BOARD MEETING – PUBLIC SESSION
TUESDAY, JUNE 18, 2019
BOARD ROOM
451 Park Street West, Windsor
5:30 P.M.

A G E N D A

Pages
A. CALL TO ORDER
B. ATTENDANCE
C. APPROVAL OF AGENDA
   C.1 Agenda
D. CONVENE TO PRIVATE SESSION
   PUBLIC SESSION WILL RECONVENE AT 7:00 P.M.
E. DECLARATION OF CONFLICT OF INTEREST
F. ACTIONS OF BOARD MEETING PRIVATE SESSION
G. APPROVAL OF MINUTES
   1-29 G.1 Minutes of the Public Board Meeting of 2019-05-21

ENCLOSURE

H. BUSINESS ARISING FROM THE MINUTES
I. PRESENTATIONS
   I.1 Student Trustee Presentation
J. DELEGATIONS
   There were no delegations at the time of agenda prep.
K. SPEAKER’S LIST

L. NEW BUSINESS
   30-37 L.1 Approval of Plans and Budget for the New Replacement School
          for Prince Andrew Public School

ENCLOSURE

RECOMMENDATION:
THAT, SUBJECT TO APPROVAL BY THE MINISTRY OF EDUCATION, THE BOARD
APPROVE: THE CONSTRUCTION PLANS FOR THE NEW REPLACEMENT SCHOOL
FOR PRINCE ANDREW PUBLIC SCHOOL; and

THE PROJECT BUDGET FOR THE CONSTRUCTION OF THE NEW REPLACEMENT
SCHOOL FOR PRINCE ANDREW PUBLIC SCHOOL OF $9,180,685 INCLUSIVE OF
TAXES AND REBATES.
Approval of Plans and Budget for the New Replacement School on Mercer Street

RECOMMENDATION:
THAT, SUBJECT TO APPROVAL BY THE MINISTRY OF EDUCATION, THE BOARD APPROVE: THE CONSTRUCTION PLANS FOR THE NEW REPLACEMENT SCHOOL FOR GILES PUBLIC SCHOOL; and

THE PROJECT BUDGET FOR THE TENDERING OF THE CONSTRUCTION OF THE NEW REPLACEMENT SCHOOL FOR GILES PUBLIC SCHOOL OF $15,428,612, INCLUSIVE OF TAXES AND REBATES.

Ontarians with Disability Act – Plan for 2019/20

RECOMMENDATION:
THAT THE BOARD APPROVE THE PLAN IN ACCORDANCE WITH ONTARIANS WITH DISABILITIES ACT FOR THE YEAR SEPTEMBER 2019 TO AUGUST 2020.

Special Education Plan

RECOMMENDATION:
THAT THE SPECIAL EDUCATION PLAN BE APPROVED AS SUBMITTED.

Policy and Regulation: SEAC Vacancies

RECOMMENDATION:
THAT THE POLICY: SEAC VACANCIES BE APPROVED AS PRESENTED; AND THAT THE REGULATION: SEAC VACANCIES BE APPROVED AS PRESENTED.

Notice of Motion – Trustee Cipkar

RECOMMENDATION:
THAT THE GECDSB CREATE AN ACTIVE TRANSPORTATION TASKFORCE AS AN AD HOC COMMITTEE OF THE BOARD TO WORK IN COLLABORATION WITH COMMUNITY PARTNERS ON ISSUES OF ACTIVE TRANSPORTATION TO BE REVIEWED UPON BOARD APPROVAL AFTER ONE YEAR.

Notice of Motion – Trustee Hatfield

RECOMMENDATION:
1. THAT THE GECDSB SEND A LETTER TO THE EQAO AND THE MINISTER OF EDUCATION ASKING FOR AN EQAO EXEMPTION POLICY THAT PERMITS PARENTS TO REQUEST EXEMPTION OF THEIR OWN CHILD FROM THE EQAO TEST.
2. THAT THE GECDSB SEND A LETTER TO THE MINISTER OF EDUCATION REQUESTING ACTION ON RECOMMENDATION #8 OF THE FINAL REPORT FROM THE INDEPENDENT REVIEW RELEASED LAST MARCH CALLED “ONTARIO: A LEARNING PROVINCE”, ELIMINATING THE GRADE 3 EQAO TEST.
3. THAT THE GECDSB STRIKE A TASKFORCE OF STAKEHOLDERS INCLUDING BUT NOT LIMITED TO PARENTS, STUDENTS AND TEACHERS TO STUDY THE IMPACT OF EQAO ON GRADE 3 AND 6 STUDENTS, THE CLASSROOM LEARNING EXPERIENCE AND THE SCHOOL COMMUNITY.
L.8 Notice of Motion – Trustee Burgess

RECOMMENDATION:
THAT THE GECDSB BECOME A FULL MEMBER OF OSTAAECCO. THIS WOULD INCLUDE DUES OF THE BASE AMOUNT AND THE PER FTE AMOUNT OF MEMBERSHIP FEES ON THE OSTAAECCO ANNUAL INVOICE.

L.9 Notice of Motion – Trustee Qin

RECOMMENDATION:
CONSIDERING THE LOW RATE OF PARENTS AND TEACHERS OPINIONS REGARDING “BULLYING IS TAKING SERIOUSLY AT SCHOOL” IN SCHOOL CLIMATE SURVEY IN GECDSB, IN ORDER TO IMPROVE THE SATISFACTION RATE OF BULLY ISSUE, TO REFLECT THE ZERO TOLERANCE SPIRIT OF SCHOOL BOARD, I SUGGEST THAT THE SCHOOL BOARD RECONSIDER THE PROCEDURE OF HANDLING BULLY COMPLAINTS. I RECOMMEND AN AD HOC COMMITTEE THAT INVOLVES TRUSTEE AND SENIOR ADMINISTRATION.

M. REPORTS (TO BE RECEIVED)
M.1 Report of the Director of Education
M.2 Report of the OPSBA Director/Delegate
132-137 M.3 GECPIC Report
138-168 M.4 Energy Conservation and Demand Management Plan
M.5 Chair’s Report

N. TRUSTEE QUESTION PERIOD
(9:10 p.m. to 9:50 p.m.)

O. NOTICES OF MOTION
(9:50 P.M. TO 9:55 P.M.)

P. ANNOUNCEMENTS
(9:55 p.m. to 10:00 p.m.)

Q. ADJOURNMENT

DISTRIBUTION
169 1. Letter from Premier Ford – Acknowledgement of correspondence regrading creation of one school board
170 2. Letter from Premier Ford – Acknowledgement of correspondence regrading e-cigarette advertising
171 3. Email from A. Oldford, Executive Correspondence Officer for the Prime Minister’s Office

NEXT SCHEDULED MEETINGS:
Board Meeting Public Session Tuesday, September 25, 2018

Chairperson – Trustee Sartori
Vice-Chairperson – Trustee Burgess

Director of Education – Erin Kelly
Executive Assistant – Melissa LeBoeuf
MINUTES OF THE PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HELD ON TUESDAY, MAY 21, 2019 IN THE BOARD ROOM, 451 PARK STREET WEST, WINDSOR, ONTARIO.

PRESENT: TRUSTEES:
J. Sartori (Chairperson of the Board) J. Burgess (Vice-Chairperson of the Board)
S. Cipkar A. Higginson
C. Cooke R. LeClair
A. Halberstadt A. Omstead
G. Hatfield L. Qin

STUDENT TRUSTEES:
L. Bakaa
I. Berry

ADMINISTRATION:
E. Kelly (Director of Education)
P. Antaya S. Armstrong
T. Awender J. Hillman
J. Howitt C. Howitt
V. Houston S. Pyke
M. Wilcox

RECORER: M. LeBoeuf

A. CALL TO ORDER
Chairperson Sartori called the meeting to order at 5:30 p.m.

B. ATTENDANCE
Chairperson Sartori noted that all trustees were present.

C. APPROVAL OF AGENDA
C.1 Approval of Agenda

Moved by Trustee Le Clair
Seconded by Trustee Cipkar

THAT THE AGENDA BE APPROVED AS PRESENTED.

The vote was called and it CARRIED.

Moved by Trustee Burgess
Seconded by Trustee Cooke

TO RECONSIDER THE APPROVAL OF THE AGENDA TO INCLUDE ITEM L.8.

The vote was called and it CARRIED.

Moved by Trustee Burgess
Seconded by Trustee Cooke

THAT THE GECDSB ESTABLISH AN AD HOC COMMUNITY ACTION COMMITTEE WITH A REVIEW AND OR ANNUAL RENEWAL GIVEN PRIOR TO THE ORGANIZATIONAL MEETING OF THE BOARD IN DECEMBER 2019.

The vote was called and it CARRIED.
Moved by Trustee Le Clair
Seconded by Trustee Cooke

THAT THE AGENDA BE APPROVED AS AMENDED.

The vote was called and it CARRIED.

D. CONVENE TO PRIVATE SESSION

Moved by Trustee Higginson
Seconded by Trustee Hatfield

TO MOVE INTO PRIVATE SESSION.

The vote was called and it CARRIED UNANIMOUSLY.

E. DECLARATION OF CONFLICT OF INTEREST

Nil.

F. ACTIONS OF COMMITTEE OF THE WHOLE PRIVATE SESSION

Moved by Trustee Le Clair
Seconded by Trustee Hatfield

THAT ITEM F.1 ITEM OF PROPERTY FROM THE PRIVATE SESSION MEETING OF MAY 21, 2019 BE APPROVED.

The vote was called and it CARRIED.

G. APPROVAL OF MINUTES

Moved by Trustee Omstead
Seconded by Trustee Higginson

G.1 THAT THE MINUTES OF APRIL 16, 2019 PUBLIC BOARD MEETING BE APPROVED AS AMENDED.

The vote was called and it CARRIED.

H. BUSINESS ARISING FROM THE MINUTES

Nil.

I. PRESENTATIONS

I.1 Student Trustee Presentation

See attached presentation.

➢ It was questioned if Student Senate has considered sending concerns to the provincial government regarding the cancellation of funding for tree planting. Student Trustee Bakaa noted that Student Senate has engaged in a letter writing campaign regarding funding cuts. This is something else we can advocate for.
I.2 School Climate Survey Results - Superintendent Pyke
See attached presentation.

Superintendent Pyke noted that results are sent to individual schools and to appropriate departments to analyze.

**Trustee Questions:**
- What can be done to alleviate parent concerns around bullying? Superintendent Pyke noted that the definition of bullying needs to be stressed and communicated. We are hoping a presentation to GECPIC will assist in getting the information out.

**Moved by Trustee Hatfield**
**Seconded by Trustee Cooke**

**THAT ADMINISTRATION PRESENT AN INTERIM REPORT TO THE BOARD ON STRATEGIES DEVELOPED AS A RESULT OF THE DATA FROM THE SCHOOL CLIMATE SURVEY.**

- As the mover of the motion, Trustee Hatfield noted that the data from the survey should drive the priorities on the strategies which will come back to the Board. Superintendent Pyke noted that the Mental Health Plan and the Bullying Intervention Plan will be updated based on the data which can be presented in the fall.

The vote was called and it **CARRIED.**

- It was clarified that each school does get their individual results to analyze to develop strategies specific to their school community. This information is posted on the school website.
- Concern was expressed that parents do not feel bullying is taken seriously. Director Kelly noted that individual situations are handled by the principal and superintendent. If Trustees learn of complaints they should be referred to the school and the superintendent. It is the role of staff to deal with concerns.
- It was questioned if other boards have similar results. Superintendent Pyke noted that we look at other boards as we have set questions among the four local boards.
- It was questioned if there are any campaigns planned for the coming year similar to the sleep campaign. Superintendent Pyke noted that there will be similar campaigns this year and Student Senate will be asked to be ambassadors to help get the message out.
- Is there a plan to address the level of stress reported by students? C. Pawley noted that the social work team is looking at mindfulness and how we can use it in the early years. There will be a well-being Instagram account set up. There is a research project for JK/SK students called Sunshine Circles that we are currently reviewing.
- Was the completion of the survey encouraged at GECPIC? Superintendent Pyke noted that it was left up to the principals to work with their parent councils.
J. DELEGATIONS

J.1 Jodi Nolin, Darragh Aston and Addisyn Walker – Agenda Item L.6
See attached presentation.

➤ What other items could be banned? Response – plastic bottles and ziplock bags.
➤ What has been done at Anderdon? Response – Anderdon is a Platinum school. We have banned single use plastic bottles. We had a logo contest for the metal bottles as a fundraiser for the ECO team. We were able to reduce plastic bottle use by 99%. Refillable water stations have also been installed. We also encourage parents to buy in bulk. This will save money and reduce waste. It is a mindset change. The biggest obstacle is what comes into the school beyond the students and staff.
➤ It was suggested that a presentation be made to GECPIC on ideas to reduce the use of one time use plastics.

There was consensus to move item L.6 forward.

L.6 Notice of Motion – Trustee Le Clair

Moved by Trustee Le Clair
Seconded by Trustee Halberstadt

THAT ADMINISTRATION EXPLORE ALL MEASURES TO ELIMINATE OR REDUCE THE USE OF PLASTIC STRAWS AND OTHER SINGLE-USE PLASTICS IN THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD FACILITIES AND OPERATIONS AND REPORT BACK TO THE OPERATIONS AND FINANCE COMMITTEE ON JUNE 4TH, 2019.

➤ Concern was expressed with lead time for the report to come back to the Board.

Moved by Trustee Hatfield
Seconded by Trustee Burgess

THAT THE MAIN MOTION BE AMENDED TO READ:
.... REPORT BACK TO THE REGULAR BOARD MEETING IN SEPTEMBER.

The vote was called and it CARRIED.

Chairperson Sartori read the amended motion

THAT ADMINISTRATION EXPLORE ALL MEASURES TO ELIMINATE OR REDUCE THE USE OF PLASTIC STRAWS AND OTHER SINGLE-USE PLASTICS IN THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD FACILITIES AND OPERATIONS AND REPORT BACK TO THE REGULAR BOARD MEETING IN SEPTEMBER.

The vote was called and it CARRIED.

K. SPEAKER’S LIST

K.1 Mario Spagnuolo - EQAO
See attached presentation.
Questions to the speaker:
- Are you aware of any students that show any positive learning outcomes as a result of standardized testing in the province? M. Spagnuolo noted that he did not. He noted that in the Ontario: A Learning Province report is specifically names the grade 3 EQAO test as being inappropriate for that age group. It notes that diagnostic testing at that age group would be more impactful.
- If it is not appropriate for grade 3, when should it start? M. Spagnuolo noted that the report suggests older grades and doesn’t have to be every student in every class. There could be a random sampling. The original intent of EQAO was to inform decision making – it is not that anymore.
- If there is no feedback how can we improve? M. Spagnuolo noted that the main problem with the test is its validity and effectiveness.
- Do you think the test has a negative impact on students? M. Spagnuolo noted that there is more to education then a paper pencil test. The test is long and does not have an impact on the report card.

Kristen Garrett-Spanswick
President of OSSTF bargaining unit. See attached presentation.

Questions to the speaker:
- Are your members being vocal at the provincial level? K. Garrett-Spanswick noted that members are communicating with MPPs and union leadership is voicing their opinions.

L. NEW BUSINESS

L.1 CTCC: Educational Programs for Pupils in Government Approved Care and Treatment Facilities, Custodial and Correctional Facilities Policy and Regulation

Moved by Trustee Cipkar
Seconded by Trustee Higgson

THAT THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD APPROVE THE UPDATED “CTCC: EDUCATIONAL PROGRAMS FOR PUPILS IN GOVERNMENT APPROVED CARE AND TREATMENT FACILITIES, CUSTODIAL AND CORRECTIONAL FACILITIES” POLICY AND REGULATION.

- It was clarified that this program is just for students up to the age of 18.
- It was noted that we did have a program at the Windsor Jail for adults however we no longer have funding for that program.

The vote was called and it CARRIED.

L.2 Policy and Regulation: External Agency Partnerships (Non-Mandated) Policy and Regulation

Moved by Trustee Cipkar
Seconded by Trustee Burgess

THAT THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD APPROVE THE UPDATE “EXTERNAL AGENCY PARTNERSHIPS (NON-MANDATED)” POLICY AND REGULATION.
The vote was called and it CARRIED.

L.3 Policy and Regulation: Air Conditioning

Moved by Trustee Higgison
Seconded by Trustee Halberstadt

THAT THE BOARD APPROVE POLICY P-PL-07 AIR CONDITIONING AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION R-PL-07 AIR CONDITIONING AS PRESENTED.

The vote was called and it CARRIED.

L.4 Policy and Regulation: Flag Protocol

Moved by Trustee Higgison
Seconded by Trustee Omstead

THAT THE BOARD APPROVE THE REVISED POLICY AND REGULATION: FLAG PROTOCOL AS PRESENTED.

Trustee Halberstadt moved the adoption of a motion which, after debate and amendment, was adopted as follows:

Moved by Trustee Burgess
Seconded by Trustee Higgison

THAT ITEM #6 BE AMENDED TO READ:


The vote was called and it CARRIED.

Moved by Trustee Hatfield
Seconded by Trustee Cooke


The vote was called and it CARRIED.
Chairperson Sartori read the amended motion:

THAT THE BOARD APPROVE THE REVISED POLICY AND REGULATION: FLAG PROTOCOL AS AMENDED.

The vote was called and it CARRIED.

L.5 Live Video-Streaming Options

Chairperson Sartori removed herself from the Chair

Vice-Chairperson Burgess took over the Chair

Moved by Trustee Sartori
Seconded by Trustee Cooke

THAT THE GECDSB APPROVE SCENARIO #5 AND THE EXPENDITURE OF $35,575.30 PLUS TAXES AND SHIPPING TO VIDEO LIVE-STREAM PUBLIC BOARD MEETINGS AND STANDING COMMITTEE MEETINGS HELD IN THE BOARD ROOM.

THAT THE GECDSB APPROVE THE HOURLY COST CONSISTENT WITH THE APPROPRIATE COLLECTIVE AGREEMENT OF AN OPERATOR TO MANAGE VIDEO LIVE-STREAM DURING MEETINGS.

➤ As the mover of the motion, Trustee Sartori noted that this would be a service to the community and it fits under the strategic objective of Engaged Communities and Ethical Stewardship. This is an investment that will take the board years into the future. This expenditure is the cost of doing business and the cost of progress.

The following questions were asked of administration:

➤ Is there a way to track the number of viewers? Superintendent J. Howitt noted that the plan is to post the videos on YouTube which does have a counter and where they will be archived.

➤ Will there be closed captioning? Superintendent J. Howitt noted that we plan on using the closed captioning provided in YouTube. If that does not meet our needs we would consider looking at a paid service.

➤ Is there a way to leverage the equipment for other events? D. Teskey noted that the equipment could be used for large events. There is also an opportunity to partner with the University of Windsor media department.

➤ Do we need 4K quality? Superintendent J. Howitt noted that we take pride in our brand. When making an investment we want to make it future proof.

➤ How many cameras will there be? D. Teskey noted that there will be three cameras and one operator. Under the collective agreement for the operator board meetings would be considered a call back so there would be a minimum three hour charge at $47 per hour.

➤ Have we looked at renting equipment in order to gage public interest? Superintendent J. Howitt noted that that was not part of the motion.

➤ Concern was expressed that this is not ethical stewardship. The recommendation is to spend $40,000 when there has been no public interest. This does not support student achievement.
Moved by Trustee Hatfield
Seconded by Trustee Qin

That a report come back to the board with cost effective strategies on rental costs for a temporary livestreaming option; and that the decision be deferred until more information is gathered.

➤ As the mover of the motion, Trustee Hatfield noted that making decisions based on data is important. Our Board meetings are publicized and open to the public. Our Board room does not fill up. Minutes of the meeting are available. There is no barrier to getting information. Will it improve communication? We would have to see the data. There are other alternatives.
➤ As the mover of the original motion on livestreaming, Trustee Sartori noted that trustees have already decided to go forward with livestreaming. The above motion changes the intent of the original motion. We did have a presentation from GECPIC and a letter of support from the local Home and School Association. There was interest expressed when canvassing door to door.
➤ It was noted that when the motion was presented it was done in such a way that it was going to at little cost.
➤ Once we can determine the demand for the service then we can look at the 5 options presented.

The vote was called and it was DEFEATED.

➤ It was questioned what budget line this $40,000 expense will come from. The Director noted that there are some funds available in the Director's Initiatives budget.
➤ It was questioned if we were going to end in a surplus this year. Superintendent Armstrong noted that there is an expectation that we balance our budget.

Moved by Trustee Satori
Seconded by Trustee Cooke

End debate on the main motion

The vote was called and it CARRIED.

A recorded vote was requested. Acting Chairperson Burgess confirmed that there was consensus for a recorded vote.

The main motion was read aloud.

The vote was called and it CARRIED.

OPPOSED: Trustees Hatfield and Qin

Trustee Sartori resumed the Chair.

L.7 Notice of Motion – Trustee Cipkar

Moved by Trustee Cipkar
Seconded by Trustee Burgess
IN LIGHT OF THE MINISTRY OF EDUCATION RECENTLY APPROVING A MEMORANDUM ENTITLED HIGH TEMPERATURE GUIDELINES ON APRIL 5TH, 2019, THAT THE BOARD WOULD DIRECT THE POLICY COMMITTEE TO CREATE A POLICY AND REGULATION TO CLEARLY STATE THE BOARD ADMINISTRATION'S PROCEDURE TO BE CONNECTED TO AP-AD-27 ADMINISTRATIVE PROCEDURE ON EXTREME HEAT.

The vote was called and it CARRIED.

Chairperson Satori noted that it was 11:00 p.m.

Moved by Trustee Burgess
Seconded by Trustee Cooke

Motion to continue

The vote was called and it CARRIED.

L.8 Trustee Burgess' Motion

Moved by Trustee Burgess
Seconded by Trustee Cooke

THAT GECDSB ESTABLISH AN AD HOC COMMUNITY ACTION COMMITTEE WITH A REVIEW AND OR ANNUAL RENEWAL GIVEN PRIOR TO THE ORGANIZATIONAL MEETING OF THE BOARD IN DECEMBER 2019.

➢ It was suggested that this be a committee of the whole board. A Chair and Vice-Chairperson will be appointed to the committee. The Chair will determine topics for discussion.

The vote was called and it CARRIED.

M. REPORTS (TO BE RECEIVED)

M.1 Report of the Director of Education
The Director presented a powerpoint which highlighted a number of students, staff, school and community events over the past month via email.

M.2 Report of the OPSBA Delegate
Trustee Burgess referenced her report.

M.3 International Languages Overview
D. Dawson presented the International Languages report.

Trustee Questions:
➢ How is this program financed? Superintendent Armstrong noted that we receive funding from the province which we have confirmed will continue in 2019/2020. The funding is based on hours of instruction and enrolment.
➢ Do instructors require certification to teach the language? D. Dawson noted that many instructors are OCT teachers. We do go through an
interview process for instructors. Depending on the language, we do get someone from the community to teach the class.

M.4 Chair’s Report
Chairperson Sartori noted that she attended board and community events by invitation.

N. TRUSTEE QUESTION PERIOD
Nil.

O. NOTICES OF MOTION
Trustee Burgess noted that she would move, or cause to be moved at the next regular public board meeting:

 THAT THE GECDSB BECOME A FULL MEMBER OF OSTA-AECO. THIS WOULD INCLUDE DUES OF THE BASE AMOUNT AND THE PER FTE AMOUNT OF MEMBERSHIP FEES ON THE OSTA-AECO ANNUAL INVOICE.

Trustee Cipkar noted that she would move, or cause to be moved at the next regular public board meeting:

 THAT THE GECDSB CREATE AN ACTIVE TRANSPORTATION TASKFORCE AS AN AD HOC COMMITTEE OF THE BOARD TO WORK IN COLLABORATION WITH COMMUNITY PARTNERS ON ISSUES OF ACTIVE TRANSPORTATION AND SAFETY TO BE REVIEWED UPON BOARD APPROVAL AFTER ONE YEAR.

Trustee Hatfield noted that she would move, or cause to be moved at the next regular public board meeting:

1. THAT THE GECDSB SEND A LETTER TO THE EQAO AND THE MINISTER OF EDUCATION ASKING FOR AN EQAO EXEMPTION POLICY THAT PERMITS PARENTS TO REQUEST EXEMPTION OF THEIR OWN CHILD FROM THE EQAO TEST.
2. THAT THE GECDSB SEND A LETTER TO THE MINISTER OF EDUCATION REQUESTING ACTION ON RECOMMENDATION #8 OF THE FINAL REPORT FROM THE INDEPENDENT REVIEW RELEASED LAST MARCH CALLED "ONTARIO: A LEARNING PROVINCE", ELIMINATING THE GRADE 3 EQAO TEST.
3. THAT THE GECDSB STRIKE A TASKFORCE OF STAKEHOLDERS INCLUDING BUT NOT LIMITED TO PARENTS, STUDENTS, AND TEACHERS TO STUDY THE IMPACT OF EQAO ON GRADE 3 AND 6 STUDENTS, THE CLASSROOM LEARNING EXPERIENCE, AND THE SCHOOL COMMUNITY.

Trustee Qin noted that she would move, or cause to be moved at the next regular public board meeting:

CONSIDERING THE LOW RATE OF PARENTS AND TEACHERS OPINIONS REGARDING "BULLYING IS TAKING SERIOUSLY AT SCHOOL" IN SCHOOL CLIMATE SURVEY IN GECDSB, IN ORDER TO IMPROVE THE SATISFACTION RATE OF BULLY ISSUE, TO REFLECT THE ZERO TOLERANCE SPIRIT OF SCHOOL BOARD, I SUGGEST THAT THE SCHOOL BOARD RECONSIDER THE PROCEDURE OF HANDLING BULLY COMPLAINTS. I RECOMMEND AN AD HOC COMMITTEE THAT INVOLVES TRUSTEE AND SENIOR ADMINISTRATION.
P. **ANNOUNCEMENTS**
Trustee Burgess reminded Trustees to register for the CSBA Gathering on Indigenous Education which is being hosted by OPSBA in Toronto on July 3-7.

Trustee Higgison noted that there will be a PowWow on June 6th at the St. Clair College Windsor Sportsplex.

Trustee Omstead noted that SEAC has sent a letter to the Minister of Education noting their disappointment regarding reduced funding of SIP.

Trustee Cooke noted that there is a rally regarding defending public education at Charles Clark Square on May 24th at 12:00 noon.

Q. **ADJOURNMENT**
There being no further business before the Board, Chairperson Sartori adjourned the meeting at 11:35 p.m.

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J. SARTORI  
CHAIRPERSON OF THE BOARD

E. KELLY  
DIRECTOR OF EDUCATION
Student Trustee Report – May 21, 2019

During the month of May, Iman and I have focused our energy on community involvement.

Twenty members of Student Senate volunteered in an Earth Day community tree planting sponsored by Essex Regional Conservation Authority and Detroit River Canadian Clean-Up. Citizens of Windsor-Essex planted over 2,000 native trees and shrubs in the green space near the Ganatchio Trail around Little River.

Student Senate intends to lead an environmental event with the support of the Great Canadian Shoreline Cleanup. On June 1st, our student leaders will meet at Seacliff Beach in Leamington to clean up the garbage littered on the beach.

This month, Iman and I launched the very first Student Trustee Twitter account. We hope to have the account grow within the upcoming years. We received a tweet from a local organization called Little Hands Kids for a Cause challenging us to perform an act of kindness. This organization assists families in Windsor- Essex County whose children are fighting life-threatening diseases. In response to their challenge, Iman and I reached out to Student Senate and now we are planning to make a donation of much needed supplies at Ronald McDonald House.

At the May Student Senate meeting, Mr. Marusic returned to follow up on the board’s progress around mitigating vaping in schools. He briefed us on the initiatives that are being put in place for the coming school year to raise awareness of the negative impact of vaping and to discourage students from engaging in vaping.

Vincent Massey Secondary School was one of the top fundraisers for the Terry Fox Run in September, and received a very special visit from Terry’s brother, Fred Fox.

In addition, Leamington District High School student Lency Veloria competed in a provincial cooking competition and placed first. Kennedy Collegiate Institute students created a video on school safety hazards and placed first in national video competition. There are many amazing things taking place in the GECDSB and we are happy to share our successes.

Our next Student Senate meeting will be the last of the 2018-19 school year. As schools are electing their new student councils, we will welcome our incoming student leaders at our transition meeting in June.

Moving forward, this week, the incoming student trustees will join us at OSTA- AECO’s Annual General Meeting. Here, Nabil and Anumita will learn to transition into their roles as student trustees and further develop their leadership skills. Iman and I are excited to head to Toronto and we thank Director Kelly for this opportunity. We also want to thank OSTA for generously providing the GECDSB with a grant offset some of costs of the conference.

Our term is coming to an end, but we are still working hard to serve our students and we are looking forward to our last few activities as Student Trustees.
The Student of the Month for May is Abbey Resendes, a Grade 12 student at Leamington District Secondary School.

Abbey is a perfect example of a well-rounded student. She is a member of Leamington’s CROSSFIT club, where she trained 4 times a week to compete in a 5-week long worldwide online competition, the CROSSFIT Open. Abbey placed 55th in Canada in her age group, an achievement that is a testament to her hard work and dedication.

As a member of the student team that designed Leamington’s outdoor courtyard, Abbey sifted through 700 surveys to develop a design that would benefit the school community and the environment.

During the holidays, Abbey collected cans to donate to families and she helped to bring in almost 50,000 cans for the Leamington community.

Abbey was a leader in planning a party for Leamington’s STEPS students. She took on the task of matching the students with buddies to accompany them to the party. She spent time getting to know the students and made sure they were ready and comfortable to celebrate at the party.

An avid volunteer with the Southwestern Ontario Gleaners, Abbey takes the time to do her part to reduce food waste and feed others by volunteering after school. She is also a co-op student at this organization where she has learned that volunteers can make a tremendous impact on a community.

Last month Abbey teamed up with LDSS’s Hospitality department, ESL program and EcoTeam to plan a school-wide plant-based lunch. She decided to do this when she discovered that less than 2% of her school population were eating enough fruits and vegetables in their daily diet (data taken from Waterloo Compass survey). She hoped that the lunch would educate students that vegetables can be delicious and that plant-based meals are good for the planet. Abbey received a Speak- Up grant through the Minister’s Student Advisory Council to feed 900 staff and students. The lunch consisted of a variety of plant-based options from veggie wraps to vegetarian chili, a hummus bar and a fruit bar.

Along with these fantastic accomplishments, Abbey is a four year honor roll student, a skating coach, an SHSM student, a mock trial champion, an EcoTeam member and the Student Council Diversity Representative.

Abbey is a perfect example of a student leader, a great person and an excellent chef. Congratulations to Abbey Resendes on being selected by Student Senate as the May Student of the Month.
School Climate Survey
2019
Results

May 21, 2019

Background

Mandated to be completed every two years by the Ministry of Education
- Our fourth cycle of climate surveys
- Each cycle consists of five surveys (three student, one community/parent/guardian, and one staff)

2019 surveys were refined and improved:
  - Additional questions to align with Well-Being components
  - Locally Driven Collaborative Project

Results are used to support Board and School Improvement Plans and specific board committees

Bracketed numbers are increase/decrease from 2017 results

14
Demographics

Parents/Guardians:
- 2,003 parents/guardians completed the survey (↑273 from 2017) of which 76% whose students are in the elementary schools

Students:
- 18,433 students completed the survey (↑3,084 from 2017)
- 74.3% of all students in grades 4 - 12 completed the survey (↑11.5%)
  ✓ 83.5% of elementary students
  ✓ 63.8% of secondary students

Staff:
- 1,952 staff members completed the survey (↑679 from 2017)

The majority of students like who they are...

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 4-6</td>
<td>85% (↑5%)</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>82% (↑6%)</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>83% (↑3%)</td>
</tr>
</tbody>
</table>

Student Information

Most students feel the school is helping them learn about themselves - numbers decrease as they get older:

- Grades 4 - 6: 73% (↑3%)
- Grades 7 - 8: 60% (↑6%)
- Grades 9 - 12: 54% (↑7%)
Feeling Welcome
in our schools:

- 89% note that they and their children feel welcomed at their school (12%)
- 98% feel that students feel welcomed at their school (same)
- 90% of all students feel welcomed at their school (same)

Of the 10% who do not feel welcome, 38% report appearance is the reason:
Gr. 4-6 27.3% (13.9%); Gr. 7-8 42.6% (18.6%); Gr. 9-12 41.3% (18.3%)

Healthy Living & Well-Being - Students

- Over 93% (4%) feel they have at least one friend at school and at least one adult they can talk to at home - 74.7%
- Students who are able to calm themselves down when they feel stressed - 52.6%
- 44% stated that they worry too much
Healthy Living & Well-Being - Parent/Guardians:

- 69% (↓12%) reported that school staff understood their child's mental health diagnosis, when applicable.
- 94% (↑2%) would inform the school if their child received a mental health diagnosis.
- 86% report that staff educate their child about personal well-being (15%)
- If their child was in crisis, 83% would know where to get help (44%)
- 62% report that school staff have assisted in finding community supports to address well-being concerns related to their child (111%)

Staff report that they educate students about personal wellness 98% (12%) and that if a student was at risk they would know where to get help 91% (12%)

Electronic Use:

Student report:

- 29% of our students spend 5 or more hours on electronic devices on school days (11% report they spend more than 8 hours)
- 49% of our students spend 5 or more hours on electronic devices on weekend days (23% report they spend more than 8 hours)
- 27% of our students are getting the required hours of sleep
## Nutrition and Activity Levels

<table>
<thead>
<tr>
<th>TOPICS COVERED</th>
<th>Grades 4 - 6</th>
<th>Grades 7 - 8</th>
<th>Grades 9 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exercising one hour every day</td>
<td>33.0%</td>
<td>31.7%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Students eating breakfast everyday</td>
<td>64%</td>
<td>50.5%</td>
<td>39.2%</td>
</tr>
<tr>
<td>Students eating 3 or more vegetables daily</td>
<td>37.4%</td>
<td>37.4%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Students eating 3 or more fruits daily</td>
<td>49.0%</td>
<td>47%</td>
<td>33%</td>
</tr>
<tr>
<td>Students eating 3 or more sweets on a weekly basis</td>
<td>45.2%</td>
<td>52%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Students drinking 3 or more sugary beverages on a weekly basis</td>
<td>32.2%</td>
<td>39.2%</td>
<td>44.6%</td>
</tr>
<tr>
<td>Students eating fast food 3 or more times on a weekly basis</td>
<td>13.3%</td>
<td>12.5%</td>
<td>24.7%</td>
</tr>
</tbody>
</table>

## Safety

<table>
<thead>
<tr>
<th>Parents/Guardians</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• most report that their child feels safe at school, 88% (16%),</td>
<td>• most report that they have not experienced bullying / harassment at school, 81% (13%),</td>
<td>• agree their school has strategies to address bullying, 90% (12%),</td>
</tr>
<tr>
<td>• report that schools have strategies to address bullying, 62% (18%),</td>
<td>• outside of the classroom, they feel safe:</td>
<td>• bullying is taken seriously at their school, 89% (11%),</td>
</tr>
<tr>
<td>• bullying is taken seriously at school, 60.3% (12%),</td>
<td>- school grounds, 94% (14%),</td>
<td>• staff pay attention to how students treat each other, 86% (11%),</td>
</tr>
<tr>
<td>• data remains stable from parents on the different forms of bullying.</td>
<td>- hallways, 01% (1%),</td>
<td></td>
</tr>
</tbody>
</table>
Diversity

Students agreed that they learned more about the achievements and experiences of:

- Indigenous Peoples 73% (13%)
- People of LGBT Communities 55% (17%)
- People of many faith traditions/religions 68% (13%)
- People of many races/cultures 34% (11%)
- People with disabilities 72% (13%)

Religious Accommodations

Students:

- Students shared that when religious accommodations were requested, they were met 72% of the time (16%)

Staff:

- Staff reported that when religious accommodations were requested by students, they were met 95% of the time (11%)
Future Preparation

- 70% (1,250) are excited about high school.
- 10% (180) report that they are unsure of their plans after high school.
- 68% (1,256) have been to an event at a high school.
- 21% (372) have not received enough information regarding course selection in high school.

Future Preparation

- 68% (1,560) reported that school is helping them learn about what they want to do after high school.
- 84% (1,312) have plans after high school.
- 69% (1,252) report that school provides information about university.
- 60% (1,056) about college.
- 60% (1,056) about the workplace & 60% (1,056) about apprenticeships.
- 67% (1,176) report that school staff & the variety of courses provided helped them understand their options/careers after high school.
Next Steps

- Individual schools have their results to incorporate into their own school improvement plans and post on website.

- Distribution of results to appropriate committee:
  Bullying Prevention, Mental Health, Equity, Inclusive Working Group, Well-Being, Student Success, and Indigenous Committee.

- Share information with other groups:
  SEAC, GECPIC, Student Senate

- All board survey results will be available on our website as of May 22nd.

- Superintendents have overall results and are following up as appropriate.
Honorable Trustees and Director,

Explain what happened in Amherstburg:

On April 23, 2019 Darragh and I presented to the members of the Amherstburg Town council, calling for a town ban on plastic bags and straws. On this same night, a three-part motion was approved unanimously by council. The initial first step will see the elimination of plastic straws and stir sticks at the Libro Centre. Secondly, the town council requested administration take-a-look into the feasibility of a town-wide ban on single-use plastics. Finally, council was willing to send a letter to the provincial government indicating the town was on board for any future actions to reduce reliance on plastics.

We also advised council of our petition for those who support our environmental cause.

What did other communities and cities do to help with plastic? (Research)

Many schools have also banned plastic straws including Guelph, Dartmouth, Western University and many more. California and Kenya have also banned single use plastic bags as well.

Ontario is weighing a ban on single-use plastics as part of a broader strategy to send less waste to landfills. Around a tonne of waste is generated from one person in Ontario a year (1 tonne per person) Rod Phillips, the Environment Minister, said that the government is very open to ban single-use plastics. Approximately 10,000 tonnes of plastic debris enter the Great Lakes each year. Ontario’s Blue Box recycling program recovers only about 28% of that waste, so a ban would be better than dumping all this waste into the Great Lakes that doesn’t even get properly collected.

The federal government says that by 2050 the amount of plastic in the ocean could outweigh the amount of fish. Canadians generate about 3.25 million tonnes of plastic waste or about 140,000 garbage trucks worth each year.

Ikea has promised to phase out all single-use plastics by 2020.

A bill to ban retailers from giving out single-use plastic bags passed its third reading in P.E.I.’s provincial government. This could make the island province the first one to ban them. They are going to make it 25 cents per bag on July 1, 2019. As of Jan. 1, 2020, businesses could face fines for distributing free, single-use plastic bags to customers. As of that date, stores can only sell reusable or paper bags.

Victoria, B.C., is also trying to ban single-use plastics.

Grade 4 students at Gibson Neill School have convinced their cafeteria to stop giving out plastic straws in effort to save their wildlife. A schoolboard called Rainbow School Board is challenging students to avoid using single-use materials.

We Must Ban Plastic Bags and Straws

Across the world plastic bags and straws strangle earth, because of this we must ban plastic straws and bags. Banning plastic straws and bags would be very cost-efficient as reusable items save people and businesses money. Each year over 100 000 sea animals are killed and many more and injured from plastic debris in the ocean. Many large companies have already decided to go straw free such as Starbucks and American Airlines. Not using plastic straws and bags would also help to save the environment. We must eliminate the use of plastic straws and plastic bags to stop the unnecessary harm to sea animals as well as it is a good idea from a cost efficiency perspective as well.

Using reusable plastic straws and reusable plastics bags is cost effective. A plastic bag costs between 5 and 50 cents and only lasts one use. For instance, if a shopper purchased five plastic bags a week it would cost them between $13 and $130 a year. Five reusable bags would only cost $15 and would last forever. 5000 unwrapped plastic straws costs around $15.00. A busy restaurant probably goes through at least 5000 straws in a week. Lastly, 8 metal straws costs only $16 and they last forever. This proves that reusable items save people money.

Each year over 100 000 animals die because of plastic and many more are injured. Approximately one million sea birds die because of plastic per year. This should not be happening. On June 4th, 2018 a male pilot whale was found unable to breathe or swim in a Thai canal. A necropsy revealed that he had 80 plastic bags and other plastic debris in his stomach. Plastic products are also a hazard for turtles, because of the bone structure, turtles can die from only fingernail sized piece of plastic. Not using plastic straws and bags can help to protect animals from eating plastic.
Many companies and cities have already banned plastic bags and plastic straws, we must do the same. Starbucks, a $10 million-dollar company has said that they will not have plastic straws or bags at any of their locations by 2020. American Airlines also said that they will eliminate all plastic straws and plastic stir sticks from each of their locations including all flights and lounges. The state of California has banned plastic straws from all restaurants. California has also banned single use plastic bags any all stores. Starbucks, American Airlines and California have banned some plastic products and we can do the same.

By eliminating the use of plastic straws and plastic bags we can help save people. Plastic is made from benzene and vinyl hydrochloride. These chemicals are known to cause cancer and contaminate our air and soil. Phthalates are another chemical added to plastic, it affects fertility and can prevent our endocrine glands from working properly causing birth defects and other health issues. The problem with these chemicals is that they are really released into the air. Some Plastic also has the chemical BPA which is known to cause hair loss and heart related health issues. Reducing the use of plastic would do so much good for the environment and the people of the earth.

Plastic straws and bags cause nothing but harm. First, each year many animals are harmed or even die because of plastic. These deaths are unnecessary. Second, people die because of plastic. Third, if we don’t stop using plastic the earth will die. We must ban single-use plastic bags and straws.

By: Addisyn Walker

Put conservation over Cash:

As a board, you are the adults that have the power to create real change. Environmental conservation should be woven into every decision you make for our schools. You are the role models for our youth so you decide what you teach them through your actions. Please, we are begging you to choose to ban single use plastic bags and straws for the sake of our youth and the environment.
Good evening trustees,

I want to thank you for the opportunity to speak to you tonight in my role as a parent. My son, Gianluca, is currently a grade three student. As a parent, I must express my sincere appreciation for his experiences in the public-school system. He has had an amazing experience and I thank all of the school board staff for making this happen.

My concerns tonight are based on the EQAO standardized test.

I have always had concerns with the EQAO. It costs our education system over 30 million dollars annually. This money would be better spent on providing front-line supports. I also believe the test’s focus on literacy and math have created a system obsessed with test results, and creates a narrowly focused curriculum.

About a year ago, while putting Gianluca to bed, he expressed to me his reluctance to move into grade 3. I was curious and began probing for reasons why. I was surprised when he actually stated that he didn’t want to write “the test”. When I asked him what test, he indicated that there was a test that all grade 3 students must write. After ongoing questions, it was in fact the EQAO that he was referring to. I praised him for raising his concern.

Since January, I have been advocating for my son to be exempted from the test.

My purpose tonight is to raise attention on this matter and ask trustees to consider specific recommendations that I have.

Recently, I have become a member of a Parent Facebook Group called Boycott EQAO. I have noticed that there are discrepancies with how parental requests to exempt their children from the EQAO are handled across the province.

If a parental request for EQAO exemption is not honoured, the parent is forced to keep their child home for the full two weeks, missing instructional learning in all subject areas for a total of almost 40 hours.

The grade 3 EQAO is a 10-hour test, usually done over 6 days in 100 minute blocks. It focuses solely on math and language.

This year’s testing period is between May 21 and June 3.

Teachers are not allowed to assist or guide, nor clarify questions, on the test with their students. There are very clear do’s and don’ts that create an artificial learning environment that is very different from what the children have been immersed in since September. The EQAO test is not used on a child’s report card in any way, and the results are not available to parents until September.

As a parent, my concern is that if this were a field trip, or a subject area found in the Health and Physical Education Curriculum, my request to exempt my child would be honoured without hesitation. Yet, because of EQAO rules, this does not seem to be an option.
It must be noted that in September 2017, the Ontario government commissioned an independent review of Ontario’s student assessment and reporting, led by Dr. Carol Campbell and five other education advisors.

The final report, entitled *Ontario: A Learning Province* suggested that the status quo is no longer working and offered 18 recommendations. Dr. Campbell’s report emphasized the need for more emphasis on classroom assessments. Page 7 of the Report – states “there is a high level of concern about the current nature and impact of EQAO assessments”.

The report also mentions on page 48 that “concerns were expressed about testing students in Grade 3 for educational reasons concerning whether this was an appropriate age to begin use of large-scale assessments”.

In the report’s 8th recommendation, Dr. Campbell suggested that the current Grade 3 EQAO assessment should be phased out and that there be better use of the Early Development Instrument (EDI) and other day-to-day classroom diagnostic assessments to support early intervention.

Sadly, the current and previous government, have not proceeded seriously on the recommendations of *A Learning Province*.

I will conclude my remarks tonight asking trustees to consider making the following motions:

1. That the GECDSB send a letter to the EQAO and the Minister of Education asking for an EQAO exemption policy that permits parents to request exemption of their own child from the EQAO test.
2. That the GECDSB send a letter to the Minister of Education requesting action on Recommendation #8 of the Final Report, Ontario: A Learning Province, eliminating the grade 3 EQAO test.
3. That the GECDSB strike a taskforce of stakeholders including but not limited to parents, students, and teachers to study the impact of EQAO on grade 3 and 6 students, the classroom learning experience, and the school community.

Thank you. I’m open to any questions that you may have at this time.
Good evening and thank you for allowing me to provide input into the budget as part of the public consultation process. My name is Kristen Garrett-Spanswick, and I am the President of the OSSTF-Educational Support Staff Bargaining Unit.

I want to thank you for the work that you do. It is not an easy job, and I understand that there are decisions you have to make while balancing the interests of the constituents you serve. In this current climate of uncertainty with the provincial government it is time for everyone in this room, to stand up to defend public education. With all voices involved, our message will be heard.

I understand that our Board is awaiting further details to the Grants for Student Needs information due out in the government’s technical paper in order to better make informed decisions for next year’s budget. It is my hope that upon reflection you will see that with continued investment in your employees, providing programs that meet the needs of all of our students and that by maintaining the integrity of public education, you will help meet the board’s strategic vision for student success for all of our students.

The ESS is the third largest employee group in our Board and includes the following occupational classifications:

- Early Childhood Educators, English, French and Arabic,
- Child and Youth Workers, English, Spanish and Arabic,
- Developmental Service Workers, English and French,
- Educational Assistants, English, French,
- Temporary Support Staff (Day to day and Long Term Temporary)
- Support Workers for the Deaf and Hard of Hearing,
- Behaviour Management Systems Worker,
- Developmental Management Systems Worker,
- Family Literacy Liaison,
- Adult Assistant,
- Tier Three Support Worker,
- Tier Three Early Years Support Worker,
- Educational Assistant - Cafeteria
Educational Support Staff (ESS) provide ever expanding and crucial support to some of our most at-risk and special needs students. ESS address the needs of students with behavioural, developmental and physical challenges. Students who may have a visual or hearing challenge, an intellectual or social challenge, gifted or autistic, all rely on Educational Support Staff to adapt materials and programs daily in order to help them succeed in a classroom environment. From JK to grade 12 ESS inspire students to be who they are and enhance their school experience to be the best it can be for success.

The ESS supporting our students require exceptional communication skills, and the ability to adapt to all kinds of educational scenarios. Educational Support Staff have to be able to address the often complex social and medical needs of our students, and frequently work with parents and community agencies to make sure that students’ needs are being met.

These students are given the opportunity to participate and succeed in school because Educational Support Staff are working every day to give them a positive, safe and healthy learning environment.

This budget must reflect a commitment to maintaining the level of support that our system and our students need and deserve.

Educational Support Staff use their training and experience to provide support for all areas of our students’ development. By nurturing children’s social, emotional and cognitive growth, ESS help to create a full educational experience for our students to succeed. The existing staff cannot be stretched any further to cover the intensive needs of children, and they can most certainly not do more with less. Early intervention supports are especially critical at our compensatory schools where students present with many issues in the areas of language, numeracy and social skills development.

Additionally, many of the children in crisis in our community, who are also in our schools and have a greater level of need. They are children who take their frustrations and anger out on others, they are depressed, and they suffer specific mental health needs and a lack of coping ability. This does not include the high number of students who are not formally identified in our system but are considered “at risk” and requiring regular support.
As a result of this, staff are experiencing increased health and safety issues. The students they support frequently injure our members - they are bit, kicked, scratched, hit and assaulted by students who are physically, behaviorally or developmentally challenged. This is not part of their role.

Ask any frontline staff, teachers, ESS or others in our schools and they will tell you that the current level of educational support staff in our schools is barely enough. Staff can be reassigned, and relocated, based on needs, however support staff are often working with a number of children that require support and do not have time in the day to meet the many needs of our students. With anything less that the current level of staffing we are putting classrooms, students and staff more at risk for physical and emotional harm. The staffs’ working environment is the students’ learning environment.

We need to have staffing levels for each school that ensure that the Board has certified staff working with our high needs students at all times; and that Our members, your employees, have a safe, proactive working environment. There must be enough staff to ensure our members can rotate to cover breaks and lunches and to spell each other off when working with very high needs students. Given the increased class sizes expected in September, this will become even more important and challenging at the same time.

Although I fully understand that the Ministry of Education continues to not fund Special Education to the level our Board requires, I don’t need to tell you of the growing number of students in our system require support because of complex medical, physical and educational needs. There is no balance.

As we know, student success must be defined more broadly than simply academic achievement. It is a single student’s advancement of knowledge and understanding. It is about students being prepared for life.

With an understanding that every student learns in their own way and as part of the Educational Team, Educational Support Staff assist in making the impossible -possible and the unachievable-achievable. Educational Support Staff are an integral part of student success.

As public trustees representing students and parents, you need to ask some questions of the Board:
Can there be efficiencies that don't impact students?
The answer should be yes

Are there only efficiencies that don't impact support for students being proposed in this year's budget
My guess is the answer is No

As elected representatives of the citizens, parents and students you serve, you will need to make a decision....will you provide the optimal learning environments for each and every one of our students or will you let money dictate which students we serve better than others?
In my experience, the board of trustees has always put students who require specialized support first and I would expect no different from you when you make the decisions required of you when passing the budget.

Thank you for this opportunity and your defense of public education.

Kristen Garrett-Spanswick
President,
Educational Support Staff,
OSSTF D9
DATE: June 18, 2019

TO: The Chairperson and Trustees of the Greater Essex County District School Board

FROM: E. Kelly
Director of Education

S. Armstrong
Superintendent of Business

SUBJECT: Approval of Plans and Budget for the New Replacement School for Prince Andrew Public School

AIM:
To seek Board approval for the final design and the estimated budget for the new replacement school for Prince Andrew Public School.

BACKGROUND:
In June 2016, the Board submitted Capital Priorities business case to the Ministry of Education for a replacement school for Prince Andrew Public School, currently located at 1950 Kelly Rd in Lasalle, on a new site.

A new replacement school on a new site would provide the following benefits:

- Eliminate all the renewal needs of the existing school.
- Update program space with appropriate square footage and improved functionality.
- Create a more energy efficient school which will require fewer operating dollars for utilities.
- Improve building equipment and material, which will result in reduced maintenance and custodial operating costs.
- Eliminate the need for a septic system.

In November 2016, the Ministry of Education approved the business case for the construction of a new replacement school for Prince Andrew Public School on a new site.

In March 2018, the Ministry of Education approved land funding, and in September 2018, the Board finalized the purchase of a new site located in a planned sub-division adjacent to Vollmer Center.

THE ARCHITECT
In February 2018, Walter Fedy Architects was selected to design the new school. This firm is in Kitchener, Ontario and was chosen by means of a Request for Proposal process based on their fee structure for the work. This will be the first school designed by Walter Fedy Architects for the Board, however, Walter Fedy
has designed numerous schools for other school boards in the province. Walter Fedy Architects have been on the Board’s prequalified list of architects since 2011 and have successfully completed many renovations and FDK additions.

Over the past 15 months, the Board Administrative staff and Walter Fedy Architects have developed the final site plan, floor plans and the building elevations for the new elementary school building. Currently, the architect and consultants are finalizing the construction documents (detailed drawings and specifications).

The site plan, ground floor plan and building elevation drawings are attached for your perusal. A representative of Walter Fedy Architects will attend the Board meeting to present the new design and answer any pertinent questions.

THE SCHOOL SITE

The new school site is situated adjacent to the Vollmer Center in Lasalle and faces Judy Recker to the south and the new Leptis Magna Drive to the north. The current site is approximately 2.53 hectares (6.26 acres) and is fully serviced.

The chosen location has some unique site issues not typically encountered in normal school construction. These include poor soil load-bearing conditions and soil quality which will require larger footings, additional excavation in asphalted areas to remove the poor soil and replacement with engineered fill. Also, the current site elevation is below the defined flood plan for the area and significantly below the elevation of the newly construction Leptis Magna Drive. This will require the area where the school is located to be raised over two feet again with engineered fill. Final soils testing is currently underway to accurately estimate the unique site condition costs.

In the past, the Ministry of Education has recognized that unique site conditions are not supported by the funding formula for new school construction and has granted additional funding to offset these costs. The Board was recently granted unique site costs during the construction of Leamington Secondary School.

The new school building will be constructed on the north side of the site facing Leptis Magna Drive with one-way bus access from Leptis Magna Drive. The parking lot and student drop-off facility can be accessed from both Leptis Magna and Judy Recker Drives.

The site has been designed to provide for a soccer field, an asphalted play area south of the building, a fenced FDK play area, a student drop-off facility adjacent to the paved play area, bus drop-off and loading zone at the front of the building and 60 parking spaces. Adequate parking is near the gym to encourage after hour community events.

THE SCHOOL

The design for the new replacement school has focused on the efficient use of the site and building square footage. The environment will be bright and lively and stimulate the student’s learning experience.

The new school has been designed for 423 elementary students with a total square footage of 3,703 square meters (39,857 square feet). It will be a single-story building constructed with load-bearing masonry and architectural concrete block.
The building design includes the following: Main lobby, general administration office, resource center & book room, thirteen classrooms, art classroom, science classroom, three collaborative Full Day Kindergarten classrooms, Spec Ed classroom, one Learning Support Teacher (LST) classroom, music room, gym, change and storage rooms, staff/meeting/custodial rooms and amenities.

CONSTRUCTION TIME TABLE

Tendering and construction timelines are estimated below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry Approval to Tender</td>
<td>June 2019 – September 2019</td>
</tr>
<tr>
<td>Tender and Award of Contract</td>
<td>September 2019 – October 2019</td>
</tr>
<tr>
<td>Construction</td>
<td>October 2019 – July 2020</td>
</tr>
<tr>
<td>Custodial Cleaning/Furniture and Equipment</td>
<td>July 2020 – August 2020</td>
</tr>
<tr>
<td>School Occupancy</td>
<td>September 2020</td>
</tr>
</tbody>
</table>

BUDGET

The approved Ministry allocation for the school construction from the Ministry is $9,180,832.

In June 2019, the architect provided the 90% complete construction documents to a cost consultant, Hanscomb Ltd. for an independent Class “A” cost estimate. The cost estimate was received on June 12, 2019 and is within budget.

Under the capital projects guidelines, the Ministry of Education must approve the project and budget estimate prior to the tender issuance by the Board.

Unique site costs are currently estimated at $1,108,700 and will be in the request for Approval to Tender to the Ministry once the final estimate for the unique site costs is received.

RECOMMENDATION:

THAT, SUBJECT TO APPROVAL BY THE MINISTRY OF EDUCATION, THE BOARD APPROVE:

THE CONSTRUCTION PLANS FOR THE NEW REPLACEMENT SCHOOL FOR PRINCE ANDREW PUBLIC SCHOOL

And;

THE PROJECT BUDGET FOR THE CONSTRUCTION OF THE NEW REPLACEMENT SCHOOL FOR PRINCE ANDREW PUBLIC SCHOOL OF $9,180,685 INCLUSIVE OF TAXES AND REBATES.

Attachments:

➢ Cost Breakdown
➢ Site Plan
➢ Floor Plan
➢ Rendering of Building Elevations
# BUDGET BREAKDOWN

FOR
THE NEW REPLACEMENT SCHOOL FOR PRINCE ANDREW PUBLIC SCHOOL
LASALLE, ONTARIO

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Cost</td>
<td>$ 7,499,900</td>
</tr>
<tr>
<td>Design Contingency</td>
<td>$ 37,500</td>
</tr>
<tr>
<td>Escalation</td>
<td>$ 79,100</td>
</tr>
<tr>
<td>Post Contract Contingency</td>
<td>$ 378,600</td>
</tr>
<tr>
<td>Subtotal - Hard Construction costs</td>
<td>$ 7,993,400</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$ 172,705</td>
</tr>
<tr>
<td>Construction Total</td>
<td>$ 8,166,105</td>
</tr>
<tr>
<td>Building Permit</td>
<td>$ 100,000</td>
</tr>
<tr>
<td>Design &amp; Engineering Fees (5%)</td>
<td>$ 399,670</td>
</tr>
<tr>
<td>Disbursements</td>
<td>$ 39,987</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$ 9,499</td>
</tr>
<tr>
<td>Design &amp; Engineering Fees Total</td>
<td>$ 449,136</td>
</tr>
<tr>
<td>Miscellaneous Project Costs</td>
<td>$ 100,000</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$ 2,181</td>
</tr>
<tr>
<td>Other miscellaneous project costs Subtotal</td>
<td>$ 102,181</td>
</tr>
<tr>
<td>F&amp;E</td>
<td>$ 355,600</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$ 7,683</td>
</tr>
<tr>
<td>F&amp;E SubTotal</td>
<td>$ 363,283</td>
</tr>
<tr>
<td>Total Project Costs</td>
<td>$ 9,180,685</td>
</tr>
<tr>
<td>Ministry Capital Priorities Funding</td>
<td>$ 9,180,832</td>
</tr>
<tr>
<td><strong>(Shortfall) / Surplus</strong></td>
<td><strong>$ 147</strong></td>
</tr>
</tbody>
</table>

Unique Site Costs (Estimated)                   | $ 1,108,700 |
DATE: June 18, 2019

TO: The Chairperson and Trustees of the
Greater Essex County District School Board

FROM: E. Kelly
Director of Education
S. Armstrong
Superintendent of Business

SUBJECT: Approval of Plans and Budget for the New Replacement School on Mercer Street

AIM:
To seek Board approval for the final design and the estimated budget for the new replacement school on Mercer Street.

BACKGROUND:
In July 2014, the Board submitted Capital Priorities business case to the Ministry of Education for a replacement school for Giles Public School currently located in the former W.D. Lowe Secondary School.

A new replacement school would provide the following benefits:
- Update program space with appropriate square footage and improved functionality.
- Create a more energy efficient school which will require fewer operating dollars for utilities.
- Improve building equipment and material, which will result in reduced maintenance and custodial operating costs.

In November 2014, the Ministry of Education approved the business case for the construction of a new replacement school for Giles Public School on a new site.

In December 2016, the Ministry of Education approved land funding and the Board finalized the purchase of several properties including 1123 Mercer St, the former home of the International Card Playing Company, a then Heritage Listed property, and 5 houses located along Giles Blvd. The consolidated site totals 1.66 hectares (4.1 acres) and is adjacent to Wigle Park.

In January 2017, Council for the City of Windsor denied the Board's application for the demolition of 1123 Mercer and declared their intent to designate the International Card Playing Company as Heritage.

In June 2017, Council for the City of Windsor passed by-law number 96-2017 designating the lands and premises municipally known as 1123 Mercer Street to be of cultural heritage value or interest under the provisions of the Ontario Heritage Act.

In October 2017, The Board applied for a Heritage Alteration Permit for the deconstruction and reconstruction of 1123 Mercer Street.

In December 2017, Council for the City of Windsor approved the Heritage Alteration Permit as requested also allowing the construction of small additions to the east, north and south facades of the building. The approval authorized the City Planner to approve minor changes to the heritage alterations for the property and required a temporary protection plan be developed as part of the construction drawings to outline the protection of the salvaged materials.
The deconstruction and reconstruction of 1123 Mercer Street and the demolition of the five houses along Giles Blvd is currently underway and is expected to be completed by the end of October. This includes all demolition work, environmental cleanup and the construction/upgrade of the building envelope in alignment with the Heritage Designation and suitable for a new school.

THE ARCHITECT

In August of 2016, JP Thomson Architects was selected to design the new school. This firm is local and was chosen by means of a Request for Proposal process. The process included an evaluation of a schematic and site design for the Mercer Street site and an interview process. JP Thomson Architects was selected based on a collective score which included their fee structure, key elements of their preliminary design, their experience with school renovations, their understanding of Board design standards, their ability to adapt these design standards to a new school and their capability to quickly mobilize their design team.

Over the past year, the Board Administrative staff and JP Thomson Architects have developed the final site plan, floor plans and the building elevations for the new elementary school building which incorporates the existing building and includes a two-storey gym/classroom addition. Currently, the architect and consultants are finalizing the construction documents (detailed drawings and specifications).

The site plan, ground floor plan and building elevation drawings are attached for your perusal. A representative of JP Thomson Architects will attend the Board meeting to present the new design and answer any pertinent questions.

THE SCHOOL SITE

The new school site, currently identified as 1123 Mercer Street, is situated near the downtown core of the City of Windsor. The current site is approximately 1.66 Hectares (4.1 Acres) and is adjacent to Mercer Street, Giles Blvd, McDougall Avenue and Wigle Park. The existing site is fully serviced.

The new school building will be constructed on the east side of the site facing Mercer Street with one way bus access from McDougall Street north of the building and exiting onto Mercer Street. The parking lot will be accessed from Mercer Street.

The site has been designed to provide for an asphalted play area west of the building, a fenced FDK play area, a fenced child care play area, school bus drop-off and loading zone and 69 parking spaces. Parking is near the gym to encourage after hour community events.

THE SCHOOL

The design for the new replacement school on Mercer Street has focused on the efficient use of the site and building square footage while incorporating the existing Heritage building. The environment will be bright and lively and stimulate the student’s learning experience.

The new school has been designed for 645 elementary students with a total square footage of 7,172 square meters (77,197 square feet). It will be a partial two-storey building constructed with load bearing masonry and architectural concrete block.

A 4-room child care center has been incorporated into the building adjacent to the parking lot and will include one infant, one toddler and two preschool rooms.

The building design includes the following:

GROUND FLOOR: Main lobby, general administration office, resource center & book room, fifteen classrooms, art classroom, four collaborative Full Day Kindergarten classrooms, Spec Ed classroom, one Learning Support Teacher (LST) classroom, music room, gym, change and storage rooms, staff / meeting / custodial rooms, child care facility and amenities.

SECOND FLOOR: Six classrooms, open learning space for project activities, science classroom, meeting rooms, and amenities.
CONSTRUCTION TIME TABLE

Tendering and construction timelines are estimated below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry Approval to Tender</td>
<td>June 2019 – September 2019</td>
</tr>
<tr>
<td>Tender and Award of Contract</td>
<td>September 2019 – October 2019</td>
</tr>
<tr>
<td>Construction</td>
<td>October 2019 – November 2020</td>
</tr>
<tr>
<td>Custodial Cleaning/Furniture and Equipment</td>
<td>November 2020 – December 2020</td>
</tr>
<tr>
<td>School Occupancy</td>
<td>January 2020</td>
</tr>
</tbody>
</table>

BUDGET

The approved Ministry allocation for the school construction from the Ministry is $15,428,988.

In June 2019, the architect provided the 90% complete construction documents to a cost consultant, Hanscomb Ltd. for an independent Class "A" cost estimate. The cost estimate was received on June 13, 2019 and is within budget.

Under the capital projects guidelines, the Ministry of Education must approve the project and budget estimate prior to the tender issuance by the Board.

RECOMMENDATION:

THAT, SUBJECT TO APPROVAL BY THE MINISTRY OF EDUCATION, THE BOARD APPROVE:

THE CONSTRUCTION PLANS FOR THE NEW REPLACEMENT SCHOOL FOR GILES PUBLIC SCHOOL

And;

THE PROJECT BUDGET FOR THE TENDERING OF THE CONSTRUCTION OF THE NEW REPLACEMENT SCHOOL FOR GILES PUBLIC SCHOOL OF $15,428,612, INCLUSIVE OF TAXES AND REBATES.

Attachments:

➢ Cost Breakdown
➢ Site Plan
➢ Floor Plans
➢ Elevation renderings
# BUDGET BREAKDOWN

FOR

THE NEW REPLACEMENT SCHOOL FOR GILES PUBLIC SCHOOL

CITY OF WINDSOR, ONTARIO.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Cost</td>
<td>$12,099,800</td>
</tr>
<tr>
<td>Design Contingency</td>
<td>$484,000</td>
</tr>
<tr>
<td>Escalation Allowance</td>
<td>$251,700</td>
</tr>
<tr>
<td>Post Contract Contingency (5%)</td>
<td>$641,800</td>
</tr>
<tr>
<td>Subtotal - Hard Construction costs</td>
<td>$13,477,300</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$291,191</td>
</tr>
<tr>
<td>Construction Total</td>
<td>$13,768,491</td>
</tr>
<tr>
<td>Building Permit</td>
<td>$100,000</td>
</tr>
<tr>
<td>Design &amp; Engineering Fees (4.5%)</td>
<td>$606,479</td>
</tr>
<tr>
<td>Disbursements (10%)</td>
<td>$60,648</td>
</tr>
<tr>
<td>Subtotal - Fees</td>
<td>$667,126</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$14,414</td>
</tr>
<tr>
<td>Design &amp; Engineering Fees Total</td>
<td>$681,540</td>
</tr>
<tr>
<td>Miscellaneous Project Costs (1%)</td>
<td>$160,000</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$3,457</td>
</tr>
<tr>
<td>Miscellaneous Project Costs Total</td>
<td>$163,457</td>
</tr>
<tr>
<td>F&amp;E</td>
<td>$700,000</td>
</tr>
<tr>
<td>HST and Rebate</td>
<td>$15,124</td>
</tr>
<tr>
<td>Furniture and Equipment Total</td>
<td>$715,124</td>
</tr>
<tr>
<td><strong>Total Project Costs</strong></td>
<td><strong>$15,428,612</strong></td>
</tr>
<tr>
<td>Capital Priorities funding</td>
<td>$12,067,856</td>
</tr>
<tr>
<td>FDK funding</td>
<td>$1,285,139</td>
</tr>
<tr>
<td>Child care funding</td>
<td>$2,075,993</td>
</tr>
</tbody>
</table>

| (Shortfall) / Surplus                           | $376     |
DATE: June 18, 2019

TO: The Chairperson and Trustees of the Greater Essex County District School Board

FROM: E. Kelly
Director of Education

S. Armstrong
Superintendent of Business

SUBJECT: Ontarians with Disability Act – Plan for 2019/20

AIM:
To gain Board approval for the plan prepared under the Ontarians with Disabilities Act (ODA) in order that it can be finalized and made public by the deadline of September 30, 2019.

BACKGROUND:
The Government of Ontario passed the Ontarians with Disabilities Act requiring that all public organizations such as municipalities, school boards, hospitals, universities, colleges and Ontario government buildings prepare a plan to make their buildings accessible to those with disabilities. It does not set a standard for accessibility but requires organizations to develop their own plan as to how to make their organizations accessible and to set their own timeline. The Act does not address just the building issues but includes equipment, websites and training for staff in dealing with people with various types of disabilities (not just physical). Existing funds within the Board’s budget must be used as there is no extra funding to implement any of the recommendations. The Plan was originally prepared in 2003 and must be reviewed and updated each year.

The Accessibility for Ontarians with Disabilities Act (AODA) will eventually replace the ODA. All AODA standards are now published, except for built space. Accordingly, only built space items remain regulated under the ODA.

The draft ODA Plan for 2019/20 was reviewed by the ODA Committee via e-mail. Common/recurring items from previous years have been included in the Plan.

The draft ODA Plan for 2019/20 was also shared with the Special Education Advisory Committee (SEAC) for input. SEAC reviewed the Plan at its June 11, 2019 meeting.

We must publish this Plan by September 30 each year.

RECOMMENDATION:

THAT THE BOARD APPROVE THE PLAN IN ACCORDANCE WITH ONTARIANS WITH DISABILITIES ACT FOR THE YEAR SEPTEMBER 2019 TO AUGUST 2020.

Attachment
GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

GREATERT ESSEX COUNTY DISTRICT SCHOOL BOARD
PLAN IN ACCORDANCE WITH
ONTARIANS WITH DISABILITIES ACT (ODA)
FOR THE YEAR SEPTEMBER 2019 TO AUGUST 2020

The Province passed the Ontarians With Disabilities Act requiring that all public organizations such as municipalities, school boards, hospitals, universities, colleges and Ontario government buildings prepare a plan to make their buildings accessible to those with disabilities. It does not set a standard for accessibility but requires organizations to develop their own plan as to how to make their organizations accessible and to set their own timeline. The Act does not address just the building issues but includes equipment, websites and training for staff in dealing with people with various types of disabilities (not just physical). Existing funds within the organization’s budget must be used as there is no extra funding to implement any of the recommendations.

The Greater Essex County District School Board (GECDSB) must publish this plan by September 30th of each year in accordance with the Ontarians With Disabilities Act. Every year the Ontarians With Disabilities Act Committee must update the plan for the next year. However, a newer act called “Accessibility for Ontarians With Disabilities Act (AODA)” is changing the requirements for future years. All requirements, except Built Space, are now regulated through the AODA. Accordingly, only built space items remain regulated under the ODA.

The ODA Committee would like to provide an on-going opportunity for all staff, parents and community partners of the Greater Essex County District School Board to communicate accessibility concerns to the School Board. To share your suggestion and input, please use the following link:

ODACommittee@publicboard.ca

June 18, 2019
<table>
<thead>
<tr>
<th>Barrier</th>
<th>Objective</th>
<th>Means to Prevent/Remove</th>
<th>Performance Criteria</th>
<th>Resources</th>
<th>Time Line</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating Building Construction Standards as deemed necessary or when built into funded projects</td>
<td>To ensure that older buildings where feasible are updated with accessible materials</td>
<td>As items are requested for repair or replacement, new and more accessible items are installed (e.g. door handles)</td>
<td>Buildings will be updated as required or students will be accommodated at the closest site that is accessible</td>
<td>Facility Services</td>
<td>2019/20 School Year Projects chosen on an 'as needed basis' with students as the priority</td>
<td>Facility Services, Special Education Department, Information Technology Services, School Principal</td>
</tr>
<tr>
<td>Accessible Washrooms</td>
<td>To provide access to washrooms</td>
<td>Provide appropriate beams and lifts</td>
<td>Meets the needs as necessary</td>
<td>Appropriate materials required to modify the washrooms</td>
<td>2019/20 School Year Projects chosen on an 'as needed basis' with students as the priority</td>
<td>Facility Services, Special Education Department, School Principal</td>
</tr>
<tr>
<td>Accommodations for the Visually Impaired as deemed appropriate</td>
<td>Submit request to the Superintendent of Special Education for students and to the HR Officer – Disability Management, for staff</td>
<td>Provide appropriate accommodations</td>
<td>Meets the needs as necessary</td>
<td>As deemed appropriate</td>
<td>2019/20 School Year Projects chosen on an 'as needed basis' with students and staff as the priority</td>
<td>Facility Services, Special Education Department, Information Technology Services, School Principal, Human Resources Department (for staff)</td>
</tr>
<tr>
<td>Automatic Doors – graduated implementation</td>
<td>To provide access to schools for people with disabilities</td>
<td>Install automatic doors, openers and frames as needs are identified</td>
<td>People with disabilities will have access to schools</td>
<td>Doors, openers, ramps, rails and curb-cuts</td>
<td>2019/20 School Year Projects chosen on an 'as needed basis' with students as the priority</td>
<td>Facility Services, Special Education Department, School Principal</td>
</tr>
</tbody>
</table>
The ODA Committee has reviewed the ODA Plan for the 2019/20 school year.

In addition to this year’s plan, the Committee will be focusing on the following items as the GECDSB strives to identify, address, remove and prevent barriers to accessibility.

➢ The ODA Committee will continue to collect information from the various stakeholders in order to identify, remove and prevent barriers.
➢ The ODA Accessibility link on the GECDSB website will be updated yearly to indicate the progress being made by the School Board.
➢ The ODA Committee will provide a link on the GECDSB website inviting suggestions and input for barrier identification and reduction.

If you wish to provide suggestions and input to the ODA Committee, please click on the given link to send us your message via email. These messages will be presented to the ODA Committee for consideration. For this link, please see page 1 of this report.

Renovations planned at elementary and secondary schools for completion during 2018/19 school year:

<table>
<thead>
<tr>
<th>School</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coronation PS</td>
<td>Renovation to provide a barrier free washroom</td>
</tr>
<tr>
<td>Massey SS</td>
<td>Renovations to improve two barrier free washrooms</td>
</tr>
<tr>
<td>Ford City PS</td>
<td>Ramp at front door to improve accessibility</td>
</tr>
</tbody>
</table>
TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: Erin Kelly
Director of Education

Mike Wilcox
Superintendent of Education/Special Education Services

SUBJECT: Special Education Plan 2019

DATE: June 12, 2019

BACKGROUND:

The requirements for our Special Education reporting document has evolved from a full plan completed in 2005, to amendments in 2006-2009 years, to a Special Education Report for the 2010 and 2011 years. In 2012, a working group of Special Education Advisory Committee (SEAC) members sought to produce a Special Education Plan. The Plan is reviewed and amended annually at SEAC meetings.

This plan is current and reflects our Board’s philosophy.

A Special Education Plan serves many purposes:
- Allows our community to refer to one document to access information;
- Provides information in a concise and friendly language;
- Includes questions that SEAC members often answer to parents/guardians; and
- Provides citations linked to legislation and board resources.

The GECDSB Special Education Plan was reviewed and updated again this year. The plan was approved by the SEAC committee on June 11, 2019.

RECOMMENDATION:

THAT THE SPECIAL EDUCATION PLAN BE APPROVED AS SUBMITTED.
Greater Essex County District School Board

Special Education Plan

2019

“Every Learner Every Day”
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THE BOARD’S CONSULTATION PROCESS

Section A

Standard 1—The Board’s Consultation Process
Standard 1: The Board’s Consultation Process

The purpose of the standard is to provide details of the Board’s consultation process to the Ministry and to the public.

The Greater Essex County District School Board (GECDSB) values collaboration with families, community partners and stakeholders and we welcome input into our Special Education Plan. The GECDSB’s Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually in the spring. SEAC members are able to share information and input from their respective associations/agencies and provide feedback. Administration has reviewed the Special Education Plan and it is our goal to make the plan easier to navigate by organizing according to the Ministry Standards for School Board’s Special Education Plans. Input from SEAC was received and all feedback was reviewed.

There were no majority or minority reports concerning the Board’s approved plan in 2018/2019.

New for the 2019-20 School Year:
Our priority area of focus is to raise awareness and understanding of our Special Education Plan. In order to do this we will focus on the following:

- Align our plan with the Ministry Standards for School Board’s Special Education Plans and post on our Special Education website
- Share information with all our school councils about the Special Education Plan in the Fall of 2019 and invite their feedback
- Increase awareness of the Special Education Plan as part of professional development with administrators and special education staff.
- A student voice session will be facilitated for GECDSB secondary school students during the 2019-2020 school year to ensure student engagement and input into supports and services.
- Update the standards as changes occur
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 2—The Board’s General Model for Special Education
Standard 2: The Board’s General Model for Special Education

The Greater Essex County District School Board takes great pride in providing a variety of high quality programs and services to meet the needs of our learners with special needs and our students who are deemed at-risk.

The Greater Essex County District School Board is committed to providing learning opportunities which will maximize the social, emotional, physical and intellectual potential of the learner in a safe and nurturing environment. All exceptional pupils shall have available to them, in accordance with the Education Act, and the regulations, special education services, programs and placements to meet their individual needs. Students in special education programs will have access to resources and technologies appropriate to their needs and developmental stages. These programs will provide meaningful learning opportunities for success.
Standard 2: The Board’s General Model for Special Education

Philosophy
The Greater Essex County District School Board offers a range of special education programs and services to address the needs of students. Most students with special needs will be encouraged to succeed in the regular classroom with appropriate supports, modifications and/or accommodations. The placement of a student in a regular class setting is the first option, in the range of programs and services provided, that is considered by the IPRC and developed with parents/guardians. The Committee shall, before considering the option of placement in a special education class, consider whether the placement in a regular class, with appropriate special education services, would meet the student’s needs and is consistent with parental/guardian preferences.

Some students need the support of specialized programs and services which are offered at their home school, a neighbourhood school, a Care and/or Treatment, Custody and Correction (CTCC) facility, a Section 68 School Authority, a Provincial School or other locations. The Cascade Model that follows, demonstrates the range of programs and services provided.

This plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act, and any other relevant legislation.
Standard 2: The Board's General Model for Special Education

Range of Programs and Services Greater Essex County District School Board
Based on Cascade or Reynolds Model (2007)*
As a general procedure, educators often use what has become known as the Cascade Model as an explanatory principle to place students with exceptional needs in the environment that is least restrictive or most enabling.

NOTE: It is important to recognize that the Cascade Model is a philosophical model not a legislative model.

Standard 2: The Board’s General Model for Special Education

- As noted in the Ministry’s IPRC document, our first placement option is at the student’s home school (home school is defined as the school within the boundaries of the district in which the Student resides).

- We strive to provide service and supports using the home school model.

- The goal of the home school model is to support struggling students within the school setting using the resources, supports and services available to the school.

- The home school model provides supports for students experiencing mild, moderate or severe difficulties in all areas of exceptionality within the community school setting. The classroom teachers in conjunction with the learning support teacher, the school’s special education team and educational support staff individual education plans designed to enhance the learning outcomes for students identified as needing additional support.

- The school based team members work efficiently and in collaboration when creating solutions that require the allocation of resources, including human resources, to be distributed with great thought and integrity. We recognize and acknowledge the strong partnerships among parents/guardians, education staff and community agencies are always in the best interests of the learner. This multi-disciplinary approach supports the learner as well as the classroom teacher and educational support staff and is a key component of our success in educating our students and in our program delivery model.

- Depending on the nature and severity of the student’s needs, supports outside the regular classroom may be employed. The supports available to the school may include the Learning Support Teacher, the school’s RISE Teacher, GAINS Teacher, STEPS Teacher, Educational Support Staff, as well as itinerant staff such as the Teachers of Deaf/Hard of Hearing, Teachers of the Blind/Low Vision, Teacher Consultants, Educational Coordinators, or staff from our Behaviour Transition Team, Speech and Language, Psychology, or Social Work/Attendance Departments. Community agencies are also available to consult with the school team to strengthen and extend the existing supports within the school.

- Our staff is to be applauded for their dedication and commitment to their craft. The center of every conversation is the learning of students and how to improve their academic achievement. In the Special Education Department, we pay close attention to improving literacy and numeracy skills as well as promoting independence. The leadership of the school principal is critical in terms of fostering the team approach as well as creating a welcoming and inclusive environment for all students.
We are committed to fulfilling the Greater Essex County District School Board's 2015-2020 Strategic Plan

**VISION:**
Building tomorrow together – every learner, every day

**Confident Learners**
- achieve individual success in the pathway of their choice
- practice and promote positive and healthy behaviours
- act responsibly to self and others through good citizenship

**Engaged Communities**
- respond to the needs of our learners
- partner to enhance outcomes
- embrace the diversity of our region

**Strategic Priorities**

**Ethical Stewardship**
- budget alignment with strategic priorities
- effective, responsible and sustainable use of resources
- safe and welcoming schools and facilities

**MISSION:**
Excellence in public education – confident learners, engaged communities, ethical stewardship

confident learners, engaged communities, ethical stewardship
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 3—Roles and Responsibilities
Standard 3: Roles and Responsibilities

The following information is taken from *Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide 2017, pp A10 – A14.*

Implementing the policies and regulations related to special education is a collaborative process requiring input and cooperation from many levels. It is important for parent/guardian, community and educators to understand their roles and responsibilities in order to provide high quality programs and services for our students with special needs. Below is a summary of the roles and responsibilities of key players in the delivery of special education provincially and locally:

The Ministry of Education (London District Office 1-800-265-4221)

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school Boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school Boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school Boards to report on their expenditures for special education; sets province-wide standards for curriculum and reporting of achievement;
- requires school Boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires school Boards to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parents/guardians and school Boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Ministry Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board

- establishes school Board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
Standard 3: Roles and Responsibilities

The District School Board (continued)

- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents/guardians with information about special education programs, services and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee (SEAC);
- provides professional development to staff on special education.

The Special Education Advisory Committee (SEAC)

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board;
- participates in the Board’s annual review of its special education plan;
- participates in the Board’s annual budget process as it relates to special education;
- reviews the financial statements of the Board as they relate to special education; and
- provides information to parents/guardians, as requested.

The School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies;
- communicates Ministry of Education and School Board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates Board policies and procedures about special education to staff, students, and parent/guardian;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- consults with parents/guardians and with school Board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student’s Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents/guardians are consulted in the development of their child’s IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP; and ensures that appropriate assessments are requested if necessary and that parent/guardian consent is obtained.

confident learners, engaged communities, ethical stewardship
Standard 3: Roles and Responsibilities

The Teacher
- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- follows Board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents/guardians to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student’s progress to parents/guardians; and works with other school Board staff to review and update the student’s IEP.

The Special Education Teacher, in addition to the responsibilities listed above under “the teacher”
- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student’s progress with reference to the IEP and modifies the program as necessary; and
- assists in providing educational assessments for exceptional pupils.

The Early Childhood Educator
The early childhood educator, in coordination and cooperation with the classroom teacher:
- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

The Parent/Guardian
- is familiar with and informed about: Board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and educators to solve problems;
- is responsible for the student’s attendance at school.

The Student
- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- complies with Board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.
SPECIAL EDUCATION
PROGRAMS AND SERVICES

Section B

Standard 4—Early Identification Procedures and Intervention Strategies
Standard 4: Early Identification Procedures and Intervention Strategies

Preschool Children partnerships between the Greater Essex County DSB and community agencies have been strengthened over the years and certainly serve as a strong preliminary step in identifying children “at risk” or children with special needs.

- At the preschool level numerous agencies may be involved, assessments and reports may be available and parents/guardians may have begun partnering with other professionals to ensure the needs of their children will be met. Preschool identification assessment and programming is a collaborative effort between parent/guardian, school and agencies. Early identification procedures and programs are reinforced and strengthened by ongoing dialogue and appropriate responses.

- Early Years registration occurs in February at the home school. The school personnel complete a registration form with the parent/guardian that provides useful information for the planning of educational services. Information about the child’s growth and development as well as health related issues, for example allergies, and any community involvement are collected.

- In many cases, early learners with special needs are referred to the school through local community agencies such as Children First, John McGivney Children’s Centre, Talk to Me or various regional autism service providers.

- Once school begins in September, the classroom teacher leads the team, if applicable, to provide continuous and ongoing assessment of the student’s growth and development in the cognitive, social-emotional, language, and physical areas to parents/guardians. School assessments will guide the teacher in implementing Tier One strategies. When concerns arise about a student’s development, the teacher will consult with the Learning Support Teacher (LST). The principal may engage other special education staff for assistance, such as the Special Education Coordinator, speech and language, psychology or social work school-based teams. In some cases, a referral to the School Based Rehabilitation Services (SBRS) may be in order.

- When issues around speech arise our Speech-Language Pathology Services will become involved. Staff consists of Registered Speech-Language Pathologists and Communicative Disorders Assistants. Speech-Language Pathologists are professionals with training at the Masters degree level in communication development and disorders. They provide service in accordance with the standards of professional practice of The College of Audiologists and Speech-Language Pathologists of Ontario and adheres to the Regulated Health Professions Act (RHPA) and associated legislation including the Personal Health Information Protection Act (PHIPA).
Standard 4: Early Identification Procedures and Intervention Strategies

- Examples of assessments that our Speech-Language Pathology Services provide for Tier 2 and Tier 3 intervention include the Bracken Basic Concept Scale, 3rd edition (BBCS-3R/BBCS:E), the Oral Language Acquisition Inventory, 2nd edition, the Kindergarten Language Screening Test, 2nd edition, the Emerging Literacy Language Assessment (ELLA), the Test of Pragmatic Language, 2nd Edition (TOPL-2) and the Expressive Language Test 2 (ELT-2:NU).

- Assessment of a student includes discussion with parents/guardians and school staff, observation of the child, review of school records/history, and individual formal (standardized) and informal testing. Intervention services may include individual and small group therapy, classroom-based support, and home practice materials.

- Some general reading interventions include ntervention strategies may include the Diagnostic Reading Assessment (DRA), Levelled Literacy Intervention (LLI), Lexia, Empower, small group instruction and guided practice.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 5—The Identification, Placement, and Review Committee (IPRC) Process and Appeals
Standard 5: The Identification, Placement, and Review Committee

- Regulation 181/98 requires that all school Boards set up Identification Placement Review Committees (IPRC). The GECDSB has a well-established process which has identified approximately 4200 students or 11% to 13% deemed as exceptional.

- In the 2018-2019 school year, as of March 31, 2018, a total of 594 initial IPRCs were conducted. There were 1314 IPRC reviews held (this number does not include parents who waived their right to hold an IPRC Review meeting) during this same time period. There were no parent/guardian appeals filed last year with our Board.

- Parents/guardians and students, 16 years of age or older, shall be full partners with regard to assessment, identification and placement decisions. As full partners parents/guardians and students 16 years of age or older will be made aware of their rights in the entire process including the right to mediation and/or appeal.

- Upon the completion of the initial identification process continued partnership between home and school is strongly encouraged.

- The Individual Education Plan (IEP) is viewed as a valuable and necessary working document that will assist parents/guardians, administrators, teachers, and educational support staff in developing common goals for students. The GECDSB endorses a model of special education that supports and encourages partnerships between school, family and community.

IPRC Statement of Decision

- The Statement of Decision must state whether the IPRC has identified the student as exceptional and indicate the placement. The placement does not mean the school location, rather the type of placement, for example, regular classroom, fully self-contained etc. If deemed exceptional then the categories and definitions of the exceptionality must be stated as they are found in the Section “Categories and Definitions of Exceptionalities”.

- The Statement of Decision must also include a description of the student’s strengths and needs. The IPRC decision regarding placement and the reasons for special education class placement will be stated. Stressed in Regulation 181 is the requirement that the IPRC shall place a student in a regular class when such placement meets the student’s needs and is in accordance with parental/guardian preferences. This regular class option must be explored as the first option at all IPRC meetings.

- Parents/guardians or students over the age of 18 will sign the IPRC.

- The original is to be placed in the Ontario Student Record (OSR) and copies are distributed to the parent/guardian and to the Board’s Special Education Department.

- Throughout the IPRC process, we encourage parents/guardians to meet with school personnel to resolve any outstanding issues or misunderstandings. Home and school communication is critical at all stages of the IPRC process.

- When parents/guardians, or students over the age of 18 disagree with the IPRC decision, they have the right to request that a meeting be reconvened within 15 days to reconsider the IPRC decision. Prior to moving to the appeal process, as outlined in Ministry Regulations, mediation of the process is facilitated by the Superintendent of Special Education. Communication is critical at all stages of IPRC.
### Identification Placement and Review Committee (IPRC) Process

<table>
<thead>
<tr>
<th>Process Leading to IPRC</th>
<th>The IPRC Meeting</th>
<th>Following the IPRC</th>
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<tbody>
<tr>
<td>• On-going assessment of the student’s strengths and needs by the teacher</td>
<td>• The Parent/Guardian along with the school’s review team meet to determine exceptionality and placement as defined by the Ministry of Education</td>
<td>• Strengths and needs statements from the IPRC Statement of Decision are used to create an Individual Education Plan</td>
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<tr>
<td>• Discuss with the classroom teacher next steps and interventions/strategies in the regular class</td>
<td>• If the student warrants a formal identification, his/her strengths and needs are determined from assessment data presented at the meeting</td>
<td>• the student receives accommodations and/or modifications to the curriculum so that the opportunities for success are provided</td>
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<td>• A possible meeting with the School-based Team (Principal, Learning Support Teacher, Teacher, Parent) to determine possible changes to delivery of the academic program, homework assignments and accommodations (i.e., allow for extra time, quiet working environment, reduce writing requirements, use of a scribe or assistive technology)</td>
<td>• IPRC documentation includes basic information on the student, current school, strengths and needs statements, current assessment data and dates, and the student’s placement (i.e., grade seven and/or special education class)</td>
<td>• On-going assessment of the student is determined by the criteria set out in the Individual Education Plan</td>
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<td>• Consultation with the Special Education Services to review your child’s profile (standardized assessment may be recommended)</td>
<td>• The regular class placement is always considered to be the first option</td>
<td>• Changes are made to the student’s IEP as his/her goals are achieved and new goals are created</td>
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<td>• If testing results indicate that the student meets the Ministry defined criteria for an exceptionality, an IPRC meeting may be called by the Principal</td>
<td>• Direction from parents in terms of the student’s placement is always considered and respected by the IPRC Committee</td>
<td>• The Parent/Guardian along with the school’s review team meet at an annual IPRC meeting to consider updated assessment data, current and future placement options and to review IEP goals</td>
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<td>• Parents may waive their right to attend the IPRC Review, however, attendance is encouraged</td>
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<td>• IPRC reviews will not be waived when student is in grade 7 or 8.</td>
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**Note:** Learning Support Teachers, Special Education Services staff and Program Department staff may consult with teachers about in-class accommodations and supports for higher achievement without parent/guardian consent. However, it is strongly encouraged that all plans or strategies to support students and enhance achievement or behaviour be shared with the parent/guardian. The partnership between home and school is critical in all stages of the identification process.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 6—Educational and Other Assessments
Standard 6: Educational and Other Assessments

Beyond teacher observations, classroom evaluation or student performance and reporting, it is sometimes necessary to employ assessment tools to further delineate student strengths and areas of need. All assessment data is viewed in conjunction with reports from teachers and parent/guardian(s) in order to get a complete profile of the learner.

The Process for Parent/Guardian Consent
- Informed parent/guardian consent is required when testing is being considered to determine the strengths and needs of the student.
- A parent/guardian consent form has been developed by the GECDSB Special Education Services Department in order to ensure that parent/guardian clearly understand the forms being completed.
- Informed consent is a process, not a form.
- A consent form merely provides evidence that consent was given on the date the form was signed.
- Verbal or written consent can be revoked.

Process to Share Assessment Information and Protect Privacy
- It is expected that all reports or results be shared with parent/guardian(s) in a timely fashion following the completion of testing or assessment.
- Special Education staff are required to share a written report with parent/guardian(s) at least 15 days before an IPRC meeting is held.
- A written copy of the report will be given to parents/guardian at the time of feedback.
- A copy of the assessment report is kept in the Ontario Student Record (OSR) file at the school.
- Teachers, parents/guardians, school administration and supervisory officers have access to the assessment reports. The professional special education staff will access the reports in a student's Ontario School Record file only with the written permission of the student's parent/guardian.
- When a report in the OSR has been read by teachers, school administrators or members of the professional special education staff, they will record on the front of each assessment report that they have read the contents. It is extremely important that the reports be kept confidential.
- The Release of Information form has clear and concise instructions explaining to parent/guardian(s) and administrators what information is being asked for, to whom the information will be disclosed, where the information will be kept, and the time limits for the document.
- A constant concern is the importance of protecting all completed test protocols which are kept in a locked area.
Standard 6: Educational and Other Assessments

Educational/Psychological/Speech & Language Assessments:
- Schools follow the consultative process in seeking out additional assessment information and clarification of student needs.
- Educational assessments utilize a tiered approach. Classroom teachers can utilize a number of measures to inform their instructional practices.
- If additional assessment information is required, it can lead to the administration of other measures of achievement.
- Following the receipt of a Request for Consultation, psychology and/or speech language services may conduct an assessment based upon the nature of the presenting concerns.
- The various measures selected by the clinician are largely dependent upon the referral concerns at the time.

These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school no later than the beginning of a program of studies immediately following kindergarten and should continue throughout a child’s school life.

The types of assessment tools used by the GECDSB vary from informal checklists and surveys to standardized normed complex measures, which may include:

- Wechsler Intelligence Scale for Children – 5th Edition *(WISC-V)
- Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV)
- Wechsler Pre-School and Primary Scale of Intelligence Scale – 4th Edition (WPPSI-IV)
- Stanford-Binet Intelligence – 5th Edition
- Differential Ability Scales (DAS)
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-3)
- Comprehensive Test of Nonverbal Intelligence
- Delis Kaplan Executive Function System (D-K EFS)
- Comprehensive Test of Phonological Processing—2 (CTOPP–2)
- Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)
- Peabody Picture Vocabulary Test – 5th Edition (PPVT-5)
- The Autism Diagnostic Observation Schedule (ADOS)
- Multidimensional Anxiety Scale for Children Second Edition™ (MASC 2)
- Adaptive Behavior Assessment System – 3rd Edition (ABAS-3)
- Conners—3
- Behavioral Assessment System for Children – 3rd Edition (BASC-3)
- Behavior Rating Inventory of Executive Function – 2nd Edition (BRIEF2)
- Autism Spectrum Rating Scale (ASRS)

The GECDSB is currently developing an internal tracking system that will be able to access numbers of students waiting for psychological, speech and language and social work services. Average wait times vary but at the end of each school year we use flexible scheduling of Psychological Services Staff to target schools with longer waitlists.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 7—Specialized Health Support Services in School Settings
Standard 7: Specialized Health Support Services in School Settings

Students with complex health conditions and disabilities may rely on health supports to attend school. Some students may have developmental delays or other conditions that do not affect their ability to attend school, but may affect their ability to fully benefit from educational routines.

The Local Health Integration Network (LHIN) provides Children's Health Support Services on a priority-needs basis. LHIN professionals assess students to determine how urgently services are needed. Children with complex needs who require assistance in order to safely attend school are the top priority.

Through the Children's Health Support Services program, a LHIN Care Coordinator arranges in-school access to a range of services.

For students in public schools, private school or students who are home schooled, the LHIN may provide the following services:

- Nursing services
- Dietetic services
- Information and referral services
- Coordination of services

In addition to delivering care in schools, visiting professionals may also provide health-related education, teaching and consultation services to school staff and parents/guardians in the school setting.

A child or youth may be eligible for Children's Health Support Services, if the child or youth:

- has a valid Ontario Health card;
- is registered as a student at a school as defined under Ontario's Education Act;
- has assessed needs for Children's Health Support Services and requires those services to be able to attend school, receive instruction and participate in school routines; and,
- would experience a significant disruption in attendance, instruction or participation without the support of the program.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 8—Categories and Definitions of Exceptionalities
Standard 8: Categories and Definitions of Exceptionalities
The following information is taken from *Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide (2017)*.

**Behaviour**
A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

a) an inability to build or to maintain interpersonal relationships;

b) excessive fears or anxieties;

c) a tendency to compulsive reaction;

d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

**Criteria for Formal Identification**
- the need for formal identification is based on longstanding difficulties;
- children who might benefit from formal identification have severe behavioural and social-emotional difficulties that are not effectively managed with typical classroom strategies that teachers would regularly employ. In addition, behavioural concerns are of significant duration and the previous efforts of school-based personnel assisted by psychological services have met with limited or non-enduring success;
- typically these children would meet DSM-V diagnostic criteria as diagnosed by a qualified psychologist or medical practitioner for one or more of the following:
  - Oppositional-Defiant Disorder
  - Conduct Disorder
  - Mood Disorders - e.g. depression
  - Anxiety Disorder
    a) selective mutism
    b) obsessive-compulsive disorder
    c) social phobia
    d) post traumatic stress disorder
    e) general anxiety disorder
- assessment measures used to reach a diagnosis would typically include the use of psychometric instruments, rating scales, observation, and interviews with parents/guardians and teachers.

**Communication - Autism**
A severe learning disorder that is characterized by:

a) disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech and language;

b) lack of the representational symbolic behaviour that precedes language.

**Criteria for Formal Identification**
- diagnosed with one of the pervasive developmental disorders/autism spectrum disorder by a qualified psychologist or medical practitioner.
Standard 8: Categories and Definitions of Exceptionalities

Communication - Deaf and Hard-of-Hearing
An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Criteria for Formal Identification
- a permanent hearing loss, as documented by a current audiogram by a registered audiologist, that has a significant impact on the student's learning.

Communication - Language Impairment
A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors, and which may:
a) involve one or more of the form, content, and function of language in communication; and
b) include one or more of the following:
   - language delay;
   - dysfluency;
   - voice and articulation development, which may or may not be organically or functionally based.

Criteria for Formal Identification
- a language impairment to the extent that, in the opinion of a qualified speech and language pathologist, significant modification to program is required.

Communication - Speech Impairment
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Criteria for Formal Identification
- an impairment or disorder in articulation, voice or fluency that significantly interferes with communication, social interaction and academic progress to the extent that, in the opinion of a qualified speech/language pathologist, augmentative/alternative communication device is required. Examples:
  a) a student with apraxia (motor planning) who is so unintelligible that picture communication symbols are necessary to supplement oral communication;
  b) a student whose stuttering is so severe during oral presentations in the classroom that written communication becomes more effective;
  c) a student with a cleft palate whose speech is so unintelligible due to hyper nasality that a Digivox is programmed with routine classroom request.
Standard 8: Categories and Definitions of Exceptionalities

Communication – Learning Disability
The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- Results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Criteria for Formal Identification

- This is a learning disorder that affects one or more ways that a student takes in, stores, or uses information. This is a “life-long” condition, but can be addressed by identifying the individual’s strengths and potential compensatory strategies.
- Individuals receiving an identification of Communication: Learning Disability often have at least average levels of abilities in some key areas, such as language abilities and/or nonverbal/perceptual skills, as assessed on accepted measures of learning and intelligence (e.g., Wechsler Intelligence Scale for Children – Fifth Edition [WISC-5]). In all cases the student is not performing at his/her full potential in fundamental academic abilities such as reading, writing, and/or arithmetic. The student’s difficulties may sometimes be masked by the tremendous amount of effort he/she exerts to successfully perform these basic tasks. The presence of a learning disability may also be reflected in more “nonacademic” areas, such as executive functioning (e.g., planning, organizing, self-regulation, or monitoring activities) and/or social interactions. A Learning Disability may sometimes occur in the presence of other disorders (diagnosed or undiagnosed) or with another area of exceptionality. An identification of Communication: Learning Disability can only be made in the absence of other factors and/or circumstances that may adversely impact upon academic achievement (e.g., generalized intellectual delays, visual and/or auditory deficits, socio-economic factors, cultural differences, ESL/ELL factors, lack of motivation, or gaps in learning).
Standard 8: Categories and Definitions of Exceptionalities

**Intellectual - Giftedness**
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

**Criteria for Formal Identification**
- In many cases, children who may meet the Ministry's criteria for giftedness are viewed (considered) by their parent/guardian and/or classroom teacher as more advanced than their peers before any formal type of assessment occurs.
- Within the GECDSB, a two-step process is used to aid in identifying giftedness; all Grade Two students (with parental/guardian consent) participate in the Insight cognitive test; and on the basis of the score obtained (i.e., at or beyond the 98th percentile) and consultation with the psychological services personnel, a recommendation to undergo individualized intellectual assessment is made. Children who meet this criterion are then administered the Wechsler Intelligence Scale for Children (4th or 5th edition). An overall score at or beyond the 98th percentile is required in order for a recommendation of giftedness to occur. In some cases, a student may demonstrate superior intellectual abilities, but also display a learning disorder. The identification of giftedness may occur at any grade level.
- The same criteria may be applied to external psychological assessment reports provided by the parents/guardians.

**Intellectual - Mild Intellectual Disability**
A learning disorder characterized by:
- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
  - a) an inability to profit educationally within a regular class because of slow intellectual development;
  - b) a potential for academic learning, independent social adjustment, and economic self-support.

**Criteria for Formal Identification**
- a mild to borderline cognitive impairment which results in well below academic achievement in all areas and the need for considerable curriculum modifications and/or alternate specialized programming and;
- mild to significant adaptive behaviour deficits

**Intellectual - Developmental Disability**
A severe learning disorder characterized by:
- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support.
Standard 8: Categories and Definitions of Exceptionalities

Criteria for Formal Identification
- borderline to profound cognitive impairment which results in well below academic achievement in all areas and the need for considerable curriculum modifications and/or alternate specialized Programming;
- and mild to significant adaptive behaviour deficits;
- a moderate to severe level of general intellectual disability with delays in adaptive functioning, which indicates a need for a program that is focused on the student’s social adjustment and independent living, in addition to the acquisition, where possible of academic skills;
- a full scale I.Q. of 69 and below with comparable delay in adaptive functioning.

Physical - Physical Disability
A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Criteria for Formal Identification
- an ongoing physical or medical disability or condition as identified by a medical practitioner which results in a need for extensive modifications to the classroom environment and/or program

Physical - Blind and Low Vision
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Criteria for Formal Identification
- results of an ophthalmologist or optometrist assessment indicates acuity with correction within the range of 20/70 which requires modifications to print material or braille instructions.

Multiple - Multiple Exceptionalities
A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 9—Special Education Placements Provided by the Board
Standard 9: Special Education Placements Provided by the Board

The GECDSB believes in providing a range of placements based on the:
- intensity of a student’s particular needs;
- the modifications and accommodations required;
- consultation with parents/guardians to determine preferences;
- availability of specialized class placements in any given exceptionality;
- services required and human resources available.

The discussion of placement in the regular classroom is the first option with parents/guardians. In order for parents/guardians to make educated decisions about placement issues, they are encouraged to have an open discussion with teachers, visit classroom, and take opportunities to speak with other parents/guardians.
- We are moving towards greater inclusionary practice opportunities for integration to enhance socialization, exposure to same age peers and role models for language development and interaction with the curriculum content regardless of their exceptionality.
- The principal of the school is key in setting the tone for successful integration and inclusion. Providing the consultative and professional support necessary to plan effective integration is the role of our Special Education Services Department. When teachers and parents/guardians embrace the philosophy of integration and appropriate supports can be provided to ensure students needs are met, then we generally have a recipe for student success.
- Placement in a Special Education – Partially Integrated or Fully Self-Contained classroom requires an identification through the IPRC process.

The five options for placement within the GECDSB are:

1. Regular Classroom/Indirect Support
   - Student is placed in regular class for the entire day.
   - Always considered the first priority by the IPRC committee.
   - Teacher provides accommodations and/or modifications.

2. Regular Classroom with Resource Assistance
   - Student remains in the regular classroom for most or all of the day.
   - Some assistance from itinerant teacher of the deaf/hard of hearing or itinerant teacher of blind/low vision.

3. Regular Classroom with Withdrawal Assistance
   - Student remains in the regular classroom.
   - Some specialized assistance such as our Learning Support Teachers (LST) for a specified amount of time but less than 50% of the day.
   - All elementary and secondary schools have an LST.
Standard 9: Special Education Placements Provided by the Board

4. Special Education – Partially Integrated
- Students receive specialized program for at least 50% of the day, for example, our Reaching Individual Success and Excellence (RISE) placements in elementary.
- Most elementary schools have RISE programs.
- The students in the Ontario Secondary School Diploma program and Transition Room at Western Secondary School.

5. Special Education Fully Self-Contained
- The student remains in a full day self-contained classroom.
- Giving Attention to Individual Needs (GAINS) at the elementary level.
- Skills to Enhance Personal Success (STEPS) in the secondary panel.
- My Achievement Pathway to Success (MAPS) in the secondary panel.
- Not all schools offer a GAINS or STEPS program.

Elementary System Specialized Placements
Our elementary Giving Attention to Individual Needs (GAINS) classes are full day self-contained programs for students with profound and complex needs.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Number of Classes (as of Sept. 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderdon</td>
<td>1</td>
</tr>
<tr>
<td>AV Graham</td>
<td>1 ASD / 1 GAINS</td>
</tr>
<tr>
<td>Begley</td>
<td>1</td>
</tr>
<tr>
<td>Campbell</td>
<td>1</td>
</tr>
<tr>
<td><strong>Coronation</strong></td>
<td>1 (New)</td>
</tr>
<tr>
<td>Essex</td>
<td>2</td>
</tr>
<tr>
<td>Ford City</td>
<td>1</td>
</tr>
<tr>
<td>Forest Glade</td>
<td>2</td>
</tr>
<tr>
<td>Hetherington</td>
<td>1</td>
</tr>
<tr>
<td><strong>King Edward</strong></td>
<td>2 (1 New)</td>
</tr>
<tr>
<td>Kingsville</td>
<td>1</td>
</tr>
<tr>
<td>LaSalle</td>
<td>1 (New)</td>
</tr>
<tr>
<td>Marlborough</td>
<td>1</td>
</tr>
<tr>
<td>M.D. Bennie</td>
<td>1</td>
</tr>
<tr>
<td>Northwood</td>
<td>3</td>
</tr>
<tr>
<td>Queen Victoria</td>
<td>1</td>
</tr>
<tr>
<td>Southwood</td>
<td>2</td>
</tr>
<tr>
<td>Talbot Trail</td>
<td>2</td>
</tr>
<tr>
<td>Tecumseh Vista</td>
<td>1</td>
</tr>
<tr>
<td>West Gate</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>78</td>
</tr>
</tbody>
</table>
Standard 9: Special Education Placements Provided by the Board
The Autism Spectrum Disorder (ASD) program is a short term, fully self-contained system level placement reserved for students with Autism, who despite intervention, require a more extensive level of support.

Secondary System Specialized Placements
Our Secondary Skills to Enhance Personal Success (STEPS) are full day self-contained programs for students with profound and complex needs.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Number of Classes (as of Sept. 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belle River</td>
<td>1</td>
</tr>
<tr>
<td>Essex</td>
<td>2</td>
</tr>
<tr>
<td>Herman</td>
<td>3</td>
</tr>
<tr>
<td>Kingsville</td>
<td>1</td>
</tr>
<tr>
<td>Leamington</td>
<td>2</td>
</tr>
<tr>
<td>Massey</td>
<td>3</td>
</tr>
<tr>
<td>Riverside</td>
<td>2</td>
</tr>
<tr>
<td>Sandwich</td>
<td>2</td>
</tr>
<tr>
<td>Tecumseh Vista Academy</td>
<td>1</td>
</tr>
<tr>
<td>Walkerville</td>
<td>2</td>
</tr>
<tr>
<td>Western</td>
<td>1 (New)</td>
</tr>
<tr>
<td>Westview Freedom Academy</td>
<td>2 STEPS/1 STEPPING –IN</td>
</tr>
</tbody>
</table>

The Stepping-In Program is a short term, fully self-contained system level placement reserved for students with Autism, who despite intervention, require a more extensive level of support.

The “Transition Room” staff members support students with exceptionalities who exhibit difficulty in transitioning from an elementary to the secondary setting at Western Secondary. This is short term and reserved for students who exhibit severe anxiety behaviours. The student’s IPRC will indicate special education – partially integrated (if diploma bound) or special education – fully self-contained (if in a MAPS program).

Note: Westview Freedom Academy, Western Secondary, and Leamington Secondary offer MAPS programs. Students need to have an IPRC and meet the criteria in order to attend MAPS.

Students require an IPRC to attend all programs at Western Secondary School.

All secondary schools offer Locally Developed Compulsory Courses (LDCC) for grade 9 and 10 students. These courses offer a pathway for students who are pursuing a secondary school diploma. A student does not have to be identified to attend these programs.

For students requiring alternative programming that cannot be provided in a school setting (CTCC, Provincial and Demonstration Schools, etc.) information regarding those programs are shared with parents by our Special Education Coordinators who are responsible for initiating referrals.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 10—Individual Education Plans (IEPs) and Transition Planning
INDIVIDUAL EDUCATION PLANS (IEP)

IEP Standards
- Students with IPRC designation will have IEPs.
- In addition, there is a category of “IEP non-identified” in some cases. Consultation with the principal, LST, the Educational Coordinator and parent/ guardian is required. Most students with “IEP – non-identified” are moving towards further assessment and possible IPRC.
- Students with IEPs are entitled to modifications and/or accommodations that support and enhance success to assist them in reaching their full potential.
- The IEP is a working document that should have flexibility to be adjusted as needed throughout the school year to meet the needs of the student. IEPs are revised every reporting period.

IEP Standard & Report Card
- “Promotion at risk” or “Progressing with difficulty” and IEP – Students with an IPRC have IEPs in place. Well established procedures for ongoing and continuous assessment should meet their overall educational goals and hence would not be at risk of failure (repeating a grade). In the majority of cases, report cards for students with an IEP will reflect positive growth and development.
- On provincial report cards, the IEP box will only be indicated if the student has a modified program. The IEP box will not be checked if the student has accommodations only.

Parent/Guardian Involvement and the Individualized Education Plan (IEP) Process
Good communication and collaboration with parents/guardians during the initial states of completing an IEP are very important in order to ensure that everyone is working toward common goals for a student. The following is recommended as a process to implement with respect to parent/guardian involvement and the IEP:
- All assessments, recommendations from medical reports, IPRC strengths and needs statements as well as parent/guardian input is reviewed collaboratively by the school team and parents/guardians or student, when appropriate, to determine major goal areas for a student’s IEP. Parents/guardians may wish to include strategies for support at home.
- The school team prepares a DRAFT IEP and shares the DRAFT with key team members, parents/guardians and student, if appropriate. Input on the DRAFT copy is reviewed by the school team and the FINAL IEP copy is developed by the school team.
- The FINAL copy is shared with key players, teachers, and parents/guardians and filed in the OSR. A copy goes home to parents/guardians and a copy is forwarded to the classroom teacher(s). Ongoing consultation and open communication with teachers and parent/guardian throughout the IEP process will prevent disagreement and difficulties with respect to IEP interpretation and implementation.
- When a parent/guardian does disagree with significant aspects of the IEP, the principal will convene a team meeting with special education staff, parent/guardian and key teachers to review concerns and find solutions.

Individual Education Plans (IEPs) audits are conducted on a regular basis in both the elementary and secondary panels. The goal of these audits is to ensure quality and consistency in IEPs across the system.
Standard 10: Individual Education Plans (IEPs) and Transition Planning

Transition Planning at GECDSB

Throughout their education, all students face a variety of transitions, including the transition from home or from an Early Years program to school, from one grade or level of schooling to another, from one school to another, and from secondary school to an appropriate post-secondary pathway. Positive transition planning and implementation requires a team, including the student, parents/guardians and school staff. Outside organizations can be particularly important when assisting students leaving school on a post-secondary pathway. All of our transition processes have one important thing in common and that is to reduce the level of anxiety students and families may experience.

Students with special education in the GECDSB may be involved in one of the four various transition processes:

1. Entry to School
   - A child could be coming from home or has been in child care;
   - If, when a child is registered at their community school in the spring for the first time for attendance at school in the fall, and parents and board staff agree that the child could benefit from a special education program and/or services, a case conference would be held with the school team;
   - The case conference would include parents/guardians, their advocates, if necessary, and community partners as deemed appropriate;
   - The student’s profile would be developed, including strengths and areas of need, which would be the starting point of developing the IEP if it is required.

2. School to School Transition
   - Many students change schools, whether because of program considerations or relocation of the family. Regardless of the reason, the transition can be made more smoothly with advance planning;
   - When a transition is occurring, parents/guardians need to register their child at their new community school. Upon receiving the registration, the school principal shall initiate the appropriate transition process;
   - In accordance with The Ontario Student Record Guideline (2000), pertinent information about the student should be shared with the receiving school prior to the student’s arrival so that appropriate supports are put in place;
   - In planning programming the receiving school should use assessments from the originating school;
   - The new school will receive a copy of the student’s IEP, including the transition plan, as part of the student’s Ontario Student Record (OSR).
Standard 10: Individual Education Plans (IEPs) and Transition Planning

3. Transition from Elementary to Secondary School
- Included in the IEP for all identified students;
- Students in Grade 7 to 12 are supported in their transition to school through the required development of an Individual Pathways Plan (IPP);
- To support students with special education needs transitioning from elementary to secondary, educators need to provide these students with information regarding types of secondary school programming and the requirements to complete the programs;
- Our expectation at GECDSB is that board staff help students understand their learning profiles/needs so that they can further develop their self-advocacy skills.

4. Transitions from School to Work, Postsecondary Education, and Community Living
- The transition from secondary school to post-secondary destinations – whether further education or training, work, or independent living can be intimidating to many students. This transition can be particularly challenging for some students with special education needs. The probability of success is greatly increased when schools work with the student, parents/guardians, employers, community agencies, and providers of further education coordinated plans for exceptional students;
- Information shared with educators by students as documented in their IPP provides valuable information for developing the secondary-to-post-secondary transition plan;
- In addition, to support a student with special education needs in making the transition to work, further education, and/or community living, this process could include making provisions to help the student connect with post-secondary institutions, community agencies, and/or the workplace, as appropriate.

*(Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide, 2017, pgs. C26-C33)*

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**confident learners, engaged communities, ethical stewardship**
Standard 10: Individual Education Plans (IEPs) and Transition Planning

APPLIED BEHAVIOUR ANALYSIS (ABA)

As per the Ministry of Education’s Policy/Program Memorandum (PPM) 140, Applied Behaviour Analysis (ABA) incorporates methods and strategies based on scientific research, to build repertoires of skills and/or behaviours of students. Although PPM 140 was developed for students with an Autism Spectrum Disorder, the application of ABA strategies are appropriate for a variety of students across multiple environments. These methods are often incorporated into the student’s Individual Education Plan (IEP).

ABA can be used to support students in a variety of ways. ABA methods are consistently used to:

- develop positive behaviours (e.g., improve the ability to stay on task, improve social interaction);
- teach new skills (e.g., comprehensive skills, including language skills, social skills, motor skills, academic skills);
- apply or generalize a new skill or behaviour from one situation to another (e.g., from completing assignments in a special education class to maintaining the same performance in a regular class).

In terms of supporting our educators in implementing ABA methods and strategies, in-service training has occurred throughout a variety of opportunities over the past several years. These include:

- Participation in our Demonstration Sites (elementary and secondary) to assist with capacity building in evidence-based strategies for students with special needs. These include: Early Years, RISE, ABA, GAINS, MAPS and STEPS.
- Professional Development opportunities for educators and administration, including ABA topics such as Task Analysis, Reinforcement, Modelling & Shaping and Functional Behaviour Assessments;
- On-site training in completing Functional Behaviour Assessments in order to determine the function of a student’s behaviour;
- On-site training with educators in order to support the incorporation of ABA methods and strategies into the IEP;
- Resources available through our lending library including resources on ABA, social skills and data collection, visual timers, Structured Learning Environment, games and activities and reinforcement kits;
- Staff conferences on Edsby that are easily accessible to all staff for information, resources, strategies, documents, downloads, etc.;
- Consultations to educators and classroom teams by board personnel and/or community partners such as Thames Valley Children’s Centre (TVCC) and John McGivney Children’s Centre (JMCC);
- Developing individualized data collection materials based on need(s);
- Classroom observations in order to assist teams with setting up Structured Learning Environments;
- Environmental scans (Look-Fors) to support classroom teams with implementing best practices across multiple domains;
- Functional Behaviour Assessments (staff completed training through the Ministry’s partnership with Geneva Centre for Autism);
- Online Introduction to Autism or ABA learning modules through Geneva Centre for Autism.
- The Behaviour/Transition Specialist and Board Certified Behaviour Analyst are committed to supporting our system with the implementation of ABA methods and strategies to help ensure student success.

confident learners, engaged communities, ethical stewardship
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 11—Provincial Demonstration Schools in Ontario
Standard 11: Provincial Demonstration School in Ontario

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial School Contacts
Provincial Schools Branch Ministry of Education 255 Ontario Street South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-5405

The Provincial School for students who are Blind/Visually Impaired or Deaf-Blind:

W. Ross Macdonald School: School for the Blind and Deaf-Blind
350 Brand Avenue Brantford, Ontario N3T 3J9 Tel: (519) 759-0730
Fax: (519) 759-4741

The W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:
- a provincial resource center for the students who are visually impaired and deaf-blind;
- support to local school Boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large print textbooks;
- professional services and guidance to Ministries of Education on an inter-provincial, cooperative basis;
- Programs are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive life skills program; and
- provide support through home visits for parents/guardians and families of children who are preschool deaf-blind.

The Provincial Schools for the Deaf:
The Robarts School for the Deaf
1515 Cheapside St. London, Ontario N5V 3N9
Tel: (519) 453-4400
Fax: (519) 453-4193

Ernest C. Drury School for the Deaf
255 Ontario Street, Milton, Ontario L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-1354

These schools provide elementary and secondary school programs for students who are deaf from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has special needs met as set out in his or her Individual Education Plan (IEP).
Standard 11: Provincial Demonstration School in Ontario

Schools for the deaf:
- provide rich and supportive bilingual/bicultural educational environments which facilitate students’ language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools; and
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Each school has a Resource Services Department which provides:
- consultation and educational advice to parents/guardians of students who are deaf and hard of hearing deaf and hard-of-hearing;
- information brochures;
- a wide variety of workshops for parents/guardians, school boards, and agencies; and
- an extensive home-visiting program delivered to parents/guardians of students who are deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Demonstration School for Students with Learning Disabilities: Amethyst School
1090 Highbury Avenue
London, Ontario N5Y 4V9
Tel: (519) 453-4400 Fax: (519) 453-2160

The Amethyst School provides a targeted instructional plan for students who have severe learning disabilities. They provide:
- educational programs for students in a residential setting;
- a specialized program that incorporates severe learning disabilities in association with an attention deficit hyperactivity disorder;
- self-advocacy training, social skills, individualized instruction and counseling;
- resources to school boards; and
- teacher training.

For the 2019-2020 school year, we have the following number of GECDSB students in each program:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Ross Macdonald School: School for the Blind and Deaf-Blind</td>
<td>2</td>
</tr>
<tr>
<td>The Robarts School for the Deaf</td>
<td>2</td>
</tr>
<tr>
<td>Ernest C. Drury School for the Deaf</td>
<td>2</td>
</tr>
<tr>
<td>Amethyst School for Learning Disabilities</td>
<td>0</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 12—Special Education Staff
Standard 12: Special Education Staff

SPECIAL EDUCATION STAFF
Please refer to GECDSB (www.publicboard.ca) for individual pamphlets on the services the following departments provide to students and their parents/guardians:
- Social Work/Attendance Counselling Services
- Psychological Services
- Speech and Language Services
- Teachers for Deaf and Hard of Hearing – Itinerant
- Teachers for the Visually Impaired – Itinerant
- Special Education Coordinator
- Behaviour Transition Team

Education Support Staff (ESS)
We also have educational support staff to support students. These students have been identified as needing intensive support due to the complexity of their needs. Education Support Staff consist of Educational Assistant (EA), Child and Youth Worker (CYW), Developmental Service Worker (DSW) and Support Worker for the Deaf and Hard of Hearing (SWDHH).
- Educational Support Staff are not assigned as a “one-on-one” support for a student.
- Very few students who have IPRCs will require support from Educational Support Staff.
- Educational Support Staff have the goal of developing independence in the students that they work with and are not intended to be constant supervision for the students as they grow and develop.
- Students who require the assistance of a SWDHH may have one-on-one support.

All ESS work in partnership with administration, teaching staff and other educational support staff in an effort to strengthen student learning, growth and development.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Actual for September 2018</th>
<th>Projected for September 2019</th>
<th>Minimum Qualifications of Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Coordinators</td>
<td>8</td>
<td>3</td>
<td>Bachelor of Education Special Education Part 1</td>
</tr>
<tr>
<td>Itinerant Teachers for Deaf/Hard of Hearing</td>
<td>4</td>
<td>4</td>
<td>Bachelor of Education Deaf Part 1</td>
</tr>
<tr>
<td>Itinerant Teachers for Blind/Low Vision</td>
<td>5</td>
<td>5</td>
<td>Bachelor of Education Blind Part 1</td>
</tr>
<tr>
<td>Behaviour/Transition Specialist</td>
<td>1</td>
<td>1</td>
<td>Completion of a post-secondary degree or diploma; post-graduate studies or equivalent field experience in behavioural science (e.g. in autism and behavioural science, psychology)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Professional Student Services Personnel</th>
<th>Actual For September 2018</th>
<th>Projected For September 2019</th>
<th>Minimum Qualifications of Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychologist</td>
<td>5</td>
<td>5</td>
<td>Ph.D., &amp; registration with the College of Psychologists of Ontario (C.Psych)</td>
</tr>
<tr>
<td>Psychological Associate</td>
<td>0.5</td>
<td>0.5</td>
<td>Sc. &amp; registration with the College (C.Psych.Assoc.)</td>
</tr>
<tr>
<td>Psychoeducational Consultant</td>
<td>3</td>
<td>3</td>
<td>M.A., M.Ed., or M. Sc. – supervised by Ph.D.</td>
</tr>
<tr>
<td>Board Certified Behaviour Analyst (BCBA)</td>
<td>1</td>
<td>2</td>
<td>M.A., Board Certified Behavioural Analyst</td>
</tr>
<tr>
<td>Speech and Language Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language Pathologists</td>
<td>11</td>
<td>8</td>
<td>A. or M.Sc. &amp; registration with the College of Audiologists and Speech-Language Pathologist of Ontario (CASPLO)</td>
</tr>
<tr>
<td>Communicative Disorder Assistant</td>
<td>1.5</td>
<td>1.5</td>
<td>Communicative Disorders Assistant Diploma – supervised by an SLP</td>
</tr>
<tr>
<td>Social Work/Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work/Attendance Counselling Staff Including Supervisor</td>
<td>15</td>
<td>15</td>
<td>Master of Social Work</td>
</tr>
<tr>
<td>Re-engagement Attendance Counsellor</td>
<td>3</td>
<td>1</td>
<td>Degree in social work, education, sociology, criminology or a related field from an accredited University.</td>
</tr>
<tr>
<td>Educational Support Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Assistants</td>
<td>284.5</td>
<td>286.5</td>
<td>Ontario Secondary School Diploma</td>
</tr>
<tr>
<td>Child and Youth Worker (CYW)</td>
<td>77</td>
<td>68.5</td>
<td>CYW Diploma</td>
</tr>
</tbody>
</table>
### Standard 12: Special Education Staff

<table>
<thead>
<tr>
<th>Educational Support Staff</th>
<th>Actual for September 2018</th>
<th>Projected for September 2019</th>
<th>Minimum Qualifications of Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Services Worker (DSW)</td>
<td>118</td>
<td>117</td>
<td>DSW Diploma</td>
</tr>
<tr>
<td>Support Workers for Deaf and Hard of Hearing</td>
<td>13</td>
<td>10</td>
<td>Interpreter Training Program from a recognized institution.</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 13—Staff Development
Standard 13: Staff Development

STAFF DEVELOPMENT

The priorities of the special education department are determined through feedback and consultation with stakeholders and needs identified in the system including Ministry and Board goals. Our current priorities are:

- Continued focus on ABA/Autism professional development for all staff;
- Planning a clear and coherent vision for programming for Gifted Students;
- Promoting independence skills for all students;
- Individual Education Plans: Elementary and Secondary;
- Early Intervention.

Our professional development reflect these priorities. The GECDSB continues to strongly endorse professional development through school day or after school workshops and conferences. The Ministry documents, Special Education in Ontario, Kindergarten to Gr. 12, Policy and Resource Document 2017, and Learning for All 2013 continue to provide a strong philosophical basis of our professional development.

List of Professional Development Completed in 2018/2019

- GAINS Make and Take
- IEP Workshops - multiple
- CLEVR workshops – multiple
- Empower Training for Learning Support Teachers
- Lexia Training for Lead Lexia Teachers and school based
- Behaviour Management Systems Training and Recertification
- Teachers new to RISE and GAINS
- Thrive in Your Hive
- Geneva Centre Training for Autism
- New Teacher Induction Program – Special Education Presentations for both Elementary and Secondary
- Hearing Awareness
- LD Symposium Planning (STRIVE) with Elementary and Secondary LSTs
- Elementary IEP Audit
- Secondary Open Course – Modified Geography
- Educational Support Staff: Trauma Training, Indigenous Education, Exploring Bias, Structured Learning, Functional Behaviour Assessment, ABA, Functional Communication, Anxiety, SWDHH Professional Development,
- Self-Regulation and Well-Being—Focus on Early Years

Priorities in the area of staff development are determined by Ministry initiatives, Board initiatives, Superintendent initiatives, professional development session feedback from participants, ESS PD Committee, school-based determination of needs, staff and student needs and parent concerns. Staff are trained with regard to legislation and Ministry policy on Special Education through NTIP workshops, after school workshops, and PA Day workshops. The board allocates a budget to address staff development centrally and learning opportunities are coordinated by the Special Education department. Partnerships are initiated between the Program, Safe Schools and Special Education Departments to ensure that Special Education is incorporated into all professional development sessions. Collaboration and cost sharing has also previously occurred with the Windsor Essex Catholic District School Board.

Professional development information is shared with SEAC on a monthly basis. We welcome SEAC input and feedback.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B
Standard 14—Equipment
Standard 14: Equipment

SPECIAL EDUCATION EQUIPMENT

The Board examines all reports from appropriately qualified professionals to determine the type of equipment needed by special needs students. If it is determined that the equipment is essential for the student to benefit from instruction, then the parents/guardians and school team work through our Special Equipment Amount (SEA) process.

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Students</th>
<th>Total Application Cost</th>
<th>Board Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019 SEA Per Pupil*</td>
<td>695</td>
<td>$635,013.28</td>
<td>Nil</td>
</tr>
<tr>
<td>2018-2019 Claims Based</td>
<td>69</td>
<td>$335,119.68</td>
<td>$54,400</td>
</tr>
</tbody>
</table>

*SEA Per Pupil Amount for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment.

**SEA Claims-Based funding for other non-computer based equipment to be utilized by students with special education needs including sensory support, hearing support, vision support (including vision support equipment that has a computer interface and is required by a student with primary function of the equipment is to address the vision support needs of the student), personal care support and physical assists support equipment which will cover the cost of an individual student’s equipment needs in excess of $800 in the year of purchase. Boards are responsible for the first $800 in cost for any student per year.

The following is an example of some of the equipment the Board purchases to support students who are exceptional and who are eligible for the Ministry Special Equipment Amount:

- Grab Bars
- Scanners
- Toilet Seats
- Computer
- Tables/Wheelchair Tables
- Toileting Slings
- Computer Software
- Commodes
- Personal FM Units
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 15—Accessibility of School Buildings
Standard 15: Accessibility of School Buildings

ONTARIANS WITH DISABILITY ACT (ODA) — PLAN FOR 2019-20

The Board of Trustees for the GECDSB passed the Policy and Regulation for the AODA Customer Service Standard at the Public Board Meeting on February 6, 2017.

The GECDSB remains committed to the key principles of independence, dignity, integration and equality of opportunity. Our conduct will demonstrate our belief in the strength diversity brings to our communities. Training for Greater Essex County District School Board staff will continue to be conducted regarding Accessibility Awareness as new employees are hired. A second mandatory training for all staff on AODA was conducted in the 2018/2019 school year.

The ODA plan can be accessed through the Board website at the following address: https://www.publicboard.ca/Community/Accessibility-for-Disabled/Pages/default.aspx
SPECIAL EDUCATION PROGRAMS AND SERVICES

Section B

Standard 16—Transportation
Standard 16: Transportation for Students with Special Education Funds

Student transportation is provided through the Windsor-Essex Student Transportation Services (WESTS), which is a Separate Legal Entity comprised of the school boards for the GECDSB, Windsor Essex Catholic DSB, Conseil Scolaire Viamonde, and Conseil Scolaire Catholique Providence.

- The Consortium is governed by the Board of Directors comprised of representatives of the four member Boards. The Board of Directors sets transportation policies for the Consortium that are applied to each member Board on a fair and equitable basis.
- Students identified by the IPRC process are considered for special transportation arrangements at the initial IPRC meeting. The Educational Coordinator in consultation with the IPRC team, parents/guardians and community agencies complete information about specific student transportation needs. This information is forwarded to the Board for processing. The Board will consult with the Transportation Consortium to determine the best possible mode of transportation for a child. The final decision regarding transportation will be made by the Special Education Department.
- Depending on the identified needs of the child the following transportation options are considered:
  - Regular school bus (community or home stop)
  - Wheelchair accessible school bus
  - Taxi cab
  - Parent paid transportation
- Students attending care and treatment facilities, or correctional facilities often require transportation for integration into community schools, as well as daily transportation to their specific programs. These needs are communicated to our Transportation Consortium by the Principal of the Agency Schools.
- Decisions regarding the transportation of students presenting “high risk” behaviours are generally discussed at the initial IPRC meeting. Often further consultation with the Special Education Department and the Transportation Consortium occurs due to the high costs associated with this type of transportation request. Students presenting unsafe travel behavior may need to be transported separately. Decisions about special accommodations for students with safety needs are made in partnership with parents/guardians, the Transportation Consortium, the Superintendent of Education/Special Education Services, and team members in the student’s program.
- All students requiring special transportation must have an AODA (Accessibility for Ontarians Disability Act) form completed, which identifies any equipment requirements or accommodations required for transportation.

Consideration by STS during the selection of transportation providers for all exceptional students includes criteria related to safety, including, but not limited to:
- Drivers must have first aid training;
- Wheelchairs must be secured while being transported; and
- Criminal record checks must be completed for drivers and bus monitors
SPECIAL EDUCATION ADVISORY COMMITTEE
SEAC

Section C
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

SEAC is a School Board committee established under Regulation 464/97.

Procedures for Selection
Selection process for members, including application and nomination forms for SEAC can be found at the following links:

Process for Filling SEAC Vacancies
https://www.publicboard.ca/Board/Policies-Regulations/Documents/SEAC%20R-AD-44.pdf

Application and Nomination forms
https://www.publicboard.ca/Programs/Special-Education/ParentAssociations-SpecialEducationAdvisoryCommittee/Pages/default.aspx

Roles and Responsibilities
The Special Education Advisory Committee is responsible for making recommendations to the GECDSB on matters related to programming for all students who are exceptional. This includes such matters as recommendations related to establishing:

i) the philosophy and goals for special education delivery;

ii) reviewing the policies and procedures of the Board as they pertain to special education;

iii) funding of special education programs and services through the Board’s annual budget process;

iv) reviewing the financial statements for the Board, prepared under Section 231 of the Act, as they relate to special education; and

v) amending the special education plan/report as it is reviewed annually as required by Regulation 306.

Meeting times, places, format and open to public
The Special Education Advisory Committee meets 10 times a year. Meetings will be posted on the board website. Meetings begin at 1 pm. Please refer to the GECDSB Board website.

Meeting Dates:
Tuesday, Sept. 10
Tuesday, Nov. 12
Tuesday, Jan. 14
Tuesday, Mar. 10
Tuesday, May 12

Tuesday, Oct. 8
Tuesday, Dec. 10
Tuesday, Feb. 11
Tuesday, Apr. 14
Tuesday, June 9

Meetings are usually held at the Board Office, but may be held elsewhere at the committee’s discretion. SEAC members elect a chairperson and meetings follow a prepared agenda.
## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

**GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE—2018-2022**

<table>
<thead>
<tr>
<th>AUTISM ONTARIO (Windsor Essex)</th>
<th>LEARNING DISABILITIES ASSOCIATION WINDSOR-ESSEX COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Matte-Gasparovic</td>
<td>Mary Ann Fuduric</td>
</tr>
<tr>
<td>Livia Congi (Alternate)</td>
<td>Alicea Fleming (Alternate)</td>
</tr>
<tr>
<td><a href="https://www.autismontario.com">https://www.autismontario.com</a></td>
<td><a href="https://www.ldawe.ca">https://www.ldawe.ca</a></td>
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<table>
<thead>
<tr>
<th>COMMUNITY LIVING WINDSOR-ESSEX COUNTY</th>
<th>PARENTS FOR CHILDREN’S MENTAL HEALTH</th>
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</thead>
<tbody>
<tr>
<td>Martha Vukov</td>
<td>Karen Wilson</td>
</tr>
<tr>
<td>TBA (Alternate)</td>
<td>Susan Kovach (Alternate)</td>
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<thead>
<tr>
<th>HOME AND SCHOOL ASSOCIATIONS (Windsor Council)</th>
<th>TRUSTEE</th>
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<tbody>
<tr>
<td>Bette Johnson</td>
<td>Cathy Cooke</td>
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<tr>
<td>Sarah Noel (Alternate)</td>
<td>Linda Qin (Alternate)</td>
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<tr>
<th>EPILEPSY SOUTHWESTERN ONTARIO</th>
<th>TRUSTEE</th>
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<tr>
<td>Sheila Ruggaber</td>
<td>Amy Omstead</td>
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<td>Amanda Ing (Alternate)</td>
<td>Linda Qin (Alternate)</td>
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<tr>
<th>INDIGENOUS COMMUNITY – FNMI</th>
<th>WINDSOR-ESSEX COUNTY DOWN SYNDROME PARENT ASSOCIATION</th>
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<tbody>
<tr>
<td>Kimberly John</td>
<td>Monica Gilles</td>
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<tr>
<td>Mona Stonefish (Alternate)</td>
<td>Jennifer Wright (Alternate)</td>
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</table>
COORDINATION OF SERVICES WITH OTHER MINISTRIES

Section D
COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

The GECDSB in partnership with the community provide learning opportunities which support, challenge and inspire all students to achieve their full potential and enable them to participate meaningfully in their communities.

- The GECDSB is committed to developing partnerships within the community in order to plan for and provide special education programs and services for students who are entering the system from other agencies and programs, or moving from the system to other agencies and programs.
- Building strong partnerships within our community on behalf of students and parents/guardians is viewed as an important goal in special education.
- As the number of children experiencing difficulties in the school and community continue to rise it is crucial to consider innovative ways to meet the needs of students.
- The following list of partnerships with community agencies and programs reflects those used most frequently by the board: Association for Community Living, Autism Ontario, Big Sisters/Big Brothers, Canadian Hearing Society, Canadian Mental Health Association, Windsor Essex County Down Syndrome Parent Association, Canadian National Institute for the Blind, Essex Preschool Speech and Language Services, Epilepsy Southwestern Ontario, Family Respite Services, Help Link, Home and School Associations, Children First, Essex- Windsor Chapter of Integration Action for Inclusion, Learning Disabilities Association Windsor-Essex, Learning Disabilities Association of Ontario, John McGivney Children’s Centre, Maryvale, New Beginnings, Parents for Children’s Mental Health, Talk 2 Me, United Way, Voice, Windsor Essex Children’s Aid Society, Windsor Essex County Health Unit, and Windsor Regional Children’s Centre.
- The Board website has been updated and contains a Mental Health and Well-Being page for students, parents and staff. This new page provides a point of access for mental health information regarding programs and services within our community. The site can be accessed at: https://www.publicboard.ca/mentalhealth/Pages/default.aspx

Care/Treatment, Custody and Correctional Programs (CTCC)
We partner with New Beginnings, Maryvale and Windsor Regional Children’s Centre to provide teachers within these mental health/correctional treatment centers. Students are able to engage in treatment and continue with their studies. Currently we have 14 teachers at Maryvale, 11 teachers at Hotel Dieu Grace Healthcare - Regional Children’s Centre, and 3 teachers at New Beginnings.

Protocol
The GECDSB has developed comprehensive yearly protocols when community agency personnel want to provide services to our students. These community agencies are not ones which are mandated, such as health. Interested community agencies are directed to the Board Website for further information on application and approval processes: www.publicboard.ca – Board – Board Administration – Policies and Regulations – External Agency Partnership (non-mandated).
COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Transitions into School
Entry to school represents a major threshold and transition in a child’s life. Familiarity with the expectations of the school setting helps children adjust more easily to school and reduces anxiety for both parents and children during this transition. For children with special needs, entry to school can be more complex and therefore requires careful planning and coordination. Effective transition planning for children with special needs must occur at both the community level and at the level of the individual child and family to be successful. Each fall the Inclusion Network of Windsor and Essex County meet in October to review and make changes to the Transition Protocol with the goal of further honing the transition process for new students to area school boards, including the GECDSB.

Transition plans are developed for students with exceptional needs to ensure a smooth transition from pre-school child care settings to school. Special Education Coordinators collaborate with staff from pre-school child care settings. Education Coordinators meet with representatives from the various Ministries to establish links and relationships with parents/guardians and children prior to the child’s entry into school in GECDSB.

Care/Treatment, Custody and Correctional Programs
GECDSB students entering or leaving a Care, Treatment, or Correctional program require a transition meeting between the program and the home/receiving school. A Special Education Coordinator must attend these meeting to ensure relevant information is shared with the receiving school.

Assessments from Other Boards, Ministries or Agencies
The school, in conjunction with the appropriate personnel (such as Psychological Services, Speech-Language Pathology and Social Work) will review assessments accompanying students entering the GECDSB system from other boards, Ministries, or agencies. Where identification as an exceptional pupil is being considered, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate school board personnel to determine whether or not the student meets the criteria for identification. Additional assessments will be recommended if additional information is required. Assessments would generally be completed in a six to eight week period.

Information Sharing
For students entering the GECDSB, relevant information is shared between other school boards, Ministries, community agencies and the parent/guardians. In order for this to occur, permission forms are to be obtained and signed by the parent/guardian or by the student, if the student is of the age of consent. The Special Education Coordinator for that school will assist by acting as a liaison between the various community partners and the school.
SCHOOL BASED REHABILITATION SERVICES (SBRS)
Formerly known as School Health Support Services

John McGivney Children’s Centre (JMCC) provides rehabilitation services including:
- Occupational Therapy
- Physiotherapy
- Speech Language Pathology

JMCC’s responsibilities include determining eligibility for, and providing quality rehabilitation services in community schools.

The objectives of the SBRS are:
- to provide children with rehabilitation needs the opportunity to attend school;
- to empower students to participate to their full potential in the school routines and outings; and
- to empower students to achieve independence in the school setting.

Who is eligible for the School Based Rehabilitation Services?
- a student must be enrolled as a pupil at a community school;
- any student with an assessed need for occupational therapy, physiotherapy, speech therapy;
- the student would not be able to participate in school routines and instructions if SBRS were not provided in the school setting.

How do I refer a student to the School Based Rehabilitation Services?

The Referral Process

- Where the student has been identified prior to school entry as having a need for physiotherapy, occupational therapy, and speech services, a referral to the School Based Rehabilitation Service may be made directly by a community therapist or family doctor with consent of the parent/guardian. A referral for speech therapy must be supported by a Speech-Language Pathologist assessment.

- Once a student is attending school, concerns identified by parents/guardians, school personnel and/or community agencies as requiring a referral to the SBRS should be directed first to the teacher and principal. Occupational therapy and physiotherapy concerns will be brought to the attention of the Occupational Therapist assigned to the school to determine needs. A school board Speech and Language Pathologist (SLP) will initiate the SLP referral for those needs meeting the criteria of the SBRS.
<table>
<thead>
<tr>
<th>Specialized Health Support Service</th>
<th>Agency or position of person who performs service</th>
<th>Eligibility criteria for students to receive service</th>
<th>Position of person who determines eligibility to receive service and level of support</th>
<th>Criteria for determining when service is no longer required</th>
<th>Procedures for resolving disputes about eligibility and level of support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration as Prescribed Medication and Injections</td>
<td>Student as authorized parent/guardian or other personnel employed by Board Health Professional hired by LHIN</td>
<td>Student must have valid OHIP card</td>
<td>LHIN care coordinator is responsible for ongoing assessment of student’s eligibility for treatment in consultation with attending physician.</td>
<td>LHIN care coordinator determines time frame for treatment and planned date of discharge based on review of the student’s progress and consultation with attending physician.</td>
<td>Parent/guardian reviews assessments and consults with LHIN care coordinator</td>
</tr>
<tr>
<td>Administration of Prescribed Oral Medication</td>
<td>Student as authorized parent/guardian or other personnel employed by Board</td>
<td>Student must have valid OHIP card</td>
<td>As above</td>
<td>As above</td>
<td>Parent/guardian reviews assessments with principal</td>
</tr>
<tr>
<td>Occupational Therapy (OT)</td>
<td>JMCC OT</td>
<td>Qualified, registered OT to determine needs</td>
<td>OT determines level of support in consultation with parent/guardian, and school personnel</td>
<td>Parent/guardian reviews assessments with OT, and possibly JMCC manager if any further issues arise</td>
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<tr>
<td>Physiotherapy (PT)</td>
<td>JMCC PT</td>
<td>Qualified, registered PT to determine needs</td>
<td>PT determines level of support in consultation with parent/guardian, and school personnel</td>
<td>Parent/guardian reviews assessments and consults with PT initially and possibly JMCC manager if any further issues arise</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>LHIN contracts with dietitian employed by Ministry of Health</td>
<td>Assessment of qualified practitioner</td>
<td>LHIN care coordinator in consultation with physician and parent/guardian</td>
<td>LHIN care coordinator determines time frame for treatment and planned date of discharge based on review of student’s progress and consultation with attending physician</td>
<td></td>
</tr>
<tr>
<td>Speech and Language Therapy</td>
<td>JMCC has qualified Speech-Language Pathology Service Providers</td>
<td>Speech-Language Pathology Assessment by registered SLP determines eligibility: Severe Articulation, fluency, voice and non-verbal communication support</td>
<td>SLP determines when goals are met and no further intervention is required</td>
<td>SLP consults with parent/guardian and possibly JMCC manager if any further issues arise</td>
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<tr>
<td>Speech Correction and Remediation</td>
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**confident learners, engaged communities, ethical stewardship**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Health professionals provided by LHIN</th>
<th>Assessment and prescription of service by qualified medical practitioner and/or attending physician</th>
<th>LHIN care coordinator in consultation with parent/guardian and physician</th>
<th>LHIN care coordinator determines time frame for treatment and planned date of discharge based on review of ongoing assessment of student's progress and consultation with qualified medical practitioner</th>
<th>LHIN care coordinator and qualified medical practitioner meet with parent/guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catheterization, manual expression of bladder or stoma, tube feeding, postural drainage/deep suctioning</td>
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<tr>
<td>Lifting/Positioning and Assistance with mobility, toileting</td>
<td>JMCC PT/OT</td>
<td>Assessment by Qualified PT/OT</td>
<td>PT/OT determines level of support in consultation with parent/guardian and school personnel</td>
<td>PT/OT determines when goals are met and no further intervention is required</td>
<td>Parent/guardian reviews assessments and consults with PT/OT initially and possibly JMCC manager if any further issues arise</td>
</tr>
</tbody>
</table>

confident learners, engaged communities, ethical stewardship
SUBMISSION AND
AVAILABILITY OF PLAN

Section E
2019-20 Special Education Plan Checklist
Please submit to your regional office by July 31, 2019

District School Board/School Authority:
Greater Essex County District School Board


<table>
<thead>
<tr>
<th>Special Education Programs and Services</th>
<th>Report on the provision of Special Education Programs and Services 2018-19</th>
<th>Amendments to the 2019-20 Special Education Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model for Special Education</td>
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<tr>
<td>Identification, Placement and Review Committee (IPRC) Process</td>
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<td>Special Education Placements Provided by the Board</td>
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<td>Individual Education Plans (IEP)</td>
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<td>Special Education Staff</td>
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<td>Specialized Equipment</td>
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<td>Transportation for Students with Special Education Needs</td>
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<tr>
<td>Transition Planning</td>
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<td><strong>Provincial Information</strong></td>
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<td>Roles and Responsibilities</td>
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<tr>
<td>Categories and Definitions of Exceptionalities</td>
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<tr>
<td>Provincial and Demonstration Schools in Ontario</td>
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<tr>
<td><strong>Other Related Information for Required for Community</strong></td>
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<tr>
<td>The Board’s Consultation Process</td>
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<tr>
<td>The Special Education Advisory Committee (SEAC)</td>
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<tr>
<td>Early Identification Procedures and Intervention Strategies</td>
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<td>Educational and Other Assessments</td>
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<td>Coordination of Services with Other Ministries or Agencies</td>
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<td>Specialized Health Support Services in School Settings</td>
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<tr>
<td>Staff Development</td>
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<tr>
<td>Accessibility (AODA)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Parent Guide to Special Education</td>
<td>X</td>
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</tr>
</tbody>
</table>

Where programs and services have not been provided as outlined in the 2018-19 Special Education Plan, please provide a description of the variance:

NA

///

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Additional Information:

Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website

Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement

<table>
<thead>
<tr>
<th>Document:</th>
<th>Format:</th>
<th>Please indicate the URL of the document on your website (if applicable)</th>
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<tbody>
<tr>
<td>Special Education Plan</td>
<td>☐ Board Website</td>
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<td>☐ Electronic File</td>
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<tr>
<td>Protocol for Partnerships with</td>
<td>☐ Board Website</td>
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<td>External Agencies for Provision</td>
<td>☐ Electronic File</td>
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<td>of Services by Regulated Health</td>
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<td>Professionals, Regulated Social</td>
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<td>Service Professionals, and</td>
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<td>Paraprofessionals (PPM 149)</td>
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</table>

Name of Director of Education:

__________________________________________________________________________

Signature of the Director of Education: ____________________________ Date:

__________________________________________________________________________
APPENDICES
# Greater Essex County District School Board
## Individual Education Plan

### Student Name:
- **School:**
- **DOB:**
- **Principal:**
- **Exceptionality:**
- **IEP Date:**
- **Reason for Development:**
- **Student identified as exceptional by IPRC**
- **IPRC Date:**
- **Waiver Date:**

### Placement Information
- **Placement Start Date**
- **Placement**

### Sources for IEP Creation

### IEP Development Team
- **Staff Member**
- **Position**

### Program Information
- **Program Exemptions and/or Substitutions:**

### Reporting Dates
- **First Reporting Date:** 2019-10-25
- **Second Reporting Date:** 2020-01-24
- **Third Reporting Date:** 2020-06-12

### Reporting Format
- **Provincial Report Card**

---

**confident learners, engaged communities, ethical stewardship**
Greater Essex County District School Board
Individual Education Plan

### Assessments

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Month</th>
<th>Assessment Year</th>
<th>Summary of Results/Diagnosis</th>
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### Strengths and Needs

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<tr>
<th>Areas of Strength</th>
<th>Areas of Need</th>
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</tbody>
</table>
Greater Essex County District School Board
Individual Education Plan

Subjects, Courses or Alternative Programs to which the IEP applies

<table>
<thead>
<tr>
<th>Subject/Course</th>
<th>Program Type</th>
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Modifications/Alternative

Subject: Language
Program Type:
Current Level of Achievement (usually from June report card):

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<tr>
<th>Letter grade/Mark</th>
<th>Curriculum grade level</th>
<th>Strands</th>
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Strand
Annual Program Goal

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<thead>
<tr>
<th>Term 1 / Semester 1 (including Progress Reporting period)</th>
<th>Specific Expectation</th>
<th>Instructional Strategy</th>
<th>Assessment Method</th>
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<th>Instructional Strategy</th>
<th>Assessment Method</th>
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### IEP Accommodations

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<thead>
<tr>
<th>Instructional</th>
<th>Environmental</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Vision</td>
<td>SEA Notes</td>
</tr>
</tbody>
</table>

### Human Resources (teaching/non-teaching)

<table>
<thead>
<tr>
<th>Resources</th>
<th>Provider</th>
<th>Initiation Date</th>
<th>Frequency/ Intensity</th>
<th>Location</th>
</tr>
</thead>
</table>
Greater Essex County District School Board
Individual Education Plan

The Principal has the legal requirements to implement and monitor the IEP. The Plan has been developed according to the Ministry’s standards, addresses the student’s strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal’s Signature  Date

( ) I was consulted in the development of the Individual Education Plan.
( ) I declined the opportunity to be consulted in the development of the Individual Education Plan.
( ) I have received the Individual Education Plan.
( ) I understand that my child’s IEP may be shared with all of his/her teachers and support staff.

Parent’s/Guardian’s Signature  Student’s Signature

Parent’s/Guardian’s Name (please print)
Assessment & Review

Development and review of the IEP is a team approach. It is an accountability tool for you and your child and everyone who has responsibilities under the plan. It is designed to help your child meet the stated goals and expectations as he/she progresses through the Ontario Curriculum.

Your child's report card should be a direct reflection of the goals stated in the IEP. IEP's are formally updated at the end of each reporting period, however it is considered a working document that may be revised as needed.

- Talk to your child's teacher about the goals that have been set;
- Communicate regularly with your child's teacher regarding progress;
- Recommend changes in goals, strategies and/or resources or support where you see a need;
- Be actively involved in discussions at school when your child is changing grades, schools or moving into the workplace.

What should I do if I have questions or concerns about the IEP?

Your direct link to your child's programming needs is the classroom teacher and/or Special Education teacher.

The Learning Support Teacher (LST) is also a valuable resource. If your concerns are not met, then it may be necessary for the principal and/or Special Education Coordinator to get involved.

It is important to keep the focus on your child's best interests, and keep the lines of communication open.

"All About Me"

- Physical
  - medical information
  - athletic abilities
  - self-care
  - gross and fine-motor skills
  - abilities at home
- Intellectual
  - strategies that have or haven't worked
  - communication strategies
  - assessments
- Educational
  - learning styles
  - examples of work and abilities
  - motivation
  - disposition
- Cultural
  - emotional well-being
  - cultural and language considerations
- Emotional
  - social skills
  - schoolyard interactions
  - peer and adult interactions
  - extra-curricular in-school activities
  - other

SETTING THE DIRECTION: How do I work as an effective I.E.P. partner?

Students are most successful when all team members work together towards achievable goals.

As a parent:

- keep the focus on your child at all times
- tell the teacher the hopes you have for your child's learning
- bring ideas and information
- ask questions
- value everyone's input

This information is also available on the Ministry of Education website:
www.edu.gov.on.ca

For more information about our special education programs and services as well as our Special Education Advisory Committee (SEAC) please visit our website:
www.publicboard.ca

Revised September 2016
The Individual Education Plan (I.E.P.)

The IEP is a written plan which describes your child’s strengths and needs. It outlines the special education program and/or services that your child requires, and above what generally happens in your child’s classroom.

The program may include accommodations, modifications or alternative programming. It lists what strategies will be used to address your child’s academic needs.

5 Phases of the IEP Process

1. Gathering Information
2. Setting the Direction
3. Developing the Plan
4. Carrying Out the Planned Activities
5. Reviewing and Updating the IEP

Accommodations

Teaching strategies, supports and/or services that provide students with access to the curriculum and enable them to demonstrate learning may include:

- student’s strengths and needs
- medical/health information
- assessment data
- student’s current level of achievement in each program area
- goals and specific expectations for the student
- program modifications (changes to the grade-level expectations in the Ontario Curriculum)
- alternative expectations
- special education services provided for the student
- assessment strategies for reviewing the student’s achievements and progress
- I.E.P. updates showing dates, results and recommendations
- a Transition Plan for all exceptional students
- self-advocacy skills

Developing the I.E.P.

How can I contribute to planning goals for my child?

Beginning with your child’s strengths and needs is an important first step.

You can help by:

- including your child in the discussions
- telling the teacher what you hope your child will accomplish this year
- likes, dislikes and interests (extra-curricular activities)
- talents and abilities
- family relationships and dynamics (extended family relationships and pets)
- peer relationships and dynamics
- family routines and schedules

Carrying Out the IEP at Home

Making Learning a Priority

Parents as partners can provide an invaluable perspective on their child’s personality, development, and learning style.

Open communication and cooperation between home and school will also ensure that the two have similar expectations with respect to the student’s special education program and services.

Tips for Parents:

- Ask your child on a regular basis to share with you the events and activities of the school day.
- Speak with your child about their learning strengths and needs.
- Read to your child daily and for older students, encourage them to read daily.
- Ensure that your child attends classes on a regular basis and is punctual and well prepared for the school day.
- Provide a quiet, well-equipped location in your home for your child to complete homework.
- Whenever possible, attend school activities such as open houses, parent teacher interviews and school council meetings. When your child sees you involved at school, they will also see education as a high priority.
**Q** How Will You Be Involved?

You will be invited to an interview with the IPRC or you may waive your right to be interviewed.

Since the Committee will be making decisions about your child, you are strongly urged to participate because you have the right to present additional information and to invite other persons to assist you in the process (friend, relative, member of a local association). The Committee will provide you with a copy of its decisions and ask for your written agreement or disagreement.

**Q** Is Your Written Consent Required To Have Your Child Placed?

Yes. However, your child may be placed or have a change in placement without your written consent if:

(a) you have not appealed the Committee's decision within 15 days of the meeting with the Committee, or

(b) you have not taken any action within 30 days of the date of the written statement prepared by the Committee.

Then, the Board may, upon request of the Superintendent of Schools or the principal, place your child as determined by the IPRC and to notify you of the action that has been taken.

**Q** What is an IEP?

An Individual Education Plan will be developed for your child in consultation with you. The IEP outlines the special education programs and services that will be received and specific educational expectations. The IEP must be completed 30 school days after your child has been placed in the program. You will receive a copy of your child's IEP.

**Q** What Do You Do If You Disagree or Have Any Concerns About the Determinations?

1. Within 15 days, write the Principal of your school of your concerns and the Committee will schedule a second meeting within seven (7) days or at a mutually agreeable time.

2. If you still disagree with the determination, and/or placement of your child, within 15 days of the second meeting with the Committee, you may make an appeal by writing to:

   The Secretary of the Board
   Greater Essex County District School Board
   451 Park Street West
   Windsor, Ontario N8B 3K1

**Q** Will I Be Notified About Changes in Special Education Placements?

Yes. Before any changes are made, you will be invited to an IPRC for a discussion of the proposed changes. You will be requested to give written consent to a change in placement before the change is made.

**Q** What Happens When You Make An Appeal?

Within 30 days of the receipt of your notice of appeal by the Secretary, the Board shall establish a Special Education Appeal Board and the Chairperson of the Special Education Appeal Board will contact you regarding further procedures.

**Q** When Will Your Child's Placement Be Reviewed?

Every exceptional pupil's placement shall be reviewed at least once a year.

In addition, after placement has been in effect for at least three months, you may request in writing to the Principal, that a review be conducted.

**WHERE CAN I OBTAIN MORE INFORMATION?**

Further questions should be directed to your child's principal.

The Parent Guide has been prepared as an outline only. For further information, please refer to:

(a) The Education Act

(b) Ontario Regulation 181/98, Special Education Identification, Placement and Review Committee and Appeals.

A more detailed description of the IPRC process is available from your school.
OUR PHILOSOPHY

The Greater Essex County District School Board offers a range of special education programs and services to address the needs of students. Most students with special needs will be encouraged to succeed in the regular classroom with appropriate supports, modifications, and accommodations. The placement of a student in a regular class setting is the first option, in the range of programs and services provided, that is considered by the IPRC and shared with parents.

Some students however need specialized support to achieve success. Occasionally, some students need the support of specialized programs and services which are offered at neighborhood schools, another school, or other locations.

The Greater Essex County District School Board is committed to providing learning opportunities which will maximize the social, emotional, physical and intellectual potential of the learner in a safe and nurturing environment. All exceptional pupils shall have available to them, in accordance with the Education Act, local and provincial educational services, programs and placements to meet their individual needs. Students in special education programs will have access to resources and technologies appropriate to their developmental stages. These programs will provide meaningful learning opportunities for success.

Parents, guardians and pupils 11 years of age or older shall be full partners with regard to assessment, identification and placement decisions. As full partners, parents will be made aware of their rights in the entire process including the right to mediation and/or appeal. Upon the completion of the initial identification process, continued partnership between home and school is strongly encouraged. The Individual Education Plan (IEP) is viewed as a valuable and necessary document that will assist parents and teachers in developing common goals for exceptional students.

PARENT GUIDE

The following is an outline of the procedures regarding the identification, placement and review of exceptional pupils.

EXCEPTIONAL PUPILS AND SPECIAL EDUCATION PROGRAMS AND SERVICES

Who is An Exceptional Pupil?

The Ministry of Education defines an Exceptional Pupil as:

A pupil whose behavioral, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a Special Education Identification, Placement and Review Committee.

What Are Special Education Programs and Services?

"Special education program means an educational program that is based on assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil."

"Special education services mean facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program." (Ministry of Education Definition)

How Are Special Education Programs Delivered?

The type of special education program depends on the intensity of the educational needs of the pupil. The options include:

- (i) regular class with consultative support.
- (ii) regular class with withdrawal support in a resource room.
- (iii) special education class part-time.
- (iv) special education class full-time.
- (v) provincial demonstration school (e.g. Roberts School in London)
- (vi) special setting at a community agency such as Regional Children's Centre or Maryvale.

Can You As A Parent Request That Your Child Be Referred to the IPRC?

Yes. You should write your request to the Principal who must then refer your child to the IPRC. You should also send a copy of the letter to the appropriate Superintendent of Schools.

What Information is Presented to the IPRC?

The Principal presents the following information:

- Report Cards
- Psychological Report
- Social Work Report (if required)
- Speech-Language Pathology Report
- Other reports that you feel should be considered by the IPRC.

These reports, together with their findings and recommendations, will have been shared with you at a local school conference prior to the referral to the IPRC conference.

What does an IPRC Do?

An IPRC:

- may determine your child to be exceptional;
- shall determine the placement of your child if he/she is exceptional;
- shall review the placement of your child at least annually;
- shall set the date on which the Board will be notified of its decision;
- shall provide you with a written statement of the Committee's decision about your child, or to the pupil if he/she is an adult, and to the principal.

Each IPRC:

- has a minimum of three members, one of whom shall be a principal/principal or a supervisory officer/designate employed by the Board;
- has other persons appointed by the Board who can assist the Committee.

Please note that other staff members may attend as well. You may also invite others to the IPRC meeting to support you.

Please note that other staff members may attend as well. You may also invite others to the IPRC meeting to support you.
*INSERT PLAN HERE AFTER JUNE 18TH BOARD MEETING*
Appendix 4—ODA 2019-2020 Plan

*INSERT PLAN HERE AFTER JUNE 18TH BOARD MEETING*
*INSERT PLAN HERE AFTER JUNE 18TH BOARD MEETING*
**Acronyms**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AODA</td>
<td>Accessibility for Ontarians with Disabilities Act</td>
</tr>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>CCAC</td>
<td>Community Care Access Centre</td>
</tr>
<tr>
<td>CYW</td>
<td>Child and Youth Worker</td>
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<tr>
<td>DSW</td>
<td>Developmental Service Worker</td>
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<tr>
<td>EA</td>
<td>Educational Assistant</td>
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<tr>
<td>GAINS</td>
<td>Giving Attention to Individual Needs</td>
</tr>
<tr>
<td>GECDSB</td>
<td>Greater Essex County District School Board</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>IPRC</td>
<td>Identification, Placement and Review Committee</td>
</tr>
<tr>
<td>LDCC</td>
<td>Locally Developed Compulsory Credits</td>
</tr>
<tr>
<td>LST</td>
<td>Learning Support Teacher</td>
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<tr>
<td>MACSE</td>
<td>Minister’s Advisory Council on Special Education</td>
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<tr>
<td>MAPS</td>
<td>My Achievement Pathway to Success</td>
</tr>
<tr>
<td>OSR</td>
<td>Ontario Student Record</td>
</tr>
<tr>
<td>OT</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>PT</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>SEA</td>
<td>Special Education Amount</td>
</tr>
<tr>
<td>RISE</td>
<td>Reaching Individual Success and Excellence</td>
</tr>
<tr>
<td>SHSSP</td>
<td>School Health Support Services Program</td>
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<tr>
<td>SEAC</td>
<td>Special Education Advisory Committee</td>
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<tr>
<td>SLP</td>
<td>Speech/Language Pathologist</td>
</tr>
<tr>
<td>SSLI</td>
<td>Student Support Leadership Initiative</td>
</tr>
<tr>
<td>STEPS</td>
<td>Skills to Enhance Personal Success</td>
</tr>
<tr>
<td>SWDHH</td>
<td>Support Worker for the Deaf and Hard of Hearing</td>
</tr>
</tbody>
</table>
TO:          CHAIRPERSON AND MEMBERS OF THE BOARD

FROM:        Erin Kelly  ψ
             Director of Education

             Mike Wilcox
             Superintendent of Education/Special Education Services

SUBJECT:     Policy and Regulation: SEAC Vacancies

DATE:        June 18, 2019

AIM:
To gain Board approval for the Policy and Regulation: SEAC Vacancies, as presented.

BACKGROUND:
As part of our regular cyclical review of GECDSB Policies and Regulations, the SEAC Vacancies Policy and Regulation were reviewed. No changes are recommended to the Policy.

The Regulation R-AD-44 (SEAC Vacancies) is written in accordance to Ontario Regulation 464/97. This regulation outlines the protocol followed to fill SEAC vacancies with the GECDSB Special Education Advisory Committee (SEAC) for each four year term and annually when positions become available. The regulation is part of our commitment to select members of SEAC who reflect local community associations as defined in Ontario Regulation 464/97.

The policy and regulation were vetted through the Policy Committee on June 3, 2019.

RECOMMENDATION:

THAT THE POLICY: SEAC VACANCIES BE APPROVED AS PRESENTED; AND THAT THE REGULATION: SEAC VACANCIES BE APPROVED AS PRESENTED.
The GECDSB is committed to selecting members for its Special Education Advisory Committee who reflect local community associations as defined in Ontario Regulation 464.
1.0 Membership (as cited in Reg. 464/97)

1.1 In accordance with Reg. 464/97, the GECDSB can appoint a maximum of 12 representatives from locally run associations or organizations within the Board’s boundaries in addition to two Trustees. These 14 members will be voting members.

1.2 In accordance with O. Reg. 464/97, where there are more than 12 local associations within the jurisdiction of the Board, the Board shall select the 12 local associations that shall be represented.

1.3 In this regulation, "local association" means an association or organization of parents that operates locally within the area of jurisdiction of a Board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

1.4 Every district school Board shall establish a Special Education Advisory Committee that shall consist of:

(a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board;

(b) one or two persons to represent the interests of First Nations, Métis and Inuit pupils. as provided by section 4, and One representative must be recommended by the GECDSB Indigenous Education Advisory Committee (IEAC).

(c) one alternate for each representative appointed under clause (a) and (b), as nominated by the local association and appointed by the Board;

(d) such number of members from among the Board’s own members as is determined under O. Reg. 464/97, s. 4., as appointed by the Board;

(e) such number of members from among the Board’s own members as is determined under subsection (4), as appointed by the Board;

(f) where the number of members appointed under clause (d) is less than three, one alternate, as appointed by the Board from among its own members, for each member appointed under clause (d);

(f) one or more additional members appointed under subsection (6).
1.5 The Board shall not appoint more than 12 representatives under clause (1)(a). In accordance with Reg. 464/97, for the purpose of clause (f), the Board may appoint one or more additional members who are neither representatives of a local association not members of the Board or another committee of the Board.

2. Vacancies

2.1 In accordance with Reg. 464/97, s.6., the associations appointed will hold office for the same timelines as the members of the Board of Trustees (four years). Prior to the beginning of the new four year term, the GECDSB will strive to fill all 12 seats by:

a) Inviting the current associations to reapply for membership, and
b) Inviting the broader community via Board website and other free media venues to apply for membership

According to Reg. 464/97, the GECDSB can appoint a maximum of 12 representatives from locally run associations or organizations within the Board’s boundaries in addition to two Trustees. These 14 members will be voting members.

2.2 If the full roster of 12 associations is not filled, then the GECDSB will advertise every fall via website and free media venues.

Additionally, GECDSB will allow up to a maximum of two additional voting members, in accordance to Section 2.5.

2.3 If an association applies for membership within the four year term and there is a vacancy, the Selection Committee will determine if the local association represents an exceptionality that is not represented on the current complement of SEAC members.

2.4 If a seat becomes vacant during the term, then the GECDSB will advertise via website and free media venues at that time, then will continue to advertise as noted in 2.2.

3. Committee Selection

The Director of Education and the Superintendent of Education/Special Education Programs and Services will review the applications to determine the eligibility of the associations:

a) Local association represents children or adults who are exceptional
b) Local association operates within the GECDSB jurisdiction
c) Association that “represents the interests of First Nations, Metis and Inuit.” (Reg. 464/97, 2 (1)(e))
d) Local association is not a duplicate association represented on the current complement of SEAC members
e) If there are associations that represent the same exceptionality, one association will be chosen by random selection and the other association will be set aside for reconsideration under Section 1.4(f).

The recommendations for SEAC committee members will be submitted to the Board of Trustees for approval.
DATE: June 18, 2019

TO: The Chairperson and Trustees of the Greater Essex County District School Board

FROM: J. Hillman  
Superintendent of Education

SUBJECT: GECPIC Annual Report

GECPIC Parent Members: Kristen Siapas (Chair), Beverlee Lachine (Vice Chair) 
Walter Cassidy, Derek DeMonte, Katrina Elchami, Julie Fraser, 
Rebekah Harrison, Jackie Kell, Malini Ondrovcik, Allison 
Whitehead, Lisa Renaud, Nora Strausz, Michelle Weglarz, Kim 
Johns

Community Members: Jason Tarnopolsky, Windsor Police Service 
Rima Nohra, New Canadians Centre of Excellence 
Alicea Fleming and Liam Giles-Hayes, United Way/Centraid 
Windsor Essex County

Trustee Representatives: Julia Burgess (2018), Alicia Higgison (2019)

GECDSB Staff: Erin Kelly (Director), Jeff Hillman (Superintendent), Dina Salinitri 
(Secondary Principal), Laura Bates (Elementary Principal), Beth 
Silverio (Administrative Assistant)

2018-19 Meetings: [7:00 pm to 9:00 or 9:30 pm]

• Monday, October 1, 2018 – Board Office [GECPIC Orientation for New Members]
• Tuesday, October 23, 2018 – Board Office [Regular Meeting of GECPIC]
• Tuesday, November 27, 2018 – Tecumseh Vista [Regular Meeting of GECPIC]
• Tuesday, January 22, 2019 – Board Office [Regular Meeting of GECPIC]
• Tuesday, February 26, 2019 – Vincent Massey [Regular Meeting of GECPIC]
2018-19 GECPIC Actions:

- Completed the district wide application and selection process for 2019-20 GECPIC Parent Members (June 2019)
- Updated the GECPIC By-Laws (May 2019)
- Updated the GECPIC Parent Application with an equity and diversity lens
- Sent a letter to the Minister of Education in support of continued funding for GECDSB Mental Health and Well Being supports (attached)
- Hosted the first GECPIC PLUS Event (attached) – a PRO Grant-funded parent event on Saturday, April 6, 2019 at Tecumseh Vista. The “PLUS” in GECPIC PLUS stands for Parents Learning and Understanding Strategies. This event featured Dr. Karyn Gordon. Dr. Gordon, a regular on CityTV's Cityline as well as a guest on Good Morning America, provided a keynote address entitled, “Teaching Empathy and Gratitude in Your Kids and Teens.” During the remainder of the day, until 2:00 p.m., participants attended a number of workshops including: Supporting Students in Elementary Mathematics; Cybersafety; Supporting Students with Anxiety and Secondary School Pathways. More than 70 people, including families and GECDSB staff attended the event. Planning has already begun for next year’s event.
- Financially supported the GECDSB 3 part Mental Health Seminar Series (attached) through our PRO Grant
- Engaged in planning to support School Council Chairs through development of resources and a face to face get together in the 2019-20 school year
- Developed the Library Card Challenge – a new partnership with the Windsor Public Library (and potentially Essex County Libraries) to provide all students and families with a library card and support. Pilot projects are ready to launch in the Fall of 2019.
- Presented at the GECDSB STRIVE Conference. For the second year, GECPIC parents have presented and assisted at the STRIVE conference to provide a parent focus and support.

Sub-Committee Work:
In addition to the GECPIC Meeting dates listed above, additional work is done in subcommittees which allow for broader parental involvement. Subcommittees report their work back to the whole group at our regular meetings. This year, subcommittee work happened in the areas of: School Council/Parent Outreach; Library Card Challenge; By Laws; Special Education; Mental Health; and Equity.
Chair's Comments:

Our Parent Involvement Committee faced many challenges, as we worked to connect with our purpose and build on the structure which we had previously established last year. We welcomed many new members into our group and were happy to see a boost in engagement from those new parents. Some of our new members took on larger roles as chairs of our subcommittees, and many continued work in the subcommittees that they had begun last year.

Our committee this year brought together some exceptionally bright, vocal, and engaged people. It is our challenge in the coming years to continue bringing in these highly motivated, highly engaged parents. These parents want to connect with the work that is already being done at the board level and help to support the efforts of our board in breaking down the barriers to parent engagement and supporting the education and well-being of our students. In the two years since GECPIC was restructured, we have been able to begin to carve out what that might look like, but there is still a great deal of potential stored in this committee that has yet to be harnessed.

As we go forward, we will continue to look for those opportunities to improve communication between the board and parents, and to continue working to break down those barriers to parent engagement to help everyone in the school community feel that they have a voice.
Mental Health Seminar Series
2019

Free Seminars—Open to all Members of the Community
7:00 PM - 8:00 PM

Community, Collaboration and Crisis Response

Wednesday January 23, 2019 at the Roma Club (Leamington)
Tuesday February 5, 2019 at W.F. Herman Academy - Secondary (Windsor)
Wednesday February 6, 2019 at Sandwich Secondary School (LaSalle)

Dr. Janet Orchard - Director of the Acute Psychiatric Inpatient Program and Outpatient Programs at Maryvale Adolescent and Family Services

Charlysse Pawley – Supervisor of Social Work and Attendance Counselling Services and Greater Essex County District School Board

This seminar explores the signs and symptoms of a student who may need help with their mental health. Representatives from various community agencies and the Greater Essex County District School Board will discuss what to do and what to expect in the event of a student who is talking about suicide or other safety concerns. Information on community mental health resources and how to access these resources will be highlighted.

Talking to Children and Youth about Mental Health

Tuesday February 19, 2019 - Location: TBA (Windsor) &
Wednesday, February 20, 2019 at the Roma Club (Leamington)

Screenagers: Growing Up in the Digital Age

Wednesday March 20, 2019 - Location: TBA (Windsor) &
Wednesday March 27, 2019 at the Roma Club (Leamington)

For more information visit the GECDSB website at publicboard.ca or call Trish Del Papa at 519-255-3200 Ext. 10393

Our Mental Health Seminar Series are supported with funding from the GEPIC Greater Essex County Parent Involvement Committee Parent Reaching Out Grant

Follow us on Twitter @mhseminars
A Greater Essex County Parent Involvement Committee GECPIC PLUS Event:

**Save the Date!**

**Parent Learning & Understanding Strategies**

**Saturday, April 6, 2019**

Tecumseh Vista Academy
11665 Shields Street, Tecumseh, ON.

9:30 a.m. .................... Registration
10:00 a.m. ................. Guest Speaker
11:00 a.m. - 2:00 p.m. .... Break-out Sessions

*Lunch included for pre-registrants*

"Teaching Empathy & Gratitude in Your Kids & Teens"
...6 strategies parents can start today to help their kids build these essential traits.

**Dr. Karyn Gordon**

Keynote Speaker

Dr. Gordon is a dynamic motivational speaker, a best-selling author, a TV personality and TV producer.

This is a free event supported by GECPIC and the Parent Reaching Out Grant.

Online registration available at publicboard.ca or Click on this direct ink to registration form........
As the Greater Essex County District School Board's Parent Involvement Committee (GECPIC), we are writing you this letter to advocate to the Ministry of Education to continue our board's mental health and well-being financial supports. This funding directly affects our students.

We are sincerely thankful for the allocation of funds from the Ministry of Education to fund our mental health workers. Our board immediately hired experienced social workers from our community who have training in trauma, Cognitive Behaviour Therapy, and solution focused therapy. These social workers, as well as the social workers who were already in the role, are making an impact on our students through direct intervention, consulting with staff, providing more awareness of where to get help, as well as having students recognize and develop their own ways of coping.

We also want to acknowledge the bundle of funding for well-being, mental health, safe schools and equity that is allowing us to provide opportunities for our students and staff that they would not otherwise have without this additional funding. Students are attending GSA conferences (all of our secondary schools and a handful of elementary schools have representation), Social Justice conferences for both panels, and our Mental Health Youth Summit for secondary students. Community partners are essential when planning and implementing all of our student conferences. Our staff members are able to learn about mental health and addiction through Mental Health First Aid, SafeTALK and Applied Suicide Intervention Skills Training. This funding is essential to our work.

The importance of mental health and student well-being is clearly visible in our Board Strategic Plan: “Practice and promote positive and healthy behaviours” and “Act responsibly to self and others through good citizenship” pillars. Our Board Improvement Plan has three foci: Increased Student Achievement and Reduce Achievement Gaps, Equity, and Increased Well-Being. Our Well-Being and Mental Health Strategic Plan is working on a three-year plan to show increased awareness of signs of mental illness and where to get help, increased ability of children and youth to cope with stress and, increased staff capacity in intervention and tier one programming.

Our data is indicating that our efforts are working. Our student crisis numbers, students in imminent risk to self, have decreased from 425 Crisis Team call outs in 2013-14 to 151 Crisis Team call outs in 2017-18. Over that same five-year span, our worrisome assessments have decreased from 42 to 25, and our threat risk assessments have decreased from 23 to 12. However, there is much more work to be done.

As a Parent Involvement Committee, we have committed to our Board's priorities by funding the Mental Health Seminar Series over the past seven years. We have educated hundreds of parents, guardians, staff, and other community members on student anxiety, depression, our community organizations, screen time, coping strategies, to name a few of our sessions. What started out as a one year event has morphed into an annual series of mental health topics for our community. There is a need for more information as we raise our kids in this ever-changing world.

Thank you for your commitment over the years to our school board, and we urge you to continue this support in the years to come. Our children/youth deserve it.

Sincerely,

The Greater Essex County District School Board's Parent Involvement Committee (GECPIC)
DATE:       June 18, 2019

TO:         The Chairperson and Trustees of the
            Greater Essex County District School Board

FROM:       E. Kelly
            Director of Education

            S. Armstrong
            Superintendent of Business

SUBJECT:    Energy Conservation and Demand Management Plan 2019 – 2023

AIM:

To update the Board on performance against energy reduction goals set in the Energy Conservation and
Demand Management Plan (ECDMP) 2014-2018 and to share the new energy reduction goals set in the

BACKGROUND:

The Greater Essex County District School Board has long understood the need for energy conservation in
order to minimize the impact of fluctuating energy prices on the Board’s finances. Since 1990, the current
and previous school boards have implemented several phases of energy retrofit projects that have
produced significant reductions in consumption. During the past 5 years, additional funding from the
Ministry of Education, in terms of Greenhouse Gas Reduction Funding (GGRF) and School Condition
Improvement Allocation (SCIA) has enabled the Board to renew infrastructure while accelerating the
implementation of energy conservation strategies. Also, the EcoSchools program, introduced 9 years
ago, has been successfully implemented in all the schools positively affecting occupant behaviour.

The introduction of the Green Energy Act in June of 2011 provided clear direction to all public entities,
including municipalities, universities, school boards and hospitals, for the annual publication of energy
consumption data. This legislation also mandated that each public body develop a five-year Energy
Conservation and Demand Management Plan that contained a commitment to specific annual energy
reduction goals.

Administration published the initial ECDMP 2014-2018 in June 2014 and has successfully met the energy
reduction goals set for the past five years.

Administration will affirm and publish the ECDMP 2019-2023 prior to July 1, 2019, as required, committing
to energy intensity reduction goals of 2% annually.

Annual energy consumption data by school will continue to be published both on the Board website and
the internal staff intranet.
Energy Conservation & Demand Management Plan
2019 - 2023

July 1, 2019
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Executive Summary

In the Energy Conservation and Demand Management Plan 2019 - 2023, performance of energy conservation strategies implemented in the fiscal years of 2014 to 2018 is reported. Energy consumption and associated greenhouse gas (GHG) emissions are discussed with results measured against goals.

There has been a demonstrated positive impact in some areas, however, there is a recognition that more work is needed on a range of fronts.

New energy reduction targets are set for the next five years and strategies are identified to achieve these goals.

With Senior Management approval of the Energy Conservation and Demand Management Plan 2019-2023, the Board supports the energy reduction targets and renews its commitment to energy conservation through the continued implementation of conservation strategies to achieve energy reduction goals over the next five years.

Senior Management Approval


Signature: ____________________________

Full Name: ____________________________

Job Title: ____________________________

Date: ____________________________
INTRODUCTION

The Greater Essex County District School Board (GECDSB) considers energy conservation and associated greenhouse gas emission reductions a necessity to demonstrating responsible leadership and being a good local and global citizen. Compelling evidence strongly indicates that human activity is changing the environment and the Board must demonstrate its leadership by aiming higher and aggressively targeting to reduce its impact on the Earth. As an educational institution, there is a responsibility to deliver a clear message to students of the importance of conserving energy and reducing their footprint on the planet.

Since the early 1990’s, the GECDSB has strongly pursued energy conservation opportunities. In 2014, the Board solidified its commitment to energy conservation with its first formal 5-Year Energy Conservation Demand Management Plan (ECDMP).

The ECDMP 2019 – 2023 reviews progress made toward goals in the previous five years and sets the Board’s goals for the next five years.

The ECDMP 2019 – 2023 demonstrates the Board’s commitment to ensuring the success of this plan through resource allocation, annual reporting and regular updates as required.
EDUCATION SECTOR BACKGROUND

Legislated Requirement for Energy Reporting

The Province of Ontario adopted the Green Energy Act as “a mechanism to expand renewable energy generation, encourage energy conservation and promote the creation of clean energy jobs” (Ministry of Energy, 2012).

The Green Energy Act was repealed in 2018 and various provisions of this Act placed under The Electricity Act, O.Reg.507/18, Broader Public Sector: Energy Reporting and Conservation and Demand Management Plan and O.Reg.506/18, Reporting of Energy Consumption and Water Use. These provisions require public agencies, including school boards, to:

a. Report annually to the Ministry of Energy on energy use and GHG emissions and ensure this information is available to the public; and,

b. Develop a five-year energy conservation and demand management plan (ECDMP) starting July 1, 2014, and ensure the plan is available to the public. The plan is required to be reviewed and updated every five years.

The ECDMP 2019 - 2023 is the first update of the original ECDMP, issued in 2014, and complies with the requirements of the Ministry of Energy’s mandate.

Funding and Energy Management Planning

All school boards receive 100% of their funding from the Ministry of Education. The Ministry announces each Board’s funding allocation annually for the next fiscal year which runs from September 1st to August 31st. The Ministry only allocates funding to School Boards on a year-by-year basis.

As a result, while a Board may have a five-year energy management strategy, the Board’s ability to implement their strategy is dependent on the funding they receive in each of the five years covered by their energy management plan.

Asset Portfolios and Energy Management Planning

The education sector is unique in that a board’s asset portfolio can experience important changes that impact a board’s energy consumption over a five-year period. The following is a list of some of the more common variables that may impact consumption at a site. These variables are considered in the Board’s assessment of energy usage and priorities for energy management initiatives.

Facility Variables:

- Changes to Building Area
  a. Major additions
  b. Sites sold/closed/demolished/leased
  c. Portables – installed or removed
- Equipment/Systems
  a. Replacements and Upgrades with newer technology
  b. Increased use of air conditioning due to program and scheduling changes.
- Shared Use Sites (e.g. common areas shared with a partner, libraries, lighted sports fields etc.)

Other Variables:

- Programs
  o Day Care including Before/After School Programs
  o Summer School and Summer Programs
  o Community Use
- Occupancy
  o Significant increase or decrease in number of students
  o New programs being added to or removed from a site

Typical School Energy Use

In order to better manage energy consumption, it is also critical to gain an understanding of how the energy is being used in a facility. The following chart outlines a typical breakdown of energy consumption at a school. This has assisted the Board in prioritizing energy conservation strategies.

Figure 1 – Typical breakdown of school energy consumption
ENERGY CONSERVATION at GECDSB

Overview

The Board’s infrastructure dates from the early 1900’s to present day, with a wide variety of architectural designs and construction techniques. The geographical size, varying ages of buildings, and the multi-use of some facilities present a challenge to the Board in managing energy use.

Prior to implementing its first 5-year plan in 2014, the Board had participated in energy conservation initiatives since the early 1990’s, resulting in significant reductions in energy use. Prior to the implementation of the first ECDMP, the initiatives included the conversion of lighting to energy efficient T8 lighting, the implementation of building automation controls for all major pieces of Heating, Ventilation and Air-Conditioning (HVAC) equipment and HVAC retrofits.

The Board continues to adopt construction standards that ensure energy efficiency in new schools, additions and renovations. New changes in the Ontario Building Code now mandate energy efficiency measures in all new construction and major renovations, including low flow plumbing fixtures, high efficiency LED lighting, lighting controls, energy efficient mechanical systems and electrical metering of all main systems in a building.

Since 2011, the Board has employed a full-time Energy & Environmental Officer, who is responsible for the development and maintenance of the Board’s ECDMP. This includes the measurement and analysis of utility consumption, the management of all utility budgets, identification of energy saving opportunities, development of business cases for the implementation of these opportunities, the application for energy grants/rebates, the development of energy conservation training programs for Board employees and students, and participation on the Board EcoSchools Steering Committee.

To further enhance its energy management program, the Board has recently added an HVAC/Controls specialist (contract position) to its Facility Services staff. This key role focuses on the optimization of existing equipment and controls to improve efficiency. This position also establishes and implements mechanical, electrical and controls standards on all new construction and renovations, resulting in significant construction and energy savings for the Board.

The Board also supports a system-wide Environmental Stewardship Program, modelled on the “Ontario EcoSchools” program, which aligns with the Board’s Policy, Regulation A/R-PR-09 and Administrative Procedure AP-PR-13 “Environmental Education and Stewardship”. All schools participate in the program with a significant number of schools reaching EcoSchools certification annually. The Board supports this program with training opportunities for school staff and “EcoTeams” and incentive programs based on energy savings.

The Board also supported community energy conservation efforts and participated in Community Task Force Meetings where area stakeholders helped shape and develop the City of Windsor’s Community Energy Plan. This plan aims to improve the City’s energy efficiency,
reduce its energy consumption and associated greenhouse gas emissions, as well as support local economic development and ultimately, improving the quality of life for its residents.

The Board was fortunate to open Canada’s first LEED Platinum certified school, Dr. David Suzuki Public School in 2011, as a demonstration site to showcase energy conservation measures for other public and private sector entities. The school contains a 36kW solar system, two wind turbines, displacement ventilation, daylight and storm water harvesting systems and geothermal heating and cooling and continues to aggressively surpass all energy performance criteria of other schools in the province. Construction, curriculum connections and energy performance data is published on the www.suzukipublicschool.ca website.

Presently, four Local Distribution Companies (LDCs) provide electricity to the board’s sites, Enwin Utilities, Essex Energy, ELK and Hydro One. The Board relies mainly on natural gas, provided by Enbridge, formerly Union Gas, for its heating and domestic hot water heating, with the exception of one school located on Pelee Island. As natural gas services are not available on the island, the school must use oil for heating.

Energy Conservation Measures

Energy initiatives are managed through the Board’s Facility Services Department. A focus for Facility Services is to ensure energy efficiency is considered in all departments including Operations, Maintenance and Engineering. Key members of the Facility Services team meet on a quarterly basis to discuss energy saving opportunities.

The Board’s energy management goal is to reduce energy consumption and, in turn, mitigate greenhouse gas emissions. This is accomplished through the implementation of various energy management strategies that are funded through a portion of the annual capital renewal and operating grants or specific Ministry funding (Energy Efficiency, Green House Gas Reduction). These funding streams support energy saving strategies in four key categories:

1. Design/Construction/Retrofit
2. Operations and Maintenance
3. Occupant Behaviour
4. Policy and Planning

NOTE: It takes a minimum of one full year after an energy management strategy has been implemented before an evaluation can determine if project related energy savings were achieved.

1. Design/Construction/Retrofit

Design/construction/retrofit encompasses how a building and its systems perform through the integration of disciplines such as architecture and engineering. This category highlights infrastructure standards and changes that can result in higher energy efficiencies. The various strategies used in design/construction/retrofit include the following:
A. Lighting

In recent years, significant improvements in LED lighting technology have made these fixtures more affordable and these technologies continue to evolve rapidly. Energy savings can be achieved by replacing older incandescent, metal halide, high pressure sodium lamps and fluorescent lighting with LED (light-emitting diode) lamps. Savings, which are dependent on the lamp type, wattage and ballast used, can range from 30-70%.

Lighting occupancy and daylight harvesting sensors can be used to turn lights off during periods of inactivity or when there is enough sunlight to light the space. Typical energy savings from installing these systems are approximately 40%.

By the end of the 2018-2019 school year, 75% of our schools will be fully LED as well as the Administration Building.

B. Heating, Ventilation and Air Conditioning (HVAC) Systems

HVAC systems modulate the indoor air temperature, humidity and air quality for people and equipment in our facilities. Their primary function is to provide a comfortable and safe learning/working environment. They also account for a large portion of a building’s energy use.

Due to the varying age of school buildings, various types of HVAC systems can be found across the GECDSB. Cooling is typically provided by chillers, window air conditioning units, single room internal air conditioning systems and internal/external HVAC units. The Board’s heating systems include steam or hot water provided by natural gas fired boilers, rooftop or internal HVAC units with ducted distribution and electrical heating.

HVAC system improvements may include:
- Replacement of old Boilers, HVAC units and Chillers with more efficient models, with consideration to right sizing existing systems heating and/or cooling requirements.
- Include energy recovery, when feasible, for all new HVAC units.
- Replace or install constant volume systems with variable air volume systems (VAV) that produce fan energy consumption savings.
- Install Variable Frequency Drives (VFDs) for motors on pumps and HVAC units.
- Whole school air balancing of existing and new systems.
Standard boilers operate at an efficiency of approximately 80%. Newer condensing boilers can operate at efficiencies of up to 95%, and typical energy savings when upgrading to a condensing boiler are approximately 10%.

In HVAC and boiler systems, VFDs can be installed to promote higher efficiencies on motors. Energy savings vary depending on the specific system characteristics but, in certain cases, can be 50% or higher.

Energy Recovery Ventilation (ERV) can be added to new ventilation systems, where the energy in building exhaust air is used to pre-condition the incoming outdoor ventilation air. During the warmer seasons, an ERV will pre-cool and dehumidify incoming air while, in cooler seasons, it will humidify and pre-heat. The benefit of using energy recovery is the ability to meet ventilation & energy standards, while improving indoor air quality and reducing total HVAC equipment capacity and energy use.

Testing, Adjusting, and Balancing (TAB), also known as air balancing, reviews air and water flows through HVAC and Boiler systems to ensure optimum flow to meet proper spatial requirements for ventilation, cooling and heating. Air balancing optimizes performance of the system thus achieving energy savings. Another added benefit is mitigation of over or under pressurizing a building which reduces the heating or cooling requirements for the building.

Through the SCIA funding the past 3 years, the Board was able to renew over $11,000,000 in HVAC infrastructure while implementing greater energy efficiencies.

C. Building Automation System (BAS)

A BAS system offers one of the best returns on investment. Energy savings are achieved by the greater control of various HVAC and Lighting systems, allowing the Board to optimize their operation. Additional benefits include improved indoor comfort and greater visibility into building systems reducing response time for service calls. Typical energy savings achieved through the implementation of a BAS are 5-15%.

Opportunities for BAS improvements, include efficient equipment scheduling to reflect building occupancy, set-point standardization and equipment programming to ensure operational efficiencies.

With expenditures of $1,750,000 over the past 5 years, the Board was able to implement/upgrade controls systems to mitigate un-necessary usage.
D. Building Envelope Upgrades

Building Envelope upgrades include roofing, windows, exterior cladding, caulk ing and exterior door upgrades. The addition of new insulation to the roof increases the “R-Value” associated with the building envelope, thereby reducing the amount of energy lost to the environment. By implementing this measure, studies have shown that heating loads may be reduced by 37% and cooling loads by 10%.

Other building envelope opportunities include caulk ing of windows and doors to prevent infiltration and the upgrade of external doors to ensure appropriate weather seals. A higher cost initiative is the replacement of original single sash windows with more energy efficient ones.

In the past two years, Board spent $20,000,000 to replace glazing and roofing making the classroom more comfortable while saving energy.

E. Energy Efficient Incentives

The Board regularly applies for various incentive programs offered by utility companies to support the implementation of projects which produce energy savings.

Since 2014, the Board has received over $920,000 in incentive payments to offset operating costs.

The Board also consults with the education sector’s Incentive Program Advisor and has used his services to apply for incentives on behalf of the board.

2. Operations and Maintenance

Various operations and maintenance strategies are used by the Board to ensure that the existing buildings and equipment perform at peak efficiency. These include:

A. Energy Audits

During the first year of the Ministry’s Energy Efficiency Funding (2009), the Board conducted independent 3rd party energy audits of all its facilities. These audits not only provided an inventory of equipment but also identified energy opportunities in each building. The 3rd party consultant was also able to consolidate like projects for implementation.

Facility Services has relied on these reports and the energy savings opportunities identified to prioritize energy efficiency work that was funded by the Ministry of Education Energy Efficiency Funding received in 2010, 2011 and 2012. Projects completed included boiler upgrades, steam
trap retrofits, lighting retrofits, building envelope and controls upgrades and water conservation measures.

These Energy Audit Reports continue to provide prioritized energy efficiency initiatives that can be implemented as additional funding becomes available.

The Ministry of Education is currently supporting its Condition Assessment Initiative which continue to provide detailed infrastructure assessments of all schools in the Province of Ontario. These assessments identify renewal needs in each school with an assigned priority. These renewal needs are captured in the Ministry supported VFA software system which can extract identified energy saving renewal opportunities in a report format. This will be another valuable tool available to the Board to identify renewal needs which will also impact energy consumption.

The HVAC/Controls Project Administrator portfolio includes building audits to identify energy waste and opportunities for improvements in areas of maintenance, operations and renewal. Opportunities that have been identified during audits this school year include installing VFD’s on heating pumps and fan motors, improving existing or adding new controls to increase efficiencies while improving occupant comfort, capital needs such as HVAC replacements and highlighting maintenance and operational practices that waste energy.

The HVAC/Controls Administrator has completed 18 audits this school year identifying many opportunities to save energy.

B. Temperature Set Points and Equipment Scheduling

Building temperature settings and equipment schedules revolve around comfort and building occupancy. In the early 1990’s, during the Board’s first energy retrofit program, the Board standardized and upgraded each school’s building automation system (BAS) which controlled key pieces of equipment including HVAC and Boilers. These controls allowed the Board to establish temperature set points along with schedules for occupancy. The schedule and temperatures for both heating and cooling seasons are standardized and implemented across the Board’s infrastructure. This has produced significant energy savings by shutting down equipment and lowering temperatures when buildings are un-occupied.

For several years, all outside lighting that is controlled by the BAS has been scheduled to turn off from 2 a.m. to 5 a.m. at its City of Windsor sites and from 12 a.m. to 6 a.m. at all other schools. This practice has proven very successful in reducing nighttime electricity demand for the Board.

C. Monitoring of Utility Consumption and Demand

Presently, the Board does not have access to current, real-time energy consumption data in most of its school buildings. This poses a challenge in the timely measurement of the
performance of energy efficiency projects implemented and initiatives taken by schools or Facility Services Department. Newer meters (available in a small portion of the Board’s portfolio) allow for electronic access to daily and monthly data either through static data on a website or a dynamic dashboard provided by the LDC. This data is usually aged 24 hours.

Presently, only monthly consumption of natural gas is available through Enbridge.

The lack of real time energy data can also make it difficult to quantify energy savings realized directly through operational changes, especially when there has been a concurrent building system improvement.

In order to facilitate the completion of legislated reporting requirements, The Ministry of Education has contracted the services of a third-party provider to compile utility data the all LDC’s and populate the information in the Utility Consumption Database (UCD) for all Ontario school boards. The UCD also provides the ability for a sector wide peer comparison.

By reviewing both utility and UCD data, anomalies in consumption and demand can be detected and corrected, through repairs or equipment scheduling, which typically results in a decrease in electricity or water usage.

3. Occupant Behaviour

A. EcoSchools and Energy Challenge

The Board recognizes that 1/3 of all energy savings realized in a building can be achieved by modifying specific occupant behaviours to reduce energy consumption. With this in mind, the Board adopted the Ontario EcoSchools environmental stewardship program which contains a component focused on energy conservation.

Facility Services developed and continues to support an “Energy Conservation Challenge” within the Board’s EcoSchools program. The basis of the challenge is to increase energy and water conservation awareness by encouraging school occupants to change their behaviour and reduce energy and water usage through conservation strategies. As a reward for their efforts, participating schools receive a portion of the savings realized within the six-month challenge period.

Strategies adopted by schools have included the formation of a dedicated energy “watchdog” team, performing energy audits, participating in sweater days, shutting lights and equipment off when not in use, taking advantage of natural light in classrooms, removing old and unused small
appliances, using window treatments to optimize indoor building temperature and, most importantly, having a good communication strategy with the entire school community.

The table below highlights the energy and water savings through the Energy Challenge.

<table>
<thead>
<tr>
<th>Year</th>
<th># of sites participating</th>
<th>Electricity (kWh)</th>
<th>Water (L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>7</td>
<td>258,551</td>
<td>1,744,000</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>150,478</td>
<td>2,359,000</td>
</tr>
<tr>
<td>2014</td>
<td>35</td>
<td>477,504</td>
<td>15,733,000</td>
</tr>
<tr>
<td>2015</td>
<td>50</td>
<td>844,310</td>
<td>20,130,000</td>
</tr>
<tr>
<td>2016</td>
<td>42</td>
<td>430,473</td>
<td>15,049,000</td>
</tr>
<tr>
<td>2017</td>
<td>50</td>
<td>698,816</td>
<td>13,120,000</td>
</tr>
<tr>
<td>2018</td>
<td>38</td>
<td>285,523</td>
<td>6,599,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,730,843</td>
<td>39,966,000</td>
</tr>
</tbody>
</table>

In addition to utility savings, the current year's Energy Challenge also aims to reward participating schools for each implemented conservation initiative.

Since its inception 8 years ago, schools have saved enough electricity to charge 153,289,000 smart phones and enough water to fill 530 average pools through the Energy Conservation Challenge.

A. Training and Education

Successful energy management programs depend on staff and student support. Increasing knowledge about energy use motivates the school community to integrate effective actions to reduce energy waste in their day-to-day activities. As a result, staff and students play an important and ongoing role in ensuring that the Board meets its energy reduction goals and promoting the growth of an energy conscious culture.

The Board has created a training video "Reduce Your Use" to provide awareness training to school staff and newly hired custodians, and there are plans to further expand the scope of training to other staff.
The Board has provided for EcoSchools Training in various formats for all school EcoTeams, including administrators, teachers, students and custodians.

Though very successful and well-received, off site training events have had limited attendance due to venue size. Plans are currently underway to develop training presentations to be brought to schools and delivered to the entire student body, thus gaining a larger audience to spread energy conservation awareness.

4. Policy and Planning

A. Energy Management Policy & Procedure

The Board approves and supports the ECDMP 2019 – 2023 which acts as a framework for our energy conservation programs.

The Board should consider adopting a policy which demonstrates the Board’s commitment to energy conservation and management and supports this plan.

B. Energy Savings through School Closures

The GECDSB faces the same challenges as other Board in the Province in terms of under-utilized facilities. The Board’s Superintendent of Accommodations assists in developing the Board’s strategies to “right-size” our facilities. The process for school closures follows the Board’s Program Accommodation Review Process (PARC).

The Board has closed several schools in the past five years and recognizes that there continues to be a need to ensure efficiencies on how space is utilized and programs delivered.

School consolidations that result in new buildings allows for the closure of older, inefficient buildings and supports the construction of buildings that meet a higher standard of energy efficiency. In most cases, a new school will be more energy efficient even with the introduction of air conditioning.

For detailed information on the Board’s future goals in terms of accommodations, refer to the Annual Board’s Accommodation Report found on the Board’s website.

Facility Services also has developed a standard operating procedure which ensures closed buildings are operated in an energy efficient manner.

C. Energy Procurement

As utility costs will continue to rise in the coming years, the Board, in an effort to optimize its energy expenditures, continues to participate in consortia arrangements for the purchase of both electricity and natural gas. The Board uses the services of the Education Sector’s OECDM
Strategic Electricity Management and Advisory Services for the purchase of electricity and Shell Energy for the purchase of gas.

The challenges facing all school boards in Ontario is the continued unpredictability of electricity prices and the impact of weather on natural gas prices. The 2013/2014 school year saw School Boards dealing with major changes with the introduction of the Global Adjustment Factor (GAF) cost which doubled, if not tripled, the cost of electricity. As the GAF reacts inversely to electricity prices, the Board would experience higher overall electricity pricing should an attempt be made to mitigate the pricing fluctuations by entering into fixed pricing contracts. This would exacerbate the impact of the GAF. Also, during this same period, Ontario experienced the coldest winter in several decades, as a result of the “Polar Vortex” phenomenon, and all Boards were exposed to the subsequent escalation of natural gas prices from previous record lows.

For the past 5 years, procurement of both electricity and natural gas has been through open market purchases due to low cost of natural gas and the introduction of the Global Adjustment Factor which performs inversely to electricity prices. The Board continues to procure transportation contracts for natural gas on a multi-year basis. Facility Services monitors energy costs against budgets.

D. Renewable Energy

The Board has supported renewable energy installations consisting of both solar photovoltaic (PV) systems and wind turbines. Presently, the Board owns three solar PV systems, located at Tecumseh Vista Academy (100 kW), Dr. David Suzuki Public School (38 kW) and Sandwich Secondary School (10 kW). Power generation for all three solar PV systems is under contract with the Independent Electricity System Operator (IESO) through the Feed-In-Tariff (FIT) and MicroFit programs to supply electricity to the grid for compensation which offsets electricity costs for the building.

In 2016/2017, the Board leased school rooftops to a 3rd party partner for the installation of PV systems at 25 of its schools, for a 20 year FIT program term and supplying an estimated total 6,246,000 kWh of clean energy per year to the electricity grid. The Board receives approximately $350,000 annually under this lease arrangement.

The Board has also recently completed upgrades to the rooftop PV systems located at Dr. David Suzuki Public School and Tecumseh Vista Academy to increase their efficiencies. It is estimated that they will now generate and supply an average of 30 to 40% more clean energy to the grid.
The Board’s two wind turbines are located at Dr. David Suzuki Public School. They consist of one 5kW vertical axis and one 2.4 kW horizontal axis turbines. Both wind turbines offset the schools’ electricity consumption.

**Table 2 - GECDSB’s Current Renewable Energy Sites**

<table>
<thead>
<tr>
<th>Renewable Energy</th>
<th>Define</th>
<th>Number of systems in asset portfolio</th>
<th>Total size (kW)</th>
<th>Average Estimated Annual Generation (kWh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar photovoltaic</td>
<td>Board owned</td>
<td>3</td>
<td>148</td>
<td>171,015</td>
</tr>
<tr>
<td></td>
<td>3rd party owned, rooftop leased</td>
<td>25</td>
<td>4,727</td>
<td>6,246,175</td>
</tr>
<tr>
<td>Wind Turbine</td>
<td>Dr. David Suzuki PS</td>
<td>2</td>
<td>7.4</td>
<td>unknown</td>
</tr>
</tbody>
</table>

**PROGRESS AGAINST GOALS - A Review of the Past 5 Years**

**Changes to the Board’s Asset Portfolio from the Baseline Year**

The following table outlines changes in the Board’s asset portfolio that changed from the baseline Fiscal Year 2012 to 2013 to the end of the five-year reporting period Fiscal Year 2017 to 2018.

**Table 3 - Board’s Asset Portfolio**

<table>
<thead>
<tr>
<th>Key Metrics</th>
<th>(Baseline Year Fiscal Year 2012 to 2013)</th>
<th>Fiscal Year 2017 to 2018</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Buildings</td>
<td>81</td>
<td>77</td>
<td>-4</td>
</tr>
<tr>
<td>Total Number of Portables/Portapaks</td>
<td>58</td>
<td>70</td>
<td>12</td>
</tr>
<tr>
<td>Total Floor Area (ft²)</td>
<td>5,310,378</td>
<td>5,112,712</td>
<td>-197,666</td>
</tr>
<tr>
<td>Average Daily Enrolment</td>
<td>32,998</td>
<td>36,496</td>
<td>3,498</td>
</tr>
<tr>
<td>Community Use of Schools:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Community Rental Hours</td>
<td>31,118</td>
<td>34,972</td>
<td>3,854</td>
</tr>
<tr>
<td>• # of School Based Childcare Programs</td>
<td>39</td>
<td>48</td>
<td>9</td>
</tr>
</tbody>
</table>

Although the number of the Board’s buildings has decreased, all other metrics have increased and therefore creating an additional challenge for the board to achieve its energy saving goals.

**Implementation of Projects**

The following chart shows planned vs actual spending in the energy conservation strategy category of Design/Construction/Retrofits, which includes lighting, HVAC and controls retrofit projects, as well as building envelope improvements. A complete list of the Board’s investment
in these strategies for the 2013 to 2018 fiscal year period can be found in Appendix A - Design/Construction/Retrofit Strategy Investments from FY2014 to FY2018.

Figure 2 – Investments in Design/Construction/Retrofit Projects FY2014 to FY2018

The Board invested close to $39,000,000 in renewal strategies that impacted energy savings over the past 5 years.

In addition to Ministry of Education Greenhouse Gas Reduction Funding initiative in 2017 & 2018, the Board was able to invest more monies through the School Condition Improvement Allocation (SCIA) funding to support the replacement, renewal and installation of energy efficient equipment and building infrastructure.

Energy Use

All energy consumption data used to monitor and measure performance against goals was obtained from the Ministry of Education UCD. A summary of source UCD data used for this report may be found in Appendix B - UCD Report EOR02 5 Year Energy Consumption and Demand Management Plan Data.

The following table compares the "metered" consumption data of the baseline year (2012-2013) and the most recently compiled data for fiscal year 2017-2018. Natural gas and heating oil are converted to a common unit of Equivalent Kilowatt Hours (ekWh) for comparison purposes.

Table 4 - Metered Energy Usage

<table>
<thead>
<tr>
<th>Utility</th>
<th>Fiscal Year 2012 to 2013 (Baseline year)</th>
<th>Fiscal Year 2017 to 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Electricity (kWh)</td>
<td>27,447,270</td>
<td>25,159,790</td>
</tr>
<tr>
<td>Utility</td>
<td>Fiscal Year 2012 to 2013 (Baseline year)</td>
<td>Fiscal Year 2017 to 2018</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Total Natural Gas (ekWh)</td>
<td>71,126,050</td>
<td>55,145,230</td>
</tr>
<tr>
<td>Total Heating Fuel (Type 1) for Pelee Island (ekWh)</td>
<td>56,707 (2013/2014)</td>
<td>55,039</td>
</tr>
</tbody>
</table>

Metered, also known as “raw” consumption data, does not take into consideration the impact of weather on energy usage and as a result it does not allow an accurate analysis of energy performance from one year to the next.

**Impact of Weather**

In Ontario, 25% to 35% of energy consumption for a facility is affected by variations in weather during heating and cooling seasons.

The following table shows the annual Heating Degree Days (HDD)\(^1\) and Cooling Degree Days (CDD)\(^2\) for the six most common Environment Canada weather stations in the Ontario education sector for the last six years.

**Table 5 - Ontario Degree-days**

<table>
<thead>
<tr>
<th>Ontario Degree Days</th>
<th>Fiscal Year 2012 to 2013</th>
<th>Fiscal Year 2013 to 2014</th>
<th>Fiscal Year 2014 to 2015</th>
<th>Fiscal Year 2015 to 2016</th>
<th>Fiscal Year 2016 to 2017</th>
<th>Fiscal Year 2017 to 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDD</td>
<td>3698</td>
<td>4285</td>
<td>4091</td>
<td>3355</td>
<td>3583</td>
<td>3989</td>
</tr>
<tr>
<td>CDD</td>
<td>289</td>
<td>217</td>
<td>271</td>
<td>462</td>
<td>303</td>
<td>432</td>
</tr>
</tbody>
</table>

From the data above, it is clear that weather is not consistent from year to year. Therefore, the best way to compare energy usage from one year to another is to factor in the impact of weather on energy performance which allows for an equitable comparison of consumption across multiple years. This is called “weather-normalized” data.

However, a straight comparison of Total Energy (weather-normalized or not) between one or more years does not take into consideration variations in a board’s asset portfolio, such as square footage, enrolment, programs and building features, which will also impact energy consumption.

---

\(^1\) Heating Degree Day (HDD) is a measure used to quantify the impact of cold weather on energy use. In the data above, HDD are the number of degrees that a day’s average temperature is below 18°C (the balance point), the temperature at which most buildings need to be heated.

\(^2\) Cooling Degree Day (CDD) is a measure used to quantify the impact of hot weather on energy use. In the data above, CDD are the number degrees that a day’s average temperature is above 18°C, the temperature at which most buildings need to be cooled. It should be noted that not all buildings have air conditioning and some buildings have partial air conditioning. The UCD only applies CDD to meters that demonstrate an increase in consumption due to air conditioning.
A more accurate measure of performance is to compare Energy Intensity between various school years. Energy Intensity is value derived by calculating the building’s energy use per square foot, reported as equivalent kilowatt hours per square foot (ekWh/ft²). It allows for year over year comparisons of a building’s energy efficiency which takes into account changes in square footage, building upgrades, programs and enrolment. The table below shows the combined electricity, natural gas and fuel oil consumption in eKWh for the Board and the Board’s average energy intensity for the baseline year and the last reporting year.

<table>
<thead>
<tr>
<th>Weather Normalized Values</th>
<th>Fiscal Year 2012 to 2013 (Baseline Year)</th>
<th>Fiscal Year 2017 to 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Energy Consumed (ekWh)</td>
<td>95,550,770</td>
<td>74,999,880</td>
</tr>
<tr>
<td>Energy intensity (ekWh/ft²)</td>
<td>17.37</td>
<td>13.46</td>
</tr>
</tbody>
</table>

Despite the increases in school areas, number of portables and in school use, a trend of decreasing energy consumption for both electricity and gas has occurred over the last five years, with metered electricity use reduced by over 4 million kWh and gas use reduced by 27 million m³.

**Energy reductions over the past 4 years equals the GHG emissions saved by taking 3,248 cars off the road for one year.**

**Energy Conservation Results Measured Against Goals**

In 2014, the Board set annual energy conservation goals for five fiscal years, FY2013 to FY2018. The following table compares the Energy Intensity Conservation Target with the Actual Energy Intensity Reduced for each year.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Energy Intensity Goal, ekWh/ft²</th>
<th>Conservation Goal % Reduction</th>
<th>Actual Energy Intensity, ekWh/ft²</th>
<th>Actual % Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 to 2013</td>
<td>Baseline Year</td>
<td></td>
<td>17.37</td>
<td></td>
</tr>
<tr>
<td>2013 to 2014</td>
<td>17.02</td>
<td>-2</td>
<td>17.29</td>
<td>+1.6</td>
</tr>
<tr>
<td>Fiscal Year</td>
<td>Energy Intensity Goal (kWh/ft²)</td>
<td>Conservation Goal % Reduction</td>
<td>Actual Energy Intensity (kWh/ft²)</td>
<td>Actual % Difference</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>2014 to 2015</td>
<td>16.94</td>
<td>-2</td>
<td>15.74</td>
<td>-7.1</td>
</tr>
<tr>
<td>2015 to 2016</td>
<td>15.43</td>
<td>-2</td>
<td>16.12</td>
<td>+4.5</td>
</tr>
<tr>
<td>2016 to 2017</td>
<td>15.79</td>
<td>-2</td>
<td>14.91</td>
<td>-5.6</td>
</tr>
<tr>
<td>2017 to 2018</td>
<td>14.66</td>
<td>-2</td>
<td>13.46</td>
<td>-8.1</td>
</tr>
<tr>
<td>Cumulative Goal 2014 - 2018</td>
<td>——</td>
<td>-8%</td>
<td>——</td>
<td>-14.7%</td>
</tr>
</tbody>
</table>

Note: Weather normalized data used

The Board has significantly surpassed its energy conservation goals for 2014-2018

Individual school energy intensity can be found in Appendix C – School Energy Intensity 2017-2018 (Weather Normalized).

Utility Costs for 2014-2018

The cost of utilities over time must also be considered when reviewing the Board’s energy performance over the last five years. The table below showing our energy expenditure compared to the total energy consumed highlights the fact that, even with the application of millions of dollars in energy conservation strategies, the Board has only been successful in minimally mitigating the impact of higher energy prices.

Table 8 – Utility Consumption vs. Cost

<table>
<thead>
<tr>
<th>Weather Normalized Values</th>
<th>Fiscal Year 2012 to 2013 (Baseline Year)</th>
<th>Fiscal Year 2017 to 2018</th>
<th>Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Energy Consumed (kWh)</td>
<td>95,550,770</td>
<td>74,999,880</td>
<td>21.5%</td>
</tr>
<tr>
<td>Total Cost of Energy</td>
<td>$5,839,282</td>
<td>$5,506,788</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Consumption was reduced by 21.5% but costs were only reduced 5.7%.
Greenhouse Gas (GHG) Emissions

In conjunction with energy savings, the Board also reduced its impact on the environment. The chart below shows our carbon emissions from energy usage, as calculated by the UCD from our raw energy data, have steadily decreased since FY2014.

![Greenhouse Gas Emissions (kgCO₂)](chart)

Figure 3 - Total GECDSB GHG emissions FY2014 to FY2018

The Board mitigated over 15 thousand tonnes of GHG emissions during 2014-2018

Equivalent to the GHG/CO₂ emissions from... and carbon sequestered by...

1,832 homes’ energy use for one year

252,977 tree seedlings grown for 10 years

Source: U.S. EPA Greenhouse Gas Equivalencies Calculator

LOOKING AHEAD – ENERGY PLANNING FOR THE NEXT 5 YEARS

The GECDSB will continue to implement energy management strategies, in key areas as described previously, for 2019 to 2023, to reduce energy consumption and associated GHGs emissions. For a comprehensive listing of the Board’s planned investments in energy conservation over the next five years, please refer to Appendix D – Energy Conservation Investment Goals for FY2019 to FY2023.
Energy Conservation Goals FY2019 to FY2023

The Board commits to the following energy intensity reduction conservation goals for the next five fiscal years.

Table 9 – Annual Energy Intensity Conservation Goals

<table>
<thead>
<tr>
<th>Annual Energy Intensity Conservation Goal</th>
<th>Fiscal Year 2018 to 2019</th>
<th>Fiscal Year 2019 to 2020</th>
<th>Fiscal Year 2020 to 2021</th>
<th>Fiscal Year 2021 to 2022</th>
<th>Fiscal Year 2022 to 2023</th>
<th>Cumulative Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekW/h²</td>
<td>13.19</td>
<td>12.93</td>
<td>12.68</td>
<td>12.43</td>
<td>12.19</td>
<td>63.42</td>
</tr>
<tr>
<td>Percentage decrease from previous year</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

* Based on achieving the annual percentage decrease target and using 2017/2018 actual weather normalized intensity as baseline

Other Energy Goals

The Board will explore the introduction of an Energy Conservation Policy to support the Energy Conservation and Demand Management Plan 2019-2023.

The Board will explore increasing the level of real-time metering in order to provide more immediate feedback on energy conservation measures.

Barriers to Achieving the 2019 – 2023 Energy Intensity Reduction Goals

Several factors may influence the Board’s ability to meet its energy conservation goals. A few of these factors include, but are not limited to:

1. Enrolment Increases or Decreases
2. Changes to School Board Funding Models
3. Building Changes – additions, portables, renovations
4. Severe weather trends
5. Changes in Occupant Behaviour
6. Increasing use of buildings through changes in programs
7. Increasing use of buildings through community partners such as child care

CONCLUSION

Despite facing some future challenges to achieving its goals, the Board continues to invest in energy conservation because, as a responsible organization, it is a necessity. The Board recognizes that energy and resource conservation must be ingrained in students in order to have long-lasting impact on the environment.
The Greater Essex County District School Board also realizes that the strength and success of its energy conservation program is dependent on everyone working together towards its goals and plans, not only in investing in building changes over the next five years, but also in continuing to educate its employees, occupants and school communities about the importance and need to conserve in this world of limited resources.
# APPENDIX A - Design/Construction/Retrofit Strategy Investments from FY2014 to FY2018

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New School Design</strong></td>
<td>$0</td>
<td>$85,000</td>
<td>$810,000</td>
<td>$1,471,310</td>
<td>$250,000</td>
<td>$579,607</td>
</tr>
<tr>
<td><strong>Lighting Retrofit</strong></td>
<td>$250,000</td>
<td>$200,000</td>
<td>$250,000</td>
<td>$56,000</td>
<td>$250,000</td>
<td>$87,801</td>
</tr>
<tr>
<td><strong>HVAC - Boilers</strong></td>
<td>$250,000</td>
<td>$200,000</td>
<td>$0</td>
<td>$0</td>
<td>$250,000</td>
<td>$444,023</td>
</tr>
<tr>
<td><strong>HVAC Systems</strong></td>
<td>$200,000</td>
<td>$300,000</td>
<td>$200,000</td>
<td>$0</td>
<td>$200,000</td>
<td>$372,862</td>
</tr>
<tr>
<td><strong>Controls - New</strong></td>
<td>$200,000</td>
<td>$250,000</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$400,000</td>
</tr>
<tr>
<td><strong>Controls - Upgrades</strong></td>
<td>$100,000</td>
<td>$150,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$70,278</td>
<td>$50,800</td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>New Roof</strong></td>
<td>$2,000,000</td>
<td>$1,800,000</td>
<td>$1,295,000</td>
<td>$3,645,641</td>
<td>$595,000</td>
<td>$715,893</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$2,850,000</td>
<td>$2,835,000</td>
<td>$4,495,641</td>
<td>$3,416,310</td>
<td>$2,348,853</td>
<td>$2,339,607</td>
</tr>
</tbody>
</table>
## Appendix B - UCD Report EOR02 5 Year Energy Consumption and Demand Management Plan Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Enrollment (ADE)</td>
<td>33,997.94</td>
<td>33,269.90</td>
<td>33,910.00</td>
<td>34,351.83</td>
<td>35,249.41</td>
<td>36,108.00</td>
<td>3,488.22</td>
</tr>
<tr>
<td>Total Electricity (kWh) - raw</td>
<td>27,447,270.00</td>
<td>28,430,870.00</td>
<td>28,080,920.00</td>
<td>28,437,420.00</td>
<td>28,674,350.00</td>
<td>29,651,830.00</td>
<td>5,171,580.00</td>
</tr>
<tr>
<td>Total Natural Gas (kWh) - raw</td>
<td>21,126,550.00</td>
<td>22,167,550.00</td>
<td>22,671,000.00</td>
<td>22,767,300.00</td>
<td>23,501,500.00</td>
<td>24,602,050.00</td>
<td>2,930,600.00</td>
</tr>
<tr>
<td>Total Heating Fuel (Type 1) (kWh) - raw</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Energy Consumed (kWh/RS) - raw</td>
<td>96,573,290.00</td>
<td>110,652,900.00</td>
<td>97,010,710.00</td>
<td>98,158,970.00</td>
<td>77,574,950.00</td>
<td>80,328,200.00</td>
<td>8,753,260.00</td>
</tr>
<tr>
<td>Energy Intensity (kWh/RU/RS) - raw</td>
<td>17.67</td>
<td>20.39</td>
<td>17.31</td>
<td>18.15</td>
<td>13.96</td>
<td>14.43</td>
<td>-4.66</td>
</tr>
<tr>
<td>Total Electricity (kWh) - weather normalized</td>
<td>28,096,620.00</td>
<td>28,327,410.00</td>
<td>25,132,160.00</td>
<td>26,457,060.00</td>
<td>26,834,170.00</td>
<td>27,833,160.00</td>
<td>282,340.00</td>
</tr>
<tr>
<td>Total Natural Gas (kWh) - weather normalized</td>
<td>20,485,250.00</td>
<td>20,637,580.00</td>
<td>18,626,280.00</td>
<td>19,169,640.00</td>
<td>19,597,190.00</td>
<td>20,631,410.00</td>
<td>203,860.00</td>
</tr>
<tr>
<td>Total Heating Fuel (Type 1) (kWh) - weather normalized</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Energy Consumed (kWh/RS) - weather normalized</td>
<td>93,550,770.00</td>
<td>94,994,400.00</td>
<td>86,200,860.00</td>
<td>87,866,840.00</td>
<td>82,284,820.00</td>
<td>74,999,830.00</td>
<td>-9,550,890.00</td>
</tr>
<tr>
<td>Energy Intensity (kWh/RU/RS) - weather normalized</td>
<td>17.27</td>
<td>17.29</td>
<td>15.74</td>
<td>15.12</td>
<td>14.61</td>
<td>13.46</td>
<td>-3.91</td>
</tr>
</tbody>
</table>

- **Page 1 of 1**
## APPENDIX C - School Energy Intensity 2017-2018 (weather normalized)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Energy Intensity (e kWh/ft²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A V Graham PS</td>
<td>16.37</td>
</tr>
<tr>
<td>Administration Building</td>
<td>15.34</td>
</tr>
<tr>
<td>Amherstburg Public School</td>
<td>17.65</td>
</tr>
<tr>
<td>Anderdon Central Public School</td>
<td>21.44</td>
</tr>
<tr>
<td>Belle River District High School</td>
<td>14.44</td>
</tr>
<tr>
<td>Belle River Public School</td>
<td>19.95</td>
</tr>
<tr>
<td>Belleville Public School</td>
<td>10.82</td>
</tr>
<tr>
<td>Centennial Central Public School</td>
<td>18.32</td>
</tr>
<tr>
<td>Central Public School</td>
<td>12.59</td>
</tr>
<tr>
<td>Colchester North Public School</td>
<td>17.31</td>
</tr>
<tr>
<td>Coronation Public School</td>
<td>13.24</td>
</tr>
<tr>
<td>D M Eagle PS</td>
<td>14.71</td>
</tr>
<tr>
<td>David Maxwell Public School</td>
<td>24.50</td>
</tr>
<tr>
<td>Dougall Avenue Public School</td>
<td>13.96</td>
</tr>
<tr>
<td>Dr. David Suzuki Public School</td>
<td>7.67</td>
</tr>
<tr>
<td>East Mersea Public School</td>
<td>15.69</td>
</tr>
<tr>
<td>Eastwood Public School</td>
<td>11.78</td>
</tr>
<tr>
<td>Essex District High School</td>
<td>19.68</td>
</tr>
<tr>
<td>Essex Public School</td>
<td>10.35</td>
</tr>
<tr>
<td>Facility Services</td>
<td>9.54</td>
</tr>
<tr>
<td>Ford City Public School (formerly Percy P McCallum PS)</td>
<td>12.12</td>
</tr>
<tr>
<td>Forest Glade Public School</td>
<td>15.53</td>
</tr>
<tr>
<td>Forest Glade Public School Primary Learning Centre (Former H. B. McManus)</td>
<td>20.12</td>
</tr>
<tr>
<td>Frank W Begley Public School</td>
<td>8.83</td>
</tr>
<tr>
<td>General Amherst District High School</td>
<td>18.65</td>
</tr>
<tr>
<td>General Brock Public School</td>
<td>13.05</td>
</tr>
<tr>
<td>Giles Campus French Immersion (formerly W D Lowe Secondary School)</td>
<td>16.79</td>
</tr>
<tr>
<td>Glenwood Public School</td>
<td>14.15</td>
</tr>
<tr>
<td>Gore Hill Public School</td>
<td>15.24</td>
</tr>
<tr>
<td>Gosfield North Central Public School</td>
<td>19.77</td>
</tr>
<tr>
<td>Harrow District High School - Closed</td>
<td>0.97</td>
</tr>
<tr>
<td>Harrow Public School</td>
<td>12.71</td>
</tr>
<tr>
<td>Hon W C Kennedy Secondary School</td>
<td>17.00</td>
</tr>
<tr>
<td>Hugh Beaton Public School</td>
<td>17.69</td>
</tr>
<tr>
<td>J A McWilliam Public School</td>
<td>15.36</td>
</tr>
<tr>
<td>Jack Miner Public School</td>
<td>13.55</td>
</tr>
<tr>
<td>John Campbell Public School</td>
<td>11.62</td>
</tr>
<tr>
<td>King Edward Public School</td>
<td>12.45</td>
</tr>
<tr>
<td>Kingsville District High School</td>
<td>23.73</td>
</tr>
<tr>
<td>Kingsville Public School</td>
<td>17.93</td>
</tr>
<tr>
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* Estimated (2017-2018 data not available due to gas meter issues)
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<tr>
<th>Design, Construction and Retrofit Strategies</th>
<th>$11,140,000</th>
<th>4,131,277</th>
<th>$3,712,866</th>
<th>$3,248,917</th>
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<th>1,301,779</th>
<th>$1,876,008</th>
<th>2,282,581</th>
<th>$5,757,604</th>
<th>2,194,966</th>
<th>48,645,467</th>
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<td>High Efficiency Lighting fixtures, motor and outdoor lighting</td>
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**Appendix B - SGCC Energy Conservation Investment needs for FY 2019 to FY 2025**

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<th>Year</th>
<th>Capital Actual</th>
<th>Capital Budgeted</th>
<th>Capital Actual</th>
<th>Capital Budgeted</th>
<th>Capital Actual</th>
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<th>Capital Budgeted</th>
<th>Capital Actual</th>
<th>Capital Budgeted</th>
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<tbody>
<tr>
<td>FY 2019</td>
<td>$11,140,000</td>
<td>4,131,277</td>
<td>$3,712,866</td>
<td>$3,248,917</td>
<td>$5,112,508</td>
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<td>$5,757,604</td>
<td>2,194,966</td>
<td>48,645,467</td>
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</table>

**Total** | $22,010,000 | 8,738,232 | $7,813,000 | 7,071,232 | $12,833,000 | 8,334,775 | $8,430,000 | 8,474,961 | $12,004,000 | 8,740,278 | 123,965,920
May 10, 2019

Ms. Jessica Sartori  
Chairperson  
Greater Essex County District School Board  
451 Park Street West  
PO Box 210  
Windsor, Ontario  
M9A 6K1

Dear Ms. Sartori:

Thank you for your letter about the Board of Trustees’ motion supporting the creation of one school board. I appreciate hearing the board’s views on the issue.

I note that your letter is also addressed to my colleague the Honourable Lisa Thompson, Minister of Education. I am confident the minister will also take the board’s views into consideration.

Thank you once again for your letter.

Sincerely,

[Signature]

Doug Ford  
Premier

c:  The Honourable Lisa Thompson
May 8, 2019

Ms. Jessica Sartori  
Chairperson, Board of Trustees  
Greater Essex County District School Board  
451 Park Street West  
PO Box 210  
Windsor, Ontario  
N9A 6K1

Dear Ms. Sartori:

Thanks for your letter about the Greater Essex County District School Board’s resolution dealing with e-cigarette advertising. I appreciate hearing the board’s views on the issue.

I note that you have sent a copy of the board’s resolution to the Honourable Christine Elliott, Minister of Health and Long-Term Care. I am certain the minister will also take the board’s views into consideration.

Thanks again for the information.

Sincerely,

Doug Ford  
Premier

c: The Honourable Christine Elliott
Dear Ms. Leboeuf:

On behalf of Prime Minister Justin Trudeau, I would like to acknowledge receipt of your correspondence.

Thank you for sharing your concerns with the Prime Minister. You may be assured that your comments, offered on behalf of the Greater Essex County District School Board, have been carefully reviewed.

As you may know, the issue you raise falls under the purview of the Honourable Ginette Petitpas Taylor, Minister of Health. I have therefore taken the liberty of forwarding your email to Minister Taylor for her information and consideration.

Once again, thank you for writing to the Prime Minister.

Yours sincerely,

A. Oldford
Executive Correspondence Officer
for the Prime Minister's Office
Agent de correspondance
de la haute direction
pour le Cabinet du Premier ministre

>>> From : Melissa Leboeuf melissa.leboeuf@publicboard.ca   Received : 26 Apr 2019 02:21:41 PM >>>

>>> Subject : e-cigarette advertising >>>>

Good afternoon,

Please find attached correspondence from Jessica Sartori, Chairperson of the Board of Trustees for the Greater Essex County District School Board.

Melissa LeBoeuf

Executive Assistant to the Director of Education