency Review Report – Student Transportation Services of Brant Haldimand Norfolk as information.

Carried

H – 1 Other Business

(a) **Summary of Accounts – August 2013**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of August 2013 in the amount of \$6,660,332.93 as information.

Carried

(b) **Special Education Advisory Committee Minutes – June 6, 2013**

In response to C.A. Sloat, W. Baker explained that the Canadian Cognitive Achievement Test (CCAT) will be scheduled for later because there was a concern that we were offering the test too early and the results were not a representation for all the students in the system.

Moved by: D. Dean

Seconded by: A. Everets

THAT the Grand Erie District School Board receive the “Special Education Advisory Committee Minutes – June 6, 2013” as information.

Carried

(c) **Joint Occupational Health & Safety Committee – Inspection Report June 2013**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Angus

THAT the Grand Erie District School Board receive the “Joint Occupational Health & Safety Committee – Inspection Report - June 2013” as information.

Carried

(d) **Joint Occupational Health & Safety Committee – Inspection Report Summer 2013**

The report should read “2012-2013 School Year”.

J. Gunn referred to the field visit report from the Ministry of Labour. As the Ministry conducts repeat visits to the secondary schools, these reports will be provided to trustees.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the “Joint Occupational Health & Safety Committee – Inspection Report - Summer 2013” as information, as amended.

Carried

(e) **Committee Updates - Policy and Procedure Review/Code of Conduct**

R. Collver provided a verbal summary on committee updates.

The Policy and Procedure Review Committee have met and plan to move forward with the P&P Manual by making it more manageable and smaller in size. The next step is developing a policy framework, to be brought to board in spring 2014.

The Code of Conduct Committee met and plan to build an enforcer piece by early 2014.

I – 1 Correspondence

(a) **Trillium Lakelands District School Board**

D. Dean attended the Ministry Consultation on September 26, 2013 and found the discussion quite positive. Mary Jean Gallagher provided a verbal summary on the stage of the effects on students of Collective agreements and processes.

(b) **Durham District School Board**

(c) **Minister of Education**

(d) **Minister of Education**

Moved by: J. Angus

Seconded by: C. Lefebvre

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

Carried

J – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: J. Angus

THAT the meeting be adjourned at 9:46 p.m.

Carried

Board Chair, Rita Collver



GRAND ERIE DISTRICT SCHOOL BOARD

*Head Office, 349 Erie Avenue
Brantford, ON N3T 5V3*

**Committee of the Whole Board No.1 Meeting
October 7, 2013, 7:15 p.m.**

MINUTES

PRESENT:

Trustees: D. Werden, Committee Chair, J. Angus, R. Collver, D. Dean, E. Dixon, B. Doyle, A. Everets, C. Lefebvre, M. Macdonald, C.A. Sloat, K. Amy (Student Trustee), K. Manning (Student Trustee)

Administration: Director — J. Forbeck; Superintendents – W. Baker, B. Blancher, J. Gunn, McDonald, A. Nesbitt, S. Sincerbox; Recording Secretary — D. Fletcher

REGRETS:

Trustees: B. Johnston

Administration: D. Abbey

A – 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, D. Werden at 6:30 p.m. for the purposes of conducting the In Camera Session.

(b) Declaration of Conflict of Interest

D. Dean declared a conflict of interest for In Camera Item B-1-b.

(c) In Camera Session

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Board move into In Camera Session to discuss Legal Matters at 6:30 p.m.

Carried

Open Session convened at 7:21 p.m.

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, D. Werden, at 7:21 p.m.

(e) **Agenda Additions/Deletions/Approval**

Moved by: C.A. Sloat

Seconded by: J. Angus

THAT the agenda be approved as printed.

Carried

(f) **In Camera Report**

Nil.

B – 1 Business Arising from Minutes and/or Previous Meetings

Nil.

C – 1 Director's Report

J. Forbeck reported that Young Canada Day will be held on the opening day of the Norfolk County Fair and Horse Show (October 8-14)

Aboriginal students will take part in a student workshop that promotes identity, self-awareness and career exploration at the Youth Community Forum- Dream Walkers Gathering. The workshop will be held at the Tim Horton Onondaga Farms.

Brant/Brantford United way representatives from Grand Erie schools will attend a kick-off event on Wednesday October 9, 2013 at North Park in support of Grand Erie's participation in the annual United Way campaign (October 15-31).

Branlyn Community School will host a special event to commemorate the school's 25 years on October 10, 2013. Representation from both school boards will attend a luncheon. Students will open a time capsule and perform a special presentation.

Lakewood Elementary School celebrated the opening of the school on October 3, 2013. The Port Dover community came out to hear the historic bells ring at the official grand opening celebration.

Keeping with tradition, a Friday night lights football game will be held at Delhi Secondary School on October 11, 2013.

The Ministry Consultation, held on September 26, 2013 invited school board employees, students, trustees and community stakeholders to engage in a seven question discussion.

D. Dean provided a brief summary on the consultation. It was well organized and structured and involved discussion on a number of questions and thoughts. Sessions were held on 1) How to make things better in the future and 2) Student wellbeing. Regulation 274 was discussed.

A. Everets spoke to the announcement that 200 school sites across the province will be provided funding for nutrition.

J. Gunn introduced Sandra Clement, Purchasing Supervisor to present an overview of purchasing on the Broader Public Service (BPS) Procurement Directive. The presentation included:

- BPS Defined
- Principles of BPS: Accountability, Transparency, Value for Money, Quality Service Delivery, Process Standardization
- Compliance & Reporting
- Responsibilities
- Points to Know – calculating total procurement value & funding sources
- OECUM – Ontario Education Collaborative Marketplace

In response to C. A. Sloat, S. Clement referred to the staff portal under purchasing that provides a list of vendor of record.

In response to R. Collver, S. Clement explained that schools interpreted that their only choice was to use the contracts. Schools can still get three bids if they have the time. Because this takes energy and is time consuming, schools are encouraged to take advantage of the corporate contracts.

In response to B. Doyle, S. Clement responded that if a local store would like to donate to the school, the donation policy could be followed.

A. Everets stated that many schools will have little chance of the local community being able to contribute if they follow the centralized regulated process. Engaging the community with schools is very important.

J. Gunn indicated that our purchasing policy can be finessed to respect the directive and balance with the need to be responsive to our local communities. We should be cautious and avoid putting a local vendor in conflict where they have an unfair advantage (real or perceived) because they are donors to the school.

D. Dean voiced his concern that this will save money and may lose goodwill.

R. Collver thanked S. Clement for the presentation.

Moved by: C. Lefebvre

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Director's report of October 7, 2013 as information.

Carried

D – 1 Bylaw/Policy/Procedure Consideration - Action/Decision Items

(a) F4 Trustee Honoraria

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Angus

THAT the Grand Erie District School forward Policy – “F4 Trustee Honoraria” to all appropriate stakeholders for comment to be received by January 10, 2014.

Carried

(b) **HR4 Health & Safety**

Presented as printed.

Moved by: J. Angus

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Policy – “HR4 Health and Safety” to all appropriate stakeholders for comment to be received by January 10, 2014.

Carried

(c) **SO3 Involvement of Schools in Community Events**

A number of comments that were received are outlined in report.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve Policy – “SO3 Involvement of Schools in Community Events”.

Carried

(d) **SO5 School/Site Security and Lockdown in Schools**

W. Baker reviewed the comments received.

B. Doyle inquired about locked doors after school when parents pick up their children from sports practices. W. Baker explained that this has not changed over the years and suggested that the parents communicate with the coach to work out a plan.

D. Dean provided suggestions to wording for Procedure #5.

Moved by: B. Doyle

Seconded by: J. Angus

THAT the Grand Erie District School Board approve Policy SO5 - “School/Site Security and Lockdown in Schools”, as amended.

Carried

D – 2 Administrative Procedure Consideration - Information Items**(a) HR118 Occasional Teacher Evaluation**

M. McDonald explained how HR118 was to be presented in June 2013 however provincial framework and funding from ministry in February 2013 delayed discussion with the committee.

In response to C.A. Sloat, M. McDonald explained that the committee understands the process in terms of bylaws and that this will be going out for comment.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board forward Administrative Procedure HR118 – “Occasional Teacher Evaluation” to all appropriate stakeholders for comment to be received by January 20, 2014.

Carried

(b) SO105 Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions

J. Forbeck presented SO105 as an extremely complex procedure due to the documentation and forms.

Appendix E and G1 have been removed. Principals are being requested to send one single form home at the beginning of the school year for “in province” trips. Zip-lining has also been added to high risk activities.

In response to C.A. Sloat, J. Forbeck explained that in terms of mandatory travel insurance, principals through funds available at the school, are able to work with those parents who may not have the means to pay for insurance.

C.A. Sloat suggested revising the choices to include that insurance is included through an extended benefit package.

C.A. Sloat referred to the OHIP card and whether it is required to be carried with the student. There is contradicting information in the appendixes. J. Forbeck will confirm with OSBIE.

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive Administrative Procedure SO105 – “SO105 Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions” as information, as amended.

Carried

(c) **F104 Board Advertising**

J. Forbeck reviewed the comments received and amendments made. It is recommended to remove the word “Board” from the administrative procedure.

In response to D. Dean, S. McKillop explained that board advertising does not apply to all advertising throughout the board (ie: school council, parent interviews).

He further explained that the rationale behind removing the word “board” is to adhere to the visual identity standards across the Board.

With regards to school advertising, the goal is that we ensure all advertising is flowed through us for approval and confirms to the visual identity standards.

In response to B. Doyle, J. Forbeck agreed that a sport field (arenas) is a concept that has surfaced for advertising.

Moved by: A. Everets

Seconded by: J. Angus

THAT the Grand Erie District School Board receive Administrative Procedure F104 – “Advertising” as information.

Carried

(d) **HR108 Police Record Checks for Employees**

M. McDonald explained this administrative procedure is required for legislative obligations in Regulation 521/01 to ensure the safety of pupils. He referred to comments received.

In response to C.A Sloat, it was discussed that trustees who participate in school functions as a volunteer are acting in the capacity as a volunteer for that school and a police check would be required.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive Administrative Procedure – HR108 – “Police Record Checks for Employees” as information.

Carried

(e) **HR109 Offence Declaration**

M. McDonald presented this as a companion procedure to HR108 Police Record Checks for Employees.

He reviewed the comment around language regarding “pardons”, as defined in Regulation 521/01.

Moved by: J. Angus

Seconded by: M. Macdonald

THAT the Grand Erie District School Board receive Administrative Procedure – HR109 – “Offence Declaration” as information.

Carried

(f) **SO108 Community Service Providers and Schools Working Together**

S. Sincerbox introduced Heather Carter, Mental Health Lead. The proposed changes to the administrative procedure were presented to SEAC on October 3, 2013. A “Previous” version and “New” version were provided to show the multiple changes made to the procedure.

R. Collver indicated that Guideline #17 for partnership agreements in the “New Version” should include Superintendent of Education with responsibility for Special Education.

In response to R. Collver, S. Sincerbox explained that the partnerships are evaluated annually to determine if the partnership is new or how long a partnership has been in place. The Superintendent of Education would be responsible for the Joint Advisory Committee and review of the partnerships

In response to C.A. Sloat, and Guideline #17, S. Sincerbox indicated that at this point, there are 10 partnerships and as we work through the process, it is at in the best interest of the Board for the Joint Advisory Committee to annually evaluate and review these agreements.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive Administrative Procedure SO108 – “Community Service Providers and Schools Working Together” as information, as amended.

Carried

(g) **SO126 Volunteers**

J. Forbeck addressed the comments received and those revisions made to address them.

In response to E. Dixon, S. McKillop indicated that a police check costs \$15.00 with the City of Brantford and there is no cost with the OPP.

C. A. Sloat addressed the option of permitting someone other than teachers to run/coach sports teams or clubs. Other boards are looking into this.

In response to C.A. Sloat, J. Forbeck explained how trades people are not required to have a police check. Although, we can never protect 100% of the time, trades people would preferably come to the school after hours or in the summertime.

The principal of the school would work with caretaker to ensure that person is not with students. J. Gunn explained that it would be difficult to manage for all external trades people to have a police record check.

There is a challenge with allowing parents in for one-time events without a police check, principals would be spending a great amount of time speaking with these parents and determining if a police check is required or not.

In response to A. Everets, J. Gunn confirmed all that transportation drivers are required to have a police record check.

He confirmed that OSBIE provides blanket coverage for risk/due diligence for partnerships with local businesses (i.e.: nutrition programs).

In response to J. Angus, S. McKillop stated that the coterminous board has a three year limit for police check with offence declaration every year; our Board has decided on two years for a police check.

J. Forbeck explained that if an issue arises, staff members are more liable to come to their principal.

R. Collver explained that the role of a trustee does not require a criminal record check. If a trustee volunteers in a school, than the role would be as a volunteer and a police check would be required.

Moved by: D. Dean

Seconded by: C. Lefebvre

THAT the Grand Erie District School Board receive Administrative Procedure – SO126 – “Volunteers” as information.

Carried

E – 1 Other Business

(a) OPSBA

D. Werden provided a verbal update from a recently attended OPSBA meeting. He referred to “OPSBA Board of Directors and Executive Council September 2013” on the following items of discussion:

- EQAO results
- Administration Funding Reviewed
- Budget
- Road Ahead – “Operational Review”

F – 1 Correspondence

Nil.

G – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: J. Angus

THAT the meeting be adjourned at 9:02 p.m.

Carried

Committee of the Whole Board No. 1 Chair, Don Werden



Committee of the Whole Board No.2

October 21, 2013

Education Centre, Board Room

MINUTES

Present: C.A. Sloat, Committee Chair, J. Angus, R. Collver, E. Dixon, B. Doyle, A. Everets, M. Macdonald, D. Werden, K. Amy (Student Trustee), K. Manning (Student Trustee)

Administration: Director — J. Forbeck; Superintendents – D. Abbey, W. Baker, B. Blancher, J. Gunn, A. Nesbitt, S. Sincerbox; Recording Secretary — D. Fletcher

Regrets:

Trustees: D. Dean, B. Johnston, C. Lefebvre

Administration: M. McDonald

A – 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, C.A. Sloat at 6:30 p.m. for the purposes of conducting the In Camera Session.

(b) Declaration of Conflict of Interest

E. Dixon declared a conflict of interest for agenda item D-1-c.

(c) In Camera Session

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Board move into In Camera Session to discuss Personnel and Legal Matters at 6:30 p.m.

Carried

Open Session reconvened at 7:15 p.m.

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, C.A. Sloat, at 7:15 p.m.



Committee of the Whole Board No.2

October 21, 2013

Education Centre, Board Room

(e) **Agenda Additions/Deletions/Approval**

Item B-1-c was added to the In Camera agenda.

Moved by: J. Angus

Seconded by: E. Dixon

THAT the agenda be approved as printed.

Carried

(f) **In Camera Report**

Nil.

(g) **Delegation – Fairview Parents’ Group**

The delegation was read by Kelly Donovan, on behalf of the Fairview Parent’s Group regarding the Accommodation of École Fairview. This will be discussed under Item C-1-a “Single Track French Immersion Accommodation”.

B – 1 Business Arising from Minutes and/or Previous Meetings

(a) **Draft Revised Board Improvement Plan for Student Achievement** (from September 30, 2013)

The Draft Board Improvement Plan for Student Achievement was presented on September 30, 2013 and has since been revised with feedback from stakeholders. The plan was presented by B. Blancher and A. Nesbitt.

The report outlined the Board’s Mission, Belief, Vision and Values and lists the Achievement Goals from our Multi-year Plan. The Ministry requires that the School Effectiveness Framework (SEF) indicators are listed that align with the components of the plan. Six SEF indicators chosen on this year’s plan are from the following components: School and Classroom Leadership, Curriculum Teaching and Learning and Home, School and Community Partnerships. The plan will be submitted to the Ministry by October 31, 2013.

B. Blancher reviewed the changes made on pages three and five in relation to the addition of a Student Work Study Teacher with an FNMI focus and the addition of the job title ECE in relation to meetings between FDK Educator Teams and Child Care Staff.



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In response to R. Collver, B. Blancher explained that the Ministry has not seen the draft plan because the Ministry meeting was prior to the plan being completed in draft this year. The next Ministry meeting will be held in January 2014.

A. Nesbitt presented the addition of the Advanced Placement Courses (AP) structure under Program Development Strategy. A report outlining the implementation for AP courses in Grand Erie in 2014 will be provided at the Committee of the Whole No. 2 meeting on November 11, 2013.

In response to C. A. Sloat, B. Blancher stated that the School Effectiveness Framework components are similar to last year, 2, 4 and 6.

Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Draft Revised 2013-14 Board Improvement Plan for Student Achievement as information.

Carried

C – 1 **Director's Report**

The Director provided highlights of events happening throughout Grand Erie. Premier Kathleen Wynne skyped in with North Park's Social Justice Class. Students in Kathleen Wright's Social Justice Class wrote to Premier Wynne related to concerns about the Quebec Charter of Values with Pauline Marois, Premier of Quebec and leader of the Parti Québécois suggested.

English-as-a-Second (ESL) Week is held October 21-27, 2013. GELA will offer an Open House on October 23, 2013.

Members of the Grand Erie District School Board's Safe Schools Team and Mental Health Lead will present at a community-organized workshop to parents, educators and professionals working with youth and young adults in a social media rich age. The workshop will be held on October 23, 2013.

The Minister of Education's Office has selected Liana Thompson, Principal at Hagersville Elementary School to serve on an Advisory Committee as a Principal Representative.

Local councilors will be holding a town hall on October 22, 2013 to discuss neighborhood topics such as the Hub and Kiwanis Field.

The Cross Country Meet was held in Haldimand, and commencements are being held this week and next in our secondary schools.



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T.H.I.N.K. Campaign – Liana Thompson

The campaign was developed by the Safe and Inclusive Schools through review of the character attributes at Grand Erie. The whole school approach was based on the single philosophy of thinking before acting. It was presented at the Global Day of Dignity Symposium.

T - True

H - Helpful

I - Informative

N - Necessary

K – Kind

Posters and wristbands will be distributed to schools in November.

Moved by: J. Angus

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Director's Report of October 21, 2013 as information.

Carried

D – 1 New Business – Action/Decision Items

(a) Single Track French Immersion Accommodation

J. Gunn referred to the report and highlighted the following information:

- Enrolment pressures are not new in this program – the program has grown by 35% from 2008 until September 2013
- Overall elementary enrolment in the Board has decreased by 2.6% during the same period of time
- Tables in the report show current/projected enrolments for Dufferin and Fairview (with no change to program) in excess of 1000 students within five years
- The pressures in this program would be reduced once program is fully extended outside of the City of Brantford as there are 72 students from outside of Brantford that attend Dufferin or Fairview

Options for Long Term Accommodation were reviewed and discussed:

- 1) Expansion of Dufferin and/or Fairview on their current sites
- 2) Development of a third site at Coronation School
- 3) Redevelopment and expansion on Coronation site – **preferred option of the Ad Hoc Committee**



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Options for Short Term Accommodation were reviewed and discussed:

- 1) Coronation to hold small cohort of students for short term
- 2) Victoria School could accommodate a small cohort of students for short term – **preferred option of the Ad Hoc Committee**
- 3) Creation of middle school for grades seven and eight students from Dufferin and Fairview

Options for Management of Future Program Accommodation were reviewed and discussed:

- 1) Boundaries for Resulting Schools – **preferred option of the Ad Hoc Committee**
- 2) Transportation to the program
- 3) Capping of program enrolment

Additional information regarding the French Immersion Program:

- Most boards (mostly urban) provide no transportation
- Several provide transportation from specific pick up locations only
- We need to be aware of provisions of service that the coterminous board is offering
- 10 out of 33 boards that responded to an Ontario Association School Business Officials (OASBO) survey have a some type of capping plan
- Other boards don't offer French Immersion until grade 1
- Capping may be considered by Grand Erie if our needs are surplus of the availability of qualified French teachers
- Availability of space will circle back should program continue to grow – may need to consider boundaries or dual track programming

Next steps:

- The Board will provide direction on how the community can provide feedback
- Final direction to be in place by January 2014

Recognition of contributions was provided to the principals of Dufferin, Fairview and the school representatives.

In response to J. Angus, J. Gunn stated that the Board does not own any other buildings in the area, which could be considered for short term accommodations, other than Victoria School.

J. Angus questioned if the option of temporary expansion at Burford Elementary would be considered as it would help the program expand sooner to higher grades.

As requested by J. Angus, J. Gunn addressed the following five objections to the use of Victoria School as Temporary housing for students, as noted in Delegation A-1-g.



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1) Condition of premise - *Students would not be placed in a school without addressing any issues (there were no safety issues when the school was last in use in 2011). As always there will be a safe environment for our staff and students.*

2) Lack of green space and gymnasium– *The Board owns half of the park adjacent to the school and the city owns the other half. There is a gymnasium, but it is not large.*

3) Lack of drinking water available to students – *The water was last tested in 2011 and the samples passed the Ministry of Environment's requirements.*

4) Extended travel time- *The current bus route stops at Fairview, another transfer would be added to transfer for grades five to eight. Bell times would need to be managed at the school.*

J. Angus supports the use of the Coronation Facility and finds it suitable for the FI Program.

In response to M. Macdonald, C.A. Sloat clarified that there has not been a public meeting to solicit feedback, however the school councils met on October 1, 2013 to discuss options.

J. Forbeck indicated that the ad hoc committee was comprised of school principals, superintendents, and council representatives. The ad hoc committee prepared a recommendation report.

J. Gunn requests the process be formalized and go out to the community for feedback.

In response to M. Macdonald, J. Forbeck explained that a community meeting would invite students and parents from Burford Elementary when the Board of Trustees are considering future plans for the FI Program.

A. Everets, as a representative of the Quality Accommodations Committee, supports the preferred option of using Victoria in the short term and redeveloping Coronation. No boards are in the position to build a new school around the FI Program. She recognizes a short term inconvenience for an excellent long term solution. She supports an Open Meeting to discuss the pros and cons of accommodation in the short term.

K. Amy questioned at what point does Burford Elementary become over populated, like Fairview if students are sent to Burford in the Dual Track Program.

J. Forbeck explained that there was lots of space for Burford when the Dual Track Program was created at Burford Elementary. Enrolment pressures may require the addition of portables and the green space in Burford makes it ideal for expansion.



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He addressed the short term and long term accommodation options. We cannot support students in a school while renovations are occurring; this happened in the past and was not ideal. The preferred short-term option provides a solution to accommodate students as best we can with space and as close as possible to Fairview. Victoria School is a school that was utilized up until two years ago and will be safe for students.

R. Collver recognized the delegation and emails received and would like to support a process to consult with the community.

In response to D. Werden, J. Gunn explained that based on the preferred option, the Coronation Site could be ready as early as September 2015 pending capital approvals.

Secondary Schools were discussed as possible options for the community meeting to accommodate a larger crowd.

In response to J. Angus and the possible expansion of Burford Elementary in the older grades, J. Forbeck referred to Table B to show the number of students attending Dufferin and Fairview from out of Catchment area.

C.A. Sloat commented about the hiring process involved to ensure we hire the most qualified French teachers.

R. Collver stated that a community meeting will be booked, with communication being sent out to schools and the community within a week.

Moved by: R. Collver

Seconded by: J. Angus

THAT the Grand Erie District School Board hold a public meeting in the Dufferin and Fairview community with a report coming back to the board at the Committee of the Whole No 2 meeting on January 20, 2014.

Carried

Moved by: R. Collver

Seconded: J. Angus

THAT the Grand Erie District School Board disband the French Immersion working committee and acknowledge their contributions.

Carried



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(b) **Capital Priorities**

J. Gunn provided background that the Ministry of Education Memorandum 2013:B13, June 14 2013 requested that Boards provide the Ministry with the Board's most recently approved or proposed capital priorities that need to be completed up to and including the 2016-2017 school year. He reviewed Focus of Priorities, Priorities Identified and Ranking of Priorities.

Senior Administration recommends the following ranking of the identified capital priority requests:

- 1) Redevelopment of Coronation School
- 2) Replacement of Elgin Avenue School
- 3) Consolidation project for the Rawdon Street/Echo Place communities

J. Gunn recommended that due to the complexity of the coronation project, administration should meet with the capital analyst at the Ministry to explain the complexities.

Moved by: J. Angus

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Capital Priorities identified in response to memorandum 2013:B13 for submission to the Ministry of Education.

Carried

E. Dixon left the meeting.

(c) **Disposition of Doverwood Public School**

J. Gunn explained how Doverwood Public School Facility is now surplus to the board's future accommodation needs. The school was closed at the end of the 2012-2013 school year as a result of an Accommodation Review Recommendation approved by the Board.

In response to R. Collver, J. Gunn stated that Doverwood Public School will be offered to preferred agencies at fair market value in compliance to Ontario Regulation 444/98 for 90 days.

Moved by: J. Angus

Seconded by: D. Werden

THAT Doverwood Public School be declared surplus to the Board's future accommodation needs in accordance with S. 194(3)(a) of the Education Act.

Carried



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Moved by: J. Angus

Seconded by: B. Doyle

THAT Doverwood Public School be offered to preferred agencies at fair market value in compliance with Ontario Regulation 444/98.

Carried

D – 2 New Business – Information Items

(a) Enrolment Update

J. Gunn reviewed the enrolment report as of September 30, 2013. Since mid September, elementary schools have increased by more than 23 students. Secondary schools now include Turning Point students who are fully enrolled. The enrolment numbers suggest larger than budgeted, however previous patterns in secondary usually indicate they will fall back closer to budget.

Moved by: R. Collver

Seconded by: J. Angus

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

Carried

E. Dixon returned to the meeting.

(b) Data Report – Summer School Report

A. Nesbitt reviewed the background and introduced Scott Johnson, Vice- Principal at North Park and Summer School Principal in Grand Erie.

Summer School 2013 Highlights include:

- eLearning continues to be an area of growth as summer school was able to offer a full menu of eLearning courses which allowed student to choose the delivery model best suited to their needs
- For second year, Summer School partnered with St. Leonard's Youth Employment to serve At-Risk Students by supporting summer work/co-op placements
- "Reach Ahead" credit choices were offered to provide both grade 7 and 8 students with the opportunity to study disciplines for which they have a particular interest

Data graphs included: Credit Summary, Summer School Demographics Enrolment, Enrolment by School/Group, Credit Summary by Mode, and Five Year Trend Data – Course Attempts.



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In response to C.A. Sloat, A. Nesbitt explained that a student is never prevented from signing up for an eLearning course, however discussion occurs between guidance counselors and principals to evaluate key qualities in those students who present an interest in taking the course.

In response to M. Macdonald, S. Johnson explained that information for criteria in accepting grade 7 and 8 students for literacy and numeracy programs is communicated to feeder schools.

R. Collver congratulated the staff in their efforts to creatively meet students' needs.

Moved by: J. Angus

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the "Data Report – Summer School Annual Report" as information.

Carried

(c) **Data Report – EQAO Board Report**

(i) **Primary Division and Junior Division Assessment Results**

B. Blancher reviewed:

- Achievement – EQAO big picture
- Achievement – The Big Picture

B. Blancher introduced Nancy Norton who reviewed an overview of the EQAO:

- Trends and patterns what EQAO is testing
- Example of question grade 6 students were asked : Understanding the Assessment- 2013 Junior Mathematics Examples
- Understanding the Assessment – 2013 Junior Mathematics Scoring Criteria
- Achievement Over Time
 - Grade 3 reading, writing and math mirror provincial trends
 - Grade 6 reading, writing, and math show gaps are starting to close between board and province
 - Results of Level 2.7 to 2.9 for primary and junior divisions show grade 3 reading at 15%, grade 3 writing at 19% and grade 3 math at 20%.; grade 6 reading at 15%, grade 6 writing at 16% and grade 6 math at 17%
 - Still below provincial but very close to the provincial standard and since we have moved in most areas to more students achieving at Level 3 or 4 it is to be expected that we have fewer students at Level 2 plus there are very students achieving at Level 1.



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- Results of Level 3-4 plus 2.7 to 2.9 for primary and junior divisions show grade 3 reading at 76%, grade 3 writing at 87% and grade 3 math at 78%; grade 6 reading at 85%, grade 6 writing at 82% and grade 6 math at 65%
- Looking ahead Elementary Program 2013-14

In response to K. Manning, N. Norton explained EQAO test answers are not reviewed with students. Some students score very high on multiple choice questions; however on application type questions these same students may achieve a Level 1 which is considered code 10 on the scoring scale. On application questions, EQAO is assessing students' ability to make their learning visible, and the scorer cannot assess if students don't show their steps in answering the question. Teachers let the students know that they must show what they know and this is worked on with students.

In response to M. Macdonald, N. Norton stated that the percentage of staff and leaders participating in the EQAO marking is low.

In response to D. Werden and why is a small value applied to the correct answer, even if the work is not shown, N. Norton explained that on certain EQAO questions students need to show their understanding of concepts and the steps they follow, than to get the correct answer. EQAO accept errors that are minor if it is clear that they have accurately shown that they can apply the concept.

M. Macdonald requested if a mathematical sample for grade 3s could be provided next year.

In response to B. Doyle, B. Blancher explained that EQAO results are compared with overall marks on report cards and can be lower than such. The Family of School Superintendent's role in the fall is to discuss the alignment of EQAO and report card results with the administrators during visits.

Moved by: B. Doyle

Seconded by: J. Angus

THAT the Grand Erie District School Board receive the Data Report – "EQAO Board Report of the 2012-2013 Primary and Junior Division" as information.

Carried

(ii) Grade 9 Assessment of Mathematics

A. Nesbitt provided a comparison of Grand Erie math achievement compared to achievement on the grade 9 math EQAO results. It was demonstrated that more students achieve level 3 and 4 on the EQAO assessment than they do in class



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Data-based observations related to grade 9 academic Math:

- In Grand Erie, 82% of participating students achieved level 3 or level 4, an increase of 3% over last year
- In Ontario, 85% of participating students met the provincial standard

Analysis and Next Steps for grade 9 academic Math:

- Grand Erie's 74% achievement at level 3 exceeds that of the province (72%) and we have closed the gap with 82% reaching provincial standard in Grand Erie compared to 85% in Ontario.
- The academic grade 9 program has sustained a 7% increase with participating students over the last five years.
- Next steps are identified in the Board Improvement Plan for Student Achievement. Our key strategies are the School Support Initiative and the Cross Panel Resource for Mathematics. Other strategies include First Steps in Math (FSiM), Ministry MathGAINS, and the School Support Initiative – Junior Intermediate (SSI-JI)

Data-based observations related to grade 9 applied Math:

- This year, 46% of the students who wrote the Applied Assessment achieved level 3 or 4, surpassing the 45% success rate as Ontario.
- Grand Erie's performance at levels 3 and 4 remains at 46% for a second consecutive year.

Analysis and Next Steps for grade 9 applied Math:

- Many schools maintained a Grade 9 Applied Mathematics focus in their School Support Initiative (SSI) projects. With coaching support and job-embedded professional learning, the schools maintained a 46% success rate while the provincial success rate is 45%. Five schools experienced gains of 5% or greater.
- In addition, the applied grade 9 program has experienced a 7% increase over the last five years
- Next steps are identified in the Board Improvement Plan for Student Achievement. Our key strategies are the School Support Initiative and the Cross Panel Resource for Mathematics. Other strategies include First Steps in Math (FSiM), Ministry MathGAINS, and the School Support Initiative – Junior Intermediate (SSI-JI).

A. Nesbitt indicated that many principals participated in training of how EQAO does the grading this year. In the future students will be working through a mock exercise in preparation of the test.



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Moved by: J. Angus

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Data Report – “EQAO Board Report of the 2012-2013 Grade 9 Assessment of Mathematics” as information.

Carried

(iii) Ontario Secondary School Literacy Test (OSSLT)

A. Nesbitt welcomed Jason Hall, Secondary Program Coordinator

J. Hall provided an over view of how Grand Erie students perform on the OSSLT. He indicated that students who take grade 10 Academic and Locally Developed English perform on par with their provincial peers. Grand Erie students who take English at the Applied are lagging behind their provincial peers. As a result our key BIPSA strategy for literacy will focus on learners who take English at the grade 10 applied level.

Data- based observations related to first time eligible fully participating students:

- This year 71% of the fully participating students who wrote for the first time were successful compared to the province at 82%.
- Last year 74% of fully participating students who wrote for the first time were successful compared to the province at 82%.

Analysis and Next Steps for first time eligible fully participating students:

- While the provincial results for this administration remained at 82%, Grand Erie’s results of 71% overall for participating students represents a 3% decrease.
- Next steps for 2013-2014 are identified in the Board Improvement Plan for Student Achievement. The key strategy is the Literacy Mapping project for students within the Applied and Locally Developed pathways. These students will be participating in a practice OSSLT assessment. The results will help to inform administration and teachers regarding areas for improvement with seven fundamental literacy skills embedded in the curriculum and the OSSLT. Other strategies include Literacy Mapping- Special Education, the School Support Initiative (SSI) and Cross Panel Resource for Literacy (CPR-L).

Data- based observations related to Previously Eligible Students:

- 43% of the students who wrote the OSSLT for a second or third time were successful and received the literacy credential compared to 49% in Ontario.



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- 31% of previously eligible students in Grand Erie (339 students) pursued the Literacy Credential through the OSSLC. The pass rate for OLC3O was 60%. The pass rate for OLC4O was 81%.

Analysis and Next Steps for Previously Eligible Students:

- The previously eligible demographic is at risk of failing the OSSLT. Next steps for 2013-2014 are identified in the Board Improvement Plan for Student Achievement.
- These strategies include the School Support Initiative (SSI) and the Cross Panel Resource for Literacy (CPR-L).
- Many students who fail the literacy test benefit from the skills and knowledge taught in the classroom environment of the Ontario Secondary School Literacy Course (OSSLC) Students may take the OSSLC in either grade 11 or grade 12. Principals can recommend the course following one unsuccessful attempt at the test if it is in the student's best interest. The course supports the development of stronger reading and writing skills by developing a portfolio of tasks parallel to those on the OSSLT.

In response to J. Angus, A. Nesbitt explained that it is important for students to make the right pathway choices that are appropriate for post-secondary aspirations. We do not try to convince more students to take academic as it may have a negative impact on self-esteem and credit accumulation; students self-select into their academic pathway.

M Macdonald asked J.Hall to flush out what is meant by Literacy Mapping. J. Hall explained the project began last year as a pilot project. Six schools worked together to locate seven key literacy skills and where they are located in the grade 9 and 10 Applied level English curriculum. This year 12 schools are completing a practice OSSLT assessment. Teachers will determine areas of literacy skills that students are finding a challenge and they will enhance instruction when teaching those literacy skills.

B. Blancher will forward the power point presentation to trustees.

Moved by: J. Angus

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Data Report – "EQAO Board Report of the 2012-2013 Ontario Secondary School Literacy Test" as information.

Carried



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(d) **Data Report – School Climate Surveys (2012-2013)**

W. Baker referred to school climate results and highlighted data from the following data charts:

- Students' perception of where bullying happens
- Student attitudes about school rules
- Types of bullying that happen at school
- Student perceptions about connectedness at school
- Number of student responses – 2012-2013
- Overall- Entire System
- One Sub-Group of Students : LGBTQ (Lesbian, Gay, Bi-Sexual, Transgendered, Queer)

Moved by: J. Angus

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive “School Climate Surveys (2012-2013)” as information.

Carried

(e) **Doverwood Public School Transition Committee**

W. Baker provided background to the creation of the Transition Committee. Pursuant to Policy FT9 “Transition Committees”, a Transition Committee was established on October 29, 2013 with the purpose of providing input into the creation of an elementary school on the former PDCS site for September 2013, as well as the twinning of Doverwood P.S. and PDCS (Elementary) from February 2013 to June 2013.

The official responsibilities of Doverwood Transition Committee concluded with a grand opening of Lakewood Elementary School on October 3, 2013.

Moved by: E. Dixon

Seconded by: J. Angus

THAT the Grand Erie District School Board disband the Doverwood Public School Transition Committee.

Carried

E – 1 **Other Business**



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(a) **OPSBA Report**

Nil.

F – 1 **Correspondence**

- (a) Letter to Minister of Education re: Unpaid PA Days
- (b) Letter from Minister of Education re: Unpaid PA Days
- (c) Minister of Education re: Topics for Oct 11 2013 PA Day

Moved by: A. Everets

Seconded by: J. Angus

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

Carried

G – 1 **Adjournment**

Moved by: J. Angus

Seconded by: M. Macdonald

THAT the meeting be adjourned at 9:36 p.m.

Carried

Committee of the Whole Board No. 2 Chair, Carol Ann Sloat



GRAND ERIE DISTRICT SCHOOL BOARD

TO: J. Forbeck, Director of Education & Secretary

FROM: D. Werden - Committee of the Whole Board No.1

RE: **Committee of the Whole Board No. 1 Report**

DATE: October 28, 2013

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the Committee of the Whole Board No. 1 Report, dated October 28, 2013, as follows:

1. **Director's Report**
THAT the Grand Erie District School Board receive the Director's Report of October 7, 2013 as information.
2. **F4 Trustee Honoraria**
THAT the Grand Erie District School Board forward Policy F4 - "Trustee Honoraria" to all appropriate stakeholders for comment to be received by January 10, 2014.
3. **HR4 Health and Safety**
THAT the Grand Erie District School Board forward Policy HR4 - "Health and Safety" to all appropriate stakeholders for comment to be received by January 10, 2014.
4. **SO3 Involvement of Schools in Community Events**
THAT the Grand Erie District School Board approve Policy SO3 - "Involvement of Schools in Community Events".
5. **SO5 School/Site Security and Lockdown in Schools**
THAT the Grand Erie District School Board approve Policy SO5 - "School/Site Security and Lockdown in Schools", as amended.
6. **HR118 Occasional Teacher Evaluation**
THAT the Grand Erie District School Board forward Administrative Procedure HR118 – "Occasional Teacher Evaluation" to all appropriate stakeholders for comment to be received by January 20, 2014.
7. **SO105 Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions**
THAT the Grand Erie District School Board receive Administrative Procedure SO105 – "SO105 Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions" as information, as amended.
8. **F104 Advertising**
THAT the Grand Erie District School Board receive Administrative Procedure F104 – "Advertising" as information.

9. **HR108 Police Record Checks for Employees**
THAT the Grand Erie District School Board receive Administrative Procedure HR108 – “Police Record Checks for Employees” as information.
10. **HR109 Offence Declaration**
THAT the Grand Erie District School Board receive Administrative Procedure HR109 – “Offence Declaration” as information.
11. **SO108 Community Service Providers and Schools Working Together**
THAT the Grand Erie District School Board receive Administrative Procedure SO108 - “Community Service Providers and Schools Working Together” as information, as amended.
12. **SO126 Volunteers**
THAT the Grand Erie District School Board receive Administrative Procedure SO126 – “Volunteers” as information.

Respectfully submitted,

Don Werden, Chair
Committee of the Whole Board No. 1



School/Site Security and Lockdown

Board Received:

Review Date: April 2013

Policy Statement:

The Grand Erie District School Board is committed to providing a safe and secure learning environment for all its students and staff. School and site security protocols are an essential part of this commitment to safety. All Grand Erie District School Board schools and sites will have and practise protocols for *lockdown, hold and secure* and *shelter in place*.

Accountability:

- | | |
|----------------------|--|
| Frequency of Reports | – As needed |
| Severity Threshold | – As needed (e.g. dangerous situation present, shooting, etc.) |
| Criteria for Success | – All staff/students trained in procedures |
| | – Safety protocols are practiced |
| | – Safety protocols are implemented with maximum effectiveness. |

Definitions:

Each school site will have three security protocols including a lockdown plan. The three protocols are set out below:

School Security Protocols

“Lockdown” should only be used when there is a major incident or threat of school violence within the school, or in relation to the school. During a lockdown students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked. The over or misuse of lockdowns, will result in staff/students becoming desensitized and they will not take lockdowns seriously.

“Hold and Secure” should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g. a bank robbery occurs near a school but not on school property). In this situation a secondary school would continue to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. The exterior doors in elementary schools are locked at all times, in compliance with the Safe Welcome Program.

“Shelter in Place” should be used for an environmental or weather-related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation (e.g. chemical spills, blackouts, explosions or extreme weather conditions).

Procedures:

1. Each school/site shall develop, as part of a safe schools plan, a lockdown, hold and secure and shelter in place procedure. The lockdown plan must be practised in the fall and spring (and logged) during the school year and reviewed annually. These procedures and plans must be reviewed with staff at the beginning of each school year. Lockdown drills shall be conducted in a manner that will not unduly upset younger students. Early in the school year, parents/guardians shall be informed that lockdown drills will be conducted.
2. This plan shall consider students and staff inside, as well as those outside the school. The plans should include a process for dealing with situations where classes are in progress and at break. Plans must take into account communication systems within the school and for those who may be outside the building.
3. The Principal or designate has the responsibility of implementing a school security protocol that reflects the specific circumstances of the site.
4. Principals will ensure that all occasional staff members are made aware of school security and lockdown plans.
5. The Principal, or designate, will announce a lockdown on the P.A. system then immediately ~~Following this call 911 (unless the police are already involved) and stay on the line to provide information requested. The appropriate Superintendent of Education and the Manager of Communications and Community Relations should be notified of the situation as soon as possible.~~ The Principal will contact the appropriate Superintendent of Education and the Manager of Communications and Community Relations as soon as possible.
6. During a lockdown, if a controlled evacuation is necessary, it must be conducted in consultation with the police.
7. Once secured, student movement ceases until the school is deemed safe, by the principal and/or police. The Principal, or designate, will then cancel the lockdown over the P.A. system.
8. The Principal will de-brief with staff, students, and parents as soon as possible after a lockdown has been implemented. Communication is important to avoid rumours and misinformation.
9. After a school security protocol has been invoked, a written report will be prepared by the Principal and submitted to the appropriate Superintendent of Education.



Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions

Board Received:

Review Date: February 2015

Accountability:

1. Frequency of Reports – Semi-annual – Cat III Trips
2. Severity Threshold – As needed (eg. Safety issues due to world tensions and natural catastrophic events)
3. Criteria for Success – Trips are relevant out-of-classroom educational opportunities related to the curricular or extra-curricular program.
– Staff adhere to relevant regulations.
– Proper supervision is addressed.

Procedures:

In order to maximize the value of such field studies, appropriate advanced planning and follow-up shall occur and every care shall be taken to ensure the health and safety of the participants in such field studies through the provision of appropriate and adequate supervision.

1. **Guidelines:** *It is the responsibility of all participants to follow approved guidelines.*
 - a) It is the intention of the Board that out-of-classroom trips be for sound educational reasons which provide a learning experience that cannot be duplicated in the classroom.
 - b) Canadian destinations should be promoted over international destinations.
 - c) Schools will ensure that all students across the Board have the opportunity to participate in meaningful, curriculum-related educational out of classroom trips and tours.
 - d) A student trip is any approved and teacher-supervised activity or program off school premises.
 - e) The location and activity must be appropriate in terms of accessibility, age, and learning development of the students.
 - f) OPHEA Safety Guidelines are the minimum standard for all activities covered by these guidelines.
 - g) An out-of-classroom activity shall include classroom preparation and follow-up.
 - h) Any activity off school premises or travel tour which is not approved by the Principal as part of the school program shall not be promoted or organized during school hours or in association whatsoever with the school or Board.
 - i) A student may be denied participation on a school trip based on a demonstrated inability to follow school behaviour guidelines.
 - j) Meaningful alternative activities must be provided for students who are not participating in the field study which provide an in-school opportunity to meet the learning expectations of the out-of-classroom trip or tour.
 - k) Reasonable precautions should be taken to minimize the inherent element of risk in field studies. Some educational activities such as water sports and ropes activities involve increased elements of risk. When a trip activity involves increased inherent risk parents/guardians need to be made aware and fully informed of such risks. These inherent risks must be fully disclosed on the Acknowledgement and Permission Form (Appendix B) given to parents/guardians and to students, aged 18 and older, on the Release and Indemnification Form (Appendix C).

- l) Prior to pre-trip planning, organization or payment, approval requirements must be met.
- m) Unless prior arrangements are made, all students must travel by the approved mode of transportation.

2. **Application and Approval Process**

Approval is required in accordance with this procedure (see Appendix A) and with the category of the trip being planned. Off-campus requests for team tournaments, music festivals and drama are special extra-ordinary activities and must be limited to official school or system representatives as a part of the school's annual program or activities. Such trips must follow category guidelines as set out below. Normally, these activities would be within Ontario; however, they may also be unique opportunities or exchanges supported by the school and Superintendent which involve travel outside the province.

The chart below outlines approval requirements.

Category	I In-province, departing and returning on the same day and not involving activities of increased inherent risk	II Activities involving elements of increased inherent risk as outlined in the OPHEA Safety Guidelines (e.g., but not limited to water sports, camping, skiing, cycling, snow boarding, canoeing, rock climbing and ropes activities) All overnight trips up to and including five days within Canada All one-day trips to USA	III All overnight trips out of country All trips over five (5) days All trips involving air transportation and marine travel
Approved By	Principal	Principal, <i>then</i> Superintendent of Education	Principal, <i>then</i> Superintendent of Education, <i>then</i> Director of Education
Final Approval Timeline	Minimum of two (2) weeks prior to the trip.	Minimum of one month prior to the trip.	Minimum of three (3) months prior to the trip.
Category timelines may need to be flexible for special activities such as drama, music festivals, and sports events.			

3. **Ratio of Supervisors to Students:**

A supervisor is defined as a teacher or other responsible adult approved by the Principal.

- a) An adequate number of supervisors must be provided to cover situations such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines). Male and female chaperones are necessary for all overnight co-ed trips. Non-staff supervisors are considered to be volunteers and they must conform to the Board's Volunteer Procedure SO126.
- b) Alternative arrangements must be made with the parent/guardian should it be necessary to return a student to the school/home or to a medical centre prior to the completion of the trip. No student would be sent home until sending and receiving arrangements had been made with the parents, ensuring the safe transport and reception of the student. Arrangements and costs incurred shall be the responsibility of the parent/guardian or by the student if the student is 18 years of age or older.
- c) The following minimum supervisor-to-student ratios are required. Consideration must be given to the possibility that a student may have to return to the school/home prior to the completion of the

trip. Principals and Teachers may lower the supervision ratio to improve student safety when they deem it necessary.

<u>CATEGORY I</u> Elementary 1:10 Secondary 1:15	<u>CATEGORY II</u> Elementary 1:10 Secondary 1:15	<u>CATEGORY III</u> Elementary 1:10 Secondary 1:15
Supervision ratios for walking trips in the neighborhood may be at the discretion of the Principal.	OPHEA Safety Guideline supervision ratios must be adhered to wherever they are lower than in this Policy.	OPHEA Safety Guideline supervision ratios must be adhered to wherever they are lower than in this Policy.

4. **Specific Limitations and Restrictions:**

Field studies shall not include any high risk activity such as white-water rafting or white-water kayaking, flights in small aircraft, bungee-jumping or other activities not recommended by OPHEA or OSBIE. All activities must conform to OPHEA Safety Guidelines.

5. **Responsibilities:**

- a) It is the responsibility of the Principal to ensure that all Board policies and procedures related to out-of-classroom experiences are followed.
- b) It is the responsibility of the teacher when planning out-of-classroom experiences to follow all Board policies and procedures. Trips that include multiple activities (e.g. travel out-of-country, including a high ropes activity) must ensure that separate permission is received for all activities with increased inherent risk.
- c) When planning an out-of-country trip teachers must check Canada's Foreign Affairs and International Trade website for travel advisories at www.voyage.gc.ca/ to ensure it is safe to travel in the selected country. One month prior to departure, teachers must check for changes in the travel advisory and must check again one week prior to departure. Changes of a serious nature must be reported to the Principal, Superintendent and Director of Education who will review the information and will reaffirm or withdraw permission for a trip if the location becomes unstable or unsafe for travel.
- d) Duties of non-teaching personnel, adult volunteers, and coaches will be assigned by the Principal and/or teacher and may include specific supervision responsibilities. For the purposes of SO105, the term "supervisor" refers to both teaching staff and to non-teaching adult volunteers. Non-teaching personnel, adult volunteers, and coaches may have specific supervision responsibilities assigned to them by the Principal and/or teacher.
- e) Some activities require supervisors to hold specific certification in order to supervise the activity. This is especially significant for higher inherent risk activities. OPHEA Safety Guidelines should be followed with regard to certification.
- f) The Principal or a teacher shall accompany the students and shall act as head supervisor for all out-of-classroom activities.
- g) Teacher's Checklist (Appendix H) must be completed for every trip by the supervising teacher and submitted to the Principal.
- h) Transportation must be appropriate to the age of the students. Provincial legislation regarding child car-seats must followed.

6. **Parent/Legal Guardian Consent and Release/Indemnification**

- a) Parents/legal guardians must be informed of any occasion when students leave the school site.
- b) A signed Informed Parent/Guardian Consent Form must be obtained for all out-of-school activities for students under 18 years of age (see Appendix B). Students aged 18 years of age and older must complete a Release and Indemnification Form (see Appendix C).
- c) For short excursions within normal school hours or programs that involve several events, a multiple event parent/legal guardian consent form may be obtained at the beginning of the school year or semester (e.g., neighbourhood walks, skating programs, and outdoor education programs).

7. **Off Campus - Non Board-Sponsored Trips:**

- a) Teachers, parents and/or students involved in arranging trips outside of the Board's three categories are doing so as private citizens and, as such, should consider the following:
 - i) The Grand Erie District School Board neither sponsors nor accepts responsibility for any student trips that do not qualify according to established Board procedures (Categories I, II, or III) or that have not received the required approvals. Organizers of non-board sponsored trips will advise all teachers, parents/guardians and students that the Board assumes no liability whatsoever related to the trip.
 - ii) Principals shall inform parents through the school newsletters in September and in January that the Board does not sponsor nor accept responsibility for trips organized by teachers, parents and/or students acting as private citizens. Since a teacher, parent and/or student, acting as a private citizen may become involved in the organization of a trip of this nature parents frequently assume that the trip is a Board-approved activity. In order to clarify the situation for all parties, it is important that the teacher, parent and/or student inform the school Principal of any plan to conduct a non-Board student trip. Once informed, the Principal shall make parents aware the Board is not sponsoring that trip.
 - iii) All promotional material intended for students must be pre-approved by the Director per SO4 Advertising and Material Distribution in Schools. Promotional material intended for parents and guardians must not include the names of the school(s) or the Board and there shall be no reference to the school(s) or the Board in any correspondence or communication related to non-board sponsored trips.
 - iv) In the case of a non-Board sponsored trip, the staff members are not provided with WSIB benefits or protection from the Board's liability policy.
 - v) In the case of a non-Board sponsored trip, the teacher, parent and/or student is acting as a private citizen and, therefore, no use of Board resources or, materials, is permitted to promote, organize or facilitate the trip. A Grand Erie District School Board permit is required for any use of Board facilities outside regular school hours and according to Board policy FT4 Use of School Facilities.

8. **Insurance Requirements for Out-of-Classroom Trips/Tours**

Students taking authorized trips outside the Province of Ontario are required to have individual insurance coverage as indicated in Section 9-B and 9-C *or* a signed declaration as provided in Appendix F. The Board does not provide insurance for students or volunteers injured in an accident. Employees are covered under WSIB while engaged in work activities.

9-A **Teacher Responsibility, Insurance and Liability for Trips/Tours within Ontario**

- a) **Planning, Organization and Permission:**
 - i) Planning

Trips, teams and tournaments are all activities that require organization and planning. Proper planning and organization ensures that school activities such as trips, participation of teams, and traveling to tournaments result in safe and enjoyable activities for students. Teachers must complete the Teacher Checklist (see Appendix H) and submit it to the principal before departure.

ii) Compliance with Travel Industry Council of Ontario (TICO)

The Ontario Travel Industry Act states teachers must arrange trips through a registered TICO travel service, except for one-day trips which meet certain criteria or where a provider is selling its own service/product directly to the consumer. The complete regulation can be found at www.tico.ca/consumers/introduction/legislation.html or more information can be gained by contacting the Travel Industry Council of Ontario via email to tico@tico.ca or by calling toll free to 1-888-451-8426.

iii) Marine Travel Documentation & Guidelines

Transport Canada regulates commercial operators; the following requirements must be obtained from the travel agent / tour operator and included with any trip approval request:

- 1) current certificate of operator competence
- 2) proof of current seaworthiness of the vessel, i.e., valid inspection certificate
- 3) proof of current liability insurance
- 4) demonstration the vessel is operated in compliance with Transport Canada or local marine laws

Small commercial vessel operators are required:

- a) to provide a safety briefing to all passengers about safety equipment and emergency procedures;
- b) to provide the sufficient number of appropriately sized lifejackets for all staff and students when you board the vessel; and
- c) to inform staff and students of location of lifejackets and survival craft and have an emergency plan.

The above guidelines are the minimum to be followed for the students undertaking a trip involving travel over moving water. As well, if the above documentation cannot be obtained one week before embarking on this trip, an alternate activity must be found or the trip must be cancelled.

iv) Informed Consent

A signed Informed Parent/Guardian Consent Form must be obtained for all out-of-school activities for students under 18 years of age (see Appendix B). Students aged 18 years of age and older must complete a Release and Indemnification Form (See Appendix C).

Parents, guardians and adult students must be made fully aware of the risks involved in each trip/excursion and particular activity. The more specific and extensive information that is provided, the better prepared they will be to make informed choices.

v) Supervision

Teachers are deemed in law to have authority over students by virtue of their positions as teachers. Teachers are expected to manifest the same standard of behaviour in out-of-classroom program supervision as is expected during in-school programs.

b) Insurance Coverage – Personal Injury:

i) Students:

It is important for parents to understand that the Board does not provide insurance for students against any accidental death, disability, dismemberment or medical/dental expenses that might occur as a result of accidents during school activities, including sporting events and field trips. A Student Accident Insurance (SAI) plan is offered to every family at the beginning of each school year. Student accident insurance policies are regularly reviewed by the Board's benefit

consultants to find the most comprehensive, affordable plans available, including a travel policy option. Parents and guardians are advised to consider purchasing Student Accident Insurance for the school year, but are advised travel insurance is mandatory for trips outside Ontario and that SAI is required for participation in high risk activities. SAI packages are available from schools or from the Board office.

ii) Declaration of Student Accident Insurance (SAI) form (Appendix G1)

The Board takes every precaution to provide safe out-of-classroom activities for students, but accidents can and do happen. It is important for parents to understand that the Board does not provide insurance for students against any accidental death, disability, dismemberment or medical expenses that might occur as a result of accidents during school activities, including sporting events and field trips.

Student Accident Insurance may be mandatory for participation in out-of-classroom trips involving activities requiring special skill or that involve increased inherent risks.

Parents should be advised that students without some form of accident insurance may be prohibited from participating in activities requiring special skill or in activities that involve increased inherent risks.

c) Minimum Student Accident Insurance Coverage:

The standard will be that of the current Limited Plan available in the Student Accident Insurance policy or other board approved SAI carrier.

Accidental Death and Dismemberment	\$2,000.00 Any Cause
	\$5,000 Accidental
Dismemberment / Loss of Use	\$50,000
Total and Permanent Disability (TPD)	\$50,000
Future Dental Benefit	\$1,000

* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

iii) Grand Erie DSB Employees:

Employees are provided with Workplace Insurance benefits provided by the Workplace Safety and Insurance Board (WSIB) while acting within the scope of their duties on behalf of the board. All employee accidents must be reported according to Administrative Procedure HR121.

iv) Volunteers and Chaperones:

The Board does not provide insurance for volunteers or chaperones against any accidental death, disability, dismemberment or medical/dental expenses that might occur as a result of accidents during their involvement in school activities, including sporting events and field trips. Volunteers are encouraged to obtain accident insurance before participating in school events and must have travel insurance before participating in out of province trips.

d) Insurance Coverage – Third Party Liability:

- i) The Board provides liability coverage through the Ontario School Boards' Insurance Exchange (OSBIE) for employees and volunteers acting within the scope of their duties on behalf of the Board. This policy is in effect for twelve months of the year and is subject to the terms and conditions contained therein. Coverage is not extended to anyone for liability arising from involvement in criminal activities.

e) Transportation in Privately-owned or Rented Vehicles

- i) Authorization

Students can only be transported in privately-owned or rented vehicles by staff or volunteers who have completed Appendix E- Authorization to Transport Students - Volunteer Drivers (page 20 and 21) and who have been approved by the school principal.

ii) Vehicle Restriction

In accordance with a recommendation from the Ontario School Board Insurance Exchange (OSBIE), 9+ passenger vans (driver plus eight students) are not permitted for student transportation. Board staff shall not use or rent such vehicles for student transportation.

iii) Student Drivers

Student drivers are not permitted to transport other students except in certain situations when students over 18 years of age, with a valid G level driver's license and with the principal's approval, may drive students from one school/building to another school/building, weather permitting.

iv) Vehicle Liability Insurance

Staff and Volunteers should be aware that under the Insurance Act of Ontario the insurance of the driver/owner of the vehicle is the primary policy accessed for claims. The Board does provide non-owned automobile excess liability coverage to the limits of the Board's policy, in the event a claim exceeds the auto owner's policy limits, for employees and volunteers providing transportation on approved out-of-classroom programs.

Vehicle owners should check with their insurance providers to ensure their policy permits them to transport students for "educational purposes".

**9-B Teacher Responsibility, Insurance and Liability
for Trips/Tours in Continental North America, Outside the Province of Ontario**

All guidelines and requirements of 9-A must be followed, plus the additional requirements:

a) **Travel Insurance Required:**

- i) Due to the high cost of health services in other countries, all students travelling on board approved trips in Continental North America, outside the province of Ontario are required to have individual insurance coverage, as established by the Board, regardless of the length of the trip, even if it is only a one day trip. **All students must have the minimum travel insurance coverage as set out below.***
- ii) Principals should ensure all chaperones and volunteers have sufficient travel/health insurance coverage.

b) **Minimum Travel Insurance Coverage:**

The minimum travel coverage for students travelling on board approved trips in Continental North America, outside the province of Ontario that is required by the Grand Erie District School Board shall be as follows:

Accidental Death and Dismemberment	\$10,000.00
Medical Benefits	10,000.00
Dental Reimbursement	1,500.00
Cancellation and Repatriation Coverage	1,000.00
Baggage Coverage (where applicable)	1,000.00
Additional Expenses and Hotel Accommodation (per day)	150.00
Deductible Maximum	50.00

* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

c) **Options Available for Purchasing Travel Insurance Coverage:**

- i) Travel or Tour Services:

Tour and travel agents and companies, will have an insurance package available for purchase, and may be included in the cost of the trip.

Teachers should make this information available to parents, guardians and adult students after ensuring it meets the Board's minimum requirements as set out in Section b) above.

ii) Student Accident Insurance (SAI) – Platinum Plan:

SAI is offered to every family at the beginning of each school year. SAI packages are available from schools, the Board office, or by calling the Reliable Life Client Service at 800-463-5437. Information on policies and premiums can be found online at www.insuremykids.com

This plan can be purchased throughout the year, but applications must be submitted at least six (6) weeks prior to trip departure. The Platinum Plan does not include Lost Luggage coverage and if parents, guardians or adult students wish this coverage must purchase it through a private insurance company or travel agent if they select the SAI through Reliable Life.

iii) Private Accident Coverage:

Parents of a student participating in a trip may have sufficient coverage through one of the following vehicles:

- a) Employer Travel Benefits
- b) Private travel/health insurance they have purchased on their own
- c) Homeowners Policy Travel Benefits
- d) Credit Card Travel Benefits

d) Declaration of Student Travel Insurance – for Travel outside Ontario

Parents, guardians, and adult students who have sufficient travel insurance or plan to purchase travel insurance meeting the Board's minimum requirements as set out in Section b) above must complete a "Declaration of Student Travel Insurance" form (Appendix G) and return it to the organizing teacher at least 30 days before the departure date.

e) School Board-Owned Equipment:

Staff who arrange trips which include taking school equipment outside Ontario are required to submit a list of the equipment to the office of the Superintendent of Business at least six (6) weeks prior to departure. The list should include:

- i) name of each piece of equipment,
- ii) serial number (if applicable),
- iii) make/model, and
- iv) replacement value.

Schools may incur a fee for taking Board equipment outside of Ontario on authorized school trips.

9-C Teacher Responsibility, Insurance and Liability for Trips/Tours Outside Canada and Continental USA

All guidelines and requirements of 9-A and 9-B must be followed, plus the additional requirements:

a) Travel Advisories

When planning an out-of-country trip teachers must check Canada's Foreign Affairs and International Trade website for travel advisories at www.voyage.gc.ca/ to ensure it is safe to travel in the selected country. One month prior to departure, teachers must check for changes in the travel advisory and must check again one week prior to departure. Changes of a serious nature must be reported to the Principal, Superintendent and Director of Education who will review the information and will reaffirm or withdraw permission for a trip if the location becomes unstable or unsafe for travel.

b) Ground Transportation

License and insurance coverage requirements vary widely around the world. Staff and volunteers are not permitted to transport students in rental vehicles. Only certified ground transit as meeting the official standards of the destination and/or as recommended by a qualified travel agent, is to be used during authorized school trips outside Canada and the continental USA.

c) Immunizations Required for Travel

Staff, students and volunteers are to consult their family health care provider at least three (3) months before departure to obtain immunizations which may be required for travel to the planned destination.

10-A Winter Sport Trips/Excursions – Skating

a) As of September 2012, each student must wear a CSA approved hockey helmet when skating. OPHEA guidelines indicate that teachers must communicate to students and parents the importance of:

- i) wearing properly fitted skates,
- ii) wearing gloves or mitts, and
- iii) transporting skates safely.
- iv) If skating outside, dress for weather conditions.

It is important to note that OPHEA makes only CSA hockey helmets appropriate for skating, i.e. bicycle helmets, etc. are not to be used for skating activities.

10-B Winter Sport Trips/Excursions – Skiing, Snowboarding, etc.a) Approved Resorts

The Grand Erie District School Board approves skiing excursions in Ontario to only the Ski Resorts that are members of the Ontario Ski Resort Association (OSRA). A list of these Resorts is available at www.skiontario.ca.

Ski trips which are approved by the school principals to travel outside of Ontario MUST meet the guidelines set out in the OSBIE Ski Package (see Appendix I Ski Manual). Scheduled trips to resorts not prepared to undertake the classification and lesson component will not be permitted.

b) Guidelines for Winter Sports Education Programs

All ski/snowboarding excursions or trips that include skiing/snowboarding as part of the trip agenda must follow the “School Board/ Snow Resort Safety Guidelines for Out-of-School Trips for Winter Sports Education Programs (Ski Manual)” developed by OSBIE (Ontario School Boards’ Insurance Exchange) and the Ontario Ski Resort Associations (OSRA). Excerpts and forms are included below (see Appendix I Ski Manual). A full copy of the Ski Manual is available at www.osbie.on.ca/pdf/English-Ski-Package.pdf

c) OPHEA Guidelines

Ontario Physical Health Education Association (OPHEA) guidelines are the minimum standard for physical activities and are a good source of supplementary information on appropriate ratios, equipment and activities.

d) Ski Competitions, Racing, Training, Competitive Programs

All conditions and forms in the OSBIE Ski Manual must be followed and Release and Indemnity Agreement For School Ski/Snowboarding Competitions - Racing- Training - Competitive Programs – Ski Appendix # 5 MUST be completed and returned to the school principals prior to the competition or training.

11. Permission/Acknowledgment Forms for Safety and Insurance Purposes

All applicable forms must be completed, signed and returned to the appropriate school supervisor at least one week prior to trip departure, except for overnight or out of province trips which must be returned no less than two weeks prior to trip departure.

1. Appendix A -Request for Approval of Out-of-Classroom Trips/Tours (page 12 and 13)
2. Appendix B - Informed Parent/Legal Guardian Consent (for students under 18 years of age); must contain the inherent elements of risk that parent must consent to before permitting student to participate (pages 14 and 15)
3. Appendix C - Release and Indemnification Form (for students 18 years of age and older) must contain the inherent elements of risk that student must consent to before being permitted to participate (pages 16 and 17)
4. Appendix D - Release and Indemnification Form for Volunteer Supervisors (page 18)
5. Appendix F - Authorization to Transport Students - Volunteer Drivers
The appropriate form must be completed by all volunteer drivers regardless of the type or length of the trip. Parents who make their own arrangements for student transportation, must inform the principal in writing prior to departure. (pages 20 and 21)
6. Appendix G Declaration of Student Travel Insurance (page 22)
This form is used for travel outside Ontario
7. Appendix H - Teacher's Checklist (page 25)
This form must be completed by the teacher and submitted to the principal prior to departure
8. Appendix I - Guidelines for Winter Sports Education Programs (Ski Manual) (pages 27-40)
Minimum safety guidelines and special forms for snow sport activities.
 - Appendix I Form # 1 – Acknowledgement, Permission and Classification (page 36)
 - Appendix I Form # 2 – Skill Classification Appendix (page 37)
 - Appendix I Form # 3 – Equipment Rental Agreement (page 38)
 - Appendix I Form # 4 – Lift Use Guidelines (page 39)
 - Appendix I Form # 5 – Release and Indemnity Agreement For School Ski/Snowboarding Competitions - Racing- Training - Competitive Programs Permission (page 40)
9. Appendix J - Examples of Inherent Risk Statements (pages 41-42)
This form contains some examples of Inherent Risk Statements to assist staff when completing informed consent and release forms. It is not a complete list and is only a guideline.
10. Appendix K-Multi Language Notice (page 43)

Information for insurance requirements for student trips/excursions has been provided by:

- Ontario School Boards' Insurance Exchange (OSBIE)
- Reliable Life Insurance Company (Student Accident Program)
- A. W. Schreiber Benefit Consultants Ltd.

Out-of-Classroom Education Programs
Request For Approval of Out-Of-Classroom Trips/Tours (Page 1 of 2)

SCHOOL: _____

A. Approval Requirements:

Category	I	II	III
	In-province, departing and returning on the same day and not involving activities of increased inherent risk	Activities involving elements of increased inherent risk as outlined in the OPHEA Safety Guidelines (e.g., but not limited to water sports, camping, skiing, cycling, snowboarding, canoeing, rock climbing or ropes activities) All overnight trips up to and including five days within Canada All one-day trips to USA	All overnight trips out of country All trips over five (5) days All trips involving air transportation and marine travel
Approved By	Principal	Principal, <i>then</i> Superintendent of Education	Principal, <i>then</i> Superintendent of Education, <i>then</i> Director of Education
Final Approval Timeline	Minimum of two (2) weeks prior to the trip.	Minimum of one (1) month prior to the trip.	Minimum of three (3) months prior to the trip.
<i>Category timelines may need to be flexible for special activities such as drama, music festivals, and sports events.</i>			

B. Proposed Trip/Tour:

1. Destination and Description:

2. Educational Purpose and Outcomes:

3. Teacher(s) In Charge:

4. Number of Students: _____ Grade(s): _____

5. Number of Adult Supervisors: Teachers _____ Parents/Volunteers _____ (see SO126)

Ratio of Adult Supervisors to Students: _____

(For Overnight Trips: No. of Female Supervisors _____ No. of Male Supervisors _____)

6. Departure Day, Date and Time: _____

Return Day, Date and Time: _____

7. Transportation: Contracted Bus ☐ Private Vehicle(s) ☐ Other ☐

8. Total Cost of Trip: _____ Contribution Per Pupil _____

Request for Approval of Out-of-Classroom Trips/Tours (Page 2 of 2)**C. Staff Signatures:**

_____ Teacher in Charge	_____ Date
_____ Department Head (if applicable)	_____ Date

D. Approval of the Principal (required for ALL Categories):

_____ Principal	_____ Date
--------------------	---------------

E. Approval of the Designated Superintendent of Education (required for Categories II and III):

_____ Superintendent of Education	_____ Date
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F. Approval of the Director of Education required for Category III (attach school trip/tour itinerary):

_____ Director of Education	_____ Date
--------------------------------	---------------

Appendix B

Out-of-Classroom Education Programs
Informed Parent/Guardian Consent Form (Page 1 of 2)
 (for students under 18 years of age)

PART A – Parental Information Form

School: _____
 Destination of Trip: _____
 Purpose of Trip: _____
 * Departure From: _____ Date: _____ Time: _____
 * Return To: _____ Date: _____ Time: _____
 Activities: _____
 Method of Transportation: _____
 Teacher(s) In Charge: _____
 Emergency Contact Number: _____
 Cost To Student: _____

** For extended trips, a detailed time and activity schedule is attached.*

Ontario Health Cards:

Students are ~~responsible for~~ **encouraged to** carrying their Ontario Health Cards **or a photocopy** with them when going outside their local school community.

Behaviour:

Students participating in Out-Of-Classroom Education Programs are expected to meet the same standards of behaviour as are required in the regular school setting. Alternative arrangements will be made with the parent/guardian should it be necessary to return a student to the school/home prior to the completion of the trip as a result of inappropriate behaviour as outlined in the school's Code of Conduct or Board Policies. No student would be sent home until sending and receiving arrangements had been made with the parent/guardian, ensuring the safe transport and reception of the student. Arrangements and costs incurred shall be the responsibility of the parent/guardian or the student, if the student is 18 years of age or older.

Part B - For Trips of Increased Inherent Risk

Educational activity programs, such as (type of activity) _____, which are being offered involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. A few examples (the list is not exhaustive) of the type of injury which one is at risk of having, occur while participating in the above mentioned activity/ies include:

1. _____
2. _____
3. _____
4. _____

These accidents may result from the nature of the activity and may occur without any fault on either the part of the student or the Grand Erie District School Board or its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in the activity, you are accepting the risk of an accident occurring. The chance of an accident occurring can be reduced by carefully following instructions at all times while engaged in the activity. If you choose to allow your child to participate in the aforementioned activity on the date/s mentioned, you must understand that you will bear the responsibility for any accident that might occur.

The Grand Erie District School Board does NOT provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of the students participating in these activities.

Please retain this page for future reference

Appendix B

Out-of-Classroom Education Programs

Acknowledgement and Permission Form (Page 2 of 2)

(for students under 18 years of age)

PART C – Parental Consent Form*(This section to be retained by Principal. Please complete Part C and return to the school immediately.)*

Student's Name: _____ Grade/Class: _____

Destination of Trip: _____ Date(s): _____

For Extended Trips Only:Detailed time and activity schedule received? Yes ☐ No ☐**Medical and Emergency Information:**

Please note any medical and emergency information below that you have not previously provided to the school this year:

I hereby consent to the use of any personal information on file at the school by the persons authorized by the Principal to supervise this activity and by such other officers or employees of the Grand Erie District School Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board.

I have read the information supplied, understand and accept the conditions, including the inherent risks, outlined above in *Parts A and B* of the *Parental Information Form* and agree that my son/daughter may participate in the trip and the related activities.

Signature of Parent/Guardian_____
Date_____
Printed Name_____
Home Address_____
Telephone

I would be willing to go on the trip as a supervisor:

Yes ☐ No ☐***Note: Volunteer Supervisors must have a police record check as required by the Board's Volunteer Procedure SO126.***

Use of personal information collected on this form is authorized under Section 31 (a) of the *Municipal Freedom of Information and Protection of Privacy Act* and will be used for the purpose of conducting Out-of-Classroom education program outlined in Part A of this form.

Appendix C

Out-of-Classroom Education Programs
Release and Indemnification Form (Page 1 of 2)
 (for students 18 years of age and older)

PART A – Trip Information

(This section to be retained by student. Please detach Part A and keep for reference.)

School: _____
 Destination of Trip: _____
 Purpose of Trip: _____
 * Departure From: _____ Date: _____ Time: _____
 * Return To: _____ Date: _____ Time: _____
 Activities: _____
 Method of Transportation: _____
 Teacher(s) In Charge: _____
 Emergency Contact Number: _____
 Cost To Student: _____

** For extended trips, a detailed time and activity schedule is attached.*

Ontario Health Cards:

Students are ~~responsible for carrying~~ **encouraged to carry** their Ontario Health Cards **or photocopy** with them when going outside their local school community.

Behaviour:

Students participating in Out-Of-Classroom Education Programs are expected to meet the same standards of behaviour as are required in the regular school setting. Alternative arrangements will be made with the student should it be necessary to return him/her to the school/home prior to the completion of the trip as a result of inappropriate behaviour as outlined in the school's Code of Conduct or Board Policies. No student would be sent home until appropriate sending and receiving arrangements had been made ensuring the safety of transport and reception of the student. Arrangements and costs incurred shall be the responsibility of the student.

PART B – For Trips of Increased Inherent Risk

This Form must be read and signed by all students (18 years and older) who wish to participate in this activity.

Educational activity programs, such as (type of activity) _____, which are being offered involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. A few examples (the list is not exhaustive) of the type of injury which one is at risk of having, occur while participating in the above mentioned activity/ies include:

1. _____
2. _____
3. _____
4. _____

The Grand Erie District School Board does NOT provide any accidental death, disability, dismemberment or medical expenses insurance for students participating in these activities.

Acknowledgement:

I, (student) _____, understand and accept the above risks and provide the Grand Erie District School Board with the following waiver of liability and indemnification agreement.

 Signature of Student (18 years of age or older)

 Date

Please retain this page for future reference

Appendix C

Out-of-Classroom Education Programs
PART C – Release and Indemnification Form (Page 2 of 2)
(for students 18 years of age and older)

RELEASE AND INDEMNIFICATION AGREEMENT:

I, (print student name) _____, hereby release the Grand Erie District School Board and its staff and agents from any and all liability for any injury sustained by me, regardless of how caused, resulting from my participation in the (activity) _____, arranged through the Grand Erie District School Board on or about (date/s) _____.

I further agree to indemnify and save harmless the Grand Erie District School Board and its staff and agents from and against any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect or default of mine.

I hereby consent to the use of any personal information on file at the school by the persons authorized by the Principal to supervise this activity and by such other officers or employees of the Grand Erie District School Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board.

Signature of Student (*18 years of age or older*)

Date

Appendix C Parts B (when applicable) & C are to be signed and returned to the organizing teacher at least one week prior to trip departure.

Use of the personal information collected on this form is authorized under Section 31(a) of the *Municipal Freedom of Information and Protection of Privacy Act* and will be used for the purpose of conducting the out-of-classroom education program outlined in Part A of this form.

Appendix D

Out-of-Classroom Education Programs
Release and Indemnification Form
(for Volunteer Supervisors)

This Form must be read and signed by all volunteers accompanying students on out of classroom trips.

The Grand Erie District School Board does NOT provide any WSIB, accidental death, disability, dismemberment or medical expenses insurance for volunteers participating in these activities.

PART A – Acknowledgement of Increased Inherent Risk:

Educational activity programs, such as (type of activity) _____, involve certain elements of risk. Accidents may occur while supervising these activities. These accidents may cause injury. A few examples (the list is not exhaustive) of the type of injury which one is at risk of having, occur while supervising the above mentioned activity/ies include:

1. _____
2. _____
3. _____
4. _____

I, (volunteer supervisor) _____, understand and accept the above risks and provide the Grand Erie District School Board with the following waiver of liability and indemnification agreement.

Signature

Date

PART B – Release and Indemnification Agreement:

I, (print volunteer name) _____, hereby release the Grand Erie District School Board and its staff and agents from any and all liability for any injury sustained by me, regardless of how caused, resulting from my supervision of the (activity) _____, arranged through the Grand Erie District School Board on or about (date/s) _____.

I understand the Board does not provide accident or WSIB insurance for me.

I hereby consent to the use of any personal information on file at the school by the persons authorized by the Principal to supervise this activity and by such other officers or employees of the Grand Erie District School Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board.

Signature of Volunteer Supervisor

Date

Use of the personal information collected on this form is authorized under Section 31(a) of the *Municipal Freedom of Information and Protection of Privacy Act* and will be used for the purpose of conducting the out-of-classroom education program outlined in Part A of this form.

Form is to be signed and returned to the organizing teacher at least one week prior to trip departure.



Authorization to Transport Students Participating in School Events/Trips/ Volunteer Drivers (Page 1 of 2)

Appendix E

The School Board values your contribution as a volunteer driver and thanks you for providing your time.

Please ensure you are aware of and understand the Board's insurance coverage.

PART A – Trip Information and Driver Instruction

Date: _____ **School:** _____

This will authorize (Name of teacher/other volunteer driver) _____:

1. to transport students participating in the events/trip listed on the attached school schedule,

OR

2. to transport students participating in the following school activity/trip:

All Volunteer drivers, including school staff who transport students on out-of-classroom trips:

- a) must conform to the Board's Volunteer Procedure SO126;
- b) must possess a valid "G" license for the operation of a vehicle in Ontario;
- c) must use a licenced automobile that is in good repair;
- d) must carry valid third-party liability insurance as required under legislation in the Province of Ontario;
- e) must insure each person in the vehicle wears a seat belt during transit;
- f) must not permit children twelve (12) years of age and under to sit in the front seat if the vehicle is equipped with a passenger air bag;
- g) must refrain from smoking and/or using a cell phone, including hands-free models, while driving;
- h) must always practice safe driving habits while transporting students; and
- i) must inform the Board with prompt written notice, including all available particulars, of any accident arising out of the use of a licenced automobile during a trip on business of the Board.

Staff and Volunteers should be aware that under the Insurance Act of Ontario the insurance of the driver/owner of the vehicle is the primary policy accessed for claims. The Board does provide non-owned automobile excess liability coverage to the limits of the Board's policy, in the event a claim exceeds the auto owner's policy limits, for employees and volunteers providing transportation on approved out-of-classroom programs.

Vehicle owners should check with their insurance providers to ensure their policy permits them to transport students for "educational purposes".

N.B. A "Volunteer Driver" is defined as any person authorized by the Board who has agreed to be a driver for a certain trip while they are driving their own or another licenced automobile. This includes, but is not limited to: Trustees, employees, teachers, students, parents, volunteers, officials of the School Board.

Appendix E

**Authorization to Transport Students Participating in
School Events/Trips Volunteer Drivers (Page 2 of 2)****PART B – Driver / Vehicle Owner Declarations****1) Driver Information:**

Name: _____ Driver's Licence Number: _____

2) Insurance Information:

Insurance Company: _____ Policy Number: _____

3) Vehicle Information:

Make _____ Year _____ Licence Plate # _____

I do hereby declare the above-information is true.

Driver's Signature _____ Date _____

Principal's Signature _____

**Declaration to be Signed by the Owner of the Vehicle,
if the Volunteer Driver does not own the Vehicle:**

I declare that I have authorized (driver's name) _____ to drive my vehicle to transport students participating in the school event(s) listed on Part A of this form.

He/She is licenced to carry passengers and is fully insured as a driver under the vehicle liability insurance as required by Ontario legislation.

That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

Vehicle Owner's Signature _____ Date _____

Vehicle Owner's Name (please print) _____

Use of personal information collected on this form is authorized under Section 31(a) of the *Municipal Freedom of Information and Protection Privacy Act* and will be used for the purpose of conducting the out-of-classroom education program.

Appendix F

**Grand Erie District School Board
Declaration of Student Travel Insurance**

This form is used for Travel Outside the Province of Ontario

Student's Name: _____ School: _____

Location of Trip: _____

Nature of The Event: _____

Date/S of Trip: From _____ To _____

Student travel insurance is a condition of participation in any and all school trips that involve travel outside the province of Ontario, sponsored by the Grand Erie District School Board. Student participation in out of province trips without proof of sufficient travel insurance may be approved at the discretion of the appropriate Superintendent of Education.

Students travelling outside the province of Ontario without appropriate insurance are advised they may not have access to medical or health care or transportation home in the event of an emergency or may sustain substantial costs for these services. The travel agent arranging out of province trips is responsible for explaining the coverage provided in trip packages.

The components of the Travel Insurance offered by _____ (name of the Tour Company or Travel Agent) include (please list):

(a)		(b)	
(c)		(d)	
(e)		(f)	

____ I certify having purchased the Travel Insurance made available by the Tour Company or Travel Agent for this trip through _____ (name of insurance company).

____ I certify having included a travel option in the package purchased through the Student Accident Insurance plan made available through the school or Board.

____ I certify having purchased travel insurance with an alternate carrier _____ (name of insurance Company) for this trip which is comparable to the Travel Insurance offered (See above).

____ I decline to purchase Travel Insurance and affirm I do not have alternate travel, medical, health or accident insurance for myself / my child, for this trip. I certify having been made aware of and fully understanding the components of travel insurance made available to me through packages distributed by the school or obtained from the Travel Agent.

I have read and understand the above and confirm the information provided is accurate.

(Signature of Parent/Guardian or Student [if age 18 or older])

(Print Name of Parent/Guardian or Student [if age 18 or older])

Date

A signed copy of this form is to be kept on file at the above school.

Appendix G

Grand Erie District School Board
Teacher Checklist – Planning Out-of-Classroom Trips/ Tours

Trip Destination: _____

Dates: _____

PLEASE CHECK

1. Itinerary planned and completed. <ul style="list-style-type: none"> • <i>Ensure OPHEA Safety Guideline Compliance</i> • <i>Ensure TICO Regulation 26/05 Compliance</i> • <i>Check Travel Warnings on www.voyage.gc.ca website for out of country trips</i> 	
2. Trip Approval form completed.	
3. Are there any students with special needs who need to be accommodated (including transportation) on this trip?	
4. Principal's approval obtained.	
5. Superintendent's approval for Category II and III Trips obtained.	
6. Director's approval for Category III Trips obtained.	
7. Staff, students and volunteers provide proof of immunizations required for travel to the planned destination at least one month prior to departure.	
8. Number of adult supervisors determined and identified (Supervisor/Student Ratio met; male and female chaperones for overnight co-ed trips as required; (see Appendix D- Release and Indemnification Form for Volunteer Supervisors.)	
9. Meeting(s) held with parents/legal guardians (for overnight or extended trips).	
10. Appropriate Consent and/or Indemnification Forms – Sent Home.	
11. Appropriate Consent and/or Indemnification Forms – Returned.	
12. Proper forms for trips involving skating, skiing and snowboarding are completed.	
13. Health/Emergency information collected for all students (allergies, medical form[s], emergency phone numbers). Students under the age of 18 are encouraged to carry their Ontario Health Card numbers with them when going outside of their local school community. Students 18 years or over are to carry their Ontario Health Card with them when going outside of their local school community. <i>Review Procedure SO115 – Anaphylaxis and resource package.</i>	
14. Proof student insurance coverage has been obtained when travelling outside the Province of Ontario (refer to Insurance Requirements for Student Trips/Excursions). Sections 8 and 9	
15. Arrange transportation <i>SO 106 – Field Trip/Team Travel Booking</i> <i>Volunteer Driver Form completed as required and approved</i> <i>Children under 40 pounds are at-risk in private vehicles unless they are in approved tethered car seats; the Board recommends that for JK/K and primary out-of-classroom trips, students travel by bus only.</i>	
16. Money collected.	
17. Coverage of teacher's classes and supervision duties arranged.	
18. Provision in place for the early return of a student and accompanying supervisor after the scheduled departure of the group, if required. Parents informed of their responsibility for assuming costs which could be incurred for an early return.	
19. Post-trip activities planned; to be implemented upon return.	
20. Detailed program of activities, approval form, and itinerary filed with the Principal (pre-trip, en route, on site, and follow-up, including contact names, phone numbers, and approximate times). Copies of student and chaperone attendance lists, (bus/car seating plan) and copy of completed Appendix H Teacher Checklist delivered to office prior to departure.	
21. Provision for emergency first aid made.	

Teacher's Signature: _____

 Date: _____
 Submit to the Principal prior to departure

Appendix H
Ski Manual Page 1 of 14

Grand Erie District School Board

Guidelines for Winter Sports Education Programs (Ski Manual)

I-A Rational for Winter Sports Education Programs

The School Board/ Snow Resort Safety Guidelines for Out-Of-School Trips for Winter Sports Education Programs were developed in conjunction between the Ontario School Boards' Insurance Exchange (OSBIE) and the participating members of the Ontario Ski Resorts Association (OSRA)

It is intended that the guidelines as detailed be followed by all Principals and staff involved in the planning of outdoor ski/snowboarding education programs.

Out-of class winter sports excursions, including skiing, snowboarding, tubing, snowblading, among others, are designed to be an extension of the classroom and are provided for the purpose of instructing and enhancing the skills and knowledge of students. Accordingly, an instructional component should be designed and be mandatory for students at all levels of ability.

The safety of students while participating in out-of school winter sports education programs must be one of the most important considerations. Over the past few years, winter excursions involving skiing and snowboarding have resulted in serious injuries and death. As a result, some schools cancelled these trips. Others are finding ways to continue the excursions and make them safer for students through education. Classes highlight the safety aspect of skiing and snowboarding and other permitted activities. Students learn how to ski and snowboard in control for their own safety and the safety of others.

Following lessons, students must use trails commensurate with their abilities. While skiing in groups is recommended, it should be recognized that one-on-one supervision is not possible. Because of the nature of skiing, schools should be using an "in the area" supervision format which requires the teacher and parent volunteer (supervisor) to maintain a presence in the area of trails or ski runs for use by the students as determined by the resort instructors.

The Ontario Physical and Health Education Association (OPHEA) provides that "in the area" supervision means: *"the teacher must be readily accessible and at least one of the following criteria is in place:*

- *Teacher is circulating;*
- *Exact location of teacher is known and location is nearby; or*
- *Teacher is visible.*

The OPHEA guidelines provide that "in the area" supervision applies for Skiing (Alpine), Snowboarding, Snowblading and Cross-Country Skiing.

Effective September, 2009, all participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country Ski programs).

A list of OSRA member ski resorts is available at www.skiontario.ca

Appendix H
Ski Manual Page 2 of 14**Grand Erie District School Board****Guidelines for Winter Sports Education Programs (Ski Manual)****I-B Planning for Outdoor Ski and Snowboarding Education Programs**

All guidelines in “9-A Teacher Responsibility, Insurance and Liability for Trips/Tours within Ontario” must be followed in addition to any information and forms specific to Winter Sports Education programs.

Information packages provided to parents and adult students should include what is offered in the education program: lessons, progressive sticker procedure, upgrading, assigned groups by ability and the need for students to utilize runs and terrain commensurate with the student’s ability as determined by the snow resort’s teaching staff. The documents contained in the Ski Manual are available in English or French.

A template informing non-English/French speaking parents and students is available to ensure they understand the importance of consent forms and the risks involved and that they seek translation assistance before consenting to the activity.

It must be emphasized that the Principal and staff are responsible for the students’ safety and orientation. Ski resorts may have classroom orientation material available for this purpose. The person responsible for coordinating the venture must make certain that all applicable recommendations are adhered to. The Principal and staff are also responsible for ensuring that important aspects, such as pupil/teacher ratios, telephone contacts, and emergency procedures are provided for and in place prior to the trip. Teachers are expected to be responsible for student supervision and control at all times – the ski resort reserves the right to revoke the ski ticket of any skier for infractions of rules, policy regulations or unacceptable conduct.

I-C Informed Consent /Permission Forms

Parents must sign the Acknowledgement, Permission and Classification Forms (Appendix I – Ski Manual Form # 1 and Form #2) for the specific activity the student will be participating in on the ski hill. If students are snowboarding rather than skiing this should be indicated on the Consent Form. If other activities such as tubing are being allowed, parents should sign permission forms that allow the child to participate in tubing.

OSBIE does not encourage nor endorse activities other than the traditional winter sports. High risk non-traditional activities, require permission forms specifically related to the activity, which outline the specific risks.

I-D Volunteer Supervisor Disclaimer

Volunteer Supervisors will be asked to sign a disclaimer holding the school board harmless from claims for injuries they sustain while supervising snow sport education trips. The disclaimer will advise the volunteer that the school board does not have accident or WSIB insurance for them.

Grand Erie District School Board

Guidelines for Winter Sports Education Programs (Ski Manual)

I-E Ski Trip Preparation Kit:

1. All requirements of “9-A Teacher Responsibility, Insurance and Liability for Trips/Tours within Ontario”
2. Volunteer supervisor orientation for snow sport trips. Supervisors of excursions should be experienced in the activities being permitted – i.e. skiing, snowboarding, snowblading or tubing.
3. Book date and numbers with resort. Ensure resort can accommodate lessons for all students. Non-skiers/snowboarders and/or beginners must have lessons **before** being permitted on trails.
4. Provide information package to parents and adult students including:
 - a. “Acknowledgement, Permission and Classification” Appendix I Form # 1 and Form # 2 in duplicate.
 - b. Equipment Rental Agreement Appendix I – Form # 3
 - c. Appropriate Responsibility Code (Alpine, Nordic, Snowboarding)
5. Establish ski/snowboarding classification groups (see Appendix I Form # 2). Assign supervisors in appropriate ratios to groups. The ratio of students to supervisors must not be higher than the ratios in the OPHEA Physical Education Ontario Safety Guidelines. Improvement on ratios can be achieved with more qualified supervisors, including volunteer parents who are experienced in the sport.
6. Inform resort of group sizes and number of rentals required
7. Prepare written instructions for Volunteer Supervisors. Review supervision of snow sport trips and provide supervisors a copy of Section I-F Volunteer Supervisor Orientation for Snow Sport Trips (Appendix I – Page 4).
8. Meet with students to discuss and establish:
 - a. Teacher/Student/Volunteer Supervision
 - b. Behavioral Expectations – Alpine, Nordic and Snowboard Responsibility Codes
 - c. Share safety information – Check with the resort for local safety rules and resources
 - d. Identification of Groups and name of supervisor assigned to each group
 - e. Compulsory lesson schedule
 - f. After-lesson Expectations
 - g. Student I.D. on the course

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Grand Erie District School Board

Guidelines for Winter Sports Education Programs (Ski Manual)

I-F Volunteer Supervisor Orientation for Snow Sport Trips:

- 1) A meeting with the principal and/or teacher in charge, the volunteer supervisors and other teaching staff is highly recommended. The purpose of this meeting is to review the duties of supervisors, and what is expected of supervisors on snow sport trips.
- 2) Volunteers must be competent in the sport they are supervising. Ability should be assessed prior to assigning volunteer duties. The most experienced volunteers should be assigned to the more advanced groups of students. If activities such as snowboarding, tubing or snowblading are permitted, the supervisors assigned to these activities should have experience in the activity.
- 3) One supervisor will be assigned to base camp for emergencies, and to assist with supervision over lunch. **This is the only supervisory position that can be filled by a non-skier/snowboarder.** The supervisor at the base camp should identify where the emergency facilities are located, have a list of students with emergency contact numbers, know the location of a phone, identify and understand the resort's emergency procedures for transporting injured students to hospital.
- 4) Supervisors will circulate and maintain a visible presence on the trails/runs commensurate with the abilities of students. Supervisors should arrange "check-in" times during the day for their groups to meet and review progress.
- 5) While students are receiving their lessons, supervisors will review instructions provided by the resort previously referred to in Section I-B Planning for Outdoor Ski and Snowboarding Education Programs (Appendix I – Page 2).
- 6) When completed, the supervisors will proceed to the trails/runs to conduct "in the area" supervision for their group.
- 7) The volunteer supervisors will be instructed on the school and the resort's code of behavior. The supervisor will be informed as to what to do in the event of misconduct on the part of the student and that the ski resort will cancel the lift pass for any offenders. Supervisors are expected to **assist** (not replace) resort staff in enforcing rules and safety practices. Volunteer supervisors should bring persistent offenses to the attention of teachers or resort staff. **Do not ignore dangerous behavior!**
- 8) Both parent volunteer and teacher supervisors should be identified with high visibility fluorescent orange (or similar color) arm bands or vests provided by the resort.
- 9) Volunteer Supervisors will be asked to sign a disclaimer holding the school board harmless from claims for injuries they sustain while supervising snow sport education trips. (see Appendix D - Release and Indemnification Form for Volunteer Supervisors.)
- 10) All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country Ski Programs).

Appendix H
Ski Manual Page 5 of 14**Grand Erie District School Board**
Guidelines for Winter Sports Education Programs (Ski Manual)**I-G Ski Day Control Procedures****1. ALPINE (DOWNHILL) SPORTS**

The teacher in charge must make contact with the ski resort operator prior to the trip in order to arrange student identification and controls procedure:

- a) Supervising teachers will divide students into levels of ability as described by the parent's signed acknowledgement of the student's ability classification detailed in Appendix I – Form #2 The teacher in charge will, along with ski resort staff, emphasize to students that once they receive permission to use specified trails, they must not go on those trails above their ability.
- b) Effective September, 2009, all participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities.
- c) All students will have their abilities verified by a certified (CSIA/CSCF/CASI) ski/snowboard instructor by having students demonstrate their skills on suitable beginner/novice terrain at the start of the day. Classifications must be based on visual assessment of performance prior to, or on the morning of, the trip.
- d) Students will be placed in groups according to ability. The snow school instructors will make the final determination of the participant's ability and will provide each student with a color coded mark or sticker which will indicate the designation of trails/runs a student may use. Students who have been identified by a school or resort member as having an ADVANCED level of competence will be taking separate lessons and will receive color coding to allow them on the more difficult hills/runs as determined by the resort instructors.

**OSRA
Trail
Marking
System:**



- e) Students who are NON-SKIERS/SNOWBOARDERS, NOVICES or BEGINNERS, will be directed to their lessons immediately following the ski-off. After their lessons, they will be assigned to work on the skills introduced in the lesson on trails commensurate with their abilities.
- f) Teacher and parent volunteer/supervisors will conduct “in the area” supervision on the hills/runs used by the students. If a student is found to be on a trail not permitted by the student's classification, the supervisor shall direct the student to the correct hill/run. The resort staff, including lift operators, instructors and ski patrol are primarily responsible to ensure students receive proper instructions and to enforce that students only use hills/runs identified by the color coded mark or sticker.
- g) It is recommended that if a serious injury situation should arise, the teacher, or volunteer supervisor, in cooperation with the ski resort Duty manager, will follow the resort's emergency procedures. It should be determined, in advance, what the procedures are and what first aid assistance is available. The teacher in charge of their delegates should follow school board procedures regarding notification of parents and completing incident reports.

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Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)

I-G Ski Day Control Procedures

2. NORDIC (CROSS COUNTRY) SPORTS

The teacher in charge must make contact with the resort operator prior to the trip in order to confirm final number of students participating in the program and all other details about the group's visit.

- a) Students are to be divided by the supervising teachers into levels of ability as described by the parent's signed acknowledgement of the student's ability classification detailed in Appendix I – Form #2. The teacher in charge will, along with ski resort staff, emphasize to the students that once they receive permission to use specified trails, that they must not go on those trails above their ability.
- b) After their lessons, the student will be informed whether their ability will permit them to ski more advanced trails. The snow school instructors, in consultation with the teacher, will identify the trail(s) the students are permitted to use. Students may be re-assessed to a more advanced trail later in the day as they improve. Supervisors will be assigned to each group in order to provide "in the area" supervision and will use the same trails as the group for the remainder of the day. On trails where it is possible to lose sight of students, it is recommended that the supervisors be positioned at the front and the back of the group.
- c) It is recommended that if a serious injury situation should arise, the teacher, in cooperation with the resort manager, will follow the resort's emergency procedures. It should be determined in advance what procedures are, and what first aid assistance is available. The teacher in charge or their delegate should follow school board procedures with respect to notifying parents and completing incident reports.
- d) The teacher in charge of the students is responsible for the students at all times during the visit except when students are in their lesson. Teachers and volunteer supervisors should accompany their assigned group of students to their lessons to be able to reinforce the instructor's lessons over the course of the day.

3. ARRIVAL PROCEDURES

The following guidelines pertain to ALL SNOW SPORT EDUCATION PROGRAMS:

1. Teacher advises Reception/Information desk of arrival and obtains tickets. Students are to remain on the bus or follow procedures as previously arranged.
2. Ski resort staff board bus or assembles students in base lodge chalet to welcome and explain in detail - resort area procedure, organize groups for rental equipment, lessons by ski ability. Trail conditions will be reviewed, the lifts in operation will be identified, as well as the number of trails open. Trail maps will be provided, along with equipment locker storage, ski school assembly area will be identified, and departure instructions will be outlined.
3. Resort staff will review the Alpine Responsibility Code and other related rules and regulations. Resort staff will advise group of the ticket removal penalty for violations of the Alpine Responsibility Code. Resort staff will explain signage on the trails. Teachers will sign the resort form acknowledging receipt of resort information and instructions.

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Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)

4. Resort staff and teacher take students renting equipment to rental shop, where applicable. Signed copies of the Equipment Rental Agreement will be collected from students who are renting equipment.
5. Students are tested to determine and verify classification at the snow school area. All snow sport education programs must include this component and have a built-in instructional period. ***No school program is to be organized without this important aspect.*** Non-skiers/snowboarders, etc. ***must*** have lessons prior to being permitted on the trails.
6. Teacher will assign supervisors to designated trails/runs commensurate with student abilities as described by the parent's signed acknowledgement of the student's ability classification detailed in Appendix I – Form #2
7. **All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country ski programs). OSBIE recommends that schools adopt a similar mandatory snow sport helmet use policy as noted above, regardless of ski facility locations.**

I-H Skier Responsibility Codes

1. SKIER'S RESPONSIBILITY CODE – ALPINE (DOWNHILL)

Officially endorsed by: ONTARIO SNOW RESORTS ASSOCIATION

There are elements of risk in skiing and snowboarding that common sense and personal awareness can help reduce. Regardless of how you decide to use the trails, always Show courtesy to others. Please adhere to the code listed below and share with others the responsibility for a great outdoor experience.

1. Always stay in control. You must be able to stop or avoid other people or objects.
2. People ahead of you have the right-of way. It is your responsibility to avoid them.
3. Do not stop where you obstruct a trail or are not visible from above.
4. Before starting downhill or merging onto a trail, look uphill and yield to others.
5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.
6. Always use proper devices to help prevent runaway equipment.
7. Observe and obey all posted signs and warnings.
8. Keep off closed trails and closed areas.
9. You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.
10. You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant
11. All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities.

KNOW THE CODE – BE SAFETY CONCIOUS – IT IS YOUR RESPONSIBILITY

Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)

I-H Skier Responsibility Codes

2. SKIER'S RESPONSIBILITY CODE - NORDIC (CROSS COUNTRY)

Officially endorsed by: ONTARIO SNOW RESORTS ASSOCIATION

There are elements of risk that common sense and personal awareness can help reduce. Regardless of how you decide to use the trails, always show courtesy to others. Please adhere to the code listed below and share with others the responsibility for a great outdoor experience.

1. You must remain in control and proceed in such a manner that you can stop or avoid other people or objects.
2. As you proceed downhill or overtake another person, you must avoid the persons below or beside you.
3. Do not stop where you obstruct a trail or are not visible from above.
4. When entering a trail or starting downhill, look uphill and yield to others.
5. If you are involved in or witness a collision or accident you must remain at the scene and identify yourself to the Ski Patrol.
6. Ski only on the marked trails and in the proper direction as indicated by the trail markers.
7. You must keep off closed trails and observe and obey all signs and warnings.
8. Please leave the wilderness area for others to enjoy as you have.

KNOW THE CODE - BE SAFETY CONSCIOUS - IT IS YOUR RESPONSIBILITY
BE AWARE – CROSS COUNTRY SKI WITH CARE!

Appendix H
Ski Manual Page 9 of 14

Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)

I-H Skier Responsibility Codes**3. SKIER'S RESPONSIBILITY CODE – SNOWBOARDING**

Officially endorsed by: ONTARIO SNOW RESORTS ASSOCIATION

The same guidelines that apply for Downhill (Alpine) skiing will apply for snowboard skiing including the requirement that a ski brake or retention devise is mandatory for snowboard use. In addition, snowboarders should also be aware of the following:

Freestyle terrain signage

These symbols represent a ski resort trail designation system that categorizes ski and snowboard slopes by difficulty. Resorts throughout North America (and much of the world) use green circles, blue squares and black diamonds to indicate difficulty. Nordic trail systems also often use these symbols. Each resort ranks it's own trails based on the relative difficulty of their specific area. Normally about 25 percent of the trails are designated green, 50 percent blue, and 25 percent black.

**Freestyle Terrain Designations**

Freestyle Terrain has four levels of progression and designation for size. It is the snowboarder's responsibility to be familiar with the terrain before attempting the run. Start small and work your way up.



All participants must wear an appropriate snow sport helmet
and wrist guards for school excursions to OSRA member facilities.

KNOW THE CODE - BE SAFETY CONSCIOUS IT IS YOUR RESPONSIBILITY
BE AWARE – SNOWBOARD WITH CARE!

Appendix H – Form #1
Ski Manual Page 10 of 14**Grand Erie District School Board**
Guidelines for Winter Sports Education Programs (Ski Manual)
Acknowledgement, Permission and Classification

Student or Volunteer Supervisor Name: _____ (please print)

School Name: _____

I understand the above named school is arranging a trip for students to go to _____ Resort (herein after referred to as the “Resort”) to ski/snowboard/snowblade/tubing. This signed form is required for all students and volunteer supervisors (except base camp supervisors) who wish to participate in this outdoor recreation and snow sport education program. It should be understood that the purpose of this excursion is educational. Lessons are mandatory.

INHERENT RISK

The activity described above is a sport with physical demands and inherent risks which are beyond the control of the “Resort” and the Grand Erie District School Board. Falls, collisions and other incidents may occur which result in serious injury or death. Participants **MUST ASSUME** the inherent risks of the sport. Following all rules and procedures can reduce the risk of injury. Failure to follow the rules will result in the student losing their lift ticket and future resort privileges.

EQUIPMENT

The above-mentioned Resort provides rental equipment. Bindings on equipment reduce the risk of injury when falling. They will not release under all circumstances and they do not guarantee safety in all cases. Parents must accept responsibility for equipment that is lost or damaged (other than reasonable wear and tear). **All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country ski programs).**

ALPINE / NORDIC / SNOWBOARD RESPONSIBILITY CODE

The Ontario Snow Resorts Association has produced a Responsibility Code which the “Resort” and the Grand Erie District School Board requires that you know and obey. Skiers (Snowboarders) always must be in control and be able to stop and change direction to avoid collisions with people or objects. The “Resort” may revoke a ski ticket for violation of the Code or other unacceptable conduct.

ACKNOWLEDGEMENT

I/we have read and understand these warnings and have identified the skill classification (page 2) of the student or volunteer supervisor named above as: _____

Choose one only a) Non-Skier/Snowboarder/Snowblader b) Beginner c) Intermediate d) Advanced

Dated: _____

Signature of Student or Volunteer Supervisor : _____

Signature of Parent/Guardian _____

(for students under 18 years of age):

PERMISSION

I give my child permission to participate in (state specific activity) _____ snow activities at the _____ Resort on _____, 20____.

Signature of Parent/Guardian _____ Dated: _____

TO BE COMPLETED IN DUPLICATE - 1 COPY FOR SCHOOL FILE /1 COPY FOR SKI RESORT

Appendix H – Form #2
Ski Manual Page 11 of 14

Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)

Skill Classification Appendix

All students and volunteer supervisors, except base camp supervisors must be classified according to the following plan. These stages are consistent with the operations of member ski resorts of the Ontario Ski Resorts Association. The classifications must appear on the Parent Consent Form and be checked off by the parents.

Student or Volunteer Supervisor Name: (Print) _____

School Name: (Print) _____

CHECK ONE ONLY:

☐ **NON-SKIER/NON-SNOWBOARDER**

The above student has never before skied ☐ snowboarded ☐ snowbladed ☐ (check one).

☐ **BEGINNER**

The above student has skied/snowboarded/snowbladed once or twice or a few times per year and has experienced and maintained control on a number of novice hills of varying difficulty. He/She is able to stop and turn with some success.

☐ **INTERMEDIATE**

The above student has skied/snowboarded/snowbladed on many occasions and has experienced a variety of hills and different ski areas. He/She can turn and stop under control using recognized formal techniques.

☐ **ADVANCED**

The above student is an experienced and competent skier/snowboarder/snowblader. He/She has received formal instruction, knows and understands the Skier's Responsibility Code and can demonstrate ability at an advanced level. Such students can be called upon to assist supervisors.

SKI HELMETS MAY PREVENT HEAD INJURIES!
All participants must wear an appropriate snow sport helmet
for school excursions to OSRA member facilities.

**Appendix H – Form #3
Ski Manual Page 12 of 14****Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)****Equipment Rental Agreement**

School Name: _____

Student Name: _____

Resort Name: _____

Date of Rental: _____

THE UNDERSIGNED AGREES to accept full responsibility for the care of the equipment listed in this form while it is in his/her possession or in the possession of his/her group.

THE UNDERSIGNED AGREES to reimburse the resort for any loss or damage to the equipment other than reasonable wear resulting from his/her use.

INDICATE EQUIPMENT TO BE RENTED:

EQUIPMENT	YES	NO
Skis		
Boots		
Poles		
Snowboard		
Helmet		
Will bring appropriate snow sport helmet		
Other – Please Indicate		

Signature of Student_____
Signature of Parent/Guardian (for students under 18 years of age)_____
Print Parent/Guardian Name_____
Date

Appendix H – Form #4
Ski Manual Page 13 of 14Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)Lift Use Guidelines

To ensure that all school students enjoy a good day of skiing/snowboarding also means that they use both chairlifts and surface lifts safely.

1. Where applicable only those students who received an approval from the snow school staff, may use other lifts than those designated as beginner lifts.
2. All students must be aware and obey signs posted around the lift loading and unloading areas and along the tow path.
3. While waiting their turn in a lift line, students must refrain from horseplay and prepare themselves for loading.
4. When approaching a loading area, obey instructions given by a lift operator and make sure the ski/lift ticket is properly displayed.
5.
 - a) When riding a chairlift, **students must always use the restraining bar.**
 - b) Students must never bounce or rock chair in any way, and must remain seated facing uphill at all times.
 - c) Students must never, under any circumstances, jump from chairs.
 - d) If a chairlift stops, remain calm and wait until it restarts. In case of an emergency evacuation students are to remain calm and follow all instructions given by resort employees.
 - e) When approaching an unloading area students must not lift restraining bar until instructed to do so by posted signs.
 - f) When students clear the ramp, they must move away from the area adjacent to unloading ramp immediately.
6.
 - a) When riding a surface lift, students must always remain in the designated tow path and never attempt to slalom or to zigzag on the way to the top.
 - b) To unload anywhere outside of a designated unloading area must be avoided unless the lift stops and students are instructed to do so by the patrol or resort employees. In such an event, everyone is to leave the tow path as quickly as possible.
 - c) Any student who falls while riding a surface lift, must clear the path immediately, so as not to interfere with others.
 - d) To ski/snowboard down a lift tow path is dangerous and strictly prohibited.
7. Students must always:
 - a) display their ski/lift ticket;
 - b) follow all instruction given by resort staff;
 - c) behave in a responsible manner;
 - d) be courteous to other students, other skiers, and resort personnel;
 - e) be aware of and abide by posted Alpine Responsibility Code.
 - f) use only trails identified by the snow school instructor as appropriate for your ability. Know your group and the teacher or volunteer supervisor assigned to your group.

Behavior contrary to the above instruction will endanger offenders just the same as other users and may result in a serious injury. **With no exception any and all offenders will lose their lift and trail privileges.**

**Appendix H – Form #5
Ski Manual Page 14 of 14****Grand Erie District School Board
Guidelines for Winter Sports Education Programs (Ski Manual)****Release and Indemnity Agreement for
School Ski/Snowboarding Competitions - Racing- Training - Competitive Programs*****READ VERY CAREFULLY BEFORE SIGNING***

I, _____ (Name of Participant) , in consideration of being allowed to participate in the _____ (Name of Competition or Program) at _____ (Resort Name) and any preparatory training therefore, do hereby release and agree to hold harmless and indemnify the directors, officers, shareholders, agents, servants, employees of, _____ (Name of Resort), and the Grand Erie District School Board, from all claims, actions, or damages without any limitation whatsoever, whether consisting of loss, personal injury, property damage, or death, that does or may result in any way from my participation in these competitive sporting events or programs, assuming myself any and all responsibility and liability for same. I further agree to indemnify and hold harmless all of those above names from any damages or costs or expenses whatsoever which they or any of them may sustain as a result of any claim brought by anyone against any of them as a result of my preparation for and/or participation in these competitive sporting events or programs. I specifically agree that before any given competition takes place I will, if I so desire, inspect all areas involved in the competition, fully realizing, accepting and understanding that competitive skiing/snowboarding in general and of this type in particular is inherently risky and dangerous, as are preparations, practice, or training for such events.

I, as a participant, completely understand that the above paragraphs constitute a covenant and a promise on my part to fully discharge all of the above named parties from any and all liability of any kind for any injuries, loss, damage, or death which may result from my participation in these competitive sporting events or programs.

This release is binding, and I so understand, not only upon myself but upon my heirs, administrators, executors, and assigns, and I herewith again reaffirm my free and willing intent to exercise it, acknowledging a complete understanding of its terms and conditions and the totality of its effect, and the totalness of the waiver of any rights that I would otherwise have had, had this agreement not been executed For day skiers/snowboarders: I acknowledge and acceptance is hereby made of the waiver printed on the ski ticket.

Dated at _____, Ontario this ____ day of _____, 20____

Participant's Signature: _____

Print name: _____

Parent/Guardian Signature: _____

Print Name: _____

Witness Signature: _____

Print Name: _____

Must be signed and returned to the school supervisor at least three (3) days prior to the event.

Appendix I

**Grand Erie District School Board
Out-of-Classroom Education Program**

Examples of Inherent Risk Statements (page 1 of 2)

HIGH RISK	
Sports	Field Trips
Alpine Skiing Boarding Boxing Contact Martial Arts Cycling Gymnastics Horseback Riding Horse Related Activities Ice Hockey Kickboxing Lacrosse Rock-climbing Rugby Skateboarding Snowboarding Tackle Football Tobogganing Tubing	Overnight Trips Wilderness Camping Water Based Activities such as: <ul style="list-style-type: none"> • Swimming • Related activities e.g. Snorkelling • Motorized and Non-motorized boating • Water Skiing • Zip-Lining
Inherent Risks Include: Fractures, strains, sprains, dental, head, neck and back injuries, paralysis, death Inherent Risks Specific to Water Based Activities Include: Fractures of limbs, head or neck injuries, drowning and other risks associated with specific activities.	

MEDIUM RISK	
Sports	Field Trip Activities
Baseball Basketball Field Hockey Floor Hockey Handball Non-contact Touch/Flag Football Racquetball Soccer Softball Squash Track and Field Volleyball X Country skiing	Conservation Areas Theme Parks

Inherent Risks Include:

Fractures, strains, sprain, dental, head, neck and back injuries

Appendix I

**Grand Erie District School Board
Out-of-Classroom Education Program**

Examples of Inherent Risk Statements (page 2 of 2)

LOW RISK		
Sports		Field Trip Activities
Badminton		Farms
Bowling		Museums
Curling		Walking Excursions
Dance Lessons		
Horseshoes		
Tennis		
Inherent Risks Include: Strains, Sprains, Bites from insects or farm animals		

OTHER HIGH RISK ACTIVITIES CATEGORIZED BY TYPE

AIR TRAVEL

Inherent Risks Include:

Air Travel Accidents; Terrorism, Disease, Kidnapping

BILLETING (Students residing in a private residence during their activity)

Inherent Risks Include:

Harassment, molestation and other risks associated with specific activities

OUTDOOR ACTIVITIES – Summer

Inherent Risks Include:

Sunburn, West Nile Virus, Lyme Disease, wild animals, insect bites (leading to anaphylaxis), heat stroke, and other risks associated with specific activities

OUTDOOR ACTIVITIES – Winter

Inherent Risks Include:

Frostbite, and other risks associated with specific activities

INTERNATIONAL EXCURSIONS

Inherent Risks Include:

Accidents related to mode of transportation, Terrorism, Kidnappings for Ransom, Communicable Diseases, Political Unrest, Theft, and other risks associated with specific activities

Appendix J

**Grand Erie District School Board
Out-of-Classroom Education Program**

**Phrase in Various Languages to Inform Non-English/Non-French Speaking Parents
of the importance of Consent and Information forms and
to have the forms translated before signing.**

**This is an important document.
Please take it to someone who can explain it to you.**

Arabic:	هذه وثيقة مهمة. يرجى منك أخذها لشخص يستطيع شرحها لك.
Chinese:	这是一份重要文件。 请您将它拿给可以向您解释此文件的人。
Farsi:	این مدرک مهم است. لطفاً آنرا نزد شخصی که بتواند در مورد آن به شما توضیح دهد ببرید.
Gujarati:	આ એક અગત્યનું દસ્તાવેજ છે. મહેરબાની કરી તે કોઇ પાસે લઇ જાઓ જે આપને સમજાવી શકે.
Hebrew:	מסמך זה חשוב מאוד. אנא קחו אותו למישהו שיכול להסביר לכם אותו.
Hindi:	यह एक महत्वपूर्ण दस्तावेज़ है. कृपया इसे किसी ऐसे व्यक्ति को दिखाएँ जो इसे आपको समझा सके .
Khmer:	នេះគឺជាឯកសារសំខាន់មួយ សូមយកវាទៅអ្នកណាម្នាក់ដែលអាចពន្យល់វាឱ្យលោកអ្នក
Korean:	이것은 중요한 문서입니다. 내용을 설명해줄 수 있는 분에게 보여드리십시오.
Punjabi:	ਇਹ ਇੱਕ ਜ਼ਰੂਰੀ ਦਸਤਾਵੇਜ਼ ਹੈ . ਕ੍ਰਿਪਾ ਕਰਕੇ ਇਸਨੂੰ ਕਿਸੀ ਅਜਿਹੇ ਵਿਅਕਤੀ ਕੋਲ ਲੇ ਜਾਓ ਜੋ ਇਸਨੂੰ ਆਪ ਨੂੰ ਸਮਝਾ ਸਕੇ.
Romanian:	Acest document este foarte important. Apelati la cineva care va poate ajuta sa-l intelegeti.
Russian:	Это важный документ. Пожалуйста, обратитесь к кому-либо, кто сумеет Вам его разъяснить.
Spanish:	Este es un documento importante. Lléveselo a alguien que pueda explicárselo.
Tamil:	இது ஒரு முக்கிய ஆவணம். தயவுசெய்து இதனை உங்களுக்கு விளங்கப்படுத்தக்கூடிய யாராவது ஒருவரிடம் எடுத்துச் செல்க.
Urdu:	یہ ایک اہم دستاویز ہے۔ براہ مہربانی اسے اس فرد کے پاس لے جائیں جو آپ کیلئے اس کی وضاحت کر سکے۔
Vietnamese:	Tài liệu này quan trọng. Xin đưa tài liệu này cho người nào có thể giải thích nội dung cho quý vị rõ.

Related Resources

- SO4 Advertising and Material Distribution in Schools
- SO15 Student Trips
- SO106 Field Trips/Team Travel Booking
- SO115 Anaphylaxis (Life-Threatening Allergic Reactions)
- SO126 Volunteers
- AM35 Field Trips

Annual Declaration of Student Accident Insurance & Indemnification

**This form is used for School Events/Trips/Travel within the Province of Ontario
(for students 18 years of age and older)**

This form is used for school events/trips/travel involving activities requiring special skill or that involve increased inherent risks, e.g., skating, skiing, swimming, boating (canoeing, kayaking, sailing, rafting), hockey, snowmobiling, horseback riding, hiking, camping, cycling, mountain/rock climbing, football, rugby, etc.

Student accident insurance is a condition of participation in any and all school trips that include high risk activities sponsored by the Grand Erie District School Board. Student participation in certain high risk activities without proof of accident insurance may be approved at the discretion of the appropriate Superintendent of Education.

Student:

Grade:

School:

Teacher:

PLEASE CHECK ONE OPTION ONLY:

- ☐ I certify I have purchased Student Accident Insurance for this school year.
- ☐ **I certify that I have insurance coverage with _____ (name of insurance company) through my parent(s) employment.**
- ☐ I certify having purchased comparable accident insurance with an alternate carrier _____ (name of insurance Company) for this school year which meets the Board's minimum requirements (See below).

Accidental Death and Dismemberment	\$2,000 Any Cause
	\$5,000 Accidental
Dismemberment / Loss of Use	\$50,000
Total and Permanent Disability (TPD)	\$50,000
Future Dental Benefit	\$1,000

* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

- ☐ I decline to purchase Student Accident Insurance (SAI) and affirm I do not have alternate accident insurance. I certify having been made aware of and fully understanding the components of SAI made available to me through packages distributed by the school or obtained from the Board.

I understand that the Grand Erie District School Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity and I further agree to indemnify and save harmless the Grand Erie District School Board and its staff and agents from and against any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect or default of mine.

I have read and understand the above and confirm the information provided is accurate and further agree to inform the school administrator of any changes to coverage that occurs before a planned school trip.

(Signature of Student aged 18 or older)

(Printed Name of Student)

Date

Reference SO105 Out-of-Classroom Trips and Tours for Students;
Insurance Requirements for Trips and Excursions

A signed copy of this form is to be kept on file at the above school.

Annual Declaration of Student Accident Insurance

**This form is used for School Events/Trips/Travel within the Province of Ontario
(for students under the age of 18)**

This form is used for school events/trips/travel involving activities requiring special skill or that involve increased inherent risks, e.g., skating, skiing, swimming, boating (canoeing, kayaking, sailing, rafting), hockey, snowmobiling, horseback riding, hiking, camping, cycling, mountain/rock climbing, football, rugby, etc.

Student accident insurance is a condition of participation in any and all school trips that include high risk activities sponsored by the Grand Erie District School Board. Student participation in certain high risk activities without proof of accident insurance may be approved at the discretion of the appropriate Superintendent of Education.

Student: Grade:
 School: Teacher:

PLEASE CHECK ONE OPTION ONLY:

- ☐ I/We certify I have purchased Student Accident Insurance for my/our child for this school year.
- ☐ **I/We certify that my/our child has insurance coverage with _____
(name of insurance) through my/our employment.**
- ☐ I/We certify having purchased comparable accident insurance with an alternate carrier _____ (name of insurance Company) for my/our child for this school year which meets the Board's minimum requirements as compared to current basic Student Accident Insurance (SAI). See below.

Accidental Death and Dismemberment	\$2,000 Any Cause \$5,000 Accidental
Dismemberment / Loss of Use	\$50,000
Total and Permanent Disability (TPD)	\$50,000
Future Dental Benefit	\$1,000

* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

- ☐ I/We decline to purchase Student Accident Insurance (SAI) and affirm I/We do not have alternate accident insurance. I/We certify having been made aware of and fully understanding the components of SAI made available to us through packages distributed by the school or obtained from the Board. I/We understand that the Grand Erie District School Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity.

I/ have read and understand the above and confirm the information provided is accurate and further agree to inform the school administrator of any changes to coverage that occurs before a planned school trip.

(Signature of Parent/Guardian)

(Printed Name of Parent/Guardian)

Date

Reference SO105 Out-of-Classroom Trips and Tours for Students;
Insurance Requirements for Trips and Excursions

**Community Service Providers and Schools Working Together****Board Received:****Review Date:** May 2013**Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Partnerships enhance and complement student learning

Scope:

This Administrative Procedure applies to those situations in which a community service provider ~~is~~ applies to offer programs/services within a school(s) of the Grand Erie District School Board (GEDSB), and, such individual or small group programs/services e.g. Counselling, consultation, assessment, social skills training, anger management, may augment or enhance, not duplicate ~~or replace~~ the work of the Board professional staff. It does not apply to guest speakers, class presentations, or assemblies (duty of principal to manage). Nor does this procedure apply to services provided under PPM 81 (Provision of Health Support Services in School Settings), PPM 140 (Integrating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorder (ASD)), and Board-wide protocols with Children's Aid Societies, and FDK Before and After School Programs.

Guiding Principles:

The Grand Erie District School Board is committed to promoting effective community-based partnerships with ~~external~~ agencies to support improvement in the delivery of programs and services for all students. Collaborative relationships are based on equal status, characterized by mutual respect, with a common goal of working towards the best interests of the student. This Administrative Procedure is guided by Board Policy SO8 – Community Partnerships and the various acts, regulations, and mandates applying to the respective partners. A partnership agreement with a community service provider may augment or enhance not duplicate ~~or replace~~ the work of Board professional staff while respecting the rights, responsibilities, and interests of both students and staff. A written, signed partnership agreement between the parties will help clarify expectations, roles and responsibilities, timelines, procedures, accountability, service quality, compliance with professional standards, integration/coordination, and a dispute resolution process.

Integration with Relevant Board Staff including Professional Student Services Staff

When a partnership between a community service provider and the school/Board is being considered, discussion with relevant Board staff will assist in clarifying roles and responsibilities, facilitating the proposed services, and enhancing student learning. Ongoing consultation/collaboration between the Board Professional Staff e.g. Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech-Language Pathologists, the In-School Resource Team, and the approved third party service provider about students for whom consent to provide/received service has been provided is essential during all aspects of involvement with the student, including referral, planned service/interventions, case management, integration with the student's day-to-day school program/IEP, and discharge. The principal

is responsible for the organization and management of the school *per* the Education Act. Ongoing communication with the principal is essential for effective integration of programs and services.

Establishing a Partnership Agreement

The Community Partner and school(s)/Board must ~~submit a joint Application to Establish~~ establish a Partnership Agreement (Appendix A).

Upon approval, the partnership agreement will address:

- The need for programs/services identified by the school/Board
- The specific programs/service offered by the ~~external~~ partner to address the identified need, including scope and any limitations
- The qualifications/credentials/identification of the community service providers and supervisors specific to each location and partnership
- Police Record Checks including vulnerable sector screening
- The role/responsibility of the school/Board
- Supervision, reporting, and accountability
- Ensuring community service providers are informed of relevant-Board protocols, Child Protection requirements, policies, etc.
- Records management related to the services delivered (FOI, OSR regulations, access, retention, storage location, security, etc.)
- Consent as required
- A review/evaluation process with timelines
- A dispute resolution process

Legal Framework

Ontario Ministry of Education Policy/Program Memorandum No. 149 - *Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals* (PPM 149)



GUIDELINES FOR PARTNERSHIP AGREEMENTS

1. school(s)/Board and ~~external~~ agency ~~submit application~~ complete the Description of Program or Service (Appendix 1) ~~to~~ for Superintendent of Education
2. validate ~~external~~ agency status
3. identify specific needs to be addressed
4. identify how specific services provided will address need
5. discuss service delivery plan including roles, frequency, monitoring, documentation and supervision
6. determine how students will be identified to receive programs/services
7. involve appropriate PSSP in initial and on-going discussions
8. describe consent requirements for:
 - (a) Service provision
 - (b) Access to school information (not OSR)
9. develop a plan for communicating with parents / guardians
10. establish minimum credentials of service providers and appropriate supervisor's qualifications *per* PPM 149
11. ensure Police Record Checks, including vulnerable screening, for all personnel who will be working with students
12. obtain copy of current Certificate of Insurance naming the Grand Erie District School Board and ensuring \$2 million liability coverage for professional liability (errors and omissions) and general liability
13. ensure identification badges for service providers are worn
14. communicate with all stakeholders regarding the program/service being provided
15. discuss dispute resolution process
16. sign service agreement
17. Annually evaluate and review the partnership agreement with the Joint Advisory Committee (Superintendent of Education with responsibility for ~~supervising Student Support Services~~ **Special Education**, Executive Supervisor, Student Support Services and/or Mental Health Lead, Professional Support Services Personnel President, Professional Support Services Personnel Member, Community Representative)

Board References:

Policy SO8-Community Partnerships



DESCRIPTION OF PROGRAM OR SERVICE

APPLICATION TO ESTABLISH A
PARTNERSHIP AGREEMENT

Appendix A

Date Submitted _____

Description of Program or Service

Name of School(s)/Board	Name of External Partner:	
Program/Service Title:	Rationale for Program/Service in School:	
Program/Service Description:		
Program/Service Details:	Space/Materials Requirements (if any):	
Anticipated Outcomes, Evaluation:	Name and Qualifications of program/service provider(s):	
Timelines:		
This program/service will be provided _____ _____ Day(s) of the week Month(s) of the school year with the following times: _____		
Collaboration and Coordination Identify those involved		
School:	External Provider:	GEDSB/PSSP/CUPE:
Principal(s) Name: _____ Signature: _____		
Agency Supervisor's Title and Qualifications Name: _____		
Title _____ Qualifications _____ Signature: _____		
Board Use Only:		
<input type="radio"/> Request Approved <input type="radio"/> Request Denied		
Superintendent of Education _____		Date _____

**PARTNERSHIP AGREEMENT**

Appendix B

between
Name of School(s)/Grand Erie District School Board
and
Name of External Partner

This educational partnership is a mutually supportive reciprocal agreement between school(s)/Board and external partner to provide the following program/service:

description of program/service to meet identified need

Both parties acknowledge and agree that external partner is not an agent of the Grand Erie District School Board (the Board) and none of the program/service providers are employees or agents of the Board.

External partner agree that no fees are payable to it by the Board and neither the Board, students/parents nor staff of the Board are responsible for any expenses of external partner in connection with this provision of program/service.

The program/ service will be provided by external partner effective from date until date; however, either the school/Board or external partner may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be 30 days. A principal has the authority to limit access to the school or discontinue the partnership agreement, under the Education Act and policies of the Board.

Any concerns or complaints should be brought to the attention of the principal and the program/ service provider. Ongoing concerns should be discussed with the ~~external~~ agency supervisor and the school superintendent. Disputes will be addressed by the Joint Advisory Committee.

Both the Grand Erie District School Board and external partner agree to ensure measures are in place that protect the confidentiality of client information.

Superintendent

Date

External Partner

Date

cc: Superintendent of Program
 Superintendent of Education
~~External~~ Partner
 Principal / School
 Executive Supervisor, Student Support Services
Mental Health Lead

Annual Review Date: _____



GRAND ERIE DISTRICT SCHOOL BOARD

TO: J. Forbeck, Director of Education & Secretary

FROM: C.A. Sloat, Chair — Committee of the Whole Board No. 2

RE: **Committee of the Whole Board No. 2 Report**

DATE: October 28, 2013

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the Committee of the Whole Board No. 2 Report,
dated October 28, 2013 as follows:

1. **Draft Revised Board Improvement Plan for Student Achievement**
THAT the Grand Erie District School Board receive the Draft Revised 2013-14 Board Improvement Plan for Student Achievement as information.
2. **Director's Report**
THAT the Grand Erie District School Board receive the Director's report of September 16, 2013 as information.
3. **Single Track French Immersion Accommodation**
 - (a) THAT the Grand Erie District School Board hold a public meeting in the Dufferin and Fairview community with a report coming back to the board at the Committee of the Whole No 2 meeting on January 20, 2014.
 - (b) THAT the Grand Erie District School Board disband the French Immersion working committee and acknowledge their contributions.
4. **Capital Priorities**
THAT the Grand Erie District School approve Capital Priorities identified in response to memorandum 2013:B13 for submission to the Ministry of Education.
5. **Disposition of Doverwood Public School**
 - (a) THAT Doverwood Public School be declared surplus to the Board's future accommodation needs in accordance with S. 194(3)(a) of the Education Act.
 - (b) THAT Doverwood Public School be offered to preferred agencies at fair market value in compliance with Ontario Regulation 444/98.
6. **Enrolment Update**
THAT the Grand Erie District School Board receive the Enrolment Update as Information.
7. **Data Report – Summer School Report**
THAT the Grand Erie District School Board receive the “Data Report – Summer School Annual Report” as information.

8. **Data Report – EQAO Board Report**
 - (a) THAT the Grand Erie District School Board receive the Data Report – “EQAO Board Report of the 2012-2013 Primary and Junior Division” as information.
 - (b) THAT the Grand Erie District School Board receive the Data Report – “EQAO Board Report of the 2012-2013 Grade 9 Assessment of Mathematics” as information.
 - (c) THAT the Grand Erie District School Board receive the Data Report – “EQAO Board Report of the 2012-2013 Ontario Secondary School Literacy Test” as information.
9. **Data Report – School Climate Surveys (2012-2013)**

THAT the Grand Erie District School Board receive “School Climate Surveys (2012-2013)” as information.
10. **Doverwood Public School Transition Committee**

THAT the Grand Erie District School Board disband the Doverwood Public School Transition Committee.
11. **Correspondence**

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

Respectfully submitted,

C.A. Sloat, Chair,
Committee of the Whole Board No. 2



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Board of Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **Grand Erie Parent Involvement Committee (GEPIC) Membership**

DATE: October 28, 2013

Recommended Action: It was moved by _____, seconded by _____
 THAT the Grand Erie District School Board approve the appointments to the Grand Erie Parent Involvement Committee (GEPIC) for the term November 2013 to November 2014.

Background

The Grand Erie Parent Involvement Committee (GEPIC) has recently formed for the third year with a strong membership. The first meeting was held on October 17, 2013 at which time Tom Waldschmidt was acclaimed as the Chair of GEPIC for the 2013-2014 year.

The Grand Erie Parent Involvement Committee (GEPIC) is a statutory committee of the Board. Its purpose is to support, encourage and enhance parent engagement at the Board level in order to improve student achievement and well-being. A parent involvement committee of the Board shall achieve its purpose by sharing effective practices to help engage all parents in their children's learning, identifying and reduce barriers to parent engagement at the system level, providing information and advice to the Board on parent engagement, and communicating with and supporting school councils of the Board.

Membership on the Grand Erie Parent Involvement Committee shall be composed of:

- (i) Two parent members from Elementary Schools and one parent member from Secondary Schools in each of the four geographic areas (Brant, Brantford, Haldimand and Norfolk)
 - Elementary parent representatives must be from different schools.
 - Each parent member must be the parent of a pupil enrolled in a school of the Board.
 - Employees of the Board may serve as parent members and must inform the Committee of their employment at the first committee meeting they attend.
- (ii) Community members (a maximum of three)
- (iii) The Director of Education
- (iv) Two Trustees
- (v) Manager of Communications and Community Relations
- (vi) Two Principals — One elementary school principal and one secondary school principal
- (vii) The Board may appoint some optional GEPIC members that could include: one elementary teacher, one secondary teacher, one non-teaching board employee
- (viii) A parent to be recommended by the Special Education Advisory Committee
- (ix) A parent to be recommended by the Native Advisory Committee

Parents shall be the majority of members.

GEPIC members have been chosen by lot from among volunteers in each of the four areas who declared an interest and willingness to serve and are able to attend on a regular basis. If one area was under-represented, further names were drawn from all interested Elementary and/or Secondary applicants to populate the committee to the total number of 8 Elementary and 4 Secondary parent positions.

2013-14 Grand Erie District School Board Membership

Geographic Representation	Number of Representatives
Brant	Two members from Elementary One member from Secondary
Brantford	One member from Elementary One member from Secondary
Haldimand	Two members from Elementary One member from Secondary
Norfolk	Two members from Elementary One member from Secondary

GEPIC Composition**Parent Representatives:**

Tom Waldschmidt (Paris Central Public School)
Katherine Hagan (Caledonia Centennial School serving vacant Brant Elementary position)
Nancy Waldschmidt (Paris District High School)
Verna Millington (Dufferin Public School)
Heather Greenwood (Pauline Johnson Collegiate)
April Bird (Seneca Central)
Patti Allan (Caledonia Centennial School)
Hetty Verlinden (Delhi District Secondary serving vacant Haldimand Secondary position)
Ronda Nix (Delhi Public School)
Rachelle Lambert (Teeterville Elementary School)
Brent Howard (Simcoe Composite School)

Additional Representatives:

Hilly Knill-Horvath (Elementary Administrator)
Dave Lloyd (Secondary Administrator)
Rita Collver (Chair of Board)
Eva Dixon (Trustee, Norfolk County (less Wards 3 & 7))
Bill Johnston (Trustee, Brant County and Norfolk County, Wards 3 & 7)
John Forbeck (Director of Education)
Shawn McKillop (Manager of Communications and Community Relations)
Jean Montgomery (Community member to a maximum of 3)
Liz Laswick (Parent Recommended by the Special Education Advisory Committee)
Kevin Wilson (Parent Recommended by the Native Advisory Committee)

Communication Plan

1. If approved, the representatives will be notified that they are now GEPIC members for the term 2013–2014.
2. A list of GEPIC members will be posted on the Board's website.
3. A public announcement will be shared with the community.

Respectfully submitted,

John C. Forbeck
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business

RE: **Summary of Accounts – September 2013**

DATE: October 28, 2013

<p>Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of September 2013 in the amount of \$ 10,376,141.73 as information.</p>
--

Rationale/Background

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer



Joint Occupational Health and Safety Committee

September 26, 2013

Joseph Brant Learning Centre - Thayendanegea Room

Draft as Approved by Co-Chairs

1.0 Present:

Employer Representatives:

Tom Krukowski

Rebecca Jago

Tom Oldham

Jay Kyle

George Nurse

Facility Services

Human Resources (Certified Member) (*Chair*)

Business Services

Secondary Administration (Certified Member)

Elementary Administration

Employee Representatives:

Andrea Murik

George Wittet

Dan McDougald

Jennifer Orr

Dorothy Stedman

Carol Churchward

Bill Papachristos

Jennifer Faulkner

Judy Cartmel

Secondary Teachers (Certified Member)

Secondary Occasional Teachers (Certified Member) (*Co-Chair*)

Professional Student Services Personnel (Certified Member)

Elementary Teachers (Certified Member)

Elementary Occasional Teachers (Certified Member)

Non-Union (Certified Member)

CUPE Clerical/Technical (alternate)

CUPE Educational Assistants (alternate)

CUPE Facility Services (Certified Member)

Resources:

Lena Latreille

Division Manager of Operations and Health and Safety

Recording Secretary:

Julie Horrocks

Human Resources Assistant

Regrets:

Nancy Hondula

Angela Korakas

CUPE Educational Assistants (Certified Member)

Designated Early Childhood Educator

Roll call was taken and selection of Co-Chairs for this school year occurred.

Rebecca Jago will represent management and George Wittet will represent the workers.

2.0 Minutes of Last Meeting

The draft minutes for June 13, 2013 were reviewed.

3.0 Approval of Minutes

The minutes were approved.



Joint Occupational Health and Safety Committee

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Draft as Approved by Co-Chairs

4.0 Agenda Additions

- 6.3 Ministry of Labour Visits
- 6.4 Ground Fault Circuit Interrupter Plugs
- 6.5 Planned Power Outage at Waterford District High School

5.0 Unfinished Business – Discussion

5.1 Annual Workplace Violence Survey

April 2013: The committee was provided with a printout of the Board's workplace violence survey questions. There was some discussion and some suggestions made to improve the survey. This item will remain on the next agenda.

May 2013: This is accessible on the portal until June 7, 2013. The Health and Safety Officer will pull the survey results for the June meeting. This item will remain on the next agenda.

June 2013: The committee reviewed the summary report. A decision was made to discuss the results further at September's meeting. This item will remain on the next agenda.

September 2013: This item was deferred until the next meeting for discussion. This item will remain on the next agenda.

5.2 Oneida Central Public School – Field Visit Report – April 23, 2013; Mould Air Sample Report May 6, 2013

April 2013: Follow up repairs were made to the portable P-8132 during the March break as was discussed at the last meeting under item 5.4. After the repairs were completed, mould air sampling was done and the results showed some spores of *Stachybotrys*. The air scrubber was put in place for a few days and tests were taken again which came back within acceptable levels. To answer staff concerns, the Ministry of Labour was consulted and visited the school with an Inspector and Hygienist.

An initial field visit report was received and reviewed by the committee. A follow up report is still to come from the Inspector. At the time of the initial visit, the Ministry did note that the portable was safe for occupancy. This item will remain on the next agenda.

May 2013: The final report was shared with the committee, as a follow-up on the mould concern. Air samples were collected to monitor mould levels in the portable.



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The test results were within acceptable levels. Additional checks will occur each month until summer when a full inspection will be done. This item will remain on the next agenda.

June 2013: Air samples were collected to monitor mould levels in the portable. The test results were well within acceptable levels. The annual invasive inspection will occur in the summer. A copy of the inspection report will be provided to the committee in September. This item will remain on the next agenda.

September 2013: During the annual invasive inspections, some additional mould was found and it was remediated. A copy of the inspection report will be sent to the committee to review. This item can now be removed from the next agenda.

5.3 Workplace Violence Reporting Form

June 2013: A new suggested form was provided for review by the committee. Committee reps decided to take the form back to their individual groups to discuss, then will provide feedback at the September meeting. A copy of the new form will also be sent to the Principal Leader of Special Education. This item will remain on the next agenda.

September 2013: This item was deferred until the next meeting for discussion. This item will remain on the next agenda.

New Indoor Air Quality Reports

5.4 Indoor Air Quality Report – Russell Reid Public School – June 21, 2013

September 2013: Due to staff concerns over air quality in the library, air testing was done. The test results were well within acceptable levels. This item can now be removed from the next agenda.

6.0 New Business

6.1 Update to Joint Occupational Health and Safety Committee Contacts

September 2013: The committee contact sheet will be emailed to the committee members to review and advise of any updates necessary. This item will remain on the next agenda.



Joint Occupational Health and Safety Committee

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Draft as Approved by Co-Chairs

6.2 Building Sites Annual Inspection Scheduled for 2013-2014

September 2013: This year's inspection schedule was provided to the committee. If changes are required, inspectors were asked to let the health and safety office know, so that tracking sheets and supply requests can be updated. This item can now be removed from the next agenda.

6.3 Ministry of Labour Visits

The Ministry of Labour has begun to visit schools as part of a follow up to the previous technology and science inspections that occurred in 2011. Hagersville Secondary School was the first school and 4 orders were received. A copy of the orders was sent to the committee to review when it was received. The Division Manager of Operations and Health and Safety provided an update on the types of things the Ministry of Labour will be looking for during these visits. This item will remain on the next agenda as 5 more schools will be receiving inspections.

6.4 Ground Fault Circuit Interrupter Plugs

September 2013: A committee member requested some clarification on the location that these safety plugs must be installed. It was noted by the Division Manager of Maintenance and Energy that Electrical Code requires these outlets to be installed within 1.5 metres of a sink or water source. During this discussion a member inquired whether these outlets are required by Code to be tested monthly. The Division Manager of Operations and Health and Safety will look into this. This item will remain on the next agenda.

6.5 Planned Power Outage at Waterford District High School

September 2013: There will be a power outage on October 10, 2013 that may last till October 14th. Security has been arranged for the building and to conduct fire watch during the outage. Plans have been put in place to obtain generators to maintain fridges and other food storage, and arrangements will be made for school and support centre staff to be re-located. This item will remain on the next agenda.

7.0 Information Items

7.1 Mould Air Sample Report – Delhi Public School – June 17, 2013

September 2013: Due to staff concerns after flooding, air samples were collected in June from E-Base locations #49-Classroom, #50-Classroom, and #51-Storage to check mould levels. The test results were well within acceptable levels. This item can now be removed from the next agenda.



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Draft as Approved by Co-Chairs

7.2 Asbestos Clearance Report – Teeterville Public School – June 19, 2013 and July 11, 2013

September 2013: An air sample was collected in June from E-Base location #22 (Caretaker Room) following asbestos abatement of vinyl floor tiles and associated mastic. The test result was well within acceptable levels.

Air samples were collected in July from E-Base location #32 and #13 following asbestos abatement of vinyl floor tiles. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.3 Asbestos Clearance Report – Glen Morris Public School – July 11, 2013

September 2013: An air sample was collected in July from E-Base location #13 following asbestos abatement of vinyl floor tiles and associated mastic. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.4 Asbestos Clearance Report – Grand Erie Learning Alternatives – June 19, 2013

September 2013: An air sample was collected in June from E-Base location #04 (Vestibule) following removal of asbestos-containing parging cement and aircell associated with pipe systems. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.5 Asbestos Clearance Report – Simcoe Composite School – June 21, 2013

September 2013: An air sample was collected in June from E-Base location #2019 (Corner Staging) following removal of asbestos-containing vinyl floor tiles. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.6 Bulk Sample Report and Mould Air Sample Report – Langton Public School – June 21, August 20, 2013 and August 27, 2013

September 2013: Bulk samples were collected in June to ensure the drywall compound and plaster was not asbestos-containing. The samples were found not to contain asbestos.

Air samples were collected August 20, 2013 to check mould levels after water damage was discovered from E-Base #47 (Kindergarten Room). Some *Stachybotrys* was identified.



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Draft as Approved by Co-Chairs

Following mould remediation, air samples were collected August 27, 2013 in E-Base #47 (Kindergarten). The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.7 Asbestos Clearance Report – Port Dover Composite School – July 4, 2013

September 2013: Air samples were collected in July from E-Base locations #2012 and #2014 following removal of asbestos-containing transite panels, pipe fittings and pipe insulation. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.8 Asbestos Clearance Report – Centennial Grand Woodlands Public School – July 5, 2013

September 2013: Air samples were collected in July from E-Base location #10 following removal of asbestos-containing vermiculite insulation from within the exterior block walls. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.9 Bulk Sample Report – Tollgate Technological Skills Centre – July 8, 2013

September 2013: Bulk samples were collected in July of drywall joint compound in E-Base 1005 and #1006 for determination of asbestos content prior to work being done. The samples proved to be positive for the presence of asbestos. This item can now be removed from the next agenda.

7.10 Bulk Sample Report – North Park Collegiate – July 8, 2013 and August 22, 2013

September 2013: Bulk samples were collected in July of drywall joint compound from the walls of the audio/visual room within E-Base #1132 and #1158 for determination of asbestos content prior to work being done. The samples were found not to contain asbestos.

Bulk samples were collected in August of ceiling tile mastic within E-Base #1170 for determination of asbestos content prior to work being done. The samples were found not to contain asbestos. This item can now be removed from the next agenda.

7.11 Asbestos Clearance Report – Waterford District High School – July 9, 2013 and July 16, 2013

September 2013: Air samples were collected July 9, 2013 following removal of asbestos-containing vinyl floor tiles and asbestos-containing pipe insulations from E-Base #1095, removal of asbestos-containing vinyl floor tiles from E-Base #2006, and asbestos-containing acoustical plaster from E-Base locations #1031, #2043,



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#2044 and #2045. The test results were well within acceptable levels.

Air samples were collected July 16, 2013 following removal of asbestos-containing vinyl floor tiles within E-Base #1015, #1016, and #1068. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.12 Asbestos Clearance Report – Boston Public School – July 10, 2013 and August 30, 2013

September 2013: Air samples were collected in July following removal of asbestos-containing vinyl floor tiles. The test results were well within acceptable levels.

An air sample was collected in August following repair of asbestos-containing insulations on pipe fittings within E-Base #10 (Corridor). The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.13 Asbestos Clearance Report – Burford Public School – July 12, 2013

September 2013: An air sample was collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #1067. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.14 Asbestos Clearance Report – Cedarland Public School – July 15, 2013

September 2013: Air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #52A and #53. The test results were well within acceptable levels.

7.15 Asbestos Clearance Report – Paris District High School – July 15, 2013, August 12, 2013 and August 21, 2013

September 2013: Air samples were collected July 15, 2013 following the removal of asbestos-containing vinyl floor tiles located within E-Base locations #3011 and #3013. The test results were well within acceptable levels.

Air samples were collected August 12, 2013 following the removal of non-asbestos plaster walls where asbestos-containing wall patches could potentially be adhered to the plaster within E-Base locations #2054, #2055, and #3028. The test results were well within acceptable levels.

Further air samples were collected August 21, 2013 following the removal of non-



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asbestos plaster walls where asbestos-containing wall patches could potentially be adhered to the plaster within E-Base locations #2054, #2055, #3022 and #3026. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.16 Asbestos Clearance Report – Dunnville Secondary School – July 17, 2013, August 30, 2013

September 2013: Air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base locations #1134, #1135, and #1136. The test results were well within acceptable levels.

An air sample was collected in August following the removal of asbestos-containing joint compound located within E-Base #1015 (Men's Washroom). The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.17 Asbestos Clearance Report – Thompson Creek Public School – August 30, 2013

September 2013: Air samples were collected in August following the removal of asbestos-containing acoustic ceiling tiles located within E-Base #141 and #206. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.18 Asbestos Clearance Report – Waterford District High School – July 18, 2013 and July 25, 2013

September 2013: An air sample was collected July 18, 2013 within E-Base location #1044 (Corridor) to ensure enclosure of work area A (#1031, #2043, #2044 and #2045) was functioning correctly. The test result was well within acceptable levels.

Air samples were collected July 25, 2013 from within E-Base #1031, #2043, #2044 and #2045, following the removal of asbestos-containing acoustical ceiling plaster from within E-Base #1031, #2043, #2044 and #2045. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.19 Bulk Sample Report – Caledonia-Centennial Public School – July 18, 2013

September 2013: Bulk samples were collected in July to ensure the tar paper layer and cellulose insulation were not asbestos-containing. The samples were found not to contain asbestos. This item can now be removed from the next agenda.



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7.20 Asbestos Clearance Report – Tollgate Technological Skills Centre – July 19, 2013

September 2013: Air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #1018, #1019, #1083, #1140, and #1141. The test results were well within acceptable levels.

One air sample was collected in July following the removal of asbestos-containing vinyl floor tiles and a section of drywall including the associated asbestos-containing drywall joint compound located within E-Base #1005, and #1006. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.21 Asbestos Clearance Report – Cayuga Secondary School and Fairview Avenue Public School – July 23, 2013

September 2013: Regarding Cayuga Secondary School, an air sample was collected in July following the removal of asbestos-containing vinyl floor tile located within E-Base #2073. The test result was well within acceptable levels.

Regarding Fairview Avenue Public School, air samples were collected in July following the removal of asbestos-containing vinyl floor tile located within E-Base #42, #46, #47, #56, #57, #59, and #60. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.22 Asbestos Clearance Report – Cayuga Secondary School – August 23, 2013

September 2013: An air sample was collected in August following the removal of asbestos-containing acoustic ceiling tiles and asbestos-containing pipe filling insulation located within E-Base #1019. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.23 Mould Air Sample Report – Woodman-Cainsville Public School – July 24, 2013

September 2013: Following mould abatement, air samples were collected in July in E-Base locations #07-Kindergarten classroom. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.24 Asbestos Clearance Report – North Park Collegiate & Vocational School and Princess Elizabeth Public School – July 25, 2013

September 2013: Regarding North Park Collegiate & Vocational School, air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #1047, #1065, #1065A, #1065B, #1103 and



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#1104. The test results were well within acceptable levels. This item can now be removed from the next agenda.

Regarding Princess Elizabeth Public School, air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #22 and #53. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.25 Asbestos Clearance Report – Bellview Public School, Echo Place School, Lansdowne-Costain Public School – July 26, 2013

September 2013: Regarding Bellview Public School, air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #08, #19, #20. The test results were well within acceptable levels. This item can now be removed from the next agenda.

Regarding Echo Place Public School, an air sample was collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #35. The test result was well within acceptable levels. This item can now be removed from the next agenda.

Regarding Lansdowne-Costain Public School, an air sample was collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #06. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.26 Asbestos Clearance Report – Agnes G. Hodge Public School and Pauline Johnson Collegiate – July 29, 2013

September 2013: Regarding Agnes G. Hodge Public School, air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #105 and #136. The test results were well within acceptable levels. This item can now be removed from the next agenda.

Regarding Pauline Johnson Collegiate, air samples were collected in July following the removal of asbestos-containing vinyl floor tiles located within E-Base #1066 and #2032. The test results were well within acceptable levels. This item can now be removed from the next agenda.

7.27 Asbestos Clearance Report – Hagersville Secondary School – July 29, 2013

September 2013: An air sample was collected in July following the removal of a section of asbestos-containing transite rain water leader located within E-Base



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#1112-Corridor. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.28 Asbestos Clearance Report – Hagersville Elementary School – August 9, 2013

September 2013: An air sample was collected in August following the removal of asbestos-containing vinyl floor tiles located within E-Base #104. The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.29 Mould Air Sample Report – Paris District High School – August 14, 2013, August 20, 2013 and August 22, 2013

September 2013: Due to failed mechanics of the freezer and visible mould, air samples were collected in August in E-Base locations #1041 and #1025. The test results were at an unacceptable level. Mould remediation occurred. Follow up air samples were collected and the results indicated that the work area had not achieved an acceptable level of cleanliness. Further cleaning was done. The third air samples taken were well within acceptable levels. This item can now be removed from the next agenda.

7.30 Asbestos Clearance Report – Valley Heights Secondary School – August 22, 2013, August 27, 2013

September 2013: An air sample was collected August 22, 2013 following the removal of asbestos-containing vinyl floor tiles and damaged asbestos-containing parging cement fittings located within E-Base #1121. The test result was well within acceptable levels.

An air sample was collected August 27, 2013 following the removal of water and mould impacted drywall and the associated asbestos-containing drywall joint compound and asbestos-containing pipe fittings within E-Base #1085 (Cafeteria). The test result was well within acceptable levels. This item can now be removed from the next agenda.

7.31 Mould Air Sample Report – Oneida Central Public School – August 29, 2013

September 2013: This item was also discussed in 5.2. Following mould remediation, air samples were collected in August in E-Base portable #P8132 and #P8133. The test results were well within acceptable levels. This item can now be removed from the next agenda.



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Joseph Brant Learning Centre - Thayendanegea Room

Draft as Approved by Co-Chairs

7.32 Bulk Sample Report – Cayuga Secondary School – September 11, 2013

September 2013: Bulk samples were collected in September of ceiling tile, drywall joint compound and ceiling tile mastic in the main office for determination of asbestos content. The samples of ceiling tiles proved to not contain asbestos. The samples of drywall joint compound contained asbestos. The ceiling tile mastic contained asbestos. The removal of the ceiling tile mastic and drywall joint compound will be removed using appropriate abatement procedures. This item can now be removed from the next agenda.

7.33 Limited Designated Substance Survey Report – Paris District High School – August 1, 2013

September 2013: The report was provided for review. This item can now be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – June, July and August 2013

Workplace Safety and Insurance Board Reportable

Student Aggression Summary Table

All of the reports were reviewed as distributed. The accident summary chart needs to be rechecked and resent as May was missing from the information.

8.2 Status of Workplace Inspections, including Non-Academic Sites – June, July and August 2013

Inspection reports for June, July and August were reviewed and discussed.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

The committee was provided with the minutes for August 27, 2013. The minutes for September 10, and September 24, 2013 will be emailed to the committee.

8.4 Critical Injury - (notice of these injuries are sent by email to committee members)

There were 3 student critical injuries reported.



Joint Occupational Health and Safety Committee

September 26, 2013

Joseph Brant Learning Centre - Thayendanegea Room

Draft as Approved by Co-Chairs

8.5 Focus Group Minutes

The September 24, 2013 minutes will be provided to the committee for review.
The next focus group meeting is scheduled November 19, 2013.

A communication binder for casual Educational Assistants is coming into schools.
Each Educational Assistant will fill out what students they work with, and include behavior plans, personal protective equipment information used, etc.
As well, a debriefing checklist is being created for schools to use following incidents.

8.6 Review of Ongoing Project Items

See report attached.

9.0 Health and Safety Training

Training information has been sent out to schools/sites.

10.0 Adjournment

The meeting adjourned at 11:46 a.m.

The next meeting is scheduled for October 24, 2013 at the Education Centre – Boardroom.



Joint Occupational Health and Safety Committee

September 26, 2013

Joseph Brant Learning Centre - Thayendanegea Room

Draft as Approved by Co-Chairs

ONGOING ITEMS OF INTEREST - As of September 26, 2013

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
December 2010	Asbestos Air Sample – Waterford District High School Kitchen and Fan Area	2010 - December 9, 2010 2011 - January 13, February 16, March 10, April 14, September 15, October 20, November 17, December 15, 2011 2012 - January 19, February 16, March 8, April 19, May 17, June 14, September 20, October 19, November 15, December 13, 2012 2013 – February 21, March 7, April 18, May 16, September 2013	This was discussed in 7.17. The work is done. This item can now be removed from the next agenda.	
January 2011	Pauline Johnson C.V.S. – Water in Basement	2011 - January 13, February 10, March 10, April 14, May 19, June 17, September 15, October 20, November 17, December 15, 2011 2012 - January 19, February 16, March 8, April 19, May 17, June 14, September 20, October 19, December 13, 2012 2013 – January 17, February 21, March 7, September 2013	The work is done. This item can now be removed from the next agenda.	
November 2011	Woodman-Cainsville Re-locatable Classroom Module	2011 - November 17, December 15, 2011 2012 - January 19, February 16, March 8, April 19, May 17, June 14, September 20, October 19, November 15, December 13, 2012 2013 – January 17, February 21, April 18, September 2013	The remediation work is done. This item can now be removed from the next agenda.	
December 2011	JL Mitchener Brick Repair	2011 - December 15, 2011 2012 - January 19, February 16, March 8, April 19, May 17, June 14, September 20, October 19, 2012 2013 – January 17, February 21, March 7, June 13, September 2013	Work will proceed this school year.	
November 2012	Port Dover Composite School Renovations	2012 – November 15, December 13, 2012 2013 – January 17, February 21, March 7, April 18, September 2013	The work is done. This item can now be removed from the next agenda.	
October 2012	Public Address Systems (Paris District High School and Houghton Public School)	2013 – February 21, April 18, May 16, June 13, September 2013	As Paris District High School and Houghton's systems are now fixed, the title of this item will be changed to "Public Address Upgrades" on the next agenda/minutes.	

Achievement

Environment

Engagement



Joint Occupational Health and Safety Committee

September 26, 2013

Joseph Brant Learning Centre - Thayendanegea Room

Draft as Approved by Co-Chairs

Policy/Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved October 2012	October 2013	September 26, 2013: This will be emailed to the committee as it was not included in the package for review. The committee will comment on this at the next meeting.	
HR8 – Workplace Violence	January 14, 2013	Returns to Board for approval April 2013	April 2014	March 2014	
HR123 Workplace Violence Procedures	January 14, 2013	Returns to Board for approval April 2013	April 2014	March 2014	
HR5 – Harassment		Board approved September 2012	September 2013	June 2013	September 26, 2013: HR5 is out for comment until November 29, 2013. It will go back to the Board in January for approval.

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Technology Health and Safety Upgrades	Updates provided in September and February.	September 26, 2013: Money has been budgeted for further Tech and Science upgrades.
Pavement Improvements	Update provided in September	September 26, 2013: No update at this time.
Mezzanine Use	Update provided in September	September 26, 2013: This continues to be ongoing. Mezzanines are being addressed as projects are being worked on.

Achievement

Environment

Engagement

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1	Agnes G. Hodge	X									
2	Anna Melick	X									
3	Banbury Heights	X									
4	Bellview	X									
5	Bloomsburg	X									
6	Boston	X									
7	Branlyn Community	X									
8	Brier Park	X									
9	Burford District Elementary	X									
10	Caledonia Centennial	X									
11	Cedarland	X									
12	Centennial-Grandwoodlands	X									
13	Central P.S.	X									
14	Cobblestone Elementary	X									
15	Courtland	X									
16	Delhi	X									
17	Dufferin	X									
18	Echo Place	X									
19	Elgin Ave.	X									
20	Fairview (French Immersion Btfd)	X									
21	Fairview Ave.	X									
22	Glen Morris	X									
23	Graham Bell	X									
24	Grandview	X									
25	Grandview Central(Dunnville)	XX									
26	Greenbrier	X									
27	Hagersville Elementary	X									
28	Houghton	X									
29	J.L. Mitchener	X									

** **Please note** that

indicates that an annual JOHSC inspection should take place.

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
30	James Hillier	X									
31	Jarvis	X									
32	King George	X									
33	Lakewood	X									
34	Langton	X									
35	Lansdowne-Costain	X									
36	Lynndale Heights	X									
37	Major Ballachey	X									
38	Mt. Pleasant	X									
39	North Ward	X									
40	Oakland-Scotland	X									
41	Oneida Central	X									
42	Onondaga-Brant	X									
43	Paris Central	X									
44	Port Rowan	X									
45	Prince Charles	X									
46	Princess Elizabeth	X									
47	Rainham	X									
48	River Heights	X									
49	Russell Reid	X									
50	Ryerson Heights	X									
51	Seneca Central	X									
52	St. George-German	X									
53	Teeterville P.S.	X									
54	Thompson Creek	X									

** **Please note** that

NR=not required

indicates that an annual JOHSC inspection should take place.

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
55	Walpole North	X									
56	Walsh	X									
57	Walter Gretzky Elementary School	X									
58	Waterford Public	X									
59	West Lynn	X									
60	Woodman-Cainsville	X									
	Secondary Schools										
61	B.C.I. & V.S.	X									
62	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X									
63	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X									
64	Dunnville Secondary S. (Incl. TP - 237 Chestnut St., Dunnville)	X									
65	G.E.L.A. Brantford (Rawdon)	XX									
66	G.E.L.A. - CareerLink Eaton Market Square	XX									
67	G.E.L.A. - Simcoe	XX									
68	HSS - Six Nations	XX									
69	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX									
70	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X									
71	North Park C. & V.S.	X									
72	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X									
73	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	X									
74	Simcoe Composite School (Incl. TP - 39 Kent St N Unit 4, Simcoe)	X									
75	Sprucedale Secondary School	X									
76	Tollgate Tech. Skills Centre	X									
77	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X									
78	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X									
No.											
79	H.E. Fawcett Teacher Resource Centre (TRC)	X									
80	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X									
81	Head Office	X									
82	Head Office - Facility Services	X									

**** Please note** that **X** indicates that an annual JOHSC inspection should take place.

Please note - TP indicates a Turning Point Location will be done as part of school inspection.



Special Education Advisory Committee SEAC 13-01

September 5, 2013

Education Centre – Board Room

MINUTES

Present: K O'Donnell, T Brinn, J Angus, F Adams, C Mackenzie, T Clifford, R Collver, C Miller, W Hobbs, H Carter, R Smith, L DeJong, D Dean (C), S Sincerbox, P Curran (RS)

Regrets: S Simpson

1. (a) Call to Order

- Chair Dean called the meeting to order at 6:34 p.m. and welcomed everyone to the new school year.
- Introductions to the new Superintendent of Education responsible for Special Education, Scott Sincerbox, and Paula Curran, his Administrative Assistant were made.

(b) Roll Call

- Chair Dean asked each committee member to introduce him/herself and identify the organization each represented.

(c) Timed Items

(i) 6:45 p.m. Gifted Program

- Ms Backus-Kelly outlined the Gifted-Enrichment program located at Elgin Avenue PS, one of four in Grand Erie DSB, and explained her love of the program.
- She explained how certain characteristics can identify gifted/talented children who are classified by their Canadian Cognitive Abilities Test (CCAT) scores
- She described her class, modelled on the best practices of southern Ontario and beyond, and presented guidelines on how best to engage gifted students.
- Chair Dean thanked Ms Backus-Kelly for her presentation and for her enthusiasm and passion which is a wonderful role model for younger teachers.
- Anyone who wishes to visit the centre is asked to please make arrangements through C Mackenzie.

(d) Agenda Additions

Add B-1 (d) Alternative Representative for Contact Brant [2 (d) in minutes.]



Special Education Advisory Committee SEAC 13-01

September 5, 2013

Education Centre – Board Room

(e) Ratification of Previous Meeting – June 6, 2013

MOVED: R Smith

SECONDED: L DeJong

THAT the minutes of Meeting No. SEAC 12-10 of the Special Education Advisory Committee held June 6, 2013 be approved as distributed and sent to Executive Council and the Board.

CARRIED

(f) Business arising from Minutes and/or Previous Meetings

(i) Canadian Cognitive Abilities Test (CCAT)

- C Mackenzie explained the Board Results Summary
- Brant data showed some disparity that could be a result of early testing and the fact that only 17 schools participated
- All but one school in Haldimand Norfolk participated; higher comfort level in this area as staff are more familiar with CCAT process
- Grade 3 classrooms were very busy which may explain the higher percentage of anomalies.
- Gender bias does not appear present in CCAT
- Committee members would like more detailed data.

2. New Business

(a) The Year Ahead

(i) Year in Review:

The following are acknowledgments and expressions of gratitude:

- Wayne Baker and Wendy Slaven for their outstanding work with the Committee and their unfailing cooperation with all members.
- Community members who returned and for the valuable input they provide to the Committee.
- Staff who made significant improvements to teaching and learning through their use of progressive technology; their input is valuable to this Committee.
- W Hobbs for resolving many accessibility issues which has propelled Grand Erie forward as a provincial leader in this realm.
- The serious improvements in student achievement which are now included in Board reports and plans.



Special Education Advisory Committee SEAC 13-01

September 5, 2013

Education Centre – Board Room

(ii) Moving Forward

- The Committee would like to examine the Special Education Plan in sections at each meeting so members are better able to arrive at a consensus that will assist staff in compiling the Ministry report.
- The Special Education Management Team will construct a plan including the Individual Education Plan (IEP) process and the Mental Health Strategy which will more actively involve the Committee.

(b) Learner Intervention for Tracking Excellence (LITE) Data Report

- This program drives all process in special education including Supervised Alternative Learning (SAL) and transportation
- Staff now in a position to begin harvesting data which is sortable by age, gender and geographic location; working with Student Success staff who will have drop out data; but concerned about the IEP students who are over represented in these numbers.
- Presently not able to track community referrals
- Committee would like data to assist it in making recommendations to the Board; wherever a privacy breach could occur, data should be sanitized to prevent identification.
- Staff needs time to learn how to use data to its best advantage, but will prepare a context to present at a future meeting which will demonstrate the program
- Hoping that effectiveness and outcomes will become apparent that will assist staff in planning and delivering services and improving strategies for re-engaging students who have dropped out.
- Data is not to be used for staff performance or to lead to assumptions about schools

(c) Mental Health Training Sessions, “Identifying Mental Health Needs in the Classroom”

Following up to the December SEAC meeting, H Carter will send a topic survey via email with the minutes and will develop a schedule of topics for the Committee.

(d) Emerging Issues

(i) Alternative Representative for Contact Brant

- J Angus requested LeaAnn Boswell, Information Services Co-ordinator for Contact Brant, be appointed as alternative representative for Contact Brant
- Ms Boswell has children in Grand Erie schools and is a resident of Brantford
- Regulation 464 permits an alternate, who must be approved by the Board
- S Sincerbox will prepare the documents and report at next meeting.

MOVED: R. Smith

SECONDED: K. O'Donnell

THAT the SEAC Committee approve the addition of LeaAnn Boswell as an alternate representative for Contact Brant, pursuant to Board approval.

CARRIED



Special Education Advisory Committee SEAC 13-01

September 5, 2013

Education Centre – Board Room

3. Other Business

(a) Policy/Procedures

(i) P1 Special Education Guiding Principles

The Committee received the draft revision and the comments and responses which were compiled by W Baker and will be presented to the Board at the October 7th Committee of the Whole #1 meeting.

S Sincerbox will advise the Board that the SEAC Committee approved the revised policy.

MOVED: J Angus

SECONDED: T Brinn

THAT the SEAC Committee recommend the Board approve P1 Special Education Guiding Principles as revised.

CARRIED

(b) Updates

(i) Recommendations/Motions to Board

- Policy P1 Special Education Guiding Principles

(ii) Community Updates

- J Angus reported Contact Brant's Brant Haldimand Norfolk data base is searchable
- J Angus distributed revised Brant Haldimand Norfolk student support initiative bookmarks due to phone number changes.
- W Hobbs advised each school will receive a supply of Mental Health plaques/posters developed by students also updated and printed with funding provided by Student Support Leadership Initiative.
- 211 Ontario is the primary source of information on government and community based health and social services. (www.211.ca)

4. Correspondence

(a) Halton District School Board

- Letter supporting opposition to reduction of special services including home instruction; request for repeal of discontinued psychiatric services which can add tremendous expense to families
- J Angus advised she believes anyone currently receiving services is grandfathered.



Special Education Advisory Committee SEAC 13-01

September 5, 2013

Education Centre – Board Room

5. Information Items

(a) Timed Items

(i) Discussion on Learning Disabilities Association of Ontario (LDAO) Circular – June

- This is an interesting publication, brief and informative; provides suggestions for discussions on Special Education, Board plans and school improvement plans
- Grand Erie's Next Phase consultation with the Ministry is scheduled for October and this item will be placed on the October SEAC agenda.
- R Collver will send information to D Dean and S Sincerbox for distribution
- Ministry has new SEAC website; members are encouraged to review the following links.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html>

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html>

<http://www.edu.gov.on.ca/eng/parents/speced.html>

<http://www.seac-learning.ca/>

6. Next Meeting

Thursday, October 3, 2013 at 6:30 p.m.

Education Centre, Brantford – Board Room

7. Adjournment

Chair Dean expressed gratitude to the Committee members for their participation in this meeting.

MOVED: J Angus

SECONDED: K O'Donnell

THAT the SEAC Meeting No. SEAC 13-01 of September 5, 2013 be adjourned at 8:18 p.m.

CARRIED

Future Agenda Items

- Mental Health
- Role of Education Assistants
- Individual Education Plan guidebook for parents has not yet been approved; undergoing legal review before disbursement due to concerns of translation of regulatory language to lay language
- Presentations at beginning of each meeting could alternate with the Learning for All K-12 discussions
- Understanding disabilities and how Individual Education Plans can utilize Assistive Technology to gain representation in all areas of the Board



COMPENSATORY EDUCATION STEERING COMMITTEE

Tuesday, May 21, 2013 2:00 – 4:00 pm
Board Room, Education Centre

Chair: John Forbeck

MINUTES

Recorder: Wendy Hibbard

1. Welcome and Introductions

J. Forbeck

Present: Rita Collver, Wayne Hobbs, Sally Landon, Bill Valoppi, Greg Woodcroft, Carol Mackenzie, Belinda Benko, Jenn Faulkner, Kevin Utley, Bruce Hazlewood, Shawn McKillop, Kevin Holly, Gloria Thomas, Heather Carter, Paul Kostelny, Dianna Kersten, Jenn Tremblay, Lori Barkans, Donna Howey, Jane Angus

Regrets: Jill Steen, Greg Anderson, Brenda Beauregard, Diane Hall

J. Forbeck thanked committee members for attending today. There have been seven meetings this year and they have all been well attended.

2. Review and Approval of April Minutes

Wording needs to be changed in #3.1 “in an attempt to prevent high rates...”

Minutes of April 16th are approved for distribution and will go to the next available Board Meeting.

3. Reports

3.1. Partnership Survey

S. McKillop

A Partnership Survey was sent out to schools focusing on those with high needs and moderate needs. There have been 17 completed responses. One hundred and thirteen partners were listed. However, may have to delve deeper and discuss the definition of partners in schools and identify gaps. Examples of common partners in high needs secondary schools are Big Brothers and Big Sisters and Boys & Girls Club. This item will come back to the group in the fall and discuss how to reach out to support schools with fewer partners.

B. Valoppi suggests sharing the list among the high needs elementary and secondary schools. It would help principals new to the role and new to compensatory education.

H. Carter expressed concern about understanding partnerships as they relate to mental health and how to find where there is not a balance. The subject will be brought back for discussion in terms of how to support schools and partnerships.

3.2. Discussion/Reaction to Readings

- A Climate for Academic Success

S. Landon expressed a commitment to look again at the school selection in light of other types of factors. Start with recognizing data in the academic realm. Ask for measurement in the ongoing process to define the status of economic standard. There are three factors: income, education and single parent. Single parent status is another measurement of poverty. The formula for socio economic standard – instead of talking

about redefining, let it go. It won't enlighten us and don't know that it will reveal anything of consequence.

J. Angus referred to Wilms employment status: the study of lower paying jobs. Need to focus on what to do with funding and have a conversation about school variables in the fall.

G. Woodcroft questioned, when looking through the Grand Erie lens, are the students in the catchment area actually attending the school in their area? Need to use more than postal codes to determine the correct numbers. The elimination of the long form data may skew the results.

- A Theoretical Foundation

The second report: the better the school climate the better achievement results. Discussion about *Beating The Odds* schools and chronically under performing schools and smaller schools vs. larger schools. Bring school climate data to committee to look through the compensatory education lens and determine how we can support particular schools.

All of Ken Leithwood's work aligns with this thinking. L. Barkans will pull together some summary pieces for the next meeting. W. Hobbs cautioned that doing the right things improves school climate but there are external factors that would make it difficult for staff to turn the climate around. S. Landon developed a graph to show high risk range and moderate risk range versus board average. There will be more data on school climate that Sally will bring back in the fall. The purpose of the committee is not to evaluate a particular school in a certain climate, but to determine how to provide support.

Any further readings that the committee finds and would like to share, please e-mail Valerie Slawich and John will include the material for future meetings.

S. McKillop will attempt to invite Ginette LaFreniere, professor at Wilfrid Laurier, to come to a meeting in the fall.

4. Action Plan – Next Steps – Discussion/Decision/Communication

4.1. Discussion/Confirmation of 2013/14 Plan

J. Forbeck produced the Compensatory Education Action Plan in which he attempted to capture the essence of what the groups have input. A lot of changes have been incorporated. The committee was asked to break into groups to review the Action Plan and have the discussion.

Comments:

Engagement: The items are broad. Articulate the goals and look at more tangible things. Parent section – *To achieve higher levels of parent engagement by providing additional supports at the school and system level.* Need to identify early what the items are. Staffing section – *To determine an equitable and effective allocation of administrative, teaching and support staff to enable students in high needs schools to achieve.* Specific credits that at-risk students and the allocation of staff are based on credit tally, i.e. learning resource periods should count. When a child is at risk, that child needs to be staffed as a full time student. Address part time students in terms of staffing formulas and include and recognize those at GELA. Help students move between buildings. Establish a research time around best practices that might influence direction. On behalf of all elementary and secondary students and community, it is important to have a leadership and advocacy component. Redefine PSSP allocations for clarification.

Achievement: change wording – *To strategically use a wide range of data to identify, develop, implement and review strategies to improve student achievement in Compensatory Education Schools.* Add "such as" and "teaching and learning strategies".

To differentiate staff development approaches in teaching, learning, social, emotional and behavioural methodologies to include a focus on unique student needs related to achievement results in Compensatory Education. Add "to achieve objective".

Open up language to development learning opportunities to provide different layers of support for staff for professional development and system leadership learning.

The fourth bullet under Engagement is the same message as first bullet under Environment. These are actually two different things. Under Engagement it is about awareness of CPIP (Community Partnership Incentive Program) and how to access the program. The purpose is to engage the community. Under Environment, the purpose is to encourage community partnership with schools. The consensus is to leave the statements in both places but reword for clarity.

Environment: The overall object is for physical resources and technical resources. Implement a common social skills program for Compensatory Education schools. Eliminate TRIBES.

John will make changes in red and send out to the committee for feedback.

4.2. Formation of Sub-committees – What, How, Who?

Staff development is woven throughout the Action Plan. Human Resources and mental health strategy is all overlapping. Diane had recommended a research committee to make informed decisions on directions to take. Add a layer to facilities team. Principals of elementary compensatory education schools have sessions following Director's meetings.

Human Resources subcommittee and research team to look at where PD is throughout the plan.

In the fall the committee will start to meet in some schools. Start the process and see what it looks like in the fall.

5. Announcements

As chair of the Board, Rita Collver thanked the committee for their work and dedication.

6. Meetings in 2013-2014

6.1. October 3; November 7; January 16; February 20; April 10; May 29



GRAND ERIE PARENT INVOLVEMENT COMMITTEE

Thursday, May 2, 2013 at 6:30 p.m.

Dogwood Room - Waterford District High School

Chair: Tom Waldschmidt

Recorder: Valerie Slawich

MINUTES

1. **Welcome and Introductions** **J.Forbeck**
Tom Waldschmidt, Eva Dixon, Shawn McKillop, Rita Collver, Verna Millington, Brent Howard, Diane Burdiak, Nancy Waldschmidt, Patti Allen, David Lloyd, April Bird, John Forbeck, Holly Knill, Ronda Nix, Scott Wilson
2. **Minutes** **T.Waldschmidt**
 - 2.1. Approval of Minutes
Verna Millington motioned to accept the minutes; Eva Dixon seconded
CARRIED
 - 2.2. Business Arising from Minutes
Verna brought volunteer forms from Ecole Dufferin to share with the group
3. **Financial Report** **J.Forbeck**
 - 3.1. Updated Report – extra money (\$6665) in central budget available
Discussion within the group centered on how GEPIC should best utilize the rest of the money in the central budget. It was suggested that it could be divided amongst high needs schools (16 schools) to be used as part of school environment. An application form will explain the three points in the Multi Year Plan: Achievement/Engagement/Environment; how will you use these funds, which area, and tell us exactly how the funds will be spent. Nancy moved that GEPIC divide the funds amongst high needs schools through an application process; Brent seconded; CARRIED.
4. **Updates from the Board Table** **E.Dixon/B.Johnston**
 - 4.1. Springview for Haldimand-Norfolk; over 7500 children get breakfast every morning through their programs. Spaghetti supper at Central School was well attended – a wonderful event. Deb Ellis, author spoke at one of our schools about bullying. Her novel, The Breadwinner Trilogy, is about a little girl from Afghanistan. Fred Fox spoke at Cobblestone today, which was an incredible presentation. Cobblestone had raised over \$3000 for the Terry Fox Run!
5. **Director's Update** **J.Forbeck**
 - 5.1. The number of activities happening in our schools is incredible right now. Last week we had numerous Environmental events. Next week is Education Week, coupled with Mental Health and

- Wellness Week. There are a variety of events taking place. The level of re-engagement is very high.
- 5.2. Quality Accommodations Report will be reviewed by Trustees on May 13. It is a very interesting report to various stakeholders.
 - 5.3. Body and Sole Salon in Brantford are promoting dying your hair for Mental Health Week – details will be emailed out.

6. **GEPIC Chair's Update**

T.Waldschmidt

- 6.1. Tom and Nancy Waldschmidt attended the PIC Symposium "Parents Matter" in Toronto in April. Mary Jean Gallagher was a keynote speaker on EQAO results. Dr. Jean Clinton spoke about brain development; David Booth addressed "Literacy in the 21st Century"; Leslie Amber, a singer/actress who overcame so many challenges attributed her success to 2 teachers; there was a parent toolkit workshop; learning nights for parents at schools; Pro Grants next year will be open longer than this year with better clarify about approved expenses; individual school boards had posted what they were doing with their Pro Grants; kits for every school coming in the fall.

7. **Planning, Discussion and Sharing**

S.McKillop

- 7.1. Jarvis Event (Haldimand)
Avis Glaze May 14 at Jarvis (partnered with Walpole and Hagersville Elementary)
- 7.2. Mental Health Event (Brantford)
Michael Eisen at Central Public School was an informing evening; including powerful messages
- 7.3. School Council Annual Report
To be filled out by Parent Council with the Principal and returned by June 14, 2013. The group reviewed the questions and Shawn recorded the changes.
- 7.4. 2013 Parent Engagement Annual Operating Plan
Looking for input for next year's strategies: Local Rural or Family of Schools Mental Health component; IT update on Ed Tech being used in the classroom; school in-service with FOS school councils to share ideas, challenges, and solutions; arrange for a Superintendent to join in those meetings; report back to GEPIC

8. **School Council Updates – Activities/Learning Connections**

8.1. **Banbury Heights - Holly Knill**

Amazing Race next week! See the Staff Portal.

Seneca Central - April Bird

Looking at next Pro Grant initiative – Sumdog program; student's council just hosted talent show; next week is "Celebrate Seneca" where children show off their arts and activities from the year; Wally Parr fundraiser done.

TTSC – Dave Lloyd

Annual Spring Sale next weekend please stop by; approved for Annual Camp Fawcett Learning Camp where students prepare the camp to be used over the summer.

Caledonia Centennial – Patti Allen

Science Fair went very well with around 80 projects; parent showing on the Friday evening was well attended; chocolate bar fundraiser done; grandparent tea next week; Chair has stepped down and Patti will step in.

Paris Central - Nancy Waldschmidt

Bingo Night made just over \$500, with plans for 2 next year; clothing drive brought in a ton of clothes worth \$200. "Bag to School" program - they clean and repair the clothes and send to third world countries; fun fair at end of the year; secretary is retiring at the end of the year.

PDHS - Nancy Waldshmidt

Hockey team went to OFSA and won the consolation round; prom set to go; rugby has started; Breakfast of Champions on May 7, challenged schools to build gift baskets.

Teeterville - Brent Howard

Rain barrel event sold 102 barrels with a profit of about \$1500 through rainbarrel.ca; Vesey's bulbs sends everything to the school with 50% profit recently made \$970; fun fair June 13; raffle on a Kindle reader for the fun fair.

Delhi Public - Ronda Nix

Rebecca Bender "Giraffe" and "Bird" spoke at the school; chocolate bar fundraiser \$15,000; French café next week where students serve treats and speak French with parent guests; Ontario Skilled Technological competition next week.

Ecole Dufferin - Verna Millington

Track and field for grades 4-8 on Monday and duffle bag presentation for JK-3; active playground put on through BCHU for grades 5-7; students have been trained as leaders and set up activities for other children; fun fair in June; badminton just wrapped up; coffee house end of May.

VHSS - Scott Wilson

New mascot, a "voyageur bear" to arrive in June. He will be at the Norfolk Fair; Relay for Life May 31 at Holy Trinity; June 1st prom; Norfolk Schools starting girls rugby next year with plans for 2014-15; start photography course grade 11 next year.

9. Other Business

- 9.1. Parent concern about DARE program content and would like more information to facilitate conversations at home; parent can be directed to Principal or website
- 9.2. PDCS track – will it be used again? It will be part of the community complex on the same property as the Elementary school.
- 9.3. Mental Health Strategy Team will be contacting GEPIC regarding a focus group

10. Dates 2013-2014

- 10.1. October 17; November 14; February 27; May 22



COMMITTEE MEMBERS PRESENT:

Don Werden, Trustee
Carol Ann Sloat, Trustee
Chris Lefebvre, Trustee
J. Scott Morris, Volunteer
Frank Casey, Volunteer

RESOURCE STAFF PRESENT:

John Forbeck, Director of Education
Jamie Gunn, Superintendent of Business and Treasurer

GUEST(S) PRESENT:

Rita Collver, Chair of the Board
Johan Nicolle, Regional Internal Audit Manager
Blaine Schell, Millard Rouse and Rosebrugh

COMMITTEE MEMBERS ABSENT:

nil

Minutes:

1. Call to Order, Welcome and Introductions – D Werden
 - 1.1. Chair Werden welcomed everyone present and call the meeting to order at 5:58 p.m.
2. Review Sept 24, 2013 Agenda – D Werden
 - 2.1. CA Sloat requested the addition of Ministry Memo 2013:SB26 under new business.
Moved by: CA Sloat
Seconded by: S Morris

‘THAT the Audit Committee approve the agenda of September 24, 2013 as amended’
3. Approve May 14, 2013 Minutes – D Werden

It was noted that the date in the motion under item 2 of the minutes should read May 14, 2013.
Moved by: F Casey
Seconded by: CA Sloat

‘THAT the Audit Committee approve the minutes of May 14, 2013 as amended’



Audit Committee

Tuesday, September 24, 2013

6:00 p.m.

Norfolk School Support Centre, Waterford
Carolinian Room

4. Business Arising from Previous Minutes – D Werden

4.1. nil

5. New Business *

5.1. F Casey provided an article from the CMA Magazine July/August 2013 titled “Managing alien devices” and requested information on board policies and practices to protect the Board’s information. F Casey also posed a number of questions about the reappointment of auditors.

5.2. I.T. Policies and Procedures for use and security of personal devices – J Gunn

5.2.1. J. Gunn provided the Board Policy FT8 and Procedure FT102 – Acceptable Use of Information Technology. The committee discussed the board’s practices and processes for protection, privacy and security of confidential information on staff devices.

5.3. Reappointment of Auditors – B Schell

5.3.1. B Schell reviewed the process that the CICA requires of all CA firms to ensure independence prior to accepting the engagement. The partner with responsibility for the audit file is required to complete a quality assurance manual which is reviewed and approved by an independent partner. B Schell walked the committee through the detail of the quality assurance process, the audit scope and audit budget development process. He also described the professional development that he and his staff receive to ensure that they maintain competence in the education sector. The committee reviewed the value of comparing audit costs board by board.

5.4. Audit Committee Self-Assessment

5.4.1. D Werden reviewed the self-assessment tool provided by the ministry. The committee discussed the process for completing the tool. It was agreed that all Audit Committee members will complete the self-assessment and submit their completed document to J Gunn by October 11, 2013. It was noted that the assessment tool provides for a single yes/no response to multiple bulleted points. The committee agreed that responses would be based on the majority of the listed points under a particular section being positive or negative. A summary of the completed assessments will be reviewed at the next meeting of the Audit Committee.

5.5. Ministry Memo 2013:SB26



Audit Committee

Tuesday, September 24, 2013

6:00 p.m.

Norfolk School Support Centre, Waterford

Carolinian Room

- 5.5.1. The committee reviewed the Audit Committee Report timing as set out in the SB memo.

6. Regional Internal Audit Management – J Nicolle

6.1. Regional Internal Audit Update

6.1.1. Enrolment Audit

- 6.1.1.1. Regional Internal Audit staff are nearing completion of the enrolment audit and expect to provide their report to Audit Committee at its next meeting.

6.2. 2013-14 Internal Audit Plan*

- 6.2.1. J Nicolle reviewed the 2013-14 Internal Audit Plan with the committee. The committee discussed the recommended areas for internal audit focus. J Nicolle explained their process for developing the recommended areas for audit. D. Werden asked for the data to support the ranking of the areas for audit focus. J Nicolle will see that the updated ranking table is provided to committee members prior to the next meeting. J Gunn suggested that the committee review background data provided by the Internal Auditor and be prepared to recommend an audit plan at the next Audit Committee meeting.

6.3. Professional Development Opportunities for Committee Members

- 6.3.1. J Nicolle provided information handouts for committee members to support their role on the committee in reviewing financial statements and audit reports. The committee discussed the concept of setting aside a portion of the meeting as an “Executive Session” to have the opportunity to discuss issues without staff resource in attendance.

7. External Auditor – Millard Rouse & Rosebrugh

- 7.1. nil

8. Future Meeting Dates

- 8.1. Tuesday, November 26, 2013 | Norfolk SSC | Carolinian Meeting Room | 6:00 pm
8.2. Tuesday, December 3, 2013 | Norfolk SSC | Carolinian Meeting Room | 6:00 pm

9. Adjournment

Moved by: CA Sloat

Seconded by: C Lefebvre

“THAT the Audit Committee Meeting of September 24th be adjourned at 8:00 p.m.”