



Committee of the Whole Board Meeting

Monday, January 14, 2019
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Additional Appointment to the Special Education Advisory Committee L. Thompson
- D - 2 **New Business - Information Items**
- * (a) Category III Trips (SO15) B. Blancher
 - * (b) GELA Annual Report D. Martins
 - * (c) Enrolment vs Capacity by School Report R. Wyszynski
 - * (d) Funding Announcement Impact R. Wyszynski
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) F6 Purchasing (C) R. Wyszynski
 - * (b) FT1 Major Construction Projects (C) R. Wyszynski
 - * (c) BL28 Trustee Code of Ethics (A) B. Blancher
- E - 2 **Procedure Consideration - Information Items**
- * (a) P104 Supervised Alternative Learning (SAL) (C) D. Martins
 - * (b) SO103 Safe Arrivals (C) W. Baker
 - * (c) SO106 Field Trips/Team Travel Booking (C) B. Blancher
 - * (d) SO102 Request for School Assistance in Health Care (I) L. Thompson
- F - 1 **Other Business**
- (a) OPSBA Report D. Werden
- G - 1 **Correspondence**
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, January 14, 2019
Board Room, Education Centre

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

Special Education Advisory Committee	January 17, 2019	6:00 PM	Board Room
School Year Calendar Committee	January 22, 2019	4:30 PM	Thayendanegea, JBLC
Chairs' Committee	January 28, 2019	5:45 PM	Norfolk Room
Board Meeting	January 28, 2019	7:15 PM	Board Room
Indigenous Education Advisory Committee	February 6, 2019	6:00 PM	Board Room
Privacy and Information Management Committee	February 7, 2019	3:00 PM	Norfolk Room
Committee of the Whole	February 11, 2019	7:15 PM	Board Room
Special Education Advisory Committee	February 14, 2019	6:00 PM	Board Room
Native Advisory Committee	February 19, 2019	9:00 AM	Cayuga Secondary
Chairs' Committee	February 25, 2019	5:45 PM	Norfolk Room
Board Meeting	February 25, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	February 26, 2019	9:00 AM	Brant Room
Committee of the Whole	March 4, 2019	7:15 PM	Board Room
Grand Erie Parent Involvement Committee	March 7, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Audit Committee	March 19, 2019	4:00 PM	Brant Room
Safe and Inclusive School Committee	March 21, 2019	1:00 PM	Board Room
Special Education Advisory Committee	March 21, 2019	6:00 PM	Board Room
Chairs' Committee	March 25, 2019	5:45 PM	Norfolk Room
Board Meeting	March 25, 2019	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Additional Appointment to the Special Education Advisory Committee for the Grand Erie District School Board for the Term 2018-22**
DATE: January 14, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the additional appointment to the Special Education Advisory Committee, as recommended by the Special Education Advisory Committee, for the term December 2018 to November 2022.

Background

The Special Education Advisory Committee (SEAC) of the Grand Erie District School Board is a statutory committee of the Board. The term of appointment to this committee is four years, reflecting the same length of term as elected trustees to the school board.

Additional Information

Committee Composition

As per Ontario Regulation 464/97 of the Education Act, the Special Education Advisory Committee (SEAC) shall be comprised of:

- One representative from no more than twelve local associations
- One alternate for each representative of local associations/agencies, where possible
- Two trustees appointed by the Board and two alternates
- Up to two members to represent the interests of Indigenous students
- One alternate for each representative for Indigenous students, where possible
- Additional members may be appointed by the Board who are neither a representative of a local association nor members of the Board nor another committee of the Board (these members will be considered community members)
- Total number should not exceed 20

In seeking representatives for the Grand Erie District School Board Special Education Advisory Committee, advertisements were posted to the Board's website, shared with the Grand Erie Parent Involvement Committee (GEPIC) and placed in local newspapers to invite applicants or nominations from local associations, agencies, organizations and individuals.

Six names were brought forward to SEAC at the November 15, 2018 meeting and this roster of recommended new SEAC members was approved by the Board November 26, 2018. Following this meeting, Tom Waldschmidt a former Trustee requested inclusion on the SEAC as a community representative and submitted a letter of interest indicating his experience. SEAC reviewed this request at its December 13, 2018 meeting and recommends the Board of Trustees approve his addition to the roster.

Communication Plan

1. Following approval, the candidate will be notified that he is now a member of SEAC for the term 2018-22 and will be provided with the list of upcoming meeting dates and access to the minutes from the past year for reference.
2. The updated list of SEAC members will be posted on the Board website.
3. An orientation package will be shared with the candidate.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities that encourage and support family and community involvement in our schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Category III Trips**
DATE: January 14, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Category III Trips as information.

Background

As per Procedure SO15 "Out-of-Classroom Field Trips and Excursions", the attached list is for trustee information.

Additional Information

The January report includes trips that were approved between July and December 2018, and previously approved trips that have not yet taken place.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

D-2-a Category III Trips

Director Approval	School	Destination	Trip Departure Date	Trip Return Date	Anticipated # Students	Educational Purpose & Outcomes
September 28, 2018	BCIVS	California	March 7, 2019	March 13, 2019	40	Girl's Rugby Tournament
April 17, 2018	MPSS	Budapest, Vienna	March 7, 2019	March 16, 2019	24	Experience Culture of 4 European countries/historic sites
July 24, 2018	PJCVS	Europe	March 7, 2019	March 16, 2019	12	Artistic & Linguistic Activities, Culture, History
October 19, 2018	VHSS	Germany Italy Switz	March 7, 2019	March 16, 2019	15	Artistic & Linguistic Activities, Culture, History
June 4, 2018	SCS	Italy/Greece	March 8, 2019	March 17, 2019	18	Experience Culture, encourage diversity and global awareness
March 22, 2018	WDHS	Greece	March 8, 2019	March 16, 2019	25	History, Geography, Art
April 5, 2017	DSS	Mediterranean Coast	March 10, 2019	March 18, 2019	12	exposure to French/Italian/Spanish language and culture/history/art
November 2, 2018	CSS	New York City	April 10, 2019	April 13, 2019	40	Career paths in the Arts
July 24, 2018	DDSS	New York	April 11, 2019	April 15, 2019	30	Culture, Hairstyling & Aesthetics,
September 24, 2018	NPCVS	New York City	April 11, 2019	April 14, 2019	35	Explore and learn about careers in Theatre, TV and Productions
September 28, 2018	NPCVS	Alberta	April 17, 2019	April 22, 2019	25	Rugby Tournament/Culture/Tourism
July 24, 2018	SCS	Chicago	April 25, 2019	April 28, 2019	40	Architecture, History, Cosmetology
September 18, 2018	MPSS	New York City	May 2, 2019	May 5, 2019	40	Art, Culture, History
May 28, 2018	PJCVS	New York	May 2, 2019	May 4, 2019	40	History, Geography, Enrichment and SOAR programs
December 11, 2018	PDHS	Chicago	May 4, 2019	May 7, 2019	40	Architecture, History, Culture
November 20, 2018	SCS	New York City	May 9, 2019	May 12, 2019	40	Musical Theatre workshops, Broadway tours
October 19, 2018	WDHS	New York City	May 16, 2019	May 20, 2019	40	Band and Choir Performances and cultural tour
May 14, 2018	CSS	London/Belgium	May 30, 2019	June 9, 2019	16	Culture and History Tour
May 17, 2018	HSS	Scotland/Ireland	March 10, 2020	March 19, 2020	20	Explore diverse culture, art, history in two countries
November 20, 2018	SCS	France	March 13, 2020	March 22, 2020	15	Experience French culture, language
November 30, 2018	CSS	Ireland Wales England	March 12, 2021	March 21, 2021	12	Experience historical sites, Geography, History, Art & Culture

This Chart reflects all trips approved by the Director since the last Board Report on June 11, 2018, and all previously approved trips that have not taken place yet



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Grand Erie Learning Alternatives (GELA) Annual Report**
DATE: January 14, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Grand Erie Learning Alternatives (GELA) Report as information.

Background

A program review for Grand Erie Learning Alternatives was completed and reported to the Board in February 2014. Since that time, an annual update on the status of Grand Erie Learning Alternatives (GELA) has occurred. We continue to implement Ministry initiatives and new revenue streams to support and engage all students as they strive to complete their Ontario Secondary School Diploma (OSSD).

Update of Programs and Services offered by GELA

For the purpose of this report, GELA's programs and services will be offered in Appendices A, B, C, D and grouped by the following Ministries:

1. Ministry of Education (MOE – for students under 21 years of age) – *Appendix A*
2. Ministry of Education (MOE – for students under 21 years of age) – Summer School- *Appendix B*
3. Ministry of Education (MOE – for students over 21 years of age)- *Appendix C*
4. Other Ministry Offerings – *Appendix D*
 - Ministry of Children, Community & Social Services (MCCSS)
 - Ministry of Immigration, Refugees and Citizenship Canada (IRCC)
 - Ministry of Training, Colleges & Universities (MTCU)
 - CareerLink - Employment Ontario Service (EOS)

1. Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

*refer to Appendix A - Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

*programs include:

- Day School Program
- School Within a College (SWAC)
- Night School (Punjabi LIP2O, LIQ2D, LIQ4U)
- Passion Courses
- Dual Credit
- Heritage Languages Elementary Program
- After-School Help

DAY SCHOOL (BRANTFORD CAMPUS AND SIMCOE CAMPUS)

The day school program supports students up to 21 years of age. The main campus is located on Rawdon Street in Brantford and a satellite campus is located at the Simcoe Town Centre in Simcoe. A model of continuous intake is used so that students can register throughout the school year. Students achieve credits through classroom instruction and teacher supported eLearning. Teachers use the eLearning Virtual platform within their classrooms by blending it with regular instructional strategies. Students are supported academically, socially and emotionally with support from staff and community partners.

Session	Enrollment	Credits Attempted	Credits Earned	Success Rate %
2015-16	180	1096	570	52%
2016-17	125	820	465	56%
2017-18	119	796	455	57%

2. Ministry of Education (MOE – for students under 21 years of age) – Summer School

*refer to Appendix B - Ministry of Education (MOE - for Students Under 21 Years of Age) – Summer School

*programs include:

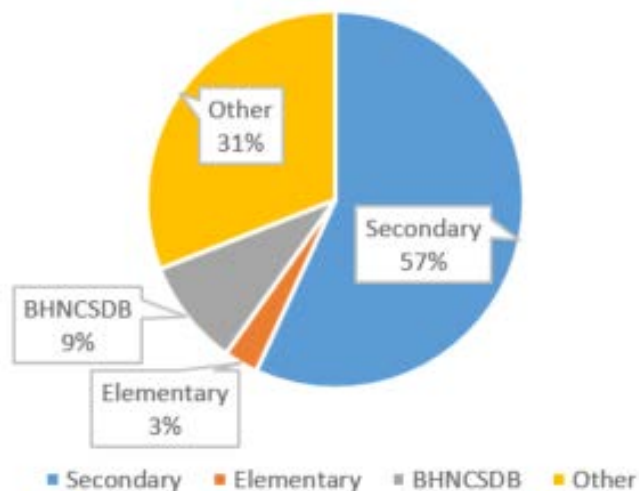
- Summer School - eLearning
- Summer School – In-Class
- Summer Co-op
- Summer Literacy and Numeracy Program
- Reach Ahead Opportunities

SUMMER SCHOOL

In 2018, Summer School was held in two locations: Brantford Collegiate Institute and Hagersville Secondary School. Summer school sites are selected using various criteria: availability, air conditioning, summer construction projects, and a central location in order to serve the maximum number of students and minimize transportation costs. Both the Hagersville and Brantford sites offered Full Credit, Credit Recovery and Reach Ahead Credit courses.

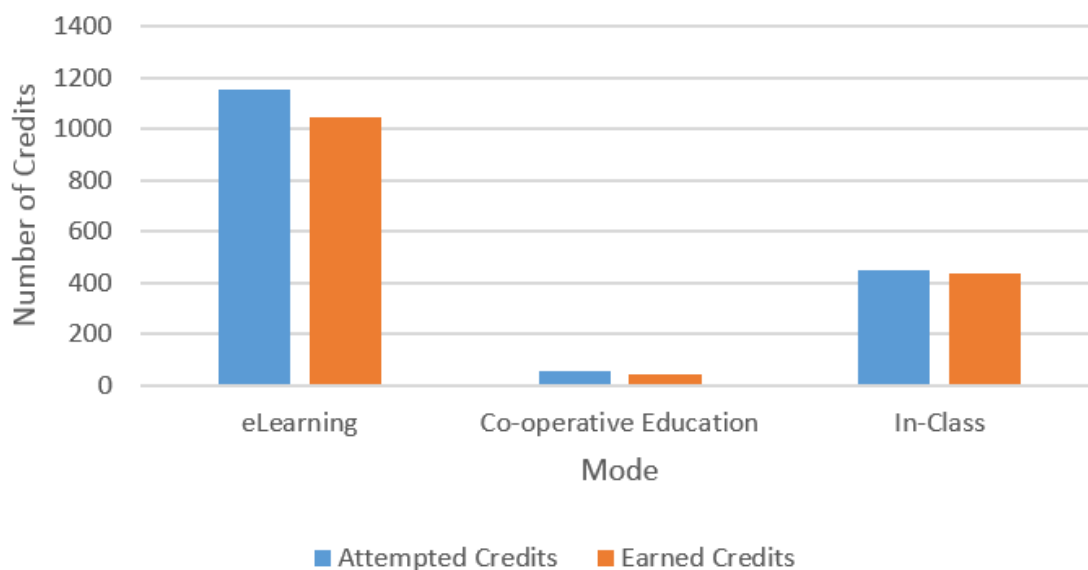
The Reach Ahead Program offered Grade 8 students the opportunity to earn Secondary School credits prior to entering Grade 9. (Note: data is included in the in-class numbers of Appendix B)

Grand Erie Summer School Enrolment



- a) GEDSB secondary: 1019
- b) GEDSB elementary: 53
- c) BHNCSD: 140
- d) Other: 554 (includes students outside above categories; i.e., Six Nations, other Catholic and public schools, private schools) Inclusive of eLearning offerings.

Credits by Mode



Observations:

- a) 1153 eLearning credits attempted and 1046 credits were successful (90.7%)
- b) Cooperative Education - 54 attempted credits and 46 credits were successful (85%)
- c) 452 In-class credits attempted and 438 credits were successful (96.9%)

OVERALL CREDIT SUMMARY

Session	Credits Attempted	Credits Earned	Success Rate %
2016	1500	1309	87%
2017	1420	1271	89.5%
2018	1659	1530	92.2%

THREE YEAR TREND DATA – COURSE ATTEMPTS

Grade/Mode	Brantford 2016	Brantford 2017	Brantford 2018
9	125	92	101
10	177	154	150
11	66	76	51
12	25	47	26
Co-op	38	28	54
Literacy/Numeracy Program	27	13	16
eLearning	971	1142	1153
Total	1410	1552	1551
Grade/Mode	Hagersville 2016	Hagersville 2017	Hagersville 2018
9	34	31	37
10	40	62	39
11	2	3	14
12	--	0	5
Dual Credit	14	7	24
Literacy/Numeracy Program	38	17	10
Total	128	120	129
Grand Total	1538	1672	1680

Note: Grade 8 Reach Ahead is inclusive of Grade 9 credit attempts.

3. Ministry of Education Programs (MOE) for Students Over 21 Years of Age

*refer to *Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)*

*programs include:

- Mature Prior Learning Assessment and Recognition (MPLAR)
- Adult Day School Brantford City Centre Campus
- Adult Dual Credit
- eLearning
- Independent Study
- Adult Co-operation Education (Co-op)
- Personal Support Worker Certificate (PSW)
- Family Literacy Program

In 2017-18, Adult Education included a full or part-time program for adults to complete their OSSD. The City Centre Campus in Brantford offers four, 8-week sessions per year. Students achieve credits through classroom instruction, eLearning using the Ministry's Virtual Learning platform, and Adult Co-op with an opportunity for adult students to earn Co-op credits at their place of employment.

Independent Study and eLearning weekly program supports were continued for adult students in Simcoe and Dunnville. Weekly afternoon and evening program supports were added for adult learners in Caledonia and Brantford in response to community needs.

The Personal Support Worker Program was expanded to Simcoe with 10 students registered for second semester. All students successfully completed the program. Secondary school credits were also obtained.

Adult Dual Credit started second semester of 2018 with a partnership with Conestoga College in Brantford and Fanshawe College in Simcoe. GELA adult students were able to enroll in college courses while completing secondary credits with the support of a GEDSB teacher.

An Adult Engagement teacher was hired to support students taking online courses, provide drop-in support, and encourage students to complete credits.

Students are supported academically, socially and emotionally thorough collaborative work by staff and community partners in all locations.

4. Other Ministry Offerings

*refer to *Appendix D – Other Ministry Offerings*

*programs include:

- Ministry of Children, Community & Social Services (MCCSS)
- Ministry of Immigration, Refugees and Citizenship Canada (IRCC) - Language Instruction for Newcomers to Canada (LINC) and Care for Newcomer Children (CNC)
- Ministry of Training Colleges and Universities (MTCU) Bridges to Success (BTS)
- Co-Funded Ministry of Children, Community & Social Services (MCCSS) Ministry of Immigration, Refugees and Citizenship Canada (IRCC) – Coordinated Language Assessment and Referral System (CLARS)
- Ministry of Training, Colleges & Universities (MTCU), CareerLink-Employment Ontario Service (EOS)

In 2018, other Ministry offerings included language supports through the English as a Second Language Program and Language Instruction for Newcomers to Canada (LINC) along with employment supports through CareerLink and Bridges to Success (BTS).

GELA CREDIT TOTALS: Inclusive of Appendices A, B and C

Session	Credits Earned
2015-16	3069
2016-17	2765
2017-18	2989

*This number does not include credits from PLAR or MPLAR assessments.

GELA GRADUATES:

School Year	Under 21 years of age	Over 21 years of age	TOTAL Number of Graduates
2015-16	33	141	174
2016-17	32	157	189
2017-18	24	118	142

Summary

Grand Erie Learning Alternatives strives to meet the needs of a diverse group of learners in our communities. Our learners require various pathways and modes of program delivery in a learning environment that is sensitive to social and family circumstances as well as physical and emotional states.

Next Steps- Moving Forward

- GELA is implementing the findings of the Alternative Education Program Review to increase opportunities for students under 21 years of age pursuing their OSSD.
- For the 2018-19 school year, programming for Grade 10 students will be offered in Brantford and Norfolk.
- The GELA Adult team continues to be actively engaged in the Ministry of Education Adult Program Review to increase opportunities and accessibility to programs for our local residents.
- The Personal Support Worker Program in Simcoe will continue to be offered this year.
- A weekly Adult Independent Study Support Program began in Caledonia in November 2017 and has been expanded to Houghton and Ohsweken as of October 2018 in response to community requests.
- Three Punjabi credit courses are offered through Continuing Education for the 2018-19 year.
- Adult Welding at Valley Heights pilot project has been created as a result of community requests
- Niagara Peninsula Aboriginal Area Management Board partnership has been created to support adult Indigenous learners off reserve.
- A pilot project in partnership with Stubbe's Concrete started in the fall of 2018 to support employees wanting to earn their OSSD while continuing to work.

- Investigating the possible expansion of adult online learning across the province with Contact North.

Rebranding of GELA programs continue to evolve in response to community needs and Ministry of Education initiatives and program supports. As a result, an updated marketing plan will be required to communicate with the potential students and community partners.

Grand Erie Multi-Year Plan:


This report supports the Achievement indicator of Success for Every Student and the following statements: We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.

This report supports the Equity indicator of Success for Every Student and the following statement: We will promote practices that help students, families and staff feel safe, welcomed and included.


Respectfully submitted,

Denise Martins
Superintendent of Education


Appendix A - Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

 GELA Continuing Education	GELA Day School Program (Rawdon Campus and Simcoe Campus)	School Within a College (SWAC)	Night School	Passion Courses	Dual Credit	Heritage Languages Elementary Program	After-School Help
Description	This program is offered at two locations. Rawdon Street in Brantford and the Simcoe Town Centre in Simcoe. Students achieve credits through classroom instruction and teacher supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	School Within a College (SWAC) is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities. The program is taught by College Instructors and Grand Erie Teachers to deliver college and high school credits. This dual credit program allows students to earn up to four college credits while completing their Ontario Secondary School Diploma (OSSD). The GELA SWAC program was in partnership with Conestoga College and was located at 171 Colborne Street in Brantford. Program offerings included Fit & Wellness (in partnership with the YMCA) and Crime Scene Investigation.	In 2017-2018, night school course offerings were to include traditional night school credits. The only course with sufficient enrolment was Grade 10 & 12 Punjabi (LIP20, LIQ2D & LIQ4U)	Passion courses allowed students the opportunity to pursue credits in an area of specialization that are either not offered during day school or conflict with other timetable choices in day school. Last year specialized music courses were offered at PDHS and SCS.	Dual Credits allowed students to attend afterschool courses taught by College Instructors and Grand Erie Teachers. Last year dual credit courses were offered at CSS and VHSS.	Heritage Languages classes are offered to elementary school age children at various locations in Brantford. GELA offers: Arabic; Polish; Punjabi; and Urdu. Classes are scheduled on Saturday mornings or 2 evenings a week. NOTE: Grand Erie continues to pursue the possibility of offering Cayuga and/or Mohawk classes through this model.	9 secondary schools ran an after-school help program with a focus on improving literacy and numeracy. The program was catered to the individual needs of the participating schools and their communities. Some secondary schools ran two or three times a week for shorter periods of time while others ran for a longer session once per week.
Enrollment	119	17	19	74	42	167	324
Credits Attempted	796	95	16	74	35	N/A	N/A
Credits Earned	455	91 This includes 37 Dual Credits	15	74	32	N/A	N/A
Success Rate	57%	96%	94.1%	100%	91%	N/A	N/A


Appendix B - Ministry of Education Programs (MOE - for Students Under 21 Years of Age Summer School)

	Summer School - eLearning	Summer School – In-Class	Summer Co-op	Summer Literacy and Numeracy Program
Description	GELA offered 50 eLearning Courses covering a range of subjects primarily at the senior level. Students are able to take courses that may not normally be offered in their home school and are able to interact with students all across the province. Online learning offers students an educational experience that is engaging and flexible and meets their own unique learning needs.	GELA offered 41 sections covering 8 different subjects in Grades 9 to 12 in summer school between the two sites in Brantford and Hagersville. This is inclusive of Reach Ahead opportunities provided.	Summer School Co-op provides students the opportunity to be involved in experiential learning in the summer. GEDSB Summer School continues to support students at-risk through the Focus on Youth program. Students were also enrolled in two or one credit co-op placements within the Brant, Haldimand and Norfolk areas.	The Summer School program for Grades 6, 7 & 8 offered by the Grand Erie District School Board provides students with the opportunity to improve their basic skills in literacy and numeracy. Two programs were offered in Brantford and Hagersville. Students also had opportunities to participate in physical activities and explore the arts.
Enrollment	1153	452	29	26
Credits Attempted	1153	452	54	N/A
Credits Earned	1046	438	46	N/A
Success Rate	90.7%	96.9%	85%	N/A

Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)

 GELA Continuing Education	Mature Prior Learning Assessment and Recognition (MPLAR)	Adult Day School (Brantford Campus and Simcoe Campus)	Adult Dual Credit (NEW)	eLearning	Independent Study	Adult Co-op	Personal Support Worker Certificate (PSW)	Family Literacy Program
Description	MPLAR is a formal evaluation and accreditation process for secondary school adult learners over the age of 21. This process recognizes the knowledge and skills that adults have acquired, in both formal and informal ways, outside of the regular secondary school setting. MPLAR credits count towards completion of the OSSD. The MPLAR process for mature students involves three components: individual assessment/equivalency (Grade 9/10), equivalency (Grade 11/12), and challenge (Grade 11/12).	The Adult Day School program is a full or part-time program for adults (18 and over) to complete their OSSD. The City Centre Campus in Brantford offers four, 8-week sessions per year. Students achieve credits through classroom instruction and teacher supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	Adult Dual Credit started second semester of 2018 with a partnership with Conestoga College in Brantford and Fanshawe College in Simcoe. GELA adult students were able to enroll in college courses while completing secondary credits with the support of a GEDSB teacher. The Ministry of Education provided funding to create, implement and monitor this program.	eLearning is a method through which secondary school credit courses are delivered online, using the Ministry's Virtual Learning platform. There were 59 courses offered which allowed students to study at their own pace in a continuous intake model.	These courses are Independent study booklet courses that allow students to work at their own pace. We currently offer 26 of these courses.	Adult Co-op provides an opportunity for adult students to earn Co-op credits at their place of employment. This continuous intake model significantly increases the graduation numbers for employed students. Many of these students also are enrolled in night school credits or eLearning credits.	The Personal Support Worker (PSW) Certificate program was offered in Brantford and Simcoe. This provincially accredited program also allows students to earn six secondary school credits.	Family literacy program was offered in Norfolk County through partnership with the Norfolk Community Help Centre. The Norfolk Community Help Centre provides the location, volunteer staff, meals and free child minding. Adults primarily from the Mennonite community, are able to take classes ranging from beginner reader to advanced literacy classes. These classes increase literacy levels and enables parents to better assist their children academically at home.
Enrollment	213 (Grade 9 & 10) 238(Grade 11 & 12) Assessments/Challenges	205	14	1451 (675 students never submitted 1 assignment)	457 (133 students never submitted 1 assignment)	43	29	63
Credits Attempted	N/A	463	18	563	324	54	174	N/A
Credits Earned	626 (Grade 9 & 10) 607 (Grade 11 & 12)	254	15	213	119	24	168	N/A
Success Rate	N/A	54%	83.3%	36%	38%	44%	96%	N/A

Appendix D – Other Ministry Offerings

	Ministry of Children, Community & Social Services (MCCSS) Adult Non-Credit Language Training - ESL	Ministry of Immigration, Refugees and Citizenship Canada (IRCC) – Language Instruction for Newcomers to Canada (LINC) and Care for Newcomer Children (CNC)	Ministry of Training, Colleges, Universities (MTCU) Bridges to Success (BTS)	Co-Funded Ministry of Children, Community & Social Services (MCCSS) Ministry of Immigration, Refugees and Citizenship Canada (IRCC) – Coordinated Language Assessment and Referral System (CLARS)	Ministry of Training, Colleges & Universities (MTCU) - CareerLink - Employment Ontario Service (EOS)
Description	<p>The Adult Non-Credit Language Training Program (ESL) offers tuition free language training to adult immigrants in Brantford. Learners enroll in language training with a wide variety of goals in mind, including improving their language skills for daily life, for the labour market or to pursue higher education. New learners must be assessed for their language proficiency levels by a qualified assessor at a CLARS centre.</p> <p>To be eligible, you must be 18 years old, someone whose first language is not English (or French) and: a Canadian citizen, permanent resident, Convention refugee or a refugee claimant; or a provincial nominee, or their dependent; or a temporary foreign worker, or their dependent; or approved as a foreign domestic worker admitted under the Live-In Caregiver Program.</p> <p>Fiscal Year: September 1-August 31</p>	<p>Language Instruction for Newcomers to Canada (LINC) is a free language training program in Brantford offered to adults that are new to Canada. New learners must be assessed for their language proficiency levels by a qualified CLB assessor at a CLARS centre. Care of Newcomer Children (CNC) is an on-site child minding service available to LINC students. CNC has limited spaces and is subject to availability.</p> <p>To be eligible, you must be of legal school-leaving age and: a permanent resident of Canada; or a protected person; or a person determined by the Immigration and Refugee board to be a Convention Refugee; or a person in Canada applying to become a Permanent Resident with initial approval of application</p> <p>Fiscal Year: April 1-March 31</p>	<p>Bridges to Success (BTS) is an Employment Ontario service funded through the MAESD with locations at 1 Market Square (Upper Level) and Dunnville Secondary School. BTS is free and offers a continuum of education and training services to adults over the age of 19. These services are learner-centred, transition-oriented, based on adult learning principles and linked to the broader education and training system as well as the labour force.</p> <p>BTS helps learners prepare for e-learning and adult credit, post-secondary programs, employment, and independence needs. BTS also offers a number of topic specific targeted training programs such as: Digital Basics Customer Service Office Administration Family Literacy Budgeting, Organization and Time Management G1 Prep Personal Support Worker (PSW) Prep</p> <p>Fiscal Year: April 1-March 31</p>	<p>The Coordinated Language and Assessment Referral System (CLARS) Centre is located at JBLC. All students are provided with a language assessment prior to beginning classes. The assessment allows them to be placed appropriately according to their levels in reading, writing, speaking and listening skills using the Canadian Language Benchmark (CLB) Assessment. Itinerant service is also offered on an as needed basis.</p> <p>As noted this assessment determines placement into the ESL or LINC programs.</p> <p>Fiscal Year: April 1-March 31</p>	<p>CareerLink is located at 1 Market Street (upper level) in Brantford. Services are provided to assist individuals to identify and reach their employment goals, make informed career choices and approach their job search with focus and confidence. CareerLink also offers supportive services to employers to assist them to meet their staffing and training needs.</p> <p>Employment Consultants offer 1:1 confidential assistance for employment and/or training/education. These services may include: a) Resumes, cover letters, references, job interview preparation, client supports (i.e. clothing, transportation, tools) b) Access to Youth Job Connection, Youth Job Connection Summer, Youth Job Link, Canada Ontario Job Grant and Second Career c) Job Development – referrals to employers for job trials, apprenticeship, on the job training, coaching and mentoring d) Referrals to various community organizations e) Ongoing collaboration with GELA, Business Resource Centre, Ontario Works, Workplace Safety Prevention Service, Enterprise Brant, and Workforce Planning Board of Grand Erie</p> <p>Fiscal Year: April 1 – March 31</p>
Number of Clients Served	132	55 students 10 Children in CNC	131 learners	105 assessments	Combined all placement programs 870/966
Credits Attempted	N/A	N/A			N/A
Credits Earned	N/A	N/A			N/A
Success Rate	N/A	N/A	100% of target		90% of target



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment vs Capacity by School**
DATE: January 14, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report Enrolment vs Capacity by School report as information.

Background:

Historically, the Board had actively participated in pupil accommodation reviews in order to right size its capacity with pupil enrolment, however all pupil accommodation reviews have been put on hold as the Ministry continues to update the Pupil Accommodation Review Guidelines (PARG), more specifically the templates related to guiding boards through accommodation reviews. It is unknown when Boards will be able to re-initiate pupil accommodation reviews in the future.

The format of the chart illustrates classroom space that has been provided for use by community partners and resulting net capacity in use. School capacity does not include space that is leased on a full cost recovery bases to others.

The following table summarizes the enrolment, school capacity and utilization as at October 31, 2018 with comparative data from October 2017. Elementary utilization remains at 86% of capacity and increases to 87% when accounting for space provided for community partners. Secondary utilization continues to decrease due to enrolment decline. School by school data is provided in Appendix A attached.

Grand Erie Multi-Year Plan:

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

	Elementary			Secondary			Total		
	2017	2018	Change	2017	2018	Change	2017	2018	Change
Oct 31 Enrolment	17,829.0	18,021.2	192.2	8,415.1	8,133.8	-281.4	26,244.1	26,155.0	-89.2
School Capacity	20,837.0	20,946.0	109.0	11,850.0	11,790.0	-60.0	32,687.0	32,736.0	49.0
% in use	86%	86%	0%	71%	69%	-2%	80%	80%	0%
Surplus Capacity	3,008.0	2,924.8	-83.2	3,434.9	3,656.3	221.4	6,442.9	6,581.1	138.2

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Enrolment vs Capacity by School: October 31, 2018

Elementary School Building	Total FTE Enrol. Oct 31/18	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables, Portapaks & RCMs
Agnes Hodge PS	416	492	85%	76.0		85%	1
Banbury Heights S	369	469	79%	100.0		79%	6
Bellview	210	308	68%	98.0	23.0	74%	1
Bloomsburg PS	207	268	77%	61.0		77%	
Boston	188	233	81%	45.0		81%	
Branlyn Community S	310	426	73%	116.0	23.0	77%	
Brier Park PS	325	363	90%	38.0		90%	3
Burford District ES	474	541	88%	67.0	23.0	92%	
Caledonia Centennial	427	366	117%	-61.0		117%	5
Cedarland PS	278	348	80%	70.0		80%	4
Centennial-Grand Woodlands	202	326	62%	123.8		62%	
Central PS	205	190	108%	-15.0		108%	3
Cobblestone ES	503	536	94%	33.0		94%	1
Confederation	589	547	108%	-42.0		108%	8
Courtland PS	215	294	73%	79.0		73%	
Delhi PS	421	412	102%	-9.0		102%	7
Dufferin PS	388	380	102%	-8.0		102%	3
Echo Place S	156	213	73%	57.0		73%	
Elgin Avenue PS	228	573	40%	345.0		40%	
Glen Morris Central PS	168	222	76%	54.0		76%	2
Graham Bell-Victoria PS	148	305	49%	157.0	23.0	52%	
Grandview PS	183	334	55%	151.0		55%	
Greenbrier PS	243	303	80%	60.0		80%	
Hagersville Elementary S	272	338	80%	66.0		80%	2
Houghton PS	341	305	112%	-36.0		112%	7
J.L. Mitchener PS	317	420	75%	103.0	46.0	85%	
James Hillier PS	299	314	95%	15.0		95%	3
Jarvis PS	321	400	80%	79.0		80%	9
King George S	285	412	69%	127.0	23.0	73%	
Lakewood	528	662	80%	134.0	23.0	83%	
Langton PS	184	245	75%	61.0		75%	
Lansdowne-Costain PS	247	328	75%	81.0		75%	4
Lynndale Heights PS	430	327	131%	-103.0		131%	9
Major Ballachey PS	330	400	83%	70.0	69.0	100%	1
Mapleview ES	381	421	90%	40.0		90%	
Mount Pleasant S	212	236	90%	24.0		90%	
North Ward S	369	504	73%	135.0	23.0	77%	7
Oakland-Scotland PS	164	225	73%	61.0		73%	
Oneida Central PS	249	213	117%	-36.0		117%	3
Onondaga-Brant PS	212	190	112%	-22.0		112%	2
Paris Central S	194	259	75%	65.0		75%	
Port Rowan PS	227	294	77%	67.0		77%	5
Prince Charles PS	187	300	62%	113.0	23.0	68%	1
Princess Elizabeth PS	198	294	67%	96.0		67%	
Rainham Central S	239	297	80%	58.0		80%	4
River Heights S	539	668	81%	129.0		81%	12
Russell Reid	284	377	75%	93.0		75%	
Ryerson Heights	607	593	102%	-14.0		102%	1
Seneca Central PS	142	164	87%	22.0		87%	
St. George-German PS	405	479	85%	74.0		85%	5
Teeterville	204	272	75%	68.0		75%	
Thompson Creek ES	514	547	94%	33.0		94%	
Walpole North ES	258	236	109%	-22.0		109%	1
Walsh PS	400	421	95%	21.0		95%	6
Walter Gretzky	674	498	135%	-176.0		135%	9
Waterford PS	340	285	119%	-55.0		119%	4
West Lynn PS	278	337	82%	59.0		82%	7
Woodman-Cainsville/	337	236	143%	-101.0		143%	5
Total Elementary:	18021.2	20,946.0	86%	2924.8	299.0	87%	151

Secondary School Building	Total FTE Enrol. Oct. 31/18	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Total
BCI & VS	1181	1260	94%	79.0		94%	
Cayuga SS	480	927	52%	447.3		52%	
Delhi District SS	489	546	90%	57.0		90%	
Dunnville SS	384	999	38%	615.0	23.0	39%	
Hagersville SS	453	861	53%	408.0		53%	1
McKinnon Park SS	701	558	126%	-142.5		126%	10
North Park Collegiate & VS	1090	1386	79%	296.3		79%	5
Paris District HS	803	948	85%	144.8		85%	5
Pauline Johnson C & VS	789	1374	57%	584.8		57%	
Simcoe Composite S	672	1083	62%	411.5		62%	
Tollgate Tech Skills Ctr SS	291	684	43%	393.3		43%	6
Valley Heights SS	432	702	61%	270.5		61%	
Waterford District High S	371	606	61%	235.5		61%	
Total Secondary:	8,133.75	11,934.0	68%	3800.3		68%	27

NOTE: Portables reflect December 2018 figures



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Impact of Ministry of Education Changes to 2018-19 Funding**
DATE: January 14, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Impact of Ministry of Education Changes to 2018-19 Funding report as information.</p>
--

Background

On December 14, 2018, Directors of Education received information in an email from the Ministry of Education regarding changes to 2018-19 funding, more specifically, updates to Education Program – Other (EPO) funding. The email referenced that Ontario needs to modernize the way education is funded and make sure that tax dollars are having the greatest impact in the classroom.

Throughout the fall, the government reviewed all Ministry programs, including all transfer payments and decisions were made to reduce spending in various areas.

Along with the email came 16 attachments regarding program funding for the 2018-19 fiscal year. An additional attachment regarding the Ontario Focused Intervention Partnership (OFIP) was received on December 17, 2018.

Additional Information

The following transfer payments agreements (TPA) are approved to continue for the 2018-19 fiscal year:

- Online Health and Safety Incident Reporting System
- Broadband Modernization Program (BMP) - Wave 1
- Children and Youth in Care Transportation Supports
- Mental Health Workers
- Community Use of Schools – Outreach Coordinators
- The Board Leadership Development Strategy (BLDS)
- Data Collection Integration and Reporting
- Indigenous Support and Engagement Initiative (ISEI)
- Professional Learning Supports Elementary Teachers Federation of Ontario (ETFO) represented Education Workers (EW)
- Summer FOY Program (2017-2018 school year)

In terms of impact to the Grand Erie District School Board for 2018-19, the Senior Administration team has reviewed all of the correspondence from the Ministry and segregated the funding announcements into three areas outlined below.

1. Significant Impact on 2018-19 Fiscal Year Budget

- **Innovation in Learning Fund (9024)** – The Province is no longer in a position to provide funding for this initiative. The Board was expecting \$108,111 and this amount has been included in our 2018-19 budget. The finance team will be reducing both the revenue and expense for this EPO. Fortunately, there were no expenditures incurred as of this announcement and the IT department has reduced their plan accordingly.
- **Re-Engagement 12 and 12+ (9014-A)** - The Province will not be entering into a new TPA for this initiative. This funding, estimated at \$103,626, was included in the Grand Erie EPO allocations for 2018-19. Due to the fact that it involved staffing, staff proceeded with supporting the position assuming continued funding. This will result in a cost pressure to the Board, however the team is reviewing alternative strategies to offset this pressure.

2. Unknown Financial Impact on 2018-19 Fiscal Year Budget

- **Experiential Learning (9014-A)** – a new TPA for the project or a similar project will be entered into and upon expiry of the new TPA, no further agreement for this project will be entered into. We are currently supporting the salary and benefits of an Experiential Learning Teacher so there may be implications in this area depending on the new level of funding received.
- **Well-Being: Safe, Accepting and Healthy Schools and Mental Health – Theme Bundle (9018 and 9006)** – Funding will be reduced and a new TPA will be sent with a revised amount. Currently the Board has included \$155,225 in the 2018-19 budget; the Board has currently curbed the discretionary spending in this area until new information becomes available.
- **Ontario Focused Intervention Partnership (OFIP) (9014)** – agreement expired August 31, 2018 and a new TPA will be provided but maximum funds will be less than those in the expired agreement. The Board will match its expenditure planning to the new revised TPA amount.

3. No Financial Impact on 2018-19 Fiscal Year Budget

- **Renewed Math Strategy (RMS) (9014-E)** – the current RMS agreement will be terminated effective January 16, 2019 and a new TPA for Focusing on Fundamental Mathematics was received on December 24, 2018; the funding level has not changed.
- **Lead Board for London Region Field Office** – this funding was only for the 2017-18 school year as requested by the Field Office.
- **Teaching Learning and Leadership Program** – as of February 28, 2020 no new TPA will be entered into. There was \$26,833 carried forward from 2017-18 to complete existing projects.
- **Physical Activity for Secondary Schools (PASS) Grants** – the agreement expired on October 30, 2018 and funding was spent last year, however the launch of an application process is anticipated and there could be funding made available to the Board.
- **Student Success Leaders Supporting Racialized Students** – the agreement expired on August 31, 2018 and funding was spent before July 2018.
- **Support for Daily Physical Activity in Elementary Schools** – the agreement expired on October 31, 2018 and funding was spent last year.

- **Indigenous Student Learning and Leadership** – the agreement expired on August 31, 2018 and a revised TPA extended the expiry date to November 30, 2018, funding was spent last year.
- **Support Pilots on Ensuring Equitable Access to Postsecondary Education, 2018-19** – The Province is no longer in a position to provide funding for these pilots. This was the Indigenous Post-Secondary Navigator position that was in place during 2017-18. Staff were made aware that this funding would not continue and did not include this in the 2018-19 budget.
- **Speak-Up Grants** – It was not expected that any grants for this initiative would continue for 2018-19, however the launch of an application process is anticipated and there could be funding made available to the Board.
- **Gap Closing in Literacy Grades 7–12** – a new TPA for the project will be provided but maximum funds will be less than those in the expired agreement. Upon expiry of the new TPA, no new TPA will be entered into. This initiative requires an application; staff did apply for funding but have not yet received a response. This was not included in the budget for 2018-19.
- **Indigenous Focused Collaborative Inquiry** – Agreement expired August 31, 2018 and the province will not be entering into a new TPA for this project. Staff were aware that funding would not be received for 2018-19 and instead have redirected the expenditures as part of the Indigenous Education Board Action Plan which is funded through the Board Action Plan.

The December 14, 2018 message stated that, at this time, the government has not made any decisions regarding the 2019-20 fiscal year.

Next Steps

Senior Administration will review and update trustees and the 2018-19 budget as more information becomes available. Based on current information, there appears to be a financial impact to the Board of approximately \$211,000 – of which \$108,000 can be negated by reducing spending. The remainder will be addressed by Senior Administration in the coming weeks to determine if any current budgets can or if any forthcoming EPOs can be utilized to absorb the overage. Information will be brought forward to Trustees when the monthly financial forecasts are prepared.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **F6 – Purchasing**
DATE: January 14, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy F6 – Purchasing** to all appropriate stakeholders for comments to be received by February 28, 2019.

Background

Policy F6 – Purchasing was approved by the Board in November 2014 and has been identified for review, along with the companion procedure F107.

Additional Information

Policy F6 has been amended to include Procedure F107, with the intention that the procedure be rescinded following the approval of the revised policy, as it will be redundant at that time.

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment. Procedure F107 also attached for reference.

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

**Purchasing**

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board values ethical, fair and transparent treatment of all suppliers of goods and services and supports a standardized purchasing procedure for its staff who are involved in the purchase of these products.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Complies with Broader Public Sector Procurement Directive
– Is shared with all stakeholders

Parameters

1. This Policy sets out standardized rules and expectations to support the efficient management of the purchasing process. These rules balance numerous objectives, including accountability, transparency, value for money and an effective quality service delivery.
2. The Procedures will guide staff on when and how to follow the competitive purchasing process.
3. Employees involved in purchasing activities on behalf of the Board agree to follow a Code of Ethics. (See Appendix A.)
4. The Procedures comply with mandatory requirements contained in the Broader Public Sector Procurement Directive - July 1, 2011
5. Approved authority levels in relation to dollar value expenditures are identified in the Procedures.

Accessibility

1. The Board will make every reasonable effort to provide purchasing documents in an accessible format upon request as part of our Integrated Accessibility Standards Regulation (ISAR) customer service standards.
2. In the event a document cannot be made available in an accessible format (i.e. CAD drawings or blueprints), the Board will provide a written explanation that it is not practicable to do so.

Procedures:

This makes Board staff, school councils, community partners, customers and suppliers aware of the directive which governs the planning, acquisition and management of supplies, equipment and services. By following this directive, suppliers and business partners will be treated in a consistent, fair and open manner and internal customers will benefit from efficiency, financial control, quality and value for money.

1.0 Administrative Responsibility

- 1.1 It is the responsibility of the Purchasing Supervisor, under the direction of the Manager of Business Services, to implement this Administrative Procedure.

- 1.2 The purchasing department shall be responsible for the acquisition of all supplies, equipment and services required by the Board, with the exception of the following:
- a) land purchases
 - b) student transportation
 - c) legal services
 - d) employee fringe benefits contracts
 - e) projects in which the Board may partner with one or more school boards or other organizations
 - f) projects in which an Ontario government ministry specifies the goods and/or services to be used
 - g) miscellaneous petty cash
 - h) purchase card purchases
- 1.3 It is the responsibility of each senior administrator, principal, department manager and supervisor to ensure that his/her staff are appropriately informed and comply with the Board's approved Purchasing Policy and Procedures.
- 1.4 This Procedure applies to all staff involved in the purchasing of supplies and services on behalf of the Board.
- 1.5 This Procedure applies for all supplies acquired for use in the school or by students with school related activities regardless of funding origin. Therefore, school generated funds and /or donated funds are to follow this Procedure.
- 1.6 For the purpose of this Procedure, any reference to the purchase of supplies and services includes all furniture and equipment.
- 1.7 Purchasing department staff shall not make purchases of any kind on behalf of staff or members of the Board for personal use.

2.0 Segregation of Duties

- 2.1 There are five key functional roles in the purchasing process. Responsibility for these roles lies within different departments or individuals and requires segregated approval levels. The framework for this segregation of duties is shown below for all purchases other than petty cash and purchasing card.

Roles	Duties	Who
Requisition	Authorize the purchasing department to place an order following approved methods	Board staff requiring supplies and services
Budget	Authorize that funding is available to cover the cost of the order	Department budget holder
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Purchasing department role in the acquisition
Receipt	Authorize that the order was physically received, correct and complete for values greater than \$2,500	Individual receiving the supplies and services
Payment	Authorize release of payment to the supplier	Accounts payable role within the finance team

3.0 Approval Authority Levels

- 3.1 Authority levels identify the approval required for specific dollar values of purchasing. This delegation of authority corresponds to job roles within the Board.
- 3.2 Approval for purchasing supplies and services is based on the total estimated dollar value, including any agreed-upon renewals, and exclusive of applicable taxes.
- 3.3 When a staff person wishes to request a purchase that has a value greater than his/her authority level, the appropriate supervisor must forward the approval to purchase in writing or email to the Purchasing Supervisor.
- 3.4 The Board has delegated purchasing authorities as follows:
 - a) The Board of Trustees
The Board shall approve all purchase contracts, except as noted in 3.5, in excess of \$250,000 and all Facility related contracts in excess of \$500,000. All contracts for consulting services in excess of \$100,000 shall be approved by the Board.
 - b) Director of Education & Secretary or Superintendent of Business & Treasurer:
All purchase contracts for supplies and services in excess of \$50,000 and up to \$250,000, and all Facility related contracts in excess of \$100,000 and up to \$500,000.
 - c) Manager of Facility Services:
Facility related contracts with a value up to \$100,000.
 - d) Managers, Academic Superintendents, Facility Services Division Managers and Purchasing Supervisor:
All purchase contracts with a value up to \$50,000.
 - e) Principals, Principal Leaders, Academic Coordinators, Teacher Consultants, Facility Services Supervisors, Non-Union Management, Board Buyer, Health and Safety Officer:
All purchase contracts with a value up to \$15,000.
 - f) Teachers, clerical support staff, custodial / maintenance support staff, non-union support staff that make purchases on behalf of the Board are required to stay within the dollar spending limit granted to them by their supervisor and are expected to insure the budgeted funds are available to cover the purchase.
 - g) Purchasing staff who receive requests for purchase from the system will, unless there are explicit instructions otherwise, assume the customer / department requesting the supplies and services has authority to expend the funds and that prior budget approval has been obtained.
- 3.5 Special Approvals
The Director and/or Superintendent of Business, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$250,000 and Facility related contracts in excess of \$500,000 during months

when there is no scheduled Board meeting, e.g. July and August, and report such approvals at the first scheduled Board meeting following approval.

3.6 Purchasing Law

- a) Staff members who are delegated purchasing authority on behalf of the Board are governed by the “Law of Agency”. Purchases are binding upon the Board when the Board Buyer is operating within the limits of his/her level of authority.
- b) So long as the Board Buyer acts within these limits and is not negligent, dishonest, or acts in bad faith, the Board Buyer is not likely to become personally liable for such actions. Personal liability may occur, however, if the scope of one’s authority level is exceeded.

4.0 Methods of Purchasing

- 4.1 There are five approved methods for purchasing supplies and services — petty cash, purchasing card, purchase order, Canadian Construction Documents Committee (CCDC) contract and an industry-standard contract form following a competitive process.
- 4.2 If the value of the required supplies and services exceeds the spending limits of petty cash or the purchase card, a purchase order will be issued to the supplier as a legal contract from Purchasing Services.
- 4.3 Spending limits for petty cash are: \$75 per item and \$100 per transaction.
- 4.4 Spending limits for purchasing cards are set according to the Purchasing Card Manual.

5.0 Unauthorized Purchases

- 5.1 Unauthorized purchases occur when a staff person has circumvented one of the purchasing methods by placing orders without a purchase order or uses his/her personal credit card to make the purchase.
- 5.2 To seek payment for unauthorized purchases, a cheque request shall be forwarded to the respective Superintendent for action or approval. If approval is given, it shall be in writing complete with an explanation of reasons why policy was not followed. This will be attached to the cheque request and forwarded to Business Services.
- 5.3 Should the Superintendent not approve payment / reimbursement, the staff person would be responsible for his/her own payment.

6.0 Dollar Thresholds That Require a Competitive Process

- 6.1 When supplies and services that are acquired on behalf of the Board are expected to exceed specific estimated dollar thresholds set out below, a competitive bid process shall be followed. The process will promote fair and transparent business practices.
- 6.2 For supplies and services within the lowest threshold only one quote is needed, either verbal or written, and the supplier may be determined by the end user.

- 6.3 It is the school's / department's responsibility to first determine if the required supplies and services are already on a quotation or tender contract awarded by the Purchasing Department.
- 6.4 The Purchasing Supervisor or the Board Buyer will issue the competitive bid document on behalf of the school / department end user, who shall provide the written details of the purchase request including relevant specifications, (function, part number, colour), budget number(s), approval authority and any terms and condition unique to the acquisition

The following dollar thresholds indicate the purchasing process to be followed by all staff when procuring goods, services or a consultant:

\$0 – \$4,999.99	one quote required when within the authority and budget limit of the staff person
\$5,000 – \$99,999.99	An invitational quotation process will be conducted
\$100,000 or more	Purchases that exceed \$100,000 will be made by an open competitive procurement process. The bid document will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

- 6.5 Splitting requirements into multiple procurements to reduce the estimated value of a single procurement and avoid the application of the identified value threshold is not permitted
- 6.6 Consulting Services
Prior to commencement, any procurement of consulting services must be approved in accordance with the following dollar thresholds:

\$0 – \$99,999.99	An invitational competitive process with the intent of acquiring three (3) bids whenever possible will be conducted
\$100,000 or more	Purchases that exceed \$100,000 will be made by an open competitive procurement process. The bid document will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

7.0 Exceptions

- 7.1 When it is neither practical nor possible to obtain a minimum of three prices, the Department Manager (or Designate), will consult with the Supervisor of Purchasing or the Board Buyer to obtain approval to proceed. Appropriate written documentation supporting this action will be submitted to Purchasing for attachment to subsequent purchase order.
- 7.2 Approval levels shall not apply in the event of an emergency which includes, but is not limited to, situations where a risk exists to the health and/or safety of students and/or staff, or situations where a risk exists of imminent damage to any of the Board

schools, properties or facilities. In such cases, the Director of Education, Superintendent of Business or Manager of Facility Services may waive these Procedures and authorize the purchase from a single source. All such exceptions will be reported to the Board at the first scheduled Board meeting following the approval for values greater than \$25,000.

7.3 If the procurement request is for consulting services using a non-competitive process (citing an exemption under the Agreement of Internal Trade [AIT]), the following written approvals must be obtained prior to sourcing the service;

7.3.1 For any value between \$0 - \$99,999, written approval from the Superintendent is required, and written authority is to be submitted to the Purchasing Supervisor.

7.3.2 For a value of \$100,000 or more, written approval from the Board of Trustee (chair and/or Vice Chair) is to be submitted to the Purchasing Supervisor.

8.0 Information Required in a Competitive Process at the \$100,000 Threshold

To achieve an open and transparent competitive process, bid documents will include, as a minimum, the following information:

- a) a description of the needed goods, services or construction in generic and/or functional terms specific to the business needs
- b) full disclosure of the evaluation criteria, process and methodology to be used in assessing submissions, including identification of criteria considered mandatory, any technical standards that need to be met, and methods of weighting and evaluating the criteria
- c) a period of irrevocability where bids cannot be withdrawn
- d) a statement that the procurement is subject to Ontario's trade agreements
- e) notice that any confidential information supplied may be disclosed by the Board where it is obliged to do so under MFIPPA, or otherwise required by a court of law
- f) documents will have a minimum response time of 15 calendar days and must have a closing date set on a normal working day. (Vendor submissions must be received prior to the deadline in order to be considered.)
- g) all addenda will be issued at least seven (7) days prior to the closing date; if this is not possible, the closing date should be extended accordingly
- h) notice of bidder or proponent entitlement to a post-award debriefing
- i) procedures for a supplier to follow in the event that it wants to submit protests concerning any aspect of the procurement process (must be compliant with procedures set out in the Agreement on Internal Trade (AIT) and the Ontario-Quebec Procurement Agreement.
- j) the reference number for the bid document issued by Purchasing Department staff. The reference number is kept on file in this department.

9.0 Other Procurement Processes

9.1 Request for Information (RFI)

The purpose of an RFI is to gather general supplier or product information. This mechanism may be used when the Board is researching a contemplated procurement and has not yet determined what characteristics the ideal solution would have. RFIs normally contribute to the final version of a subsequent RFP.

9.2 Request for Expression of Interest (RFEI)

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when the Board wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected in an RFEI can also facilitate selecting the best procurement process for a follow-up competition.

Note: A response to an RFI or RFEI will not pre-qualify a potential supplier and must not influence its chances of being the successful proponent on any subsequent opportunity.

9.3 Request for Supplier Qualifications (RFSQ)

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers or a Vendor of Record (VOR). This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The terms and conditions built into the RFSQ will contain specific language to disclaim any obligation on the part of the Board to actually call on any supplier as a result of the pre-qualification to supply such materials or services. A pre-qualified suppliers list or VOR list may be used for purchases up to a dollar value of \$100,000.

9.4 Single Sourcing

May be used where an unforeseen situation of urgency exists and the supplies, services or construction cannot be obtained by means of a competitive procurement process. Where such an urgency exists, Board management staff may conduct the procurement prior to obtaining the appropriate approval provided that the urgency has been justified in writing. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute. Examples of acceptable exclusions from competitive procurement are as follows:

- a) Where goods and services regarding matters of a confidential or privileged nature are to be purchased and the disclosure of those matters through an open tendering process could reasonably be expected to compromise the Board's confidentiality, cause economic disruption or otherwise be contrary to the public interest;
- b) Where a Contract is to be awarded under a cooperation agreement, in whole or in part, only to the extent that the agreement between the Board and the Buying Group includes rules for awarding Contracts that differ from the Purchasing Policy;
- c) Where compliance with the open tendering provisions set out in this By-law would interfere with the Board's ability to maintain security or order or to protect human life or health; and/or
- d) If no Bids or no Eligible Bids are received in response to a competitive Procurement process.

9.5 Sole Sourcing

May be used in the situation where only one supplier is able to meet the requirements of a procurement. Documentation describing the rationale for this decision and the

process that was followed must be completed and may be used as a supporting document in the case of a competitive dispute. Examples of this situation are:

- a) To ensure compatibility with existing products, services and construction, to recognize exclusive rights, such as exclusive licenses, copyright and patent rights, or to maintain specialized products that must be maintained by the manufacturer or its representative;
- b) Where there is an absence of competition for technical reasons and the goods or services can be supplied only by a particular Vendor and no alternative or substitute exists;
- c) For the procurement of goods or services the supply of which is controlled by a Vendor that is a statutory monopoly;
- d) For work to be performed on or about a building or land or portions thereof, leased to the Board, that may be performed only by the Lessor;
- e) For work to be performed on property by a contractor according to provisions of a warranty or guarantee held in respect of the property or the original work;
- f) For a Contract to be awarded to the winner of a design contest;
- g) For the procurement of a prototype of a first good or service to be developed in the course of and for a particular Contract for research, experiment, study or original development, but not for any subsequent purchases;
- h) For the purchase of goods under exceptionally advantageous circumstances such as bankruptcy or receivership, but not for routine purchases.

10.0 Requisition Review

Purchasing Services shall have the responsibility and authority to review specifications and sources of each purchase requisition. This review shall include, but not be limited to:

- a) requests for "single or sole source" purchases
- b) requests for goods of a quality that seem to be greater than or less than required
- c) requests for material which seems inconsistent with the requirement
- d) requests that do not conform to established standards
- e) consideration will be given to not only lowest price but also the total cost of ownership, which may include purchase price, implementation fees, upgrades, maintenance contracts, license fees and disposal

11.0 Blanket Purchase Orders

- 11.1 At the request of the customer / end user, the Purchasing Department will release a blanket purchase order to identified suppliers for frequently used low dollar supplies and services where the actual demand is unknown in advance. The blanket order request will be created and forwarded to Purchasing using the online purchasing software.
- 11.2 The blanket purchase order request will state the name of the staff person(s) who will be placing orders, the term for which the purchase order (PO) will be in effect, and the maximum dollar that may be expended per order.
- 11.3 The supplier will show the unique blanket purchase order number on all of invoices used through this method. The supplier is not authorized to deliver more frequently or in any greater quantity than what has been ordered by Board staff.

- 11.4 Blanket purchase orders will have a maximum per transaction spending limit, as follows:
- a) For all sites, other than Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$500.
 - b) For Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$2,000.
- 11.5 If the total dollar amount charged to the same blanket POs exceeds \$15,000 per year, the commodity type and/or supplier will be reviewed to ensure the requirements of competitive bidding has not been neglected.

12.0 Supplier Selection

For supplies and services requiring more than one competitive bid, the selection of suppliers is the responsibility of the Purchasing Department and requires consideration of the following factors:

- a) close coordination with other departments to obtain adequate and reasonable specifications, brand names and/or product identification numbers
- b) service record of the supplier, quality of goods and services, price and warranty
- c) suppliers that meet mandatory requirements
- d) notwithstanding any inter-provincial or federal agreements, and when all factors are equal, the Board will purchase from the supplier who maintains a business office or manufacturing plant within the Board's jurisdiction, then within Ontario and Canada

13.0 Supplier Relations

The Grand Erie District School Board encourages partnership relations with its suppliers. However, it is our policy to maintain and practice the highest possible standards of business ethics, professional courtesy, and competence in our business transactions. In the regard the following should be observed when dealing with suppliers and their representatives:

- a) accord prompt and courteous reception, as well as fair and equal treatment to all suppliers and their representatives
- b) guarantee the confidentiality of all specifications and price quotations made by suppliers (subject to tender opening process and Freedom of Information restrictions)
- c) avoid putting supplier to unnecessary expense or inconvenience on returned goods
- d) explain as clearly and fully as possible the reason for rejection of supplier bid/proposals
- e) remain scrupulously free from obligations to any supplier
- f) keep informed about new sources of supply, methods, services, and materials and product testing
- g) if, for any reason, there is a requirement for bidders to re-quote, competitors will be given the same opportunity

14.0 Supplier Obligations

Suppliers are expected to fulfill the following basic responsibilities:

- a) handle all written and personal communications directly with the Purchasing Department, unless otherwise instructed
- b) Negotiate all approved purchasing contracts and all approved sales to the Board through the Purchasing Department, unless otherwise instructed

- c) conduct negotiations ethically, without attempts to influence through offering personal gifts
- d) make available through the Purchasing Department all technical or engineering systems, policies or services that might improve present or future use of supplier's products and services
- e) advise Purchasing staff of any new products or services as soon as such information is available
- f) suggest ways and means of conducting joint efforts in research and development that might be of benefit to both organizations
- g) inform Purchasing staff of changes in economic or other conditions that might affect purchasing and operating decisions
- h) All inquiries/requests for information, instructions or clarifications regarding competitive processes must be set out in writing and directed to the designated representative in the competitive document. No attempts *will be made* to contact or communicate with persons other than the designated representative regarding a tender or request for proposal. *Any* violation of the above requirement may be grounds for disqualification of bid/proposal.

15.0 Code of Ethics in Purchasing

- 15.1 All Board members and staff will comply with the Board's Code of Ethics.
- 15.2 The Board adheres to and insists upon adherence to a strict ethical standard in all of its purchasing acquisitions by all bidders and vendors, who shall be required to become knowledgeable with and adhere to the Board's policies in this regard.
- 15.3 The following beliefs will guide Board staff in all purchasing activities:
 - a) consider first the interest of the Board and its students when acquiring goods and services
 - b) maintain an unimpeachable standard of integrity in business relationships both within and outside the Board
 - c) act, and be seen to act, in an open, transparent and honest manner
 - d) do not use one's authority of office for personal benefit
 - e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
 - f) accept no business gifts in return for business or the consideration of business.
 - g) do not engage in any business activity that may create, or appear to create, a conflict of interest

16.0 Conflict of Interest

- 16.1 A conflict of interest exists where the decisions made and /or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee, could be, or could be perceived to be, affected by the personal, financial or business interest of that person or that person's family or business associates.
- 16.2 In procurement activities with suppliers, staff must declare a conflict of interest if the circumstance could give a supplier an unfair advantage.
- 16.3 Staff involved in procurement activities must declare all actual or potential conflicts of interest to their supervisor in writing.

- 16.4 School council members are governed by their individual school council's conflict of interest by-laws (as required by Ontario Regulation 612/00).
- 16.5 In addition, the Education Act of Ontario, Chapter E.2, Section 217 states: No teacher, supervisory officer or other employee of the Board or of the Ministry shall, for compensation of any kind other than his or her salary as such employee, promote, offer for sale or sell, directly or indirectly, any book or other teaching or learning materials, equipment, furniture, stationery or other article to any board, provincial school or teacher's college, or to any pupil enrolled therein, or shall, directly or indirectly, give or pay compensation to any such teacher, supervisory officer or employee for such purpose."

17.0 Cooperative Purchasing

- 17.1 The Board encourages cooperative purchasing initiatives with other school boards and public sector agencies in order to obtain best prices through economies of scale and/or work task efficiencies through shared services.
- 17.2
- 17.3 When a participating in cooperative purchasing processes, the dollar thresholds in this Administrative Procedure will be followed.

18.0 Standardization:

Standardization examines a specific common need with the goal of selecting a product or service that best fits that need. Products or services that are used in more than one location may become the standard for that need in order to combine reduced costs through economies of scale and increase efficiencies.

19.0 Environmental Protection

Purchasing staff, in consultation with the end user / department, will strive to source, promote and support environmentally sensitive products and services. All criteria being equal, consideration will be to products and services that:

- a) are durable, reusable and contain maximum recycled content
- b) are competitively priced
- c) eliminate waste
- d) are purchased from local sources

20.0 Industry Safety Standards

All goods and services purchased by the Board must comply with current Federal, Provincial and Municipal legislation, regulations and standards, and all Board requirements related to health and safety. These include, but are not limited to CSA, Electrical Safety Authority (ESA), Occupational Health and Safety Act, Workplace Hazardous Materials Information Systems (WHIMS) requirements, and Workplace Safety & Insurance Board Act.

21.0 Disposal of Surplus / Obsolete Equipment

- 21.1 All furniture and equipment, even if obtained through donation, will be disposed of by central services as per Administrative Procedure FT112.
- 21.1 Purchasing Department works closely with Facility and IT Services, and, where appropriate, the site storing the item(s), to determine the most cost effective method of disposing the surplus and/or obsolete furniture and equipment.

- 21.2 All sites wanting to request pick up and removal of these items will complete the appropriate form, Purchasing Memorandum: Disposal of Books, Furniture and Equipment, and forward it to the Purchasing Department for action. The document is available on the Purchasing section of the staff portal.
- 21.3 Purchasing will have the authority to sell, exchange or trade-in all items declared surplus or obsolete by the Board.

22.0 Receiving and Inspection of Purchased Supplies and Services

- 22.1 The Site end user who has requisitioned the purchased goods and/or services is responsible for inspecting contents of the order in a timely manner to ensure completeness and accuracy.
- 22.2 If the value of the purchase order is greater than \$2,500, the end user is required to sign and date the (Site) copy of the PO and forward to the Business Services Department for invoice payment. If an item(s) is found to be damaged or on backorder, the Site / end user must inform accounts payable staff that payment of this item(s) should be held until such time as the order is complete and this confirmation is forwarded to Business Services.
- 22.3 The Site / end user should inform staff in the Purchasing Department about areas of concern related to these goods and services or some other aspect related to the purchasing process.
- 22.4 It is recommended that the Site / end user communicate with Purchasing staff when purchase requests have taken an unreasonable length of time to be delivered.
- 22.5 When the goods / service to be ordered is urgently needed by the end user, the site secretary is encouraged to send an email notice to Purchasing requesting immediate attention. This notice has to include the requisition number.

23.0 Accessibility:

- 23.1 The Board will make every reasonable effort to provide purchasing documents in an accessible format upon request as part of our Integrated Accessibility Standards Regulation (ISAR) customer service standards.
- 23.2 In the event a document cannot be made available in an accessible format (i.e. CAD drawings or blueprints), the Board will provide a written explanation that it is not practicable to do so.

Glossary of Terms

Blanket Purchase Order: A Blanket Purchase Order is one that is open for use for a specific period of time, generally a school year or budget year. When requesting a Blanket PO, sites will include the names of staff that are authorized to make purchases against the Blanket. This type of purchase order is intended for repetitive low dollar goods and services and the PO will show a dollar amount that may not be exceeded for each order.

Bonds: There are various types of bonds that may be requested in competitive bids documents, primarily for services related to building renovation and/or construction projects.

- a) Labour and Material Bond is a bond issued by a surety company to ensure that the contractor will pay its suppliers and thereby protects the Board against items which might be granted to a supplier should the contractor not make proper payments.
- b) Letter of Agreement To Bond is a letter or other form issued by a bonding agency licensed to operate by the Government of Canada or Province of Ontario advising that, if the bidder is successful, the bonding agency will issue the required bonds.
- c) Performance Bond is a bond issued by a surety company executed in connection with a contract and which secures the performance and fulfillment of the undertakings, covenants, terms conditions and agreements contained the contracts.

Purchase Order: The purchasing document that is a legal contract and used to formalize a purchasing transaction with a vendor.

Purchase Requisition: A written or electronically produced request in an approved format and duly authorized to obtain goods or services.

Request for Quotation (RFQ): A request for prices on specific goods and/or services from selected vendors which are submitted verbally, in writing or transmitted by facsimile as specified in the RFQ. The RFQ describes exactly what needs to be purchased and the evaluation is usually made solely on price. RFQs are best suited to products and services that are as standardized as possible.

Request for Proposal (RFP): A document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria in which price is not the only factor. The RFP usually leaves all or part of the precise structure and format of the response to the discretion of the proponents

Request for Tender (RFT): A document used to request sealed supplier responses for goods and/or services based on a defined need, such as delivery requirements, performance specifications, terms and conditions. A RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

Tenders may be “invitational” in which three or more suppliers are asked to submit a bid or “open” in which the bid document is available to any supplier that deems itself capable of meeting the needs and specifications defined in the RFT.

Procurement: Procurement is acquisition by any means, including by purchase, rental, lease or conditional sale, of goods, services or construction.

Unauthorized Purchases: When a staff person has circumvented one of the approved purchasing methods, such as order supplies or services over the phone without having first obtained a purchase order number, or when payment is made with personal funds or credit card. Usually, these actions

are followed by attaching the vendor receipt or invoice to a cheque request that is submitted to Business Services for vendor payment or reimbursement.

Vendors of Record (VOR) Agreement: A procurement arrangement that authorizes the Board to select from one or more pre-qualified vendors (also known as suppliers), typically by way of a formal second-stage process, for a defined period on terms and conditions, including pricing, as set out in the particular VOR agreement. VOR arrangements are used to reduce costs to the Board by establishing strategic relationships with a small group of suppliers.

Related Resources:

Bylaw 13 Signing Authorities of the Board
Policy F3 - Capital Related Fundraising and Community Donations
Policy FT1 - Major Construction Projects
Policy FT2 - New School Construction Projects
Policy FT10 - Green School Construction and Renovation
Policy SO31 – Accessibility
Procedure F101 – Hospitality and Food Expenses
Procedure F102 - Purchasing Card Program
Procedure FT105 - Playground Equipment
Procedure FT112 - Disposal of Furnishings and Equipment
Procedure FT117 - Green School Construction and Renovation

Appendix A

Purchasing Code of Ethics

The Grand Erie District School Board abides by the Code of Ethics of the Ontario Public Buyers Association (OPBA) and the Professional Code of Ethics from the Purchasing Management Association of Canada (PMAC).

The following beliefs will guide Board staff in all purchasing activities:

- a) consider first the interest of the Board and its students when acquiring goods and services
- b) maintain an unimpeachable standard of integrity in business relationships both within and outside the Board
- c) act, and be seen to act, in an open, transparent and honest manner
- d) decline any requests to use one's authority of office for personal benefit. Should a supplier or potential supplier make such an offer, it must be reported to the Superintendent of Business.
- e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
- f) accept no gifts in return for business or the consideration of business.
- g) declare any known conflict of interest while engaged in business activities on behalf of the Board



POLICY

F6

Purchasing

Board Received: November 24, 2014 Review Date: December 2017

Policy Statement

The Grand Erie District School Board values ethical, fair and transparent treatment of all suppliers of goods and services and supports a standardized purchasing procedure for its staff who are involved in the purchase of these products.

Accountability

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Complies with Broader Public Sector Procurement Directive
– Is shared with all stakeholders

Procedures

1. The Board's Administrative Procedure F107, Purchasing Procedures, sets out standardized rules and expectations to support the efficient management of the purchasing process. These rules balance numerous objectives, including accountability, transparency, value for money and an effective quality service delivery.
2. The Administrative Procedures will guide staff on when and how to follow the competitive purchasing process.
3. Employees involved in purchasing activities on behalf of the Board agree to follow a Code of Ethics. (See Appendix A.)
4. The Procedures comply with mandatory requirements contained in the Broader Public Sector Procurement Directive - July 1, 2011
5. Approved authority levels in relation to dollar value expenditures are identified in the Procedures.

Accessibility

1. The Board will make every reasonable effort to provide purchasing documents in an accessible format upon request as part of our Integrated Accessibility Standards Regulation (ISAR) customer service standards.
2. In the event a document cannot be made available in an accessible format (i.e. CAD drawings or blueprints), the Board will provide a written explanation that it is not practicable to do so.

Related Resources:

Policy SO17 – Accessibility – Customer Service Standards

Policy SO23 – Accessibility – Integrated Accessibility Standards Regulation (IASR)

Administrative Procedure SO135 - Accessibility – Customer Service Standards

Administrative Procedure F107 - Purchasing

Appendix A

Purchasing Code of Ethics

The Grand Erie District School Board abides by the Code of Ethics of the Ontario Public Buyers Association (OPBA) and the Professional Code of Ethics from the Purchasing Management Association of Canada (PMAC).

The following beliefs will guide Board staff in all purchasing activities:

- (a) consider first the interest of the Board and its students when acquiring goods and services
- (b) maintain an unimpeachable standard of integrity in business relationships both within and outside the Board
- (c) act, and be seen to act, in an open, transparent and honest manner
- (d) decline any requests to use one's authority of office for personal benefit. Should a supplier or potential supplier make such an offer, it must be reported to the Superintendent of Business.
- (e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
- (f) accept no gifts in return for business or the consideration of business.
- (g) declare any known conflict of interest while engaged in business activities on behalf of the Board



ADMINISTRATIVE PROCEDURE

F107

Purchasing

Board Received: November 24, 2014 Review Date: December 2018

Accountability

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Complies with Broader Public Sector Procurement Directive
– Is shared with all stakeholders

Procedures

These procedures will make Board staff, school councils, community partners, customers and suppliers aware of the directive which governs the planning, acquisition and management of supplies, equipment and services. By following this directive, suppliers and business partners will be treated in a consistent, fair and open manner and internal customers will benefit from efficiency, financial control, quality and value for money.

1.0 Administrative Responsibility

- 1.1 It is the responsibility of the Purchasing Supervisor, under the direction of the Manager of Business Services, to implement this Administrative Procedure.
- 1.2 The purchasing department shall be responsible for the acquisition of all supplies, equipment and services required by the Board, with the exception of the following:
 - a) land purchases
 - b) student transportation
 - c) legal services
 - d) employee fringe benefits contracts
 - e) projects in which the Board may partner with one or more school boards or other organizations
 - f) projects in which an Ontario government ministry specifies the goods and/or services to be used
 - g) miscellaneous petty cash
 - h) purchase card purchases
- 1.3 It is the responsibility of each senior administrator, principal, department manager and supervisor to ensure that his/her staff are appropriately informed and comply with the Board's approved Purchasing Policy and Procedures.
- 1.4 This Procedure applies to all staff involved in the purchasing of supplies and services on behalf of the Board.
- 1.5 This Procedure applies for all supplies and acquired for used in the school or by students with school related activities regardless of funding origin. Therefore, school generated funds and /or donated funds are to follow this Procedure.

- 1.6 For the purpose of this Procedure, any reference to the purchase of supplies and services includes all furniture and equipment.
- 1.7 Purchasing department staff shall not make purchases of any kind on behalf of staff or members of the Board for personal use.

2.0 Segregation of Duties

- 2.1 There are five key functional roles in the purchasing process. Responsibility for these roles lies within different departments or individuals and requires segregated approval levels. The framework for this segregation of duties is shown below for all purchases other than petty cash and purchasing card.

Roles	Duties	Who
Requisition	Authorize the purchasing department to place an order following approved methods	Board staff requiring supplies and services
Budget	Authorize that funding is available to cover the cost of the order	Department budget holder
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Purchasing department role in the acquisition
Receipt	Authorize that the order was physically received, correct and complete for values greater than \$2,500	Individual receiving the supplies and services
Payment	Authorize release of payment to the supplier	Accounts payable role within the finance team

3.0 Approval Authority Levels

- 3.1 Authority levels identify the approval required for specific dollar values of purchasing. This delegation of authority corresponds to job roles within the Board.
- 3.2 Approval for purchasing supplies and services is based on the total estimated dollar value, including any agreed-upon renewals, and exclusive of applicable taxes.
- 3.3 When a staff person wishes to request a purchase that has a value greater than his/her authority level, the appropriate supervisor must forward the approval to purchase in writing or email to the Purchasing Supervisor.
- 3.4 The Board has delegated purchasing authorities as follows:
 - a) The Board of Trustees:
The Board shall approve all purchase contracts, except as noted in 3.5, in excess of \$250,000 and all Facility related contracts in excess of \$500,000. All contracts for consulting services in excess of \$100,000 shall be approved by the Board.
 - b) Director of Education & Secretary or Superintendent of Business & Treasurer:
All purchase contracts for supplies and services in excess of \$50,000 and up to \$250,000, and all Facility related contracts in excess of \$100,000 and up to \$500,000.

- c) Manager of Facility Services:
Facility related contracts with a value up to \$100,000.
- d) Managers, Academic Superintendents, Facility Services Division Managers and Purchasing Supervisor:
All purchase contracts with a value up to \$50,000.
- e) Principals, Principal Leaders, Academic Coordinators, Teacher Consultants, Facility Services Supervisors, Non-Union Management, Board Buyer, Health and Safety Officer:
All purchase contracts with a value up to \$15,000.
- f) Teachers, clerical support staff, custodial / maintenance support staff, non-union support staff that make purchases on behalf of the Board are required to stay within the dollar spending limit granted to them by their supervisor and are expected to insure the budgeted funds are available to cover the purchase.
- g) Purchasing staff who receive requests for purchase from the system will, unless there are explicit instructions otherwise, assume the customer / department requesting the supplies and services has authority to expend the funds and that prior budget approval has been obtained.

3.5 Special Approvals

The Director and/or Superintendent of Business, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$250,000 and Facility related contracts in excess of \$500,000 during months when there is no scheduled Board meeting, e.g. July and August, and report such approvals at the first scheduled Board meeting following approval.

3.6 Purchasing Law

- a) Staff members who are delegated purchasing authority on behalf of the Board are governed by the “Law of Agency”. Purchases are binding upon the Board when the Board buyer is operating within the limits of his/her level of authority.
- b) So long as the Board buyer acts within these limits and is not negligent, dishonest, or acts in bad faith, the Board buyer is not likely to become personally liable for such actions. Personal liability may occur, however, if the scope of one’s authority level is exceeded.

4.0 Methods of Purchasing

- 4.1 There are five approved methods for purchasing supplies and services — petty cash, purchasing card, purchase order, Canadian Construction Documents Committee (CCDC) contract and an industry-standard contract form following a competitive process.
- 4.2 If the value of the required supplies and services exceeds the spending limits of petty cash or the purchase card, a purchase order will be issued to the supplier as a legal contract from Purchasing Services.
- 4.3 Spending limits for petty cash are: \$75 per item and \$100 per transaction.

- 4.4 4.4 Spending limits for purchasing cards are set according to the Purchasing Card Manual.

5.0 Unauthorized Purchases

- 5.1 Unauthorized purchases occur when a staff person has circumvented one of the purchasing methods by placing orders without a purchase order or uses his/her personal credit card to make the purchase.
- 5.2 To seek payment for unauthorized purchases, a cheque request shall be forwarded to the respective Superintendent for action or approval. If approval is given, it shall be in writing complete with an explanation of reasons why policy was not followed. This will be attached to the cheque request and forwarded to Business Services.
- 5.3 Should the Superintendent not approve payment / reimbursement, the staff person would be responsible for his/her own payment.

6.0 Dollar Thresholds That Require a Competitive Process

- 6.1 When supplies and services that are acquired on behalf of the Board are expected to exceed specific estimated dollar thresholds set out below, a competitive bid process shall be followed. The process will promote fair and transparent business practices.
- 6.2 For supplies and services within the lowest threshold only one quote is needed, either verbal or written, and the supplier may be determined by the end user.
- 6.3 It is the school's / department's responsibility to first determine if the required supplies and services are already on a quotation or tender contract awarded by the Purchasing Department.
- 6.4 The Purchasing Supervisor or the Board Buyer will issue the competitive bid document on behalf of the school / department end user, who shall provide the written details of the purchase request including relevant specifications, (function, part number, colour), budget number(s), approval authority and any terms and condition unique to the acquisition.

The following dollar thresholds indicate the purchasing process to be followed by all staff when procuring goods, services or a consultant (with the exception of Facility Services as listed below):

\$0 – \$2,500	one quote required when within the authority and budget limit of the staff person
\$2,501 – \$10,000	Purchasing Supervisor or Board Buyer will obtain a minimum of three (3) verbal or informal written quotes on the firm's letterhead, if possible
\$10,001 – \$25,000	Purchasing Supervisor or Board Buyer will. Complete a quotation process. The competitive process request will be posted on an electronic bulletin board.
\$25,001 – \$100,000	Purchasing Supervisor or Board Buyer will issue a bid document. The competitive process will be posted on an electronic bulletin board within the Province of Ontario.
Over \$100,000	Purchases that exceed \$100,000 will be made by an open competitive procurement process. The bid document will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

Due to the frequency and higher cost of many supplies and services purchased by the Facility Services Department, the dollar thresholds are set at higher limits, as follows:

\$ 0 – \$5,000	one quote required when within the authority and budget limit of the staff person
\$5,001 – \$15,000	Facility Services staff will engage in a competitive process and request quotation from a minimum of three (3) vendors
\$15,001 – \$50,000	Facility Services staff will engage in a competitive process to obtain a minimum of three (3) written quotations with the assistance of the Purchasing Clerk.
\$50,001 – \$100,000	Facility Services Manager, in consultation with the Purchasing Department, will issue a bid document. The competitive process will be advertised on an electronic bulletin board within the Province of Ontario
Over \$100,000	When the dollar value is expected to exceed \$100,000, the Purchasing Department, in consultation with the Facility Services Manager, will follow the Broader Public Sector Procurement Directive and complete an open competitive process. The competitive process will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

- 6.5 Splitting requirements into multiple procurements to reduce the estimated value of a single procurement and avoid the application of the identified value threshold is not permitted.

6.6 Consulting Services

Prior to commencement, any procurement of consulting services must be approved in accordance with the following dollar thresholds:

- 6.6.1 \$0 - \$99,999 The Purchasing Department will complete a competitive process with the intent of acquiring three (3) bids whenever possible.
- 6.6.2 Over \$100,000 The Purchasing Department will issue an open competitive bid document. The competitive process will be advertised on a nationally recognized electronic bulletin board; staff will follow prescribed evaluation process; and the acquisition will be approved by the Board.

7.0 Exceptions

- 7.1 When it is neither practical nor possible to obtain a minimum of three prices, the Department Manager (or Designate), will consult with the Supervisor of Purchasing or the Board Buyer to obtain approval to proceed. Appropriate written documentation supporting this action will be submitted to Purchasing for attachment to subsequent purchase order.
- 7.2 Approval levels shall not apply in the event of an emergency which includes, but is not limited to, situations where a risk exists to the health and/or safety of students and/or staff, or situations where a risk exists of imminent damage to any of the Board schools, properties or facilities. In such cases, the Director of Education, Superintendent of Business or Manager of Facility Services may waive these Procedures and authorize the purchase from a single source. All such exceptions will

be reported to the Board at the first scheduled Board meeting following the approval for values greater than \$25,000.

- 7.3 If the procurement request is for consulting services using a non-competitive process (citing an exemption under the Agreement of Internal Trade [AIT]), the following written approvals must be obtain prior to sourcing the service;

7.3.1 For any value between \$0 - \$99,999, written approval from the Superintendent is required, and written authority is to be submitted to the Purchasing Supervisor.

7.3.2 For a value of \$100,000 or more, written approval from the Board of Trustee (chair and/or Vice Chair) is to be submitted to the Purchasing Supervisor.

8.0 Information Required in a Competitive Process at the \$100,000 Threshold

To achieve an open and transparent competitive process, bid documents will include, as a minimum, the following information:

- a) a description of the needed goods, services or construction in generic and/or functional terms specific to the business needs
- b) full disclosure of the evaluation criteria, process and methodology to be used in assessing submissions, including identification of criteria considered mandatory, any technical standards that need to be met, and methods of weighting and evaluating the criteria
- c) a period of irrevocability where bids cannot be withdrawn
- d) a statement that the procurement is subject to Ontario's trade agreements
- e) notice that any confidential information supplied may be disclosed by the Board where it is obliged to do so under MFIPPA, or otherwise required by a court of law
- f) documents will have a minimum response time of 15 calendar days and must have a closing date set on a normal working day. (Vendor submissions must be received prior to the deadline in order to be considered.)
- g) all addenda will be issued at least seven (7) days prior to the closing date; if this is not possible, the closing date should be extended accordingly
- h) notice of bidder or proponent entitlement to a post-award debriefing
- i) procedures for a supplier to follow in the event that it wants to submit protests concerning any aspect of the procurement process (must be compliant with procedures set out in the Agreement on Internal Trade (AIT) and the Ontario-Quebec Procurement Agreement.
- j) the reference number for the bid document issued by Purchasing Department staff. The reference number is kept on file in this department.
- k) all tenders will be opened in a public session and pricing recorded at the time; however , a request for proposal will be only acknowledge the names of proponents not pricing.

9.0 Other Procurement Processes

9.1 Request For Information (RFI)

The purpose of an RFI is to gather general supplier or product information. This mechanism may be used when the Board is researching a contemplated procurement and has not yet determined what characteristics the ideal solution would have. RFIs normally contribute to the final version of a subsequent RFP.

9.2 Request for Expression of Interest (RFEI)

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when the Board wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected in an RFEI can also facilitate selecting the best procurement process for a follow-up competition.

Note: A response to an RFI or RFEI will not pre-qualify a potential supplier and must not influence its chances of being the successful proponent on any subsequent opportunity.

9.3 Request for Supplier Qualifications (RFSQ)

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers or a Vendor of Record (VOR). This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The terms and conditions built into the RFSQ will contain specific language to disclaim any obligation on the part of the Board to actually call on any supplier as a result of the pre-qualification to supply such materials or services. A pre-qualified suppliers list or VOR list may be used for purchases up to a dollar value of \$100,000.

9.4 Single Sourcing

May be used where an unforeseen situation of urgency exists and the supplies, services or construction cannot be obtained by means of a competitive procurement process. Where such an urgency exists, Board management staff may conduct the procurement prior to obtaining the appropriate approval provided that the urgency has been justified in writing. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute.

9.5 Sole Sourcing

May be used in the situation where only one supplier is able to meet the requirements of a procurement. Examples of this situation are: to ensure compatibility with existing products, to recognize exclusive rights (licences, copyright / patents) or to retain a warranty. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute.

10.0 Requisition Review

Purchasing Services shall have the responsibility and authority to review specifications and sources of each purchase requisition. This review shall include, but not be limited to:

- a) requests for “single or sole source” purchases
- b) requests for goods of a quality that seem to be greater than or less than required
- c) requests for material which seems inconsistent with the requirement
- d) requests that do not conform to established standards
- e) consideration will be given to not only lowest price but also the total cost of ownership, which may include purchase price, implementation fees, upgrades, maintenance contracts, license fees and disposal

11.0 Blanket Purchase Orders

- 11.1 At the request of the customer / end user, the Purchasing Department will release a blanket purchase order to identified suppliers for frequently used low dollar supplies and services where the actual demand is unknown in advance. The blanket order request will be created and forwarded to Purchasing using the online purchasing software.
- 11.2 The blanket purchase order request will state the name of the staff person(s) who will be placing orders, the term for which the purchase order (PO) will be in effect, and the maximum dollar that may be expended per order.
- 11.3 The supplier will show the unique blanket purchase order number on all of invoices used through this method. The supplier is not authorized to deliver more frequently or in any greater quantity than what has been ordered by Board staff.
- 11.4 Blanket purchase orders will have a maximum per transaction spending limit, as follows:
 - a) For all sites, other than Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$500.
 - b) For Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$2,000.
- 11.5 If the total dollar amount charged to the same blanket POs exceeds \$15,000 per year, the commodity type and/or supplier will be reviewed to ensure the requirements of competitive bidding is not been neglected.

12.0 Supplier Selection

For supplies and services requiring more than one competitive bid, the selection of suppliers is the responsibility of the Purchasing Department and requires consideration of the following factors:

- a) close coordination with other departments to obtain adequate and reasonable specifications, brand names and/or product identification numbers
- b) service record of the supplier, quality of goods and services, price and warranty
- c) suppliers that meet mandatory requirements

- d) notwithstanding any inter-provincial or federal agreements, and when all factors are equal, the Board will purchase from the supplier who maintains a business office or manufacturing plant within the Board's jurisdiction, then within Ontario and Canada

13.0 Supplier Relations

The Grand Erie District School Board encourages partnership relations with its suppliers. However, it is our policy to maintain and practice the highest possible standards of business ethics, professional courtesy, and competence in our business transactions. In the regard the following should be observed when dealing with suppliers and their representatives:

- a) accord prompt and courteous reception, as well as fair and equal treatment to all suppliers and their representatives
- b) guarantee the confidentiality of all specifications and price quotations made by suppliers (subject to tender opening process and Freedom of Information restrictions)
- c) avoid putting supplier to unnecessary expense or inconvenience on returned goods
- d) explain as clearly and fully as possible the reason for rejection of supplier bid/proposals
- e) remain scrupulously free from obligations to any supplier
- f) keep informed about new sources of supply, methods, services, and materials and product testing
- g) if, for any reason, there is a requirement for bidders to re-quote, competitors will be given the same opportunity

14.0 Supplier Obligations

Suppliers are expected to fulfill the following basic responsibilities:

- a) handle all written and personal communications directly with the Purchasing Department, unless otherwise instructed
- b) Negotiate all approved purchasing contracts and all approved sales to the Board through the Purchasing Department, unless otherwise instructed
- c) conduct negotiations ethically, without attempts to influence through offering personal gifts
- d) make available through the Purchasing Department all technical or engineering systems, policies or services that might improve present or future use of supplier's products and services
- e) advise Purchasing staff of any new products or services as soon as such information is available
- f) suggest ways and means of conducting joint efforts in research and development that might be of benefit to both organizations
- g) inform Purchasing staff of changes in economic or other conditions that might effect purchasing and operating decisions
- h) All inquiries/requests for information, instructions or clarifications regarding competitive processes must be set out in writing and directed to the designated representative in the competitive document. No attempts *will be made* to contact or communicate with persons other than the designated representative regarding a

tender or request for proposal. *Any* violation of the above requirement may be grounds for disqualification of bid/proposal.

15.0 Code of Ethics in Purchasing

- 15.1 All Board members and staff will comply with the Board's Code of Ethics, which has been derived from the purchasing ethics established by the Ontario Public Buyers Association (OPBA) and the Purchasing Management Association of Canada (PMAC) in respect of all procurement processes. See Policy F6 – Appendix A
- 15.2 The Board adheres to and insists upon adherence to a strict ethical standard in all of its purchasing acquisitions by all bidders and vendors, who shall be required to become knowledgeable with and adhere to the Board's policies in this regard.
- 15.3 The following beliefs will guide Board staff in all purchasing activities:
 - a) consider first the interest of the Board and its students when acquiring goods and services
 - b) maintain an unimpeachable standard of integrity in business relationships both within and outside the Board
 - c) act, and be seen to act, in an open, transparent and honest manner
 - d) do not use one's authority of office for personal benefit
 - e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
 - f) accept no business gifts in return for business or the consideration of business.
 - g) do not engage in any business activity that may create, or appear to create, a conflict of interest.

16.0 Conflict of Interest

- 16.1 A conflict of interest exists where the decisions made and /or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee, could be, or could be perceived to be, affected by the personal, financial or business interest of that person or that person's family or business associates.
- 16.2 In procurement activities with suppliers, staff must declare a conflict of interest if the circumstance could give a supplier an unfair advantage.
- 16.3 Staff involved in procurement activities must declare all actual or potential conflicts of interest to their supervisor in writing.
- 16.4 School council members are governed by their individual school council's conflict of interest by-laws (as required by Ontario Regulation 612/00).
- 16.5 In addition, the Education Act of Ontario, Chapter E.2, Section 217 states: No teacher, supervisory officer or other employee of the Board or of the Ministry shall, for compensation of any kind other than his or her salary as such employee, promote, offer for sale or sell, directly or indirectly, any book or other teaching or learning materials, equipment, furniture, stationery or other article to any board, provincial school or teacher's college, or to any pupil enrolled therein, or shall, directly or indirectly, give or pay compensation to any such teacher, supervisory officer or employee for such purpose."

17.0 Cooperative Purchasing

- 17.1 The Board encourages cooperative purchasing initiatives with other school boards and public sector agencies in order to obtain best prices through economies of scale and/or work task efficiencies through shared services.
- 17.2 Purchasing staff are active members of the Grand River Purchasing Cooperative (GRPC) which meets quarterly to discuss various opportunities for cooperative purchasing.
- 17.3 When a member of the GRPC takes the lead on a competitive bid process, the dollar thresholds in this Administrative Procedure will be followed.

18.0 Standardization:

Standardization examines a specific common need with the goal of selecting a product or service that best fits that need. Products or services that are used in more than one location may become the standard for that need in order to combine reduced costs through economies of scale and increase efficiencies.

19.0 Environmental Protection

Purchasing staff, in consultation with the end user / department, will strive to source, promote and support environmentally sensitive products and services. All criteria being equal, consideration will be to products and services that:

- a) are durable, reusable and contain maximum recycled content
- b) are competitively priced
- c) eliminate waste
- d) are purchased from local sources

20.0 Industry Safety Standards

All goods and services purchased by the Board must comply with current Federal, Provincial and Municipal legislation, regulations and standards, and all Board requirements related to health and safety. These include, but are not limited to CSA, Electrical Safety Authority (ESA), Occupational Health and Safety Act, Workplace Hazardous Materials Information Systems (WHIMS) requirements, and Workplace Safety & Insurance Board Act.

21.0 Disposal of Surplus / Obsolete Equipment

- 21.1 All furniture and equipment, even if obtained through donation, will be disposed of by central services as per Administrative Procedure FT112.
- 21.2 Purchasing Department works closely with Facility and IT Services, and, where appropriate, the site storing the item(s), to determine the most cost effective method of disposing the surplus and/or obsolete furniture and equipment.
- 21.3 All sites wanting to request pick up and removal of these items will complete the appropriate form, Purchasing Memorandum: Disposal of Books, Furniture and Equipment, and forward it to the Purchasing Department for action. The document is available on the Purchasing section of the staff portal.
- 21.4 Purchasing will have the authority to sell, exchange or trade-in all items declared surplus or obsolete-by the Board.

22.0 Receiving and Inspection of Purchased Supplies and Services

- 22.1 The Site end user who has requisitioned the purchased goods and/or services is responsible for inspecting contents of the order in a timely manner to ensure completeness and accuracy.
- 22.2 If the value of the purchase order is greater than \$2,500, the end user is required to sign and date the (Site) copy of the PO and forward to the Business Services Department for invoice payment. If an item(s) is found to be damaged or on backorder, the Site / end user must inform accounts payable staff that payment of this item(s) should be held until such time as the order is complete and this confirmation is forwarded to Business Services.
- 22.3 The Site / end user should inform staff in the Purchasing Department about areas of concern related to these goods and services or some other aspect related to the purchasing process.
- 22.4 It is recommended that the Site / end user communicate with Purchasing staff when purchase requests have taken an unreasonable length of time to be delivered.
- 22.5 When the goods / service to be ordered is urgently needed by the end user, the site secretary is encouraged to send an email notice to Purchasing requesting immediate attention. This notice has to include the requisition number.

23.0 Accessibility

- 23.1 The Board will make every reasonable effort to provide purchasing documents in an accessible format upon request as part of our Integrated Accessibility Standards Regulation (ISAR) customer service standards.
- 23.2 In the event a document cannot be made available in an accessible format (i.e. CAD drawings or blueprints), the Board will provide a written explanation that it is not practicable to do so.

Glossary of Terms

Blanket Purchase Order

A Blanket Purchase Order is one that is open for use for a specific period of time, generally a school year or budget year. When requesting a Blanket PO, sites will include the names of staff that are authorized to make purchases against the Blanket. This type of purchase order is intended for repetitive low dollar goods and services and the PO will show a dollar amount that may not be exceeded for each order.

Bonds

There are various types of bonds that may be requested in competitive bids documents, primarily for services related to building renovation and/or construction projects.

- a) Labour and Material Bond is a bond issued by a surety company to ensure that the contractor will pay its suppliers and thereby protects the Board against items which might be granted to a supplier should the contractor not make proper payments.
- b) Letter of Agreement To Bond is a letter or other form issued by a bonding agency licensed to operate by the Government of Canada or Province of Ontario advising that, if the bidder is successful, the bonding agency will issue the required bonds.
- c) Performance Bond is a bond issued by a surety company executed in connection with a contract and which secures the performance and fulfillment of the undertakings, covenants, terms conditions and agreements contained the contracts.

Purchase Order

The purchasing document that is a legal contract and used to formalize a purchasing transaction with a vendor.

Purchase Requisition

A written or electronically produced request in an approved format and duly authorized to obtain goods or services.

Request for Quotation (RFQ)

A request for prices on specific goods and/or services from selected vendors which are submitted verbally, in writing or transmitted by facsimile as specified in the RFQ. The RFQ describes exactly what needs to be purchased and the evaluation is usually made solely on price. RFQs are best suited to products and services that are as standardized as possible.

Request for Proposal (RFP)

A document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria in which price is not the only factor. The RFP usually leaves all or part of the precise structure and format of the response to the discretion of the proponents

Request for Tender (RFT)

A document used to request sealed supplier responses for goods and/or services based on a defined need, such as delivery requirements, performance specifications, terms and conditions. A RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

Tenders may be “invitational” in which three or more suppliers are asked to submit a bid or “open” in which the bid document is available to any supplier that deems itself capable of meeting the needs and specifications defined in the RFT.

Procurement

Procurement is acquisition by any means, including by purchase, rental, lease or conditional sale, of goods, services or construction.

Unauthorized Purchases

When a staff person has circumvented one of the approved purchasing methods, such as order supplies or services over the phone without having first obtained a purchase order number, or when payment is made with personal funds or credit card. Usually, these actions are followed by attaching the vendor receipt or invoice to a cheque request that is submitted to Business Services for vendor payment or reimbursement.

Vendors of Record (VOR) Agreement

A procurement arrangement that authorizes the Board to select from one or more pre-qualified vendors (also known as suppliers), typically by way of a formal second-stage process, for a defined period on terms and conditions, including pricing, as set out in the particular VOR agreement. VOR arrangements are used to reduce costs to the Board by establishing strategic relationships with a small group of suppliers.

Related Resources

Bylaw BL 13 Signing Authorities of the Board
Policy F3 Capital Related Fundraising and Community Donations
Policy FT1 Major Construction Projects
Policy FT2 New School Construction Projects
Administrative Procedure F102 Purchasing Card Program
Administrative Procedure FT105 Playground Equipment
Administrative Procedure FT112 Disposal of Furnishings and Equipment
Policy FT10 Green School Construction and Renovation
Administrative Procedure FT117 Green School Construction and Renovation
Policy SO17 – Accessibility – Customer Service Standards
Policy SO23 – Accessibility – Integrated Accessibility Standards Regulation (IASR)
Administrative Procedure SO135 - Accessibility – Customer Service Standards
Administrative Procedure F107 - Purchasing



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **FT1 – Major Construction Projects**
DATE: January 14, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy FT1 – Major Construction Projects to all appropriate stakeholders for comments to be received by February 28, 2019.</p>
--

Background

Policy FT1 – Major Construction Projects was approved by the Board in January 2016 but has been taken out of cycle to improve the operationalization of the policy.

Additional Information

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

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Major Construction Projects

Board Received: January 25, 2016 Review Date: February 2020

Policy Statement:

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

Accountability:

1. Frequency of Reports – Bi-monthly
2. Criteria for Success –
 - Major construction projects completed on time
 - Major construction projects completed within budget
 - Community input incorporated into project plans

Procedures:

1. Major construction projects are defined as projects that meet the criteria in either (a), (b) or (c):
 - a) ~~exceed \$500,000 estimated cost or that increase capacity by more than 100 students.~~ Utilize Ministry of Education Capital Funding such as:
 - o Capital Priorities - Major Capital Programs
 - o Child Care Capital
 - o EarlyON Child and Family Centre Capital
 - o Community Hubs Funding
 - b) Any construction projects where the estimated budget exceeds \$2,000,000 – AND –
 - o The project is a new build, or
 - o The project is an addition to an existing site, or
 - o The project is a renovation that significantly modifies the intended use of the space
 - ~~c)~~ At the discretion of the Board of Trustees
2. Staff shall provide ~~the~~ the Board with information for approval ~~shall provide direction to staff~~ regarding the preliminary scope of major construction projects. Elements of the direction information provided shall include size (FTE or square footage) and program (grades and/or specialized programs, and partnership opportunities).
3. Ministry Capital Approval Process requires the submission of a Facility Space Template and receipt of Ministry approval of project scope before hiring an architect. See Appendix A.
4. All Major Construction projects shall consider the School Design Guidelines as set out in Appendix ~~A-B~~ where applicable. The Appendix is intended to be a checklist of items for consideration during the project design phase, not an absolute list for inclusion. FT10 - Green School Construction should be consulted for inclusion of environmentally responsible building features where possible.

5. The Superintendent of Business shall issue a Request for Proposal (RFP) for a Construction Manager, Architect or Professional Services, based upon the approved preliminary scope of project. The Board shall approve the final selection of a Construction Manager, Architect or Professional Services.
6. ~~The A Major Construction~~ Project Committee shall be struck by the Board for any construction where the budget exceeds \$2,000,000 – AND –
 - o The project is a new build, or
 - o The project is an addition to an existing site, or
 - o The project is a renovation that significantly modifies the intended use of the space
- ~~6-~~ A committee; if required, will be and comprised of the following members:
 - a) Architect or other professional consultant, as required
 - b) General Contractor or Construction Manager, as required
 - c) Superintendent of Education for the area
 - d) Superintendent of Business (Committee Chair)
 - e) Principal(s) affected by the construction and/or consolidation
 - f) School Council Chair(s) affected by the construction and/or consolidation
 - g) Facility Services staff representative
 - h) Trustee
 - h)i) Community Partner (As necessary)

The Board shall disband the committee upon completion of the project.

7. The Project Committee shall meet at the planning stages of the project to provide guidance and input into the design and scope of the project and to recommend a design and scope of work for review consideration by the Board. This committee will be consulted and updated during the project should the scope of the work or schedule vary substantially from the initial plans. Minutes of all Project Committee meetings will be posted on the Board portal.
8. Facilities Services shall prepare a draft plan in consultation with the Project Committee based upon the approved preliminary scope. An independent Cost Consultant shall be retained to review the design, provide objective costing analysis and advice and report on options to ensure that the proposed capital expenditure is within the approved budget.
9. The Committee of the Whole shall receive a report from the Superintendent of Business, which shall include recommendations regarding:
 - a) the scope of the base construction project (with costs based on preliminary scope);
 - b) additional elements suggested by the Project Committee (with appropriate costs); and
 - c) funding strategy.
10. The Committee of the Whole shall recommend to the Board the final scope of the major construction project, including size, preliminary budget, timelines and release of tender documents
11. The Board shall approve the final scope of the major construction project, including size, preliminary budget, timelines and release of tender documents.
12. The cost consultant in cooperation with Facilities Services and the Construction Manage~~r~~^f Architect or other Professional Consultant will develop a final budget price based on the

approved scope of the detailed design and construction documents and the tendered amount recommended for approval that will become the basis for the final project contract amount.

13. The final project budget and scope and recommended tender/contract award will be presented to the Committee of the Whole and subsequently, the Board for approval as the final project contract amount. This amount will be the basis for a Stipulated Sum Contract or a Guaranteed Maximum Price Contract as may be appropriate.
14. If the tendered amount for the capital project is higher than the pre-tender project approval granted in Step 3 above, the board will be required to identify the source of funding to offset the higher costs and will need to seek additional Ministry approval for the higher amount before the contract can be awarded.
15. The Superintendent of Business shall provide a progress report to the Board on a bi-monthly basis for the duration of the project. The report shall include budgeted and actual costs to date, details of project progress and schedule for completion.
16. Transition matters will be managed by a Transition Committee in accordance with policy FT9 if appropriate.
17. Where the construction significantly impacts on the operation of a school, executive council shall consider inclusion of funding to allow for relief for the affected principal. The amount of relief will be recommended by Executive Council for inclusion in the project School Operations budget either at Estimates, Revised Estimates or as an addendum to the Board Budget if required outside of a budget cycle. ~~budget presented for Board approval.~~
18. The Superintendent of Business shall report to the Board upon substantial completion of the project, which shall include a budgeted and actual cost comparison.
19. The Principal/Superintendent of the school affected by the major construction project shall consult with the Manager of Communications and community Relations to organize an opening/rededication ceremony.
20. The Superintendent of Business shall provide a report to the Board in November of each year summarizing the scope, cost and status all other capital projects for the prior fiscal year which were not subject to this policy.

19.

Ministry Capital Approval Process Chart

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



SCHOOL DESIGN GUIDELINES — ELEMENTARY

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

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

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

All design features must comply with the Ontario Building Code standards and include for requirements to satisfy the Ontario Disabilities Act and Grand Erie School Boards Green Guidelines.

1.0 General Areas

1.1 Main Entrance (Exterior)

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

1.2 Main Entrance (Interior)

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

1.3 Corridors

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

1.4 Washrooms

- Fixture count to current code requirements
- Location to accommodate classrooms
- Urinal height
- Privacy partition between urinals
- Barrier Free Access to designated accessible washrooms
- No doors on main washrooms. Ensure there is no line of sight from corridor
- Install wash fountains
- Floor drains
- Electrical outlets
- Accessories conforming to Health Unit requirements and Board Standards

1.5 Stairs

- **Accessible stair tread/nosing and visibility strips**
- Provide natural light
- PA Speakers
- Outlets to accommodate cleaning equipment
- Provide space for Evacuation chairs at top landing

1.6 Lifts & Elevators

- Central location
- PA Speaker to Office
- Telephone connection to ULC (Underwriters Laboratory of Canada) approved monitoring service
- Signage to provide operating instructions including braille

1.7 Storage Rooms

- Book Storage
- Teaching Supplies
- Audio- Visual Equipment

2.0 Administration Area**2.1 Main Office / Reception**

- View of Main Entrance
- Size to accommodate students, staff and community
- Electrical, telephone and Data outlets
- Main station for PA and CCTV systems

2.2 Principal's Office

- View of Front Entrance & Main Office
- Electrical, telephone & Data outlets

2.3 Vice Principal's Office

- Same as principal's office

2.4 Meeting Room

- To accommodate large meeting table for up to eight people and provide dimmable lighting and areas for presentations
- This can be a separate room or Principal's Office can be sized to accommodate

2.5 Staff Room

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

2.6 Work Room

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

2.7 Health Room

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

3.0 Assembly Areas**3.1 Gymnasium**

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

3.2 Change Rooms

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

3.3 Gymnasium Storage

- Interior storage space to be adjacent to gymnasium
- Size: to accommodate all gym equipment
- Storage for field sports equipment should have direct access to exterior

3.4 Multipurpose Room

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

3.5 Kitchen

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

3.6 Stage

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

4.0 Learning Spaces**4.1 Typical Classroom**

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

4.2 Kindergarten

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

4.3 Special Education

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

4.4 Snoezelen Room

- Designed by Special Education consultants when required

4.5 Information Technology

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

4.6 Library

- Size: 5 square feet/pupil place with a minimum 1000 square feet
- Reception desk should be clearly identified and visible from library entrance

- Electrical and Data outlets for all computer work stations and reception desk
- Intercom

4.7 Library Office / Storage

- Space for work station with Electrical & Data outlets
- Storage space for specialized equipment

5.0 Teacher Resource

5.1 Resource Room

- Adjacent to Washrooms
- Work area with bright lighting
- Display Area
- Electrical & Data outlets
- Work space and storage for Non-classroom teachers (LRT, French etc.)

5.2 Testing Room

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

6.0 Facility Operation

6.1 Custodial Office

- Location for control panels for building systems
- Half locker for personal effects
- Display Area
- Telephone and Data outlets and PA Address system required

6.2 Receiving Room

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

6.3 Waste Disposal / Recycling Area

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

6.4 Boiler Room

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

6.5 Electrical Room

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

6.6 Communication Room / Tower

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

7.0 Site**7.1 Site Features**

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

8.0 Amenities / Finishes**8.1 Flooring Material**

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

8.2 Paint

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

8.3 Ceilings

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

8.4 Air Conditioning

- Options:
 - Complete School

- Administration Offices, Staff Room and Library only

8.5 **Window Coverings**

- Blackout Drapes
- Sliding tack boards

9.0 **Portable Classrooms**

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

10.0 **Portapaks**

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

11.0 **Relocatable Classroom Modules (RCMs)**

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Bylaw 28 – Trustee Code of Ethics**

DATE: January 14, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 28 – Trustee Code of Conduct.</p>

Background

Bylaw 28 – Trustee Code of Ethic was received in February 2017 and as per *Ontario Regulation 246/18 – Members of School Boards – Code of Conduct* is required to be reviewed after each general election.

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

Comments Received

1. Comment: 1st paragraph - "...welfare of the community" to "welfare of our communities".
Response: Change made
2. Comment: #3 Responsibility - 4th paragraph – carefully review all information packages. Maybe change to board packages. - 6th paragraph - Should the broader community/ stakeholders be included?
Response: Changes made
3. Comment: #4 Relationships – rework 1st line ... entire community at the Board table, including those who do not have children in the school system.
Response: Revised
4. Comment: Page 3 #2 Formal Resolution Process, 1st paragraph – need to make reference if the compliant is about the chair/vice chair
Response: That situation is covered further in this section.
5. Comment: #2 Formal Resolution Process - 5th paragraph needs to be made clearer – right now it appears to say that a third party persons only needs to be considered if a The chair/vice chair/or CW chair/v chair is involved, may not always be the case
Response: A line has been added.

6. Comment: #2 Formal Resolution Process - 6th paragraph should the reference to chair be changed to trustee receiving the complaint, in reference to paragraph 1? Think paragraph 6 should be made into paragraphs – 1st one end after...10 days of receiving it. 7th paragraph – 2nd second sentence isn't required...in private as this is covered in the paragraph above...shall be confidential

Response: Any formal complaint should be directed to the Chair so this becomes the Chairs' responsibility. The section on "in private" provides further details on keeping the complaint confidential so this should stay.

7. Comment: Page 4 – isn't the 2nd paragraph already covered in the first paragraph?

Response: No, this is further direction for the Trustee alleged to have breached the Code of Conduct.

8. Comment: Page 4 – 3rd paragraph – what if the trustee accused does not wish to provide a written statement?

Response: For Trustee consideration.

9. Comment: Page 4 – #3 decision– 4th paragraph only requires that the vote be held in public, but the next paragraph states that you have to have a reason to go in camera. Can a trustee's behaviour be considered as one of these reasons?

Response: This would depend on the allegation, e.g., what if the allegation involves breach of in camera information?

10. Comment: Page 4 – #4 sanctions– think they should be reordered – 5th bullet after the 1st bullet – are the sanctions in current bullet 5 & 6 allowed in regulation 218.3(3)?

Response: According to 218.3 (3) there are only 3 allowed sanctions – revision made.

11. Comment: Need to add that the trustee be disciplined be given written copy of determination and they can 'appeal' within 14 days.

Response: Added.

12. Comment: Believe we need language around reconsideration? Reg 218.3(6)b

Response: Added.

Communication Plan

Bylaw 28 – Trustee Code of Conduct will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL28

Trustee Code of ~~Ethics~~ Conduct

Board Received: February 27, 2017 Review Date: March 2021

Grand Erie District School Board Trustees are elected community leaders who realize the future welfare of ~~the~~ our community communities, of the Province and of Canada depends in the largest measure upon the quality of education we provide in our public school to meet the needs of every learner.

Grand Erie District School Board Trustees also recognize that they should deliberate in many voices and govern in one. We uphold the board's vision:

Success for Every Student

Trustee(s)' where it appears, shall be deemed to include elected and appointed trustees. It is recognized that the roles and responsibilities of all trustees are set out in the Education Act and Regulations. The Six Nations of the Grand River Band Council shall appoint the native trustee and students shall elect student trustees.

Code of ~~Ethics~~ Conduct

1. Integrity

Trustees shall ensure that students are considered first as the basis for decision- making.

Trustees shall render all decisions based on available facts and their independent judgement, and shall refuse to surrender that judgement to individuals or special interest groups.

All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.

2. Respect

Trustees shall express their individual opinions on issues under consideration by the Board. When expressing individual views, trustees shall respect the differing points of view of colleagues, staff, students and the public.

Trustees shall maintain confidentiality of privileged information discussed in closed sessions. Such information includes but is not limited to:

- the security of the property of the Board;
- intimate, personal or financial information about an identifiable individual;
- the acquisition or disposal of a school site;
- negotiations with employees of the Board;
- litigation affecting the Board.

3. Responsibility

Once the Board has voted, Trustees are bound by the majority decision. Trustees shall be prepared to explain the rationale for the decision and ensure that it is understood, implemented and monitored. Trustees who wish to explain the minority position on a decision shall do so in this context.

Trustees shall refuse direct or indirect hospitality, economic expressions of gratitude and/or gifts other than those of a nominal value which would be reasonably accepted as a courtesy in a business relationship from individuals, agencies or organizations doing business with the Board.

Trustees shall declare any pecuniary conflict of interest (direct, indirect, or deemed).

Trustees shall carefully review all ~~information-Board~~ packages in preparation for discussion at all scheduled meetings of the Board.

Trustees shall base their actions on unimpeachable conduct, acting at all times with utmost good faith in accordance with their fiduciary duty.

Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to board staff/ ~~or~~ fellow Board members or the broader community.

Trustees shall endeavor to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

4. Relationships

Trustees shall speak as the voice of their entire community at the Board table, ~~(including people who do not have children in the school system.)~~ ~~at the Board table~~.

Trustees shall work with other trustees in a spirit of respect, openness, courtesy, co-operation and proper decorum, in spite of differences of opinion that may arise during debate.

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

5. Annual Review

The Code of ~~Ethics~~ Conduct Summary, as underlined in Appendix A, shall be read at each Inaugural meeting.

Application of the Code of ~~Ethics~~ Conduct

To ensure the smooth functioning of the Board as a cohesive governing body, it shall be the right and the responsibility of the Board Chair/Vice chair to counsel any trustee(s) whom ~~they~~~~he/she~~ deems to be compromising the best interests of the Board.

1. Informal Resolution Process

If the issue involves one trustee then the Board Chair /Vice Chair may counsel that trustee individually and decide whether or not the formal procedure needs to be commenced. If the issue involves more than one Trustee, then the Board Chair and Vice Chair may counsel only those trustees involved and decide whether the formal procedure needs to be commenced.

2. Formal Resolution Process

A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached The Code of ~~Ethics~~ Conduct may bring the breach to the attention of the Board by first providing to the Board Chair, and Vice Chair, a written, signed complaint setting out the following:

- (i.) The name of the Trustee who is alleged to have breached the Code;
- (ii.) The alleged breach or breaches of the Code;
- (iii.) Information as to when the breach came to the Trustee's attention;
- (iv.) The grounds for the belief by the Trustee that a breach of the Code has occurred;
- (v.) The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

The complaint must be submitted no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.

If the Board Chair and Vice Chair are of the opinion that the breach is trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for an inquiry, an inquiry shall not be conducted.

If a formal inquiry of an allegation of a breach of the Code of ~~Ethics~~ Conduct is undertaken, it shall be done by a committee comprised of the Chair and Vice Chair of the Board, the Chair and Vice Chair of Committee of the Whole. The Chairs' Committee may decide to engage a third party investigator.

If it is any member of the Chairs' Committee who has committed the alleged breach, then that member shall be removed and the Board will determine the composition of the Committee and consider the possibility of engaging a third party investigator.

The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) days of receiving it.

The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached the Code of ~~Ethics~~ Conduct.

Procedural fairness and the rules of natural justice shall govern the formal inquiry. The formal inquiry will be conducted in private.

The inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Ethics.

The Trustee who is alleged to have breached the Code of ~~Ethics~~ Conduct shall have an opportunity to respond to the allegations both in writing and in a private meeting with the Committee.

It is expected that the formal inquiry will be conducted within a reasonable period of time which will depend on the circumstances of the case. The Trustee who is alleged to have breached the Code of Ethics shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of time as the committee deems appropriate in the circumstance.

Once the inquiry is complete, the Committee will provide a copy of the report containing the findings of fact to the Trustee who is alleged to have breached the Code of ~~Ethics~~ Conduct and to the Trustee who brought the complaint for their written comment to the Committee investigator(s). The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two Trustees shall have ten (10) days (or such reasonable period of time as deemed by the committee) from the receipt of the draft report to provide a written response.

3. The Decision

The report shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of Ethics has been breached. This will be determined by the Board of Trustees as a whole.

The report shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of ~~Ethics~~ Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical after receipt of the report by the Board.

Trustees shall consider only the findings in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter.

The determination of a breach of the Code of Ethics and the imposition of a sanction must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting.

If the breach involves matters that need to be discussed in camera as per 207(2) (a) to (e) of the Education Act, then the meeting shall be in camera.

The trustee who was alleged to breach the code of ~~ethics~~ conduct may be present during the deliberations but shall not participate, answer questions, or vote.

4. Sanctions

Sanctions will follow the philosophy of progressive discipline with consequences of increasingly serious steps being imposed in order to correct unacceptable behavior or conduct.

If the Board determines that the Trustee has breached the Board's Code of Ethics, the Board may impose one or more of the following sanctions:

- Public Censure of the Trustee;
- Barring the Trustee from attending all or part of a committee of the whole or Board meeting;
- Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board. ~~and/or~~
- ~~• Restrictions on rights to attend in camera meetings or receive in camera materials.~~
- ~~• A requirement that the trustee to successfully completes a specified training session at the expense of the Board.~~
- ~~• Board approval of a motion to publicly disassociate the Board from the trustee.~~

A Trustee who is barred from attending all or part of a meeting of the board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.

The Board will give the Trustee written notice of the determination and sanction imposed by the Board which will inform the Trustee that they may appeal the decision within 14 days.

The Board will consider any appeal and shall confirm or revoke the decision within 14 days after receiving the appeal.

Reference: The Education Act and Regulations
Good Governance for School Boards, A Guide for Trustees, School Boards,
Directors of Education and Communities, OESC, 2014

Appendix A

Trustee Code of ~~Ethics~~ Conduct

1. Integrity

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

I will render all decisions based on available facts and their independent judgement, and shall refuse to surrender that judgement to individuals or special interest groups.

I will accept that authority rests with the Board and that a Trustee has no individual authority.

2. Respect

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

I will maintain confidentiality of privileged information discussed in closed sessions. Such information includes but is not limited to:

- the security of the property of the Board;
- intimate, personal or financial information about an identifiable individual;
- the acquisition or disposal of a school site;
- negotiations with employees of the Board;
- litigation affecting the Board.

3. Responsibility

Once the Board has voted, I will be bound by the majority decision. I will be prepared to explain the rationale for the decision and ensure that it is understood, implemented and monitored. Trustees who wish to explain the minority position on a decision shall do so in this context.

I will refuse direct or indirect hospitality, economic expressions of gratitude and/or gifts other than those of a nominal value which would be reasonably accepted as a courtesy in a business relationship from individuals, agencies or organizations doing business with the Board.

I will declare any pecuniary interest (direct, indirect, or deemed).

I will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board.

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

I will ensure that my comments are not personal, demeaning or disparaging with regard to board staff or fellow board members.

I will endeavor to participate in trustee development opportunities to enhance my ability to fulfill my obligations.

I will ensure that when I express my opinions in public, I make it clear that I am not speaking on behalf of the Board.

4. Relationships

I will represent my constituents (including people who do not have children in the school system) at the Board table.

I will work with other trustees in a spirit of respect, openness, courtesy, co-operation and proper decorum, in spite of differences of opinion that may arise during debate.

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **P104 – Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School**
DATE: January 14, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure P104 – Supervised Alternative Learning and Other Excusals from Attendance at School to all appropriate stakeholders for comments to be received by February 28, 2019.</p>
--

Background

Procedure P104 - “Supervised Alternative Learning and Other Excusals from Attendance at School” was approved by the Board in 2014 and has been identified for review.

Additional Information

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

Next Steps

This Procedure will be circulated for stakeholder input in accordance with Board Bylaw BL9.

Grand Erie Multi-Year Plan:

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Denise Martins
Superintendent of Education



Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School

Board Received: November 24, 2014 Review Date: December 2018

Accountability

1. Frequency of Reports – Annual
- ~~2. Severity Threshold – As needed (e.g., Changes in Ministry guidelines)~~
- ~~3.~~ 2. Criteria for Success – Pupils continue affiliation with School Board.
– Community supports methods to help pupils succeed.

Background

While most students will attend, and successfully complete secondary school. A small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school or with an alternative learning experience as outlined in Ontario Regulation 374/10. An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving his or her other educational and life goals, where possible. This program helps to maintain a learning connection between the school and student throughout a planned period of time.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

1. Credit courses (regular day school, e-Learning, cooperative education, Credit Recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end on June 30 of each school year.

A pupil who turns 18 years of age while participating in Supervised Alternative Learning may, if he or she wishes, continue participating in Supervised Alternative Learning until the pupil's plan expires or is terminated.

Committee and Participants

1. A SAL committee will be comprised of: one trustee; one Superintendent of Education or designate; one person who is not an employee of the Board.
 - (a) SAL committees meet monthly during the school year.

- (b) No committee meeting will be invalid in cases where there are changes in SAL Committee members or changes in the representatives attending on behalf of the pupil.
- (c) Personal information may be gathered, used or disclosed during the SAL meeting. Such information is regulated by the *Municipal Freedom of Information and Protection of Privacy Act*.

The function of this committee is to accept, reject, or modify the proposed SAL plan.

2. The parents/guardians/pupils and support person are entitled and encouraged to attend the initial SAL meeting.
 - (a) In situations where a support person attends without the parent/guardian or pupil withdrawn from parental control, the support person has the same rights as the pupil, parent/guardian.
 - (b) A pupil who is at least 16 years old and A pupil has withdrawn from parental control, has the same rights and obligations imposed on parents/guardians.

Referral of Pupil to the SAL Committee

3. The principal of the school at which the pupil is enrolled shall refer the pupil to the SAL Committee:
 - (a) if in the principal's opinion it would be in the pupil's best interests to participate in SAL; or
 - (b) if a parent/guardian or the pupil submits a request for SAL based on the best interests of the pupil;
 - (c) within 15 school days of a request for referral.

Parents/guardians may make up to two requests for SAL during the school year; the second request shall not be made until at least 60 school days have passed since the day the previous request was made.

Contents of the Application for SAL

4. The principal will provide the pupil and parent/guardian with a copy of the referral notice, (Appendix A- Supervised Alternative Learning (SAL) Referral Notice), the SAL Plan (See Appendix BC - Supervised Alternative Learning Plan (SALP)), and a notice ~~from the Committee~~ of the time and place of the meeting and explaining their rights regarding SAL, (Appendix ~~C-B~~ - Parent Notification 1) and will explain their rights regarding SAL (Appendix J – Supervised Alternative Learning (SAL) Information Handout).
5. The Secretary to the Committee structures the agenda and notifies schools. ~~and informs parents/guardians, and/or the pupil as appropriate, in writing (Appendix B, Pre meeting Letter Sample Parent Notification 1), of the time, date and place of meetings. A copy of the agenda and SAL notice to parents/guardians and/or pupil as appropriate is forwarded to the school, and the appropriate Attendance Counsellor.~~ The SAL Committee shall meet within 20 school days of receiving the initial SAL Plan a referral unless there is a written parental request or the parent/guardian consents to meet at a later date.

Committee Decisions

6. The principal of the school or designate participates in the SAL Committee meeting at which the referral is considered and will provide information as required by the SAL Committee.

7. After a Committee considers a referral to SAL,
 - (a) the Committee shall make a decision to accept, modify, or not approve participation by the pupil in SAL.
 - (b) If no SAL Plan was submitted by the principal, the Committee may recommend the creation of a Plan to support the pupil's participation in SAL.

Communication of Decisions

8. Within five days of the meeting, the SAL Committee forwards the results of its deliberations, in writing, to the parent/guardian, and/or pupil as appropriate and the school. ~~and appropriate Attendance Counsellor.~~ This notice will include information about the process of requesting reconsideration of the application (See Appendix D, Post-meeting Letter-Parent Notification 2 Approved/Not Approved). The SAL Plan, if any, would be attached to this letter.
9. If the Committee requires the principal to develop a SAL Plan, the committee will communicate the date by which the Plan must be developed and re-submitted. Within 20 school days of re-submitting the Plan, the Committee shall hold a meeting to consider the plan and make a decision to approve, modify, or not approve participation in SAL and follow appropriate communication with all stakeholders (Regulation 374/10, Sections 14-16).

Reconsideration of the Committee Decision

10. A parent/guardian of a pupil may submit to the principal a written request that the Committee reconsider its decision within 10 school days of receiving the written decision.
11. The principal shall forward the parent's/guardian's request to the Committee as soon as possible, and within 20 school days, the Committee will meet to reconsider its decision unless there is a written parental request or the parent/guardian consents to meet at a later date.
12. The Committee will communicate its decision in writing within five (5) school days.

Administration of SAL

13. The principal:
 - (a) will designate a primary contact person for each pupil participating in SAL;
 - (b) shall ensure that a member of the staff of the school or the board visits the site before the pupil begins participating in an activity taking place in a location that is not a school site as part of supervised alternative learning, unless in the opinion of the principal the visit is not necessary at that time. The principal shall ensure that a Work Education Agreement (WEA) form (See Appendix H – Work Education Agreement) is completed;
 - (c) shall issue a progress report about each pupil in the school who is participating in SAL. (See Sample Template Appendix G- Supervised Alternative Learning Plan (SAL Report)) This report will be issued at the same time as the principal issues report cards for other pupils. A copy of this report will be placed in the pupil's OSR.
14. Primary Contact Person:
 - (a) shall monitor the pupil's progress and contact the pupil at least once each month there must be successful two-way communication between the pupil and the primary contact at least once every 30 calendar days;

- (b) shall keep records of the observations made in monitoring the pupil's progress;
- (c) is entitled to receive information, including personal information relevant to the pupil's progress from any individual who is involved in the implementation of the pupil's plan. (See ~~Sample Template~~ Appendix ~~F~~ E.- Supervised Alternative Learning Template for Monitoring)

Review of Plan

15. ~~The pupil's primary contact person shall provide the principal with at least one written report at least 15 school days before the plan expires (See Appendix F, SAL Plan Review Sample Supervised Alternative Learning Plan Review)~~ The principal shall provide a copy of the Supervised Alternative Learning Plan Review (See Appendix E, SAL Plan Review Supervised Alternative Learning Plan Review) to the pupil and parent/guardian before the plan expires. This report will include:
 - (a) observations of the progress made by the pupil;
 - (b) overall review of the appropriateness and impact of the plan; and
 - (c) recommendations regarding whether, after the plan expires, the pupil should continue to participate in SAL.

Renewal of Plan

16. Before the expiry of the Plan, if in the opinion of the principal of the pupil's school it would be in the pupil's best interests to continue to participate in SAL, the principal shall submit a recommendation to the committee to renew the plan.
17. The Committee will meet within 20 school days after receiving a recommendation to renew the plan or to renew with modifications, or begin a new SAL process.

Termination of the Plan

18. A plan is terminated if any of the following circumstances exist:
 - (a) the pupil provides the principal with a written statement that he or she wants to return to school;
 - (b) the primary contact person provides the principal with a written statement that the pupil is not complying with the program and/or attendance requirements.
 - (c) the principal determines, with the agreement of a supervisory officer, that termination is in the pupil's best interests. The supervisory officer needs to be a qualified teacher. ~~The principal or designate shall provide written notice of the termination plan to:~~
 - ~~(a) the pupil;~~
 - ~~(b) the parent/guardian of the pupil;~~
 - ~~(c) the committee that approved the participation in SAL;~~
 - ~~(d) any individual who is involved in the implementation of the Plan.~~
19. The principal or designate must indicate on the SAL Monitoring Report that the student is not conforming to/progressing satisfactorily on the program prescribed by the Committee. When the SAL Committee completes its monthly review they may direct the SAL Secretary to send a Warning Letter (Appendix H) or Return to School Letter (Appendix I) letter to the pupil and the parent/guardian of the pupil.

Transition plan for pupil

20. The principal shall ensure that a transition plan has been developed for helping a pupil whose SAL Plan has expired or been terminated.

~~Record Keeping for SAL~~

- ~~21. All appropriate documentation with respect to a SAL Program is retained in the Ontario Student Record (O.S.R.) folder.~~

Attendance for pupils in a SAL program

- ~~22-21. If a pupil stops participating in their SAL program activities and there is no successful two-way communication between the pupil and the primary contact the student may be removed from his/her SAL program.~~

Note: All sample appendices referenced in this procedure are generated in the SAL module within LITE (Portal>Applications>lepWriter (LITE). The appendices are subject to annual review and may be modified as needed.

Supervised Alternative Learning Manual



SUCCESS for Every Student

Table of Contents

Background.....	3
Committee and Participants	3
Referral of Pupil to the SAL Committee.....	4
Notice of Referral to Parents/Guardians	4
Contents of the Application for SAL.....	4
Development of the SAL Plan.....	4
Committee Decisions.....	5
Communication of Decisions	5
Reconsideration of the Committee Decision	5
Administration of SAL	5
Plan Modifications after Committee Approval.....	6
Review of Plan	6
Renewal of Plan.....	7
Termination of the Plan.....	7
Transition plan for pupil.....	7
Record Keeping for SAL	7
Attendance for pupils in a SAL program	8
Full-time or Part-time SAL	8
Compassionate Grounds	8
SAL Checklist	9
Forms	10
Appendix A - Supervised Alternative Learning (SAL) Referral Notice.....	10
Appendix B - Parent Notification 1	10
Appendix C - Supervised Alternative Learning Plan (SALP)	10
Appendix D - Parent Notification 2 Approved/Not Approved	11
Appendix E - Supervised Alternative Learning (SAL) Monitoring Report.....	11
Appendix F - Supervised Alternative Learning Plan Review	11
Appendix G - Supervised Alternative Learning Plan (SAL Report).....	12
Appendix H - Warning Letter.....	12
Appendix I - Return to School Letter	12
Appendix J – Supervised Alternative Learning (SAL) Information Handout.....	13

Background

While most students will attend, and successfully complete secondary school. A small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school or with an alternative learning experience as outlined in Ontario Regulation 374/10. An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving his or her other educational and life goals, where possible. This program helps to maintain a learning connection between the school and student throughout a planned period of time.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

1. Credit courses (regular day school, e-Learning, cooperative education, Credit Recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end on June 30 of each school year.

A pupil who turns 18 years of age while participating in Supervised Alternative Learning may, if he or she wishes, continue participating in Supervised Alternative Learning until the pupil's plan expires or is terminated.

Committee and Participants

1. A SAL committee will be comprised of: one trustee; one Superintendent of Education or designate; one person who is not an employee of the Board.
 - (a) SAL committees meet monthly during the school year.
 - (b) No committee meeting will be invalid in cases where there are changes in SAL Committee members or changes in the representatives attending on behalf of the pupil.
 - (c) Personal information may be gathered, used or disclosed during the SAL meeting. Such information is regulated by the *Municipal Freedom of Information and Protection of Privacy Act*.

The function of this committee is to accept, reject, or modify the proposed SAL plan.

2. The parents/guardians/pupils and support person are entitled and encouraged to attend the initial SAL meeting.
 - (a) In situations where a support person attends without the parent/guardian or pupil withdrawn from parental control, the support person has the same rights as the pupil, parent/guardian.
 - (b) A pupil who is at least 16 years old and ~~A pupil has~~ withdrawn from parental control, has the same rights and obligations imposed on parents/guardians.

Referral of Pupil to the SAL Committee

3. The principal of the school at which the pupil is enrolled shall refer the pupil to the SAL Committee:
 - (a) if in the principal's opinion it would be in the pupil's best interests to participate in SAL; or
 - (b) if a parent/guardian or the pupil submits a request for SAL based on the best interests of the pupil;
 - (c) within 15 school days of a request for referral.

Parents/guardians may make up to two requests for SAL during the school year; the second request shall not be made until at least 60 school days have passed since the day the previous request was made.

Notice of Referral to Parents/Guardians

4. Before referring a pupil to a SAL Committee the principal shall provide the parent/guardian of the pupil with a written notice of intention to refer the pupil explaining the basis for the referral. The principal will also consult with the parent/guardian to gather information to complete both the Referral and the SAL Plan.

Contents of the Application for SAL

5. The written application, provided prior to the SAL Committee meeting will indicate:
 - (a) the basis for the principal's opinion whether it is in the pupil's best interest to participate in SAL (See Appendix A - [Referral Notice-Supervised Alternative Learning \(SAL\) Referral Notice](#));
 - (b) the basis for the parent's/guardian's opinion whether it is in the pupil's best interests to participate in SAL;
 - (c) the SAL Plan (See Appendix [B](#)[C](#), Supervised Alternative Learning Plan (SALP), if any;
 - (d) a list of school and board staff who know the pupil and who can speak knowledgeably about the pupil's academic performance and progress and appropriateness of the plan, if any;
 - (e) a list of any other individuals who have relevant information;
 - (f) any additional information that would assist the Committee in its consideration of the referral.

The principal will provide the pupil and parent/guardian with a copy of the referral notice, (See Appendix A- [Supervised Alternative Learning \(SAL\) Referral Notice](#)), the SAL Plan if any (See [Appendix C - Supervised Alternative Learning Plan \(SALP\)](#)), and a notice ~~from the Committee~~ of the time and place of the meeting ([See Appendix B – Parent Notification 1](#)) and ~~will explain~~[explaining](#) their rights regarding SAL, (See Appendix [J – Supervised Alternative Learning \(SAL\) Information Handout](#)).

Development of the SAL Plan

6. The principal of the school provides a copy of the initial SAL Plan to the SAL Committee. However, if in the principal's opinion it would not be in the pupil's best interests for the pupil to participate in SAL, the principal will refer the pupil to the SAL Committee without a Plan. In accordance with Regulation 374/10:
 - (a) The SAL Plan shall have an expiry date not later than June 30 in the school year to which it applies.

- (b) The principal will consider input from the pupil, the parent/guardian; one or more members of the school staff at which the pupil is enrolled who have information relevant to the development of the plan.
- (c) Additional information may be requested from: board support staff; community agencies; an employer who is interested in employing the pupil as part of SAL; any other individual that may help in developing the plan. Appropriate protocols for informed consent must be followed when working with outside agencies.

Committee Decisions

- 7. The principal of the school or designate participates in the SAL Committee meeting at which the referral is considered and will provide information as required by the SAL Committee.
- 8. After a Committee considers a referral to SAL,
 - (a) the Committee shall make a decision to accept, modify, or not approve participation by the pupil in SAL.
 - (b) If no SAL Plan was submitted by the principal, the Committee may recommend the creation of a Plan to support the pupil's participation in SAL.

Communication of Decisions

- 9. Within five days of the meeting, the SAL Committee forwards the results of its deliberations, in writing, to the parent/guardian, and/or pupil as appropriate and the school. ~~and appropriate Attendance Counsellor.~~ This notice will include information about the process of requesting reconsideration of the application (See Appendix D - ~~Post meeting Letter~~ Parent Notification 2 Approved/Not Approved). The SAL Plan, if any, would be attached to this letter.
- 10. If the Committee requires the principal to develop a SAL Plan, the committee will communicate the date by which the Plan must be developed and re-submitted. Within 20 school days of re-submitting the Plan, the Committee shall hold a meeting to consider the plan and make a decision to approve, modify, or not approve participation in SAL and follow appropriate communication with all stakeholders (Regulation 374/10, Sections 14-16).

Reconsideration of the Committee Decision

- 11. A parent/guardian of a pupil may submit to the principal a written request that the Committee reconsider its decision within 10 school days of receiving the written decision.
- 12. The principal shall forward the parent's/guardian's request to the Committee as soon as possible, and within 20 school days, the Committee will meet to reconsider its decision unless there is a written parental request or the parent/guardian consents to meet at a later date.
- 13. The Committee will communicate its decision in writing within five (5) school days.

Administration of SAL

- 14. The principal:
 - (a) will designate a primary contact person for each pupil participating in SAL;
 - (b) shall ensure that a member of the staff of the school or the board visits the site before the pupil begins participating in an activity taking place in a location that is not a school site as part of supervised alternative learning, unless in the opinion of the principal the visit is not

- necessary at that time. The principal shall ensure that a Work Education Agreement (WEA) form (See Appendix H- [Work Education Agreement](#)) is completed;
- (c) shall issue a progress report about each pupil in the school who is participating in SAL. (See [Sample Template](#) Appendix G - [Supervised Alternative Learning Plan \(SAL Report\)](#)) This report will be issued at the same time as the principal issues report cards for other pupils. A copy of this report will be placed in the pupil's OSR.
15. Primary Contact Person:
- (a) shall monitor the pupil's progress and ~~contact the pupil at least once each month~~ there must be successful two-way communication between the pupil and the primary contact at least once every 30 calendar days;
- (b) shall keep records of the observations made in monitoring the pupil's progress;
- (c) is entitled to receive information, including personal information relevant to the pupil's progress from any individual who is involved in the implementation of the pupil's plan. (See [Sample Template](#) Appendix ~~F~~ E - [Supervised Alternative Learning Template for Monitoring](#))
16. A school Attendance Counsellor shall have the same powers and perform the same duties in respect of pupils enrolled in SAL as may be applicable to any pupil.

Plan Modifications after Committee Approval

17. The principal, in consultation with the primary contact person, may make modifications to the plan if,
- (a) the plan remains substantially the same; and
- (b) requests input first from parents/guardians/pupil and/or support person;
- (c) if the principal modifies a plan, he or she shall inform parents/guardians and/or the pupil.
- (d) minor modifications shall be noted on the original plan and the date indicated.
18. If the principal determines that it is in the best interest of the pupil to make modifications to the plan that are substantially different, the principal:
- (a) first requests input from the parents/guardians/pupil and/or support person;
- (b) must consult with the appropriate Superintendent of Education;
- (c) will provide a copy of the modified plan to the parents/guardians/pupil and/or support person;
- (d) significant modifications shall be presented to the SAL Committee for approval. ~~through the referral process outlined in Section 4.~~

Review of Plan

19. The pupil's primary contact person shall provide the principal with at least one written report at least 15 school days before the plan expires (See Appendix ~~F~~ E - [SAL Plan Review-Supervised Alternative Learning Plan Review](#)). The principal shall provide a copy of each report to the pupil and parent/guardian before the plan expires. This report will include:
- (a) observations of the progress made by the pupil;
- (b) overall review of the appropriateness and impact of the plan; and
- (c) recommendations regarding whether, after the plan expires, the pupil should continue to participate in SAL.

Renewal of Plan

20. Before the expiry of the Plan, if in the opinion of the principal of the pupil's school it would be in the pupil's best interests to continue to participate in SAL, the principal shall submit a recommendation to the committee to renew the plan.

Termination of the Plan

21. A plan is terminated if any of the following circumstances exist:
- (a) the pupil provides the principal with a written statement that he or she wants to return to school;
 - (b) the primary contact person provides the principal with a written statement that the pupil is not complying with the program and/or attendance requirements.
 - (c) the principal determines, with the agreement of a supervisory officer, that termination is in the pupil's best interests. The supervisory officer needs to be a qualified teacher.

~~The principal or designate shall provide written notice of the termination plan to:~~

- ~~(a) — the pupil;~~
 - ~~(b) — the parent/guardian of the pupil;~~
 - ~~(c) — the committee that approved the participation in SAL;~~
 - ~~(d) — any individual who is involved in the implementation of the Plan.~~
22. The principal or designate must indicate on the SAL Monitoring Report that the student is not conforming to/progressing satisfactorily on the program prescribed by the Committee. When the SAL Committee completes its monthly review they may direct the SAL Secretary to send a Warning Letter (Appendix H) or Return to School Letter (Appendix I) letter to the pupil and the parent/guardian of the pupil.

Transition plan for pupil

23. The principal shall ensure that a transition plan has been developed for helping a pupil whose SAL Plan has expired or been terminated.

Record Keeping for SAL

24. All appropriate documentation with respect to a SAL Program are to be ~~is~~ retained in the Ontario Student Record (O.S.R.) folder.
- (a) Supervised Alternative Learning Plan
 - (b) Progress Report(s)
 - (c) Supervised Alternative Learning Plan Review
 - (d) Transition Plan

~~Pupils who are approved for SAL are recorded as a "G" in the appropriate Register of Daily Attendance. A pupil excused by the SAL Committee, full time or part time, remains on the register of his/her home school or such other school as the SAL Committee designates for the purposes of a SAL Program.~~

~~Attendance code "C" is used to denote days on which contact is made with the pupil. This must occur at least once each month.~~

Attendance for pupils in a SAL program

25. For pupils who are participants in a SAL program, record their attendance in the Daily Attendance Record:
- (a) Daily attendance must be recorded for the academic component of SAL when the student is considered to be full-time (e.g. student is taking ENG1L)
 - (b) Record with "G" for the period when they are participating in the non-academic components of the SAL Program (i.e. FTESL-SAL Placeholder).
 - (c) Record the dates of contact with "Q" for the period when they are participating in the non-academic components of the SAL Program (i.e. Where the "G" would normally appear in the attendance).
26. If a pupil participating in a SAL program is enrolled in a day school course and is absent from the course for the equivalent of 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures under "Absence from a Course for 15 Consecutive Scheduled Days" within the Enrolment Register Instructions for Elementary and Secondary Schools.
27. If a pupil stops participating in their SAL program activities and there is no successful two-way communication between the pupil and the primary contact (at least every 30 calendar days), follow the procedures under "AM-41 Prolonged Absence Process for Secondary Students Prolonged Absence." The principal must refer the case to the attendance counselor in writing 16 days after the missed appointment with the primary contact. The principal's referral must be retained in the pupil's file for audit purposes.

Note: Refer to the most current version of the Enrolment Register Instructions for Elementary and Secondary Schools and AM-41 Prolonged Absence Process for Secondary Students regarding student attendance.

Full-time or Part-time SAL

28. Where a pupil is participating in a SAL program and has a SALP in accordance with Ontario Regulation 374/10, record the pupil as follows in the day school register:
- (a) Full-time, with an FTE of 1.0, if the pupil's SALP includes an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit (i.e., day school courses, e-Learning and Cooperative Education). This also applies to SAL pupils enrolled in a non-credit "K" course that is timetabled and appropriately staffed.
 - (b) Part-time, with an FTE of 0.50, if the pupil's SALP includes an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

Compassionate Grounds

Excusal from full-time school attendance, compassionate grounds

- ~~25.~~ 29. A principal may authorize a pupil who is at least 16 years old to be excused from attendance at school on a full-time basis if all of the following circumstances exist:
- (a) The principal believes that there are compassionate grounds that justify the excusal.
 - (b) The principal requires the pupil to attend school on a part-time basis.
 - (c) The purpose of the excusal is not to enable the pupil to be employed during school hours.
 - (d) The pupil is not excused under this section for more than one school year in total.

- (e) The principal consults with the Family of Schools Superintendent prior to authorizing this excusal.

SAL Checklist

Pre-approval for SAL

- Consult with student and the parent/guardian regarding SAL as an option.
- Create a referral [in LITE](#) and supply a copy to the SAL Committee and the parent/guardian.
- Develop an initial copy of the SAL plan [in LITE](#). Provide a copy to the committee that is signed by parent/guardian. Supply parent/guardian with a copy of the initial SAL plan.
- Inform the parent/guardian of the time and place of the meeting as well as their rights regarding SAL. ([See Appendix J – Supervised Alternative Learning \(SAL\) Information Handout](#)).

Monthly Reporting to the SAL Committee

- Complete Supervised Alternative Learning (SAL) Monitoring Report [in LITE](#) prior to the monthly SAL committee meetings.
- Provide the committee with the 'actual' date of contact with the student.
- Update committee on the FTE status of the student (e.g. Full-time or Part-time). Supply committee with a timetable as appropriate.
- Provide recommendations to the committee regarding student compliance with the SAL program (e.g. student is compliant, should receive a warning letter or be removed),

Closing Tasks for SAL


- Complete the SAL Plan Review at least 15 days prior to expiry. Provide a copy to the student and the parent/guardian before the plan expires.
- Ensure that a transition plan has been developed for a student whose SAL plan has expired or been terminated.
- Complete all required Course and/or Skill Acquisition information within the SAL plan in LITE to ensure accurate SAL data retrieval.
- Close any expired or terminated SAL plans within LITE.
- Retain a copy of the SAL Plan, Progress Report(s), the SALP Review, and the Transition Plan in the OSR.

Note: [Information on how to navigate the SAL module within LITE can be found in the Portal \(Programs > Student Success> Re-Engagement > Supervised Alternative Learning \(SAL\) > SAL Training Manual for LITE\)](#)

Forms

The following appendices are referenced in this manual. The links provided below are to be viewed as examples only. The most up-to-date forms are to be accessed through LITE (Portal>Applications>lepWriter (LITE)).

Appendix A - Supervised Alternative Learning (SAL) Referral Notice

 **Grand Erie District School Board**
349 Erie Avenue, Brantford, Ontario N3T 5V3

Appendix A

Supervised Alternative Learning (SAL) Referral Notice

Name	Last Name, First Name	OEN	123456789	Board Id #	123456789	Grade	11
School	School Name	Gender	M/F				
DOB	dd-mm-yyyy	Credits Earned	#				

Student Information		Parent/Guardian Information	
Address	Street Address City, Postal Code (111) 111-1111	Name & Address	Parent/Guardian Name Street Address City, Postal Code (111) 111-1111
Home Telephone	(111) 111-1111	Home Telephone	(111) 111-1111
Additional Contact Information for Parent/Guardian			

SAL Referral Date	dd-mm-yyyy	SAL Type	SAL
Committee Meeting Date	dd-mm-yyyy	SAL Start Date	dd-mm-yyyy
		SAL Expiry Date	dd-mm-yyyy
		Renewal	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No


Attendance Counsellor	Attendance Counsellor Name	Principal/Vice Principal	Principal/VIP Name
-----------------------	----------------------------	--------------------------	--------------------

School Administrator Comments
Data entry area where comments and notes can be added

Parent/Guardian Comments
The parent/guardian must also be consulted in order to gather information to complete both the SAL Referral and SAL Plan

Planning Notes for SALP
Data entry area where comments and notes can be added

Appendix B - Parent Notification 1

 **Grand Erie District School Board**
349 Erie Avenue, Brantford, Ontario N3T 5V3

Appendix B

Date: _____ (dd-mm-yyyy)

Dear: _____ Parent/Guardian (s)

Re: _____ Student

OEN: _____

A meeting of the Supervised Alternative Learning (SAL) Committee has been scheduled to discuss the application for _____ (Student name) to participate in Supervised Alternative Learning.

We have scheduled the meeting for:

Date: _____ (dd-mm-yyyy)

Time: _____

Location: _____ Location _____ Address _____

The purpose of this meeting is to consider the application to have the pupil excluded from attendance at school to participate in Supervised Alternative Learning supervised by the Board. A copy of the handbook entitled, "Supervised Alternative Learning (SAL) Information Handbook" has been supplied to you with information regarding the SAL process. If you would like further information prior to the SAL meeting, please contact the principal at the school where the pupil attends.

Following the SAL meeting, you will receive the Committee's recommendations, as voting, through the _____

Appendix C - Supervised Alternative Learning Plan (SALP)

 **Grand Erie District School Board**
349 Erie Avenue, Brantford, Ontario N3T 5V3

Appendix C

Supervised Alternative Learning Plan (SALP) Semester : 1

Name	Last Name First Name	OEN	123456789	Board Id #	123456789	Grade	11
School	School Name	Family		IEP	No	Gender	M/F
DOB	dd-mm-yyyy	Credits Earned	0				

Student Information		Parent/Guardian Information	
Address	Street Address City, Postal Code (111) 111-1111	Name & Address	Parent/Guardian Name Street Address City, Postal Code (111) 111-1111
Home Telephone	(111) 111-1111	Home Telephone	(111) 111-1111
Additional Contact Information for Parent/Guardian			

Committee Meeting Date	SAL Start Date	Renewal	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Meeting Time	SAL Expiry Date		
Reason for SAL Application			

Primary Contact for SAL

Name / Position _____

Name of Principal _____

People consulted in the development of the SALP

Name	Position	Telephone
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have been consulted in the creation of the Supervised Alternative Learning Plan.

Principal _____ Signature _____ Date _____

Student _____

Parent/Guardian _____

Committee Chair _____

Appendix D - Parent Notification 2 Approved/Not Approved


Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 3V3

Appendix D Approved

Date: dd/mm/yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
(Parent/Guardian(s))

Re: Student Name
DOB: dd/mm/yyyy
OEN: 123456789

At its meeting on dd/mm/yyyy, the Supervised Alternative Learning (SAL) Committee of the Grand Erie District School Board considered your application to have Student First Name participate in Supervised Alternative Learning.

The Committee approved your request and hereby expects Student Name from attendance at school so long as Student Name conforms to the following SAL Plan:
Outline of SAL Committee Meeting

A placement at School Name. This program will be monitored by Primary Contact.

**Should this placement change in any way please contact Primary Contact as future paperwork has been completed as necessary for approval by the SAL Committee.

To request that the SAL Committee reconsider its decision, please notify the principal in writing within 10 school days of receiving this letter. The principal will forward your request to the Committee as soon as possible. Within 20 school days of receiving this request, the Committee will meet to reconsider its decision unless there is written parental request of consent to meet at a later date. The final decision of the Committee will be communicated to you in writing within 5 school days of their meeting.

** As of 15-Aug-2018, the Grand Erie District School Board's authority to exclude pupils to participate in the SAL for the 2018/2019 school year expires.

** Pupils wishing to continue their program under the provisions of SAL, must resubmit an application with your school principal for consideration by the SAL committee at the next school year.

Sincerely,

Superintendent of Education

Superintendent of Education


Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 3V3

Appendix D Not Approved

Date: dd/mm/yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
(Parent/Guardian(s))

Re: Student Name
DOB: dd/mm/yyyy
OEN: 123456789

At its meeting on dd/mm/yyyy, the Supervised Alternative Learning (SAL) Committee of the Grand Erie District School Board considered your application to have Student First Name participate in Supervised Alternative Learning.


The Committee rejected your request; therefore, Student First Name must attend school as required by the Education Act.

To request that the SAL Committee reconsider its decision, please notify the principal in writing within 10 school days of receiving this letter. The principal will forward your request to the Committee as soon as possible. Within 20 school days of receiving this request, the Committee will meet to reconsider its decision unless there is written parental request of consent to meet at a later date. The final decision of the Committee will be communicated to you in writing within 5 school days of their meeting.

Sincerely,

Superintendent of Education

Appendix E - Supervised Alternative Learning (SAL) Template for Monitoring Report


Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 3V3

Appendix E

Supervised Alternative Learning Template for Monitoring

Name: Last Name, First Name	OEN: 123456789	Board ID #: 123456789	Grade: 12
School: School Name	Gender: M/F	Grade Level: #	
DOB: dd/mm/yyyy			

Student Information		Parent/Guardian Information	
Address:		Home & Address:	Parent/Guardian Name:
Street Address:		Street Address:	Parent Name:
City, Postal Code:		City, Postal Code:	City, Postal Code:
Home Telephone:		Home Telephone:	City, Postal Code:
Additional Contact Info:		Additional Contact Info:	City, Postal Code:
SAL Monitoring Date: dd/mm/yyyy			

Committee Meeting Date: dd/mm/yyyy	SAL Start Date: dd/mm/yyyy	Review Date: dd/mm/yyyy	Term: # of
SAL Expiry Date: dd/mm/yyyy			

Outline of SAL Committee Meeting

Approved from the student's SAL Plan

Description of SALP Activities

Enter a description of the activities being reported on. These descriptions also get reported to the SAL Review and the SAL Case Load Report.

Date	Details	Comments/Outcomes
dd/mm/yyyy	<input type="checkbox"/> Type of Contact <input type="checkbox"/> Observation of student on location <input type="checkbox"/> Meeting in person <input type="checkbox"/> Email <input type="checkbox"/> Telephone Call <input type="checkbox"/> Other	<input type="checkbox"/> Problem solving <input type="checkbox"/> Policy enforcement <input type="checkbox"/> Other

Comments

Primary contact signature

Appendix F - Supervised Alternative Learning Plan Review


Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 3V3

Appendix F

Supervised Alternative Learning Plan Review

Name: Last Name, First Name	OEN: 123456789	Board ID #: 123456789	Grade: 11
School: School Name	Gender: M/F	Grade Level: #	
DOB: dd/mm/yyyy			

Student Information		Parent/Guardian Information	
Address:		Home & Address:	Parent/Guardian Name:
Street Address:		Street Address:	Parent Name:
City, Postal Code:		City, Postal Code:	City, Postal Code:
Home Telephone:		Home Telephone:	City, Postal Code:
Additional Contact Info:		Additional Contact Info:	City, Postal Code:
SAL Review Date: dd/mm/yyyy			

Committee Meeting Date: dd/mm/yyyy	SAL Start Date: dd/mm/yyyy	Review Date: dd/mm/yyyy	Term: # of
SAL Expiry Date: dd/mm/yyyy			

Outline of SAL Committee Meeting

Approved from SAL Plan

Description of SALP Activities

2013-16: Provided from the Monitoring Reports

Appropriateness of Student Progress

Free form box to provide to enter any notes on the student's progress

Appropriateness of SALP	2	3	4	5
Not Appropriate	2	3	4	5
Not Effective	2	3	4	5

Recommendations for when the SALP terminates

Text box available for additional notes or comments

Signature


Date

Principal

Primary SAL Contact

Appendix G - Supervised Alternative Learning Plan (SAL Report)

Appendix G


Grand Erie District School Board
245 Erie Avenue, Brantford & Ontario N3T 2Y1

Supervised Alternative Learning Plan (SAL Report)

Name	Last Name, First Name	OEN	123456789	Board Id #	123456789	Grade	11
School	School Name	Gender	M/F				
DOB	dd-mm-yyyy	Credits Earned	#				
Student Information		Parent/Guardian Information					
Address		Name & Address		Parent/Guardian Name			
Street Address		Street Address		Street Address			
City, Postal Code		City, Postal Code		City, Postal Code			
Home Telephone		Home Telephone		Home Telephone			
Additional Contact Info		Additional Contact Info		Additional Contact Info			
SAL Report Date		dd-mm-yyyy					
Committee Meeting Date		SAL Start Date		SAL End Date		Renewal	
dd-mm-yyyy		dd-mm-yyyy		dd-mm-yyyy		Yes No	
Description of SALP Activities							
SAL Reporting must align with the Ministry of Education reporting schedule. Enter a description of the activities being reported on.							
Effectiveness of SALP							
1 C	2 C	3 C	4 C	5 C			
Not Appropriate	2 C	3 C	4 C	5 C	Most appropriate		
Not effective	2 C	3 C	4 C	5 C	Most effective		
Observations of Student Progress							
				Signature		Date	
Principal:							
Primary SAL Contact:							

Appendix H - Warning Letter

Appendix H
Warning Letter


Grand Erie District School Board
245 Erie Avenue, Brantford & Ontario N3T 2Y1

Date: dd-mm-yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
(Parent/Guardian's)

Re: Student Name
DOB: dd-mm-yyyy
OEN: 123456789

It has come to the attention of the Supervised Alternative Learning (SAL) Committee that Student Name has not continued to progress satisfactorily on the program prescribed by the Committee.

Should this continue, the SAL Committee may withdraw its approval for Student Name to participate in the alternative program and she/he will be required to return to full time attendance at school.

If you require further information or assistance, please contact the principal of your child's school.

Sincerely,

Superintendent of Education

Appendix I - Return to School Letter

Appendix I
Return to School


Grand Erie District School Board
245 Erie Avenue, Brantford & Ontario N3T 2Y1

Date: dd-mm-yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
(Parent/Guardian's)

Re: Student Name
DOB: dd-mm-yyyy
OEN: 123456789

It has come to the attention of the Supervised Alternative Learning (SAL) Committee that Student Name has not progressed satisfactorily on the program prescribed by the Committee.

The Committee withdraws its approval for Student Name because he/she did not comply with the conditions of the program as outlined by the SAL Committee and is hereby required to return to full time attendance at school.

If you require further information or assistance, please contact the principal of your child's school.

Sincerely,

Superintendent of Education

Appendix J – Supervised Alternative Learning (SAL) Information Handout



Appendix J

Supervised Alternative Learning (SAL) Information Handout

Supervised Alternative Learning (SAL)

Under regulation 374/10 of the Education Act, SAL provides students 14 to 17 years old who have significant difficulties with regular attendance at school with an alternative learning experience. An individualized plan is created to enable the pupil to progress towards obtaining an Ontario Secondary School Diploma or achieving his or her other education and life goals.

Students are no longer required to attend school once they turn 18 according to the Education Act. Thus, a student who turns 18 years old while participating in supervised alternative learning may, if he or she wishes, continue participating in SAL until the student's plan expires or is terminated.

Reasons for Considering a SAL Program

Principals, parents/guardians or student may wish to consider a SAL program because:

- The student has difficulty coping in a structured school program or environment;
- They believe that a more appropriate education may be obtained in a way other than attending school; and/or
- The student has a pattern of declining attendance at school and/or has been identified to have challenges and/or obstacles impeding success in school.

Types of SAL Programs

A SAL plan shall include one or more of the following:

- Enrolment in a course or class in which the student may earn a credit
- Student's education and life goals
- Enrolment in a non-credit life skills course or other non-credit course
- Preparation for employment and development of general employment skills
- Training for a specific job or type of employment
- Employment (full or part-time)
- Counselling
- Volunteering
- Any other such activity as may be acceptable to the SAL Committee

A letter of approval from the SAL Committee allows a student to be legally employed during regular school hours. Employers may be fined if they hire students under the age of 18 unless the student has been excused from attending school by the SAL Committee.

Work Education Agreement

As per Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014, in order to ensure Workplace Insurance coverage, a Work Education Agreement (WEA) must be completed and signed by the parties concerned before the student begins the placement at the training station.



Supervised Alternative Learning (SAL) Information Handout

Students in SAL are Grand Erie Students

Students approved to participate in a SAL Program remain on the register of their home school. A transition plan is developed to support the student's transition from SAL back to school and their next steps.

The SAL Committee

The SAL Committee consists of a Grand Erie District School Board official, a trustee, a community representative and the SAL case facilitator / vice-principal.

Admission to a SAL Program

Parents/guardians or students may apply in writing to the school principal (the school will provide an application form on request). The application must contain a reason for requesting the program and a description of the program proposed. Staff of the Grand Erie District School Board can/will help put together a suitable program.

This request will be forwarded to the SAL Secretary who will arrange for the committee to consider the initial referral at its next meeting unless the parent of the pupil makes a written request for a later date or the parent of the pupil consents to a later date. Parents/guardians, and/or pupils and support persons will be informed, in writing, of the date, time and place of the meeting.

Parents/guardians, student or a support person have the right to be heard by the SAL Committee.

Committee Decisions/Process

1. The committee may approve the proposed plan or a variation of the proposed plan.
2. If the committee approves the plan, a primary contact person will monitor a student's progress and will provide the committee with a monthly report while the student is in SAL.
3. If the committee rejects the plan, the student must continue to attend school full-time. This decision may be appealed or a new application may be submitted with a different plan.
4. Students who do not follow the approved SAL program will be cautioned that they may be required to return to school. The student will be directed by the SAL Committee to return to school if the student continues to not follow the program.

Visit the Program Procedure: <i>Supervised Alternative Learning (SAL) and Other Excusals From Attendance at School</i> located under the About tab >Bylaws, Policies, Procedures, Protocols > Procedures >Programs, at granderie.ca



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO103 – Safe Arrivals**
DATE: January 14, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure SO103 – “Safe Arrivals”** to all appropriate stakeholders for comments to be received by February 28, 2019.

Background

Administrative Procedure SO103 – Safe Arrivals” was approved by the Board in 2014 and has been identified for review.

Additional Information

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

Next Steps

This Procedure will be circulated for stakeholder input in accordance with Board Bylaw BL9.

Grand Erie Multi-Year Plan:

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education

**Safe Arrivals**

Board Received: November 24, 2014 Review Date: December 2018

Accountability

1. Frequency of Reports – As needed
- ~~2. Severity Threshold – As needed (e.g., missing students, change in Ministry Regulations)~~
- ~~3.~~ 2. Criteria for Success – Informing all parents/guardians of the Policy and Procedures.
– Clear communications with parents/guardians and employees.

Procedures

1. Each elementary school shall develop a safe arrival procedure in accordance with current Ministry of Education guidelines (PPM123), which will account for the presence or absence of each student within one hour of normal starting time in the morning. Each school will designate one of the two nutrition breaks when students may leave school property; attendance will be taken at the conclusion of that nutrition break.
2. When transportation is cancelled for a students, the Safe Arrivals policy does not apply.
3. Each elementary school will review its procedure annually. School Councils and other interested groups will be included in the review.

The school's Safe Arrival procedure shall be communicated to all parents and guardians at the beginning of each school year or whenever changes are made to the procedure, or to individual parents upon admission of their child to the school.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **SO106 Field Trips/Team Travel Booking**
DATE: January 14, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure SO106 – Field Trips/Team Travel Booking to all appropriate stakeholders for comments to be received by February 28, 2018.</p>

Background

Procedure SO106 – Field Trips/Team Travel Booking was approved by the Board in November 2014 and has been identified for review.

Additional Information

One revision has been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Communication Plan

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Brenda Blancher
Director of Education

**Field Trips/Team Travel Booking**

Board Received: November 24, 2014 Review Date: December 2018

Accountability:

1. Frequency of Reports – As needed
- ~~2. Severity Threshold – As needed~~
- ~~3.2.~~ Criteria for Success – Safety issues addressed;
– Clear communications present;
– Most efficient means necessary.

Procedures:

The Grand Erie District School Board believes out-of-classroom trips and activities enhance the educational experience for students.

1. Field Trips

- a) At least two weeks prior to the date of the trip, school staff will complete a requisition, using School District System (SDS) Purchasing system, including the date and times of the trip, school name, destination, number of students transported, special requirements, the number of busses required, and for services to be provided. School staff will contact the operator or service provider to arrange the trip.
- b) At the time of creating the requisition, school staff will contact the operator or service provider to arrange the trip providing detailed information including the requisition number.
- c) Requisitions created by the school are electronically forwarded to Student Transportation Services Brant Haldimand Norfolk (STSBHN)) through the SDS system. Transportation Services electronically turns the requisition into a Purchase Order, automatically forwarding a copy to the school and the operator.
- d) School staff will contact the operator or service provider if changes are required to the arrangements detailed in the purchase order, or if the trip is cancelled. They will also notify (STSBHN) about these changes, via E-mail: transportation@stsbhn.ca
- e) Confirmation to Business Services of receipt of services for fields trips is only required if the trip is over \$2,500.00.
- f) The operators or service providers will submit their invoices, quoting the purchase order, number directly to STSBHN who will forward the confirmed invoices to Business Services for posting and payment.
- g) Costs will be charged to the account indicated on the requisition. If the cost is to be charged to (an) other account number (s), the account number(s) must be clearly listed on the requisition.
- h) When students or other parties are directly contributing towards the cost of the trip, school staff collect monies, deposit to school banking, then submit a cheque, payable to Grand Erie District School Board to Business Services. The cheque should reference the purchase order number. These monies will be deposited to the credit of the account indicated on the purchase order.
- i) Regardless of the dollar value associated with the transportation requirements of the extra-curricular activity, it is always recommended that multiple quotes are collected to ensure

that the school is receiving good value for their money. For additional information relating to the expectations and dollar thresholds for purchases, review F107- Purchasing.

2. Team Travel (Secondary Schools)

- a) Each new school year, schools will create a requisition to electronically issue a blanket purchase order for team travel for the current school year (September to June).
- b) School staff will contact the operator or service provider, giving sufficient notice to arrange transportation for team travel, quoting the blanket purchase order number each time.
- c) The operators or service providers will submit their invoices, quoting the purchase order number, directly to STSBHN who will forward the confirmed invoices to Business Services for posting and payment.
- d) STSBHN will maintain records of team travel trips, including costs and invoice numbers.
- e) Unless otherwise specified, all costs will be charged to the school's team travel budget

3. Operators and Service Providers

- a) A current regularly updated list of will be posted on the STSBHN website.
- b) Operators with accessible vehicles will be identified on the STSBHN website.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO102 – Request for School Assistance in Health Care**
DATE: January 14, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating SO102 –Request for School Assistance in Health Care to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the updates to SO102 – Request for School Assistance in Health Care

Background

Policy and Program Memorandum 161 –Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools came into effect September 2018. The purpose of this memorandum was to provide direction to school boards about the components that should be included in their policies or procedures to support students with prevalent medical conditions in schools. As a result, Health Management Plans for Anaphylaxis, Asthma, Diabetes and Seizure Disorder/Epilepsy included in SO30 – Management of Potentially Life-Threatening Health Conditions in Schools were updated with key changes, shared with school administrators and posted to the board website and portal in November 2018.

Additionally, the Cannabis Control Act which came into effect in 2017 regulates the use of cannabis for medicinal purpose.

Additional Information

Procedure SO102 – Request for School Assistance in Health Care is not scheduled for board review until October 2020, however it requires updates due to the information included in PPM161 and the Cannabis Control Act, 2017.

The procedure has been renamed “SO102 – Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools” to reflect more specifically its purpose. A draft revised procedure is attached.

Next Steps

The revised procedure will be posted on the board website and portal and will be reviewed with school administrators at a Director’s meeting.

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

SO102

Request for School Assistance in Health Care Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools

Board Received: September 26, 2016 Review Date: October 2020

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Proper forms updated and completed accurately.
 - Proper training and guidance from Regional Health Unit.
 - Clear communications with parents/guardians and employees.

Procedures for Medications Other than Cannabis:

As a general rule teaching personnel should not become involved with the administration of medication to, and/or the performance of physical procedures for pupils because such matters are primarily the responsibility of pupils' parents or guardians, in conjunction with trained medical personnel as parents or guardians deem appropriate.

This recognizes, however, through the Ontario Ministry of Education and Training Policy Memorandum 81, that there will sometimes be the need for school staff to administer medication to pupils and/or to perform physical procedures for them during the school day in order to enable the education of such pupils to continue, or in emergency situations. The following procedure outlines the conditions under which the administration of medication to and/or performance of physical procedures for pupils by school personnel may be carried out.

1. No teacher or principal employed by the Board is required to administer medication to, and/or perform physical procedures for a pupil. However, in an emergency situation all employees may have to administer first aid, which may include auto-injector or inhalers because of the life threatening nature of the incident. See Policy30-SO30 – Management of Potentially Life-Threatening Health Conditions in Schools.
2. An “Request for School Assistance in Health Care Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools” form shall be sent home to be completed and forwarded to the principal of the school (to be housed in the Ontario Student Record) prior to the administration of any medication by school personnel. Communication verbally with parent/guardian will occur when the form is sent home in order to build collaborative and productive relationships that will enhance understanding of the specific health concerns of the student and to ensure that the parent/guardian understands the expectations outlined in the form.
3. A “Student Support Plan for School” and a “Student Support Plan for Transportation” shall be completed on LITE printed and copied for the parent/guardian to sign, and then housed in the Ontario Student Record. The Student Support Plan for Transportation is accessed by the Transportation Department through the LITE system.

4. A revised Request for School Assistance in Health Care-Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools form shall be completed by the parents or guardians and forwarded to the principal for each school year, or whenever a modification of the prescribed medication ~~- occurs is directed by the physician.~~ The revised authorization form must be received prior to medication being administered.
5. The principal shall maintain a current list of all pupils receiving medication. Such list may be shared with the local Health Unit with the consent of the pupil's parents, and will be shared with the Ministry of Education upon request.
6. Parents are responsible to ensure that the school is advised of any changes in medication. Each parent shall be responsible for the delivery of prescribed medication to the principal (or designate) at intervals as may be determined by the parents and/or ~~medical practitioner physician,~~ and the principal (or designate) shall deliver to the parents any unused medication at the end of the school year or other times as determined by the parents and/or ~~physician medical practitioner.~~
7. A staff person volunteering to administer medication to a pupil shall give consent to such administration by signing the Supervision section of ~~the Request for School Assistance in Health Care-Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools~~ form. Where a staff person agrees to supervise the self-administration of medication by a pupil, the staff person shall give consent to such supervision by signing the Supervision section of the ~~Request for School Assistance in Health Care form~~ Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools.
8. The staff person shall maintain the "Student Medication Record" which includes both administration and self-administration of medication. On dates when the pupil is absent, the log should reflect such pupil absence. The "Comments" section should reflect abnormal or unusual circumstances related to such administration. The monthly log sheet is to be filed in the Ontario Student Record by the principal with the signed authorization form.
9. Medication will be administered in a manner which allows for sensitivity, privacy and dignity of the student, while also encouraging the student to take as much responsibility for ~~his/her their~~ their own medication as is appropriate.
10. Assistance in training to administer medication is the responsibility of the parents, in conjunction with the principal. Parent/guardian should seek advice from the ~~physician medical practitioner~~ or the Health Unit ~~if necessary~~ if necessary.
11. The principal ~~should~~ will ensure that medication:
 - a) is clearly labelled for each pupil;
 - b) has clearly indicated dosage; and
 - c) is securely stored to ensure administration to the correct child, and to avoid loss or tampering.
12. Non-health care professionals are not authorized to administer injections; therefore, requests made by parents in relation to administering injections shall be denied. The exemption is when administering auto-injectors for anaphylaxis in an emergency situation.
13. It is understood that the staff person is administering medication under the principle of "in loco parentis", and not as a health professional.

14. Personal assistance for pupils with physical disabilities such as lifting, toileting, feeding, catheterization, etc. shall not be the responsibility of the teacher in charge of the pupil. Personal assistance support may be carried out by non-teaching personnel assigned such responsibility by the principal supported by the recommendations of health care providers.

Procedures for Medicinal Cannabis:

School administrators have an obligation to accommodate students in the provision of medical assistance at school. Medicinal cannabis is prescribed as part of several medical interventions, and should parallel the administration of any other medication.

Each request in regard to medicinal cannabis will be treated individually. Administrators must ensure that the following provisions are in place prior to permitting medicinal cannabis on school property.

Documentation:

1. There must be a personal prescription for the student (signed by a physician or nurse practitioner) specifically for medicinal cannabis. A copy of the prescription will be kept on file.
2. There must be a specific dosage prescribed.
3. The medical practitioner must indicate that the medicinal cannabis has to be administered during the school day.
4. Smoking of medicinal cannabis and the use of edibles on school property is prohibited.
5. The student must present proof of a personal license to use medicinal cannabis. A copy of the license will be kept on file.
6. The student must provide proof of an authorized medicinal cannabis supplier. A copy of this documentation will be kept on file.

School Operations:

1. There must be procedures put into place to maintain the security of medicinal cannabis at school.
2. There must be procedures put into place for transporting medicinal cannabis to its storage location.
3. There must be a determination as to how much medicinal cannabis will be stored for the student.
4. A staff person volunteering to administer medicinal cannabis to a pupil shall give consent to such administration by signing the Supervision section of Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools form. Where a staff person agrees to supervise the self-administration of medicinal cannabis by a pupil, the staff person shall give consent to such supervision by signing the Supervision section of the Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools.
5. The staff person shall maintain the "Student Medication Record" which includes both administration and self-administration of medicinal cannabis. On dates when the pupil is absent, the log should reflect such pupil absence. The "Comments" section should reflect abnormal or unusual circumstances related to such administration. The monthly log sheet is to be filed in the Ontario Student Record by the principal with the signed authorization form.

6. Medicinal cannabis will be administered in a manner which allows for sensitivity, privacy and dignity of the student, while also encouraging the student to take as much responsibility for their own medication as is appropriate.
7. Assistance in training to administer medicinal cannabis is the responsibility of the parents, in conjunction with the principal. Parent/guardian should seek advice from the medical practitioner or the Health Unit if necessary.
8. The principal will ensure that medicinal cannabis:
 - a) is clearly labelled for each pupil;
 - b) has clearly indicated dosage; and
 - c) is securely stored to ensure administration to the correct child, and to avoid loss or tampering.
9. It is understood that the staff person is administering medicinal cannabis under the principle of "in loco parentis", and not as a health professional.
10. Administrators will determine who needs to be informed of the student's use of medicinal cannabis at school.
11. With respect to certain courses and activities, there must be procedures put into place where use of medicinal cannabis could be a safety concern. (For example, physical education, science, tech subjects)
12. There must be procedures for disposing of medicinal cannabis left behind by a student who no longer attends the school.
13. There must be procedures for students using medicinal cannabis when attending field trips.
14. The Family of Schools Superintendent should be informed of any request to use medicinal cannabis at school.



GRAND ERIE DISTRICT SCHOOL BOARD

Appendix A

REQUEST FOR SCHOOL ASSISTANCE IN HEALTH CARE ADMINISTRATION
OF PRESCRIBED MEDICATION IN SCHOOL

STUDENT INFORMATION:

NAME: _____ Surname / Given Name D.O.B.: _____ YYYY/MM/DD Current Age: _____ Years / months
 Address: _____ (Street/ Lot/ Con./ Town/ Postal Code) Telephone: _____
 School: _____ Grade _____ Principal: _____
 Parent/Guardian: _____ (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.) (Surname / Given Name)

TYPE OF HEALTH CARE ASSISTANCE

- ☐ Administration of Prescribed Medication
☐ Administration of Medicinal Cannabis
☐ Supervision of Student's self-administration of prescribed medication/medicinal cannabis

TYPE	
<input type="checkbox"/> Oral	<input type="checkbox"/> Auto-Injected
<input type="checkbox"/> Inhaled	<input type="checkbox"/> Other specify _____
<input type="checkbox"/> External	

SCHEDULE	
<input type="checkbox"/> Short-Term specify _____	<input type="checkbox"/> Emergency
<input type="checkbox"/> Trial specify _____	<input type="checkbox"/> 2 nd treatment available (see <u>Physician's</u> <u>medical practitioner's</u> <u>statement, if</u> <u>applicable if applicable</u>)
<input type="checkbox"/> on-going	

Other (specify) _____

Expiry date for medication, if applicable: _____

Child wears MedicAlert™, if applicable: ☐ bracelet ☐ necklace

ANAPHYLAXIS

_____ (Student Name) is identified to have possible life threatening allergic reactions to the following and requires the use of medication to manage his/her symptoms:

Triggers: i.e. foods, insect sting	Symptoms: i.e. Itching, Hives	Treatment: i.e. Auto-Injector

Medical Certification ~~(medical practitioner information and signature is optional)~~ **medical practitioner information and signature is optional)**

This is to certify that _____ (Student Name) has Anaphylactic Allergic Reactions and uses the following medication:

Medical Practitioner's ~~Doctor's~~ Name: _____ Telephone: _____

Medical Practitioner's ~~Doctor's~~ Signature _____ Date _____
YYYY / MM / DD

Medication	Dosage	Frequency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASTHMA

_____(Student Name) is identified to have symptoms of asthma and requires the use of medications to manage his/her symptoms:

Triggers: i.e. colds, exertion	Symptoms: i.e. cough, wheezing	Treatment: i.e. Inhaler

Medical Certification ~~(medical practitioner information and signature is optional)~~ **medical practitioner information and signature is optional**

This is to certify that _____(Student Name) has Asthma and uses the following medication:

~~Medical Practitioner's~~ ~~Doctor's~~ Name: _____ Telephone: _____

~~Medical Practitioner's~~ ~~Doctor's~~ Signature _____ Date _____

Medication	Dosage	Frequency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIABETES

_____ (Student Name) is identified to have symptoms of diabetes and requires the use of medication to manage his/her symptoms:

Triggers: i.e. not eating, tired	Symptoms: i.e. sweating, hunger	Treatment: i.e. juice

Medical Certification ~~(medical practitioner information and signature is optional)~~ **medical practitioner information and signature is optional**

This is to certify that _____ (Student Name) has Diabetes and uses the following medication:

Medical Practitioner's ~~Doctor's~~ Name: _____ Telephone: _____

Medical Practitioner's ~~Doctor's~~ Signature _____ Date _____

Medication	Dosage	Frequency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SEIZURE DISORDER

_____ (Student Name) is identified to have a seizure disorder and requires the use of medication to manage his/her symptoms:

Triggers: i.e. dehydration, flashes	Symptoms: i.e. stare, twitching	Treatment: i.e. clear sharp objects/furniture, turn on side

Medical Certification ~~medical practitioner information and signature is optional~~ **medical practitioner information and signature is optional**

This is to certify that _____ (Student Name) has a Seizure Disorder and uses the following medication:

~~Medical Practitioner's~~ **Doctor's** Name: _____ Telephone: _____

~~Medical Practitioner's~~ **Doctor's** Signature _____ Date _____

Medication	Dosage	Frequency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Medical Certification for the use of Medicinal Cannabis

This is to certify that _____ (Student Name) has a medical diagnosis that requires the use of Medicinal Cannabis for this condition:

~~Medical Practitioner's~~ **Doctor's** Name: _____ Telephone: _____

~~Medical Practitioner's~~ **Doctor's** Signature _____ Date _____

<u>Medication</u>	<u>Dosage</u>	<u>Frequency</u>
<u><input type="checkbox"/></u>	<u><input type="checkbox"/></u>	<u><input type="checkbox"/></u>
<u><input type="checkbox"/></u>	<u><input type="checkbox"/></u>	<u><input type="checkbox"/></u>

A new authorization form must be submitted each school year and whenever the medication(s)/procedure(s) is modified. This form must be retained in the school for one year after termination of medication/procedure. It is understood that the staff person is administering medication or providing service under the principle of "in loco parentis", and not as a health professional.

~~In the event that a "physician's statement" does not accompany the Request for School Assistance in Health Care, The Grand Erie District School Board will assume no responsibility for the administration of medication or the self-administration of medication by students. Principals are to advise a parent, requesting school assistance in health care without a physician's statement, of this in writing.~~

~~PHYSICIAN'S STATEMENT FOR HEALTH CARE ASSISTANCE DURING SCHOOL HOURS~~

~~In my opinion, the following procedures are medically appropriate for the above-named student and should be administered during the school day:~~

~~1. Name of procedure(s) or medication(s):~~

~~_____~~
~~_____~~
~~_____~~

~~2. Administration during school day: ☐ _____ a.m. ☐ _____ p.m.~~

~~3. Administration/procedure required for: ☐ _____ days ☐ remainder of school year
☐ emergency only
☐ 2nd treatment recommended if medical help unavailable within _____ minutes~~

~~Name of Physician: _____ Telephone: _____~~

~~Signature of Physician: _____~~

PARENT/GUARDIAN APPROVAL:

I hereby authorize and request the administration of the above medication(s)/procedure(s) for the above-named child in the manner and duration stated ~~by the physician~~. I will provide the medication to the school in a container clearly labeled by a pharmacist and give any necessary instruction as to the storage of same medication.

In regards to the management of **ANAPHYLAXIS**, I/We are responsible for ensuring that:

- The school is supplied with up-to-date injection kits that are kept current two (2) if possible, one to be kept with the student and one to be kept in a secure location in the school)
- We have informed the school that for incidents relating to the anaphylaxis I/we wish to be contacted regarding the following type(s) of incident(s):
- Parent/guardian initial: _____

In regards to the management of **ASTHMA**, I/We are responsible for ensuring that:

- The school is provided with a minimum of one (1) up-to-date inhaler properly marked

with the child's name and expiry date (a second if possible, to be kept in a secure location in the school)

- We have informed the school that for incidents relating to the asthma I/we wish to be contacted regarding the following type(s) of incident(s):
- Parent/guardian initial: _____

In regards to the management of **DIABETES**, I/We are responsible for ensuring that:

- there is a supply of fast acting sugar (oral glucose/orange juice etc.) at the school
- blood glucose monitoring items are contained in a safe container, labelled with my child's name, for transport and storage in class
- Insulin injection items are contained in a safe container, labelled with my child's name.
- An approved sharp disposal unit and the collection and disposal of used sharps.
- We have informed the school that for incidents relating to the diabetes I/we wish to be contacted regarding the following type(s) of incident(s):
- Parent/guardian initial: _____

In regards to the management of **SEIZURE DISORDER**, I/We are responsible for ensuring that:

- The school is provided with a minimum of one (1) up-to-date medication package (if applicable) properly marked with the child's name and expiry date
- We have informed the school that for incidents relating to the seizure disorder I/we wish to be contacted regarding the following type(s) of incident(s):
- Parent/guardian initial: _____

In consideration for exercising the method of administration of the medication as indicated above, the Grand Erie District School Board and its employees, contract workers and volunteers are hereby released and forever discharged from any and all liabilities, covenants, claims, actions and damages arising as a result of exercising such procedure.

I hereby further agree to indemnify and save harmless, the Grand Erie District School Board and its employees, contract workers and volunteers from and against any loss, damage, claim or expense suffered or incurred by them as a result of exercising the method of administration as outlined above.

Parent/Guardian Signature:_____ Date:_____

SUPERVISION:

Person(s) designated to supervise/administer medication(s)/procedure(s) and to maintain record:

Name: _____ Name: _____ Alternate: _____
(Print Signature) (Signature)

Alternate: _____ Alternate: _____
(Print Signature) (Signature)

Alternate: _____ Alternate: _____
(Print) (Signature)

Alternate: Alternate:

(Print)(Signature)

Principal's Signature: _____ Date: _____

NOTICE:

Authorization for the collection and maintenance of the personal information recorded on this form is the Education Act, R.S.O. 1980, S.265(d) and S.266 and the Municipal Freedom of Information and Protection of Privacy Act. Users of this information are supervisory officers, principals and teachers at the school. Any questions regarding the collection of personal information should be directed to the principal of the school.

I/We hereby consent to the use of personal information contained herein by the persons above-named and by such other officers or employees of the Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board. I/We also consent to the use of this personal information contained herein by the Ministry of Education and the local public health unit, upon request.

Signature of Parent/Guardian: _____ Date: _____

Distribution: O.S.R.
School Office

Retention:



THE GRAND ERIE DISTRICT SCHOOL BOARD

STUDENT MEDICATION RECORD - Appendix B☐ Administered☐ Self-Administered

Name of Student: _____

Date of Birth: _____

Address: _____

Telephone: _____

School: _____

Principal: _____

DATE	TIME	MEDICATION/ DOSAGE	COMMENT	SIGNATURE OF PERSON ADMINISTERING / SUPERVISING	SIGNATURE OF WITNESS

Original -- O.S.R.

NOTE: This record must be retained in the O.S.R. with the "[Request for School Assistance in Health Care Administration of Prescribed Medication in School](#)" form for one year after a new authorization form is submitted OR one year after termination of medication.

OPSBA report – meeting December 7-8, 2018

Ontario's Minister of Education Lisa Thompson joined the Board of Directors on the evening of Dec. 7.

The Minister delivered remarks and participated in a Q&A session.

- Just finished the line by line budget review that evening
- Appreciates trustees, her grandfather used to be one
- Recent education consultation, will be reviewing in January, but have been looking at the analytics along the way
- Will be looking at moratorium on school closure next week (Mid December) to see where we need to go next

Education Development charges – set a committee to look at these, no idea if they will be easier to allow boards to charge these. Grand Erie does not currently have EDC

Recent school board elections

- 44% of trustees are new to the role. Only one board did not have any changes to their trustees.
- 78 acclimations this year – same as 2014

Trustee Code of conduct (our bylaw 28)

- All boards must review by May of the year following the Municipal Election
- OPSBA is looking at the Code of Conduct template that was issued in 2012
- It will be updated based on past experiences concerning code of conduct breaches
- Should be available by end of January

Conflict of Interest – effective March 1, 2019, trustees will be required to provide a written statement about their conflict. Boards will be required to create and maintain a registry of conflict statements that is accessible to the public. A template should be out to Boards soon.

Upcoming events

- Public Education Symposium – Jan 24-26, 2019 Sheraton Centre, Toronto
- Labour Relations Symposium – April 4-5, 2019 Sheraton Centre Toronto
- AGM along with Canadian School Boards Association AGM Westin Harbour Castle Toronto - July 4-7, 2019
- Next Board of Directors Meeting – February 22-23, 2019

Respectfully submitted

Carol Ann Sloat on behalf of Don Werden