

BOARD MEETING – PUBLIC SESSION
TUESDAY, SEPTEMBER 21, 2021
BOARD ROOM
451 PARK STREET WEST, WINDSOR
5:30 P.M.

AGENDA

A. CALL TO ORDER

B. ATTENDANCE

C. APPROVAL OF AGENDA

D. CONVENE TO PRIVATE SESSION

PUBLIC SESSION WILL RECONVENE AT 7:00 P.M.

SPECIAL ORDER OF THE DAY

Tribute to Jaden Powell, former student at Essex District High School

E. DECLARATION OF CONFLICT OF INTEREST

F. ACTIONS OF BOARD MEETING PRIVATE SESSION

G. APPROVAL OF MINUTES

Pages 1-19	G.1 Minutes of the Public Board Meeting of 2021 06 15	ENCLOSURE
Pages 20-25	G.2 Minutes of the Public Board Meeting of 2021 06 22	ENCLOSURE
Pages 26-27	G.3 Minutes of the Special Public Board Meeting of 2021 07 29	ENCLOSURE
Pages 28-36	G.4 Minutes of the Special Public Board Meeting of 2021 09 01	ENCLOSURE

H. BUSINESS ARISING FROM THE MINUTES

I. PRESENTATION

- I.1 Student Trustee Presentation
- I.2 Trustee Service Pins

J. DELEGATIONS

There were no delegations at the time of agenda prep.

K. SPEAKER'S LIST

L. NEW BUSINESS

Pages 37-52

L.1 Policy and Regulation: Trustee Code of Conduct
RECOMMENDATION:

THAT THE BOARD APPROVE POLICY TRUSTEE CODE OF CONDUCT AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION TRUSTEE CODE OF CONDUCT AS PRESENTED.

L.2 Notice of Motion – Trustee Cipkar
RECOMMENDATION:

THAT THE GECDSB DEVELOP AN EQUITY AND INCLUSION ACTION PLAN THAT INCLUDES ANTI-BLACK RACISM/ANTI-RACISM STRATEGY CONNECTED TO OUR EQUITY & INCLUSION POLICY DEVELOPMENT;

THAT THE BOARD DEVELOP THIS STRATEGY THROUGH A COMMUNITY-LED CONSULTATION BASED OFF OF THE VARIOUS RESOURCES AND SUGGESTIONS THAT HAVE ALREADY BEEN SHARED FROM COMMUNITY MEMBERS IN ORDER TO INFORM SPECIFIC OBJECTIVES, AS DETERMINED BY THE COMMITTEE.

THAT THE STRATEGY INCLUDE SPECIFIC OBJECTIVES TIED TO ACTIONS, MEASURABLE OUTCOMES AND TIMELINES FOR MEETING THOSE OBJECTIVES INCLUDE PROVISIONS FOR ENGAGING WITH STUDENTS, PARENTS/GUARDIANS, AND OTHER STAKEHOLDERS. INCLUDE PROVISIONS FOR PUBLIC REPORTING ON PROGRESS TOWARDS ACHIEVING OUTCOMES IN THE STRATEGY ON A MONTHLY BASIS. THAT THE BOARD HEAR ALL RECOMMENDATIONS NO LATER THAN THE END OF JANUARY 2022.

L.3 Notice of Motion – Trustee Cipkar
RECOMMENDATION:

THAT THE BOARD ESTABLISH AN EQUITY AND INCLUSION ADVISORY COMMITTEE WHICH INCLUDES STUDENTS, COMMUNITY MEMBERS, TRUSTEES, ADMINISTRATION AND PARENTS/GUARDIANS. THE MAJORITY OF THE COMMITTEE SHOULD BE COMMUNITY MEMBERS TASKED TO HELP CREATE AND OVERSEE THE EQUITY ACTION PLAN.

THAT THE COMMITTEE IS REPRESENTATIVE OF THE DEMOGRAPHICS AND INTERSECTIONALITY'S OF THE BOARD'S STUDENT BODY.

THAT THE COMMITTEE BE CONSULTED WITH, IN A MEANINGFUL WAY, ON POLICIES, PROGRAMS AND INITIATIVES INCLUSIVE OF, BUT NOT LIMITED TO CULTURALLY RELEVANT RESOURCES, DRESS CODES, DISCIPLINARY POLICIES AND PROCEDURES ETC. SIMILAR TO THE IEAC.

Page 53 L.4 Special Education Advisory Committee (2018 – 2022)
RECOMMENDATION:

THAT THE BOARD APPROVE THE ASSOCIATION APPLICATION FOR MEMBERSHIP AS PRESENTED, TO SERVE ON THE SPECIAL EDUCATION ADVISORY COMMITTEE OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD FOR THE TERM 2018 TO 2022.

M. REPORTS (TO BE RECEIVED)

Pages 54-114	M.1	Report of the Director of Education • <i>2020-2021 Operational Plan of the Board</i>	ENCLOSURE
Pages 115-143	M.2	Ventilation Update	ENCLOSURE
	M.3	Report of the OPBSA Director/Delegate	ORAL
	M.4	Chair’s Report	ORAL

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

Page 144 1. Letter to Premier Ford

NEXT SCHEDULED MEETING:

Board Meeting Public Session, Tuesday, October 5, 2021

Chairperson – Alicia Higgison
Vice-Chairperson – Cathy Cooke

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, JUNE 15, 2021 VIA TEAMS.

PRESENT: TRUSTEES:

A. Higgison (Chairperson of the Board)	C. Cooke (Vice-Chairperson of the Board)
J. Burgess	S. Cipkar
A. Halberstadt	G. Hatfield (joined at 7:00 p.m.)
R. LeClair	L. Qin
A. Omstead (joined at 7:00 p.m.)	J. Sartori

STUDENT TRUSTEES:

A. Soave
I. Unger

ADMINISTRATION:

E. Kelly (Director of Education)	
S. Armstrong	T. Awender
J. Canty	J. Hillman
C. Howitt	V. Houston
C. Mills	M. Wilcox

RECORDER: M. LeBoeuf

A. CALL TO ORDER

Chairperson Higgison called the meeting to order at 5:45 p.m.

B. ATTENDANCE

Chairperson Higgison noted that all trustees were present via Teams.

C. APPROVAL OF AGENDA

C.1 Approval of Agenda

Moved by Trustee Le Clair
Seconded by Trustee Sartori

THAT THE AGENDA BE APPROVED AS AMENDED.

The vote was called and it

CARRIED.

D. CONVENE TO PRIVATE SESSION

Moved by Trustee Cipkar
Seconded by Trustee Sartori

TO MOVE INTO PRIVATE SESSION.

The vote was called and it

CARRIED.

PUBLIC SESSION RECONVENED AT 7:00 P.M.

Chairperson Higgison read the approved GECD SB Land Acknowledgement.

Special Order of the Day

Director Kelly read a heart felt tribute to David Baker, former student from John Campbell Public School.

E. DECLARATION OF CONFLICT OF INTEREST
Nil.

F. ACTIONS OF COMMITTEE OF THE WHOLE PRIVATE SESSION

Moved by Trustee Sartori
Seconded by Trustee Halberstadt

THAT ITEM F.1 A MATTER OF PROPERTY FROM THE JUNE 15th PRIVATE SESSION MEETING BE APPROVED.

The vote was called and it

CARRIED.

G. APPROVAL OF MINUTES

Moved by Trustee Halberstadt
Seconded by Trustee Cooke

G.1 THAT THE MINUTES OF MAY 18, 2021 PUBLIC BOARD MEETING BE APPROVED AS PRESENTED.

The vote was called and it

CARRIED.

H. BUSINESS ARISING FROM THE MINUTES
Nil.

I. PRESENTATIONS

I.1 Student Trustee Presentation
See attached presentation.

Student Trustees Unger and Soave spoke to the importance of the role of student trustees and provided the following recommendation to ensure the voices and concerns of students are heard and represented beyond public meetings.

Recommendations:

1. Student trustees should be invited and entitled to attend Private Session meetings with the exception of those stipulated in the Education Act.
2. Student Trustees and/or student senate should be consulted with and included in the decisions that directly affect students, such as changes in learning models.
3. Student Trustees should have equal access to technology and resources as adult trustees. They should be aware at the beginning of their term that they are entitled to printers and laptops.
4. Student Trustees should be provided basic training on board structure and what to expect in the board room.
5. Student Trustees should have freedom of expression in student trustee reports at the board table. Editorial support should be for proofreading and style and not restrict student trustees in their advocacy.

Student Trustees Soave and Unger implored the board to take an active approach to seek out student voice, which includes working closely with Student Trustees, to ensure schools are safe positive learning environments for students.

Student Trustee Soave noted that both she and Student Trustee Unger have had support and success in the majority of their initiatives this year.

Trustee Questions

- Is there something more we can do to prepare students going into postsecondary education? Student Trustee Unger noted that are gaps in financial literacy. We are hearing more about taking years off after high school. Need resources on how to defer entrance or scholarships. Work needs to be done on removing the stigma around students going to work or college.
- Was there any work done around anti-Asian racism? Student Trustee Unger noted that discussion took place during the student conference. Discussions took place around the Model Minority Myth. Student Trustee Unger noted that we will make it a priority to include in future anti-racism work.

J. DELEGATIONS

J.1 Irene Moore Davis – Agenda Item L.8

See attached presentation.

Trustee Questions

- Would members support a referral back to the policy committee in order to properly develop this policy in consultation with the community despite the fact that it would extend the timelines? Ms. Moore-Davis noted that a good outcome is more important than a quick outcome. There have been multiple conversations between Black, African and Caribbean community leaders and the senior administration leadership team. There has been a lot of information shared and there has been a lot of willingness from community leaders who are representatives of many groups. There has been many attempts to work with the senior leadership team, however there has been very little observable action or outcomes. If there is a true commitment to working with us, I believe people would be interested in participating. Working toward outcomes would be well received. There is still great interest in working together.
- Was policy development a specific agenda item during the meetings with board staff? What was the purpose of the meetings? Ms. Moore Davis noted that she is speaking on behalf of the Black Women of Forward Action. Meetings were designed to provide as much support, information and resources to assist in developing truly diverse, equitable strategies in dealing with students. At no point was the development of this policy discussed. Do you have any suggestions with respect to the regulatory framework that has been presented? Ms. Moore Davis noted that the framework does not leave adequate space for things we need to see in 2021 which will govern the lives of students, faculty and others over time. It is our position that it is better to go back to the policy committee level to work out those gaps.
- During these meetings was there anyone in a governance role present? Ms. Moore Davis noted that it was always our assumption that staff would be transparent with their governing body.
- Would you be opposed to us doing broader consultation within our own school board? Ms. Moore Davis noted all constituent groups should be involved in developing such an important policy. This is life changing and life saving work. This has a tremendous impact on the daily lives of individuals. It would be our

hope that all constituent groups in terms of population groups, as well as staff, faculty and students be involved. There was an attempt to survey the community with respect to some of the language in the policy. It was a glossary of terms, nothing that most families could relate to unless they had a background in diversity, inclusion and equity work. We need to find a better model for surveying the community.

K. SPEAKER'S LIST

K.1 Patricia Poku-Christian – Anti Racism Policy

Ms. Poku-Christian focused on the Anti Racism Policy. The board has made notable achievements however, the Anti Racism Policy lacks the practice in its theory. Public meetings have been held numerous times and resources have been made available to the board. Concerns were raised with the resources that are available on the website. Ms. Poku-Christian noted that when hiring new staff, the board should consider hiring from a pool of rationalized applicants.

K.2 Tyler Campbell, Learning Models

See attached presentation.

Trustee Questions

- Was there any consultation with unions, parents and teachers? Mr. Campbell noted that he was not aware of any consultation with members or union affiliates.
- Was anything directed to administration who are responsible for deciding the management of our classrooms? Mr. Campbell noted that he was speaking as president elect of the ESS bargaining unit. He is bringing concerns of his members forward to the trustees. It was questioned if the grass roots campaign was shared with administration? Mr. Campbell noted that he was not part of creating the grass roots campaign.

K.3 Antonella Ciampa

See attached presentation.

Trustee Questions

- What are your concerns around pedagogy? Ms. Ciampa noted that the concern is that the child at home attending via computer is not getting the same attention as in class students. They are not included in science experiments, gym class etc. It is not inclusive. Teachers would have problems engaging students simultaneously.
- Do you have an ideal model? Ms. Ciampa noted that she would suggest Trustees seek guidance and solutions from OSSTF representatives.
- Did anyone contact or put pressure on senior administration? Ms. Ciampa can't speak to what secondary has done. ETFO is here to support that the hybrid model is not good for any student. It is not just educators that against the model.

K.4 Andy Adzic

See attached presentation.

Trustee Questions

- What model would OSSTF suggest? Mr. Adzic noted that we have a virtual school that is working, we have e-learning class and we are part of the consortium, we also have the PASS program that works through the D2L platforms. We have viable options that our board currently runs and runs successfully.

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- Would your employee group be willing to participate in consultation with administration to determine a model that would work for our students? Mr. Adzic stated that OSSTF bargaining is always willing to be at the table.
 - What has the conversations been with principals? Have concerns been raised at the school level? Mr. Adzic noted that principals support this from a management point of view. Our members have reached out to us.

K.5 Christina Wagner

See attached presentation.

M4. GECPIC Report

Kristen Siapas noted that GECPIC is not coming forward with recommendations. Ms. Siapas noted that GECPIC members feel disconnected from any meaningful work. It has been a challenging year for everyone. We do respect the amazing amount of work that has gone on during this unique year. In a year where we have been asked to engage with parents, instead of bringing families together it has left them disconnected from the work that is being done. When we compare our work with others across the province, our committee has no voice and no power. We have made forward strides, but in a year where parents are being asked to engage more directly, the communication with parents has been disappointing. It continues to be top down, an information delivery model without conversation. GECPIC has the potential to provide opportunities to connect with these equity speaking groups, members of racialize and marginalized communities who need their voice heard. It is GECPIC's work to advise the board on matters that help to break down barriers to parent engagement. We have the potential to offer parent voice. Many school councils feel their most engaged parents do not reflect their school community. As we work in the upcoming year, the results of the survey can help us pin point things we want to work on. Those discussions will happen in the fall.

Trustee Questions

- Was GECPIC consulted on the learning models? Superintendent Hillman noted that we provide information about what was known and not known at the time. Ms. Siapas acknowledged that information was presented to GECPIC, however consultation was not invited.
- Was there an update through school councils to GECPIC about learning models? Ms. Siapas noted that that did not take place.

M.5 International Languages Overview

David Dawson, Principal of the International Languages Program spoke to highlights in the report.

- How do we manage to provide all of the languages to the students? Mr. Dawson noted that we have a lot of support from the community and instructors. They spread the word in the community and bring us new instructors, when needed.
- What kind of things will we incorporated into classes from a digital delivery model when we are in a more traditional model? Mr. Dawson noted that there was a great focus on creative ways to engage students by bringing technology and multimedia into the classroom. In the past, some teachers were very rote with the learning and oral instruction. They may not have thought to bring technology into the classroom.

L. NEW BUSINESS

L.1 Approval of Plans and Budget for the New Replacement School for DM Eagle Public School in Tecumseh

Moved by Trustee Hatfield

Seconded by Trustee Qin

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

THE CONSTRUCTION PLANS FOR THE NEW REPLACEMENT SCHOOL FOR DM EAGLE PUBLIC SCHOOL;

And;

THE PROJECT BUDGET FOR TENDERING OF THE CONSTRUCTION OF THE NEW REPLACEMENT SCHOOL FOR DM EAGLE PUBLIC SCHOOL OF \$22,940,147 INCLUSIVE OF TAXES AND REBATES.

Trustee Questions

- Is there a space specified for future portables or the ability to add a third floor? G. Hinchliffe noted that we always look for opportunities to expand. We would not advocate for a third floor as it is extremely expensive to build. The infrastructure to carry the load is to cost prohibitive. There is always an opportunity to add additions. If needed, the portables would be placed along the edge of the pavement. If there was sufficient growth an addition could be added just east of the gym.
- Can administration address the significant concerns with respect to the budget for this school? Superintendent Armstrong noted that we have a \$2.2 million budget shortfall for this project. The cost estimate completed in January came in under budget. The cost estimate on April 27th came in \$800,000 over budget, which we had a plan to cover the deficiency. Twenty-eight days later the final cost estimate is \$3.5 million over budget. We do have \$1.5 million in proceeds of disposition that can be used. The significant change is primarily due to the cost of structural steel and air handling units. The Ministry is recommending that we still submit the approval to proceed with a request to address the funding gap through capital funding. If funding approval is not received, decisions will have to be made. G. Hinchliffe noted that this is unprecedented and out of the ordinary for our board. The Ministry realizes we have done everything we can do to the design of this school to get it within budget.
- Is there a way to reduce some of the cost with the building material on the outside of the school? G. Hinchliffe noted that we cannot predict commodity pricing in a pandemic. It is a great efficient design. It would be prudent to ask for additional funding first before we consider options of redesigning the building.

Chairperson Higgison noted that it was time for timed items. There was consensus to continue with the agenda as presented.

- Knowing enrolment increases when we build new schools, why can't we build the school to accommodate future enrolment? G. Hinchliffe noted that business cases are developed using enrolment projections. This school is built for the projection. We can only construct what the Ministry approves. This building is

designed for 651 students. The current DM Eagle has less than 300 students. Superintendent Awender noted that we received the funding for this school because of a potential boundary adjust to alleviate pressure in surrounding schools.

➤
The vote was called and it CARRIED.

Moved by Trustee Hatfield
Seconded by Trustee Sartori

THAT ITEMS L.2 TO L.5 BE MOVED TOGETHER.

The vote was called and it CARRIED.

L.2 2021-2025 Strategic Plan

THAT THE BOARD APPROVE THE VISION, MISSION AND STRATEGIC PRIORITIES 2021-2025 AS AMENDED.

Moved by Trustee Burgess
Seconded by Trustee Cipkar

THAT PURPOSEFUL BE SUBSTITUTED WITH INTENTIONAL.

The vote was called and it CARRIED.

L.3 Ontarians with Disabilities Act – Plan 2021-2022

THAT THE BOARD APPROVE THE PLAN IN ACCORDANCE WITH ONTARIANS WITH DISABILITIES ACT FOR THE YEAR SEPTEMBER 2021 TO AUGUST 2022.

L.4 Special Education Plan

THAT THE SPECIAL EDUCATION PLAN BE APPROVED AS SUBMITTED.

- Is it more expensive to run a well supported hybrid model for special education students? Superintendent Wilcox noted that in conversations with parents, the majority of them will be returning to in-person learning. We do have the classrooms staffed at the same level in hopes that we have our students return to in-person learning. Our most complex students learn best in the classroom.

L.5 Policy and Regulation – Privacy of Information

THAT THE BOARD APPROVE POLICY PRIVACY OF INFORMATION P-HR-41 AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION PRIVACY OF INFORMATION R-HR-41 AS PRESENTED.

The vote was called and it CARRIED.

MOVED BY TRUSTEE HATFIELD

TO DEFER L.6, L.7, L.9, L.10 AND M.1,2,3, 6 AND 7 FOLLOWING THE BUDGET MEETING ON JUNE 22nd AT A TIME DETERMINED BY THE CHAIR.

There was consensus to leave agenda L.8 on the agenda.

The vote was called and it

CARRIED.

L.8 Policy: Equity and Inclusion

Moved by Trustee Cipkar
Seconded by Trustee Sartori

THAT THE POLICY: EQUITY AND INCLUSION BE REFERRED BACK TO THE POLICY COMMITTEE TO MEET IN THE SUMMER.

The vote was called and it

CARRIED.

N. TRUSTEE QUESTION PERIOD

- Trustee Cooke questioned if there was any consultation with bargaining units or GECPIC with respect to the learning models for September. Director Kelly indicated that there was no consultation with GECPIC but they did participate in a virtual school presentation. Superintendent Hillman noted that Dr. Howitt and her team spent an hour at a meeting in both whole groups and break out groups seeking their input and feedback on virtual learning. They discussed strengths, challenges, suggestions and feedback. That information was gathered earlier in the spring. Superintendent Houston confirmed that Superintendent Mills did have conversations with ETFO and she had conversations around learning models with both OSSTF TBU and OTs. The challenge is, what does consultation mean? They did provide feedback that was shared with the senior team.

Moved by Trustee Hatfield
Seconded by Trustee

To suspend the rules that allows a trustee to put a motion on the floor during trustee question period.

Chairperson Higgison noted that to suspend a rule it needs to be seconded, it is not debatable, it is not amendable and requires 2/3 vote.

It was questioned why a notice of motion is not being given. Trustee Cooke noted that she wants the motion decided tonight.

A recorded vote was requested

The vote was called and it

CARRIED.

(Support: Omstead, Halberstadt, Cooke, Hatfield, Burgess, Cipkar, Le Clair (non-binding - Unger and Soave)
(Opposed, Sartori, Qin, Higgison)

Moved by Trustee Cooke
Seconded by trustee Halberstadt

TO DIRECT SENIOR ADMINISTRATION TO ENGAGE IN A DIALOGUE WITH BARGAINING UNITS AND GECPIC TO DISCUSS THE IMPLEMENTATION OF REMOTE LEARNING NO LATER THAN JUNE 22ND.

Trustee Sartori left the meeting. 10:54

A recorded vote was requested
The vote was called and it

CARRIED.

(Support: Omstead, Halberstadt, Cooke, Hatfield, Burgess, Qin, Le Clair, Higgison, Cipkar, (non binding - Soave, Unger)

O. NOTICES OF MOTION

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

THAT THE GECDSB DEVELOP AN EQUITY AND INCLUSION ACTION PLAN THAT INCLUDES ANTI-BLACK RACISM/ANTI-RACISM STRATEGY CONNECTED TO OUR EQUITY & INCLUSION POLICY DEVELOPMENT;

THAT THE BOARD DEVELOP THIS STRATEGY THROUGH A COMMUNITY-LED CONSULTATION BASED OFF OF THE VARIOUS RESOURCES AND SUGGESTIONS THAT HAVE ALREADY BEEN SHARED FROM COMMUNITY MEMBERS IN ORDER TO INFORM SPECIFIC OBJECTIVES, AS DETERMINED BY THE COMMITTEE.

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

THAT THE BOARD ESTABLISH AN EQUITY AND INCLUSION ADVISORY COMMITTEE WHICH INCLUDES STUDENTS, COMMUNITY MEMBERS, TRUSTEES, ADMINISTRATION AND PARENTS/GUARDIANS. THE MAJORITY OF THE COMMITTEE SHOULD BE COMMUNITY MEMBERS TASKED TO HELP CREATE AND OVERSEE THE EQUITY ACTION PLAN.

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THAT THE COMMITTEE BE CONSULTED WITH, IN A MEANINGFUL WAY, ON POLICIES, PROGRAMS AND INITIATIVES INCLUSIVE OF, BUT NOT LIMITED TO CULTURALLY RELEVANT RESOURCES, DRESS CODES, DISCIPLINARY POLICIES AND PROCEDURES ETC. SIMILAR TO THE IEAC.

P. ANNOUNCEMENTS

Trustee Hatfield thanked all of the parents who worked so hard to make education happen for their children. It was a year parents had to be engaged. Trustee Hatfield also congratulated all the graduates.

Chairperson Higgison noted the recent terrorist attack on the Afzaal family in London. We grapple with the realities and emotions arising from this. Devastation affects all of us in different ways. We need to do our part to both condemn all forms of hate and discrimination and to act as force for change, respect and equity.

Q. ADJOURNMENT

There being no further business before the Board, Chairperson Higgison adjourned the meeting at 11:04 p.m.

A. HIGGISON

CHAIRPERSON OF THE BOARD

E. KELLY

DIRECTOR OF EDUCATION

June 15th Student Trustee Report

Student of the Month

The Student of the Month for June is Lauren Stafford, a Grade 12 Student at Kingsville District High School. Lauren exemplifies this month's theme of "Leadership" through her engagement with her school and the greater Kingsville community.

Throughout her time at KDHS, Lauren has taken a leadership role in many activities including the Terry Fox Run and the Reindeer Run, two of the school's longstanding and honoured traditions. She has also taken a lead in the Yearbook Club and many school assemblies. Lauren's enthusiasm for school spirit inspires her classmates to get involved and support school events. Her leadership elevates the efficiency of any event, club and team she's involved in.

In the community, Lauren is a leader in the Town's annual Migration Parade and Relay For Life.

While engaging in these activities, Lauren has maintained over a 90% average, earning a spot on Kingsville's Principal's Academic List for all four years of her high school career.

Lauren's dedication to her studies, her passion for her school, and her desire to help the greater community makes Lauren an outstanding and valued leader at Kingsville District High School.

Congratulations Lauren on being selected by Student Senate as the Student of the Month for June!

Report

June 15, 2021

Introduction, appreciation, statement regarding representation of Black Women of Forward Action (in conversation with Black Council of Windsor-Essex), brief commentary on those portions of the Equity and Inclusion Policy that are acceptable.

We appreciate the efforts of the trustees, administrators, teachers, and staff who have worked on the Equity and Inclusion Policy. We are confident that they have offered their best efforts, operating within the limitations of their perspectives and lived experiences.

Sharing background about the overtures BWFA have made to the GECDSB senior team over a period of several months. Members of BWFA reached out to the GECDSB senior team last summer to offer support, resources, and community expertise towards diversity, inclusion, and equity efforts, and our BWFA school board delegations have met with the senior leadership team on September 17th, February 9th, March 12th, April 8th, April 29th, May 11th, and June 8th. The last few meetings were scheduled in collaboration with Family Fuse, a Black-led organization equally committed to supporting Black Canadian parents, guardians and caregivers, living across Windsor and Essex County, to navigate the education system. Numerous members of the Black Council of Windsor-Essex, composed of leaders from the various Black, African, and Caribbean organizations of Windsor-Essex County, have also been present at the last few meetings with senior administration. Over the course of those meetings, we provided extensive material to the senior leadership team to document the need for improved diversity, inclusion, and equity policies and practices within the GECDSB. We provided not only anecdotal information about the Black community's concerns about anti-Black racism against students, staff, and teachers in the GECDSB, but a great deal of well documented, fully vetted research regarding best practices to address racism, including citations.

Neither the process of designing an Equity and Inclusion Policy nor the details of the proposed policy were shared with the Black community representatives in any of those meetings. So as you can imagine, we were quite surprised to see this policy brought forward for approval in this week's agenda.

We acknowledge and appreciate the efforts of individual teachers, staff, and students in promoting diversity, inclusion, and equity in the GECDSB. However, we confess, with regret, that we are disappointed overall in the extent to which our expressions of concerns to the senior leadership team have been taken seriously over the last several months.

As allies to other marginalized communities in Windsor-Essex County, we also regret that the concerns of the queer and trans communities, other racialized communities, people with disabilities, and other populations have not been adequately consulted towards the development of the Equity and Inclusion Policy.

The Black, African, and Caribbean community leaders who make up Black Women of Forward Action, the Black Council of Windsor-Essex, and Family Fuse, not to mention other groups such as the Windsor Black Educators' Association, have much to offer and have extended many offers of support. These community leaders offer both professional expertise and lived experience that would be germane to these policy development processes.

It was this time last year that BWFA was first informed that Trustee Sarah Cipkar had introduced a motion to introduce an Anti-Racism Policy (June 17th, 2020.) We are aware that the Equity and Inclusion Policy is distinct from that policy but I provide that date merely for context. The Black community of Windsor-Essex County has been on record repeatedly since that time in terms of expressing our interest in offering input and engagement towards the development of the necessary diversity, equity, and inclusion strategies, policies, and practices. Yet this policy, which will have a direct impact on the daily lives of students, educators, and staff within the GECDSB, appears to have been developed in a silo without any meaningful consultation with the communities served by the board.

Sincere effort on GECDSB to truly support change and forward action would mean consulting and working with community members who initiated contact, support, and resources. Throughout the last several months, up to and including June 8th, there was simply no mention of this policy or the process of

composing it. So you can imagine our surprise when this policy was brought forward for approval on tonight's agenda.

There are two major issues: content omitted from the policy as well as concerns about the process whereby it was put together. (Top down, without involving the communities most affected.)

Inadequate consultation beyond admin, trustees, and union partners.

Inadequate consultation of the communities who actually have lived experience of inequity and exclusion at the hands of the GECDSD. Minimal consultation with the populations who are on the underside of the board's oppressive practices.

An Equity and Inclusion Policy that is scaffolded upon other policies still under development (such as an Anti-Racism policy that still has no stated timeline for development) seems to once again highlight the board's lack of commitment to taking these matters seriously, to the utter disappointment of the Black/African/Caribbean communities of Windsor-Essex County and other populations who exist on the margins.

Passing this policy as is could result in conflict with other policies and regulations that have not yet been developed... particularly if communities affected are not actually consulted in those policy development processes.

Add details regarding the need for anti-Black and anti-Indigenous racism to be named in the policy and addressed, specifically, in the implementation. (We acknowledge that there are certain structures in place for Indigenous students but nothing specific to anti-Black racism.)

We realize that implementation is the main issue... and accountability when implementation is not taken seriously. The language to facilitate this needs to be written in the policy.

Increase student ownership and seek out and listen to student voices" There must be a specific piece for engaging and providing a platform for the voices of those students from populations that have experienced the worst harm, historically and in the present day.

We're hoping to see dramatic changes in the way this board works with the community in the future. Please work with groups in the community who represent the people on the margins who are most in need of an Equity and Inclusion Policy... as well as truly equitable and inclusive practices. Despite the best efforts of those involved in developing this policy, it is our recommendation that the policy proposed here tonight be referred back to the Policy Committee for further review in full collaboration with those communities who live on the underside of the longstanding oppressive practices, those very practices this policy is intended to address. None of us is as smart as all of us together. Let's work together to develop policies which truly meet the needs of those within the board and those communities the board exists to serve.

Roslyn Brock, former Chair of the NAACP, has said "Let's not allow courage to skip a generation." Let's have the courage to engage in the courageous conversations necessary to develop policy which both serves and represents the community, rather than putting policy together which is not community-driven and which exists only for the purpose of being able to claim that we have something on paper. Thank you.

--

Irene Moore Davis (she/her)
Educator/Historian/Author

Tyler Campbell

Good evening everyone,

Thank you for having me. I come to this meeting tonight with great concerns as a parent and as the President elect for the educational support staff bargaining unit. I am extremely disappointed that the model that we have chosen to service students remotely is the Hybrid model. My concerns branch for confidentiality all the way to fairness in how our children learn. I understand this is to be a temporary move, but I do believe it will not be. Technology controls our lives every day and now it's starting to control our classrooms. As an educational support staff, you are put in vulnerable and compromising positions every day. We face children who learn differently and sometimes become aggressive. To imagine a camera in a classroom where a student becomes aggressive with a staff member and the staff member as last resort must use their behaviour management system techniques from what they have training in to deescalate the situation. To the untrained eye it might raise questions and concerns to whomever is watching at the other end of the camera. How many of our frontline workers were consulted in making this decision? Where the Union affiliates consulted in the decision? I am humbly asking the board to reconsider and the trustees to bring a motion to the table to put a stop to the hybrid learning model. Thank yo

Good evening

My name is Antonella Ciampa and I am the First Vice President at the Greater Essex Local of ETFO.

I would like to thank you for the opportunity to address you about the Hybrid Model of learning. Firstly, I would like to thank the Board and you, Trustees, for the decision to not include the hybrid /fractured model of learning as a platform for next year in the elementary panel. It is greatly appreciated by elementary educators in our area. It was the right decision to make.

In being proactive, our local political action committee launched a petition prior to **that** decision. Currently, over 2900 parents, educators, community members, and students have signed the petition. In addition to the signatures, many comments and suggestions were also included. A copy of the petition will be sent to Chair Higgison.

Here are just some comments from students and parents:

Comment 1:

I agree that this methodology is pedagogically inappropriate and will lead to further gaps. I'm so concerned about this that I'm probably going to be removing my child from the public system and sending her to a private school.

Comment 2:

My kids deserve better. They need to be with other kids their age, not sitting behind a screen. One on one interaction is important for communication

Comment 3:

My kids NEED their teacher to be free to teach at their absolute best.

Comment 4:

Every child deserves a fully engaged teacher, who can give them their full attention. The hybrid model will not accomplish this for either group of students.

Comment 5:

I graduate this year, but students deserve to have their education back. Multiple years of compromised education is NOT good for them or their future.

You may wonder why a representative of the elementary teachers is here tonight. I say unequivocally that ETFO stands shoulder to shoulder with our colleagues in OSSTF. The Hybrid model is not right for elementary children, and it is equally disadvantageous for our secondary students.

There are pedagogy, equity, and privacy concerns with Hybrid that cannot be ignored, regardless of the age of the pupil.

Our petition was revised to reflect the positive update of the gecdsb decision of no hybrid at the elementary level, however, it remained open for support that regardless of whether a student is in elementary or secondary, hybrid/fractured learning fails to engage all students as active participants in their learning. As educators need to be seen on the camera, they will be unable to circulate and assist, to reference materials around the room, to collaborate with the students in small groups or one-on-one, making the lessons far less engaging than they should be.

As well, the past two school years have led to gaps in student learning. The need to differentiate for students will be even greater than it has been in the past. This will be very difficult to address with a class attempting to learn on two completely different platforms.

This is no time to attempt to find efficiencies on the backs of our pupils. And further, this is no time for the Board to act without proper consultation with frontline educators.

Since September, our Union Leaders have been asking for meetings in an advisory capacity with the Board. During this whole pandemic year, there was one systemic meeting with Senior Administration and all Union Presidents, and one Virtual Meeting with the Chair of the Board. This was after multiple requests.

We can do better. We must do better. If not for your employees, for the students, we serve.

Good evening,

My name is Andy Adzic. I am a father of three GECDDB students, I am a secondary teacher with our Board, and I am currently serving as the Contract Maintenance Officer for the OSSTF Teachers' Bargaining Unit. Throughout the past 12 years I can honestly say I have always been proud to be part of the GECDDB family and have worked towards building tomorrow together.

I am here tonight to speak about the Board's decision to implement a Hybrid Learning Model for next September. A decision I am not proud of, and one that I adamantly oppose. Hybrid teaching does not equate to effective learning for our students.

Instead of reiterating how bad the Hybrid model is, I am here to talk to you about labour relations, collective agreements, and building trustworthy and productive relationships with your frontline stakeholders. Just this past November, the Teachers' Bargaining Unit and the Board ratified a collective agreement. Unfortunately, our Board has decided to ignore that collective agreement already. A collective agreement that was signed by the Director and the Trustees (via the Chair). We have contacted the Director and the current Chair but have been left waiting for a response. I have been left with no choice but to come here tonight and speak publicly.

I am here tonight to represent the members of the Teachers' Bargaining Unit that put their trust in me. These members expect me to protect them, their working conditions, and the publicly funded education system we work in. On behalf of those members, I am here tonight to tell you how disappointed we are. We have worked extremely hard over the years to build a working relationship with our Board counterparts. We do not always agree, but we find resolution through the proper channels. The problem seems to come when collective decisions are made by the entire senior team. Something changes at that table, and I can only guess it becomes more about money and running a business. While I appreciate the fiduciary responsibilities our board must uphold, I do not appreciate decisions made based on money that are packaged as pedagogically sound, especially when the Board has not accessed its reserves. Hybrid is a monetary decision. It is not pedagogically sound. We need to admit that.

I recently took part on a Board committee to explore Virtual Schools during the pandemic and beyond. I made it clear that I was not in favour of a Virtual School existing outside of a pandemic, but I still tried to participate and bring a valuable perspective to the table. We discussed many options and ideas about how to make the remote learning experience better, and believe it or not, Hybrid was never discussed as one of those options. No one thought that Hybrid was a good option, let alone the best option. So why would we go to it now? That is what I want to know.

In terms of our collective agreement, this decision tramples on multiple articles and completely ignores the agreed upon terms. I want to emphasize that it is a collective agreement between the OSSTF and the Board. It is not a one-sided document. It is expected that both sides live up to the terms. What if we or our members did not follow the agreement? What would happen? I think we all know it would not be good. So why would this board and the Trustees be okay with completely ignoring their commitment to this agreement? How are we supposed to trust each other?

If there was ever a need for evidence to prove our members' commitment to this board, this past year should be all you need. Our members, along with all the other employees of this board, have bent over backwards to make things work. Working in education is an altruistic calling, but there is a point when you feel disrespected enough you have to say something. Well, I am here to say something. Our members are done being used and disrespected. We have a collective agreement, and we expect you to follow it.

Last August and September we were treated with this same disrespect. After many days of planning over the summer, our Board decided to go in a direction completely opposite of what we were planning. It made unilateral decisions without providing substantive reasoning for those decisions. I will be fair and state that the government must take some of that blame for their ridiculous lack of planning and last-minute announcements, but our Board still had options much like they do now. Nonetheless, we tried to

advocate on behalf of teachers and students when this past year's learning model and schedule were being finalized, but we were ignored. Our Board seemed to make decisions based more on what the coterminous board was doing as opposed to what its own people were saying. Ironically, our Board changed models this past February for the second semester, again not with consultation amongst its own labour partners but rather matching up with the coterminous board once again.

Due to this experience, we added language to address this lack of consultation in the most recent collective agreement. A collective agreement signed by our current Director. Language that outlines the need to consult with the bargaining unit about any temporary changes that are brought upon due to an emergency such as a pandemic. An article that outlines the need to work together to come up with solutions to problems neither side created. An article that is more about collaboration and consultation than anything else. In a pandemic you would think this is what we would strive for, but for some reason authoritative rule prevailed. The ink has not even dried, and you have already ignored this agreement. Is that good faith? I say no.

I am asking you to reconsider this plan. Talk to the people that do the work. We have other options. We have better options. Just ask and we can work through this together.

Thank you for your time and consideration with respect to this matter.

Andy

Christina Wagner – OSSTF D9 OTBU President – June 15 Board Meeting Speech

Re: Hybrid Model

When the learning models for the 2021-2022 school year was shared with staff, as a local leader my heart sank for my secondary occasional teacher members and their secondary colleagues.

Some of my members have worked 7/8 or 8/8 this school year, and, although they were fairly compensated for working more than 6 courses, when the notice of the hybrid learning model was sent out, it caused a lot of stress and anxiety on my members when they should be focussed on year end wrap up and planning for a restful summer break.

Occasional teachers were the glue of the system this year with a record number of long-term teaching assignments. Many of our teachers were burnt out and exhausted before the end of semester one. Although, they dug deep in semester two to support their students as they always do, a move to the hybrid model will have a negative impact on the mental health of the staff and students.

Occasional teachers do not always have the same advantage of in school training unless they are placed into a long-term assignment. The government claimed to have provided training this year but that was nonexistent this year. My members had to learn and adapt as they went, and we certainly do not need a repeat of this. I do not hold out hope that training would be provided for this new model either and, often occasional teachers can be placed into a variety of assignments without training as it is. With the hybrid model, between the class we've just met and have no rapport with on top of the technical issues that we would face in this model, valuable curriculum time will be wasted.

For the occasional teachers who will be placed into long-term assignments, they will now have to prepare and plan for a new model during their well-deserved break. A model that is not good from a pedagogical standpoint.

The consideration of using the hybrid model is clearly a management decision. The notice that was sent on Friday left secondary teachers feeling disappointed in the leadership of our board.

There are mountains of evidence that suggest that this learning model is not good for students as it limits access to the professionals and supports students' need for success.

In closing, from the messaging I have received from my members and other secondary teachers, it is clear that they are extremely disappointed with the GECDsb and the decision to include hybrid learning at the secondary level.

We agree that the best form of learning is in-person learning and therefore we do agree with the board on this piece.

But, inevitably, some students will choose the remote option if it's available to them for a variety of reasons. Those students also deserve to have a good learning experience and the hybrid model will not provide that.

I urge senior administration to consider the thoughts and feelings of their staff and to explore other options for the secondary model for the 2021-2022 school year.

By exploring and considering other models, the senior administration may be able to regain the trust of my members and the rest of the secondary school teachers, and as an OSSTF leader impacted by the board's recent decision, I stand ready and willing to have meaningful discussion in order to come up with a solution for the 2021-2022 secondary learning model.

Thank you!

MINUTES OF THE SPECIAL PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HELD ON TUESDAY, JUNE 22, 2021 VIA TEAMS.

PRESENT: TRUSTEES:

A. Higgison (Chairperson of the Board)	C. Cooke (Vice-Chairperson of the Board)
J. Burgess	S. Cipkar
A. Halberstadt	R. LeClair
L. Qin	A. Omstead
J. Sartori	

STUDENT TRUSTEES:

A. Soave

REGRETS: I. Unger
G. Hatfield

ADMINISTRATION:

E. Kelly (Director of Education)	T. Awender
S. Armstrong	J. Hillman
J. Canty	V. Houston
C. Howitt	M. Wilcox
C. Mills	

RECORDER: M. LeBoeuf

A. CALL TO ORDER

Chairperson Higgison called the meeting to order at 7:20 p.m.

B. ATTENDANCE

Chairperson Higgison noted that Student Trustee Unger and Trustee Hatfield sent regrets. All other Trustees participated via Teams.

C. APPROVAL OF AGENDA

C.1 Approval of Agenda

Moved by Trustee Cooke
Seconded by Trustee Omstead

THAT THE AGENDA BE APPROVED AS PRESENTED.

The vote was called and it

CARRIED.

D. DECLARATION OF CONFLICT OF INTEREST

Nil.

E. NEW BUSINESS

E.1 Approval of the 2021/22 Budget

Moved by Trustee Cooke
Seconded by Trustee Cipkar

THAT THE BOARD APPROVE AN OPERATING BUDGET OF \$482,054,081 FOR THE FISCAL PERIOD SEPTEMBER 1, 2021 TO AUGUST 31, 2022 RESULTING IN A DEFICIT FOR COMPLIANCE PURPOSES OF THE MINISTRY OF EDUCATION COMPLIANCE CALCULATION OF \$4,272,908; and

THAT THE BOARD APPROVE A CAPITAL BUDGET OF \$83,977,275 FOR THE FISCAL YEAR PERIOD SEPTEMBER 1, 2021 TO AUGUST 31, 2022.

The vote was called and it

CARRIED.

E.2 Policy and Regulation: Teacher Hiring Practices

Moved by Trustee Cooke
Seconded by Trustee Cipkar

THAT THE BOARD APPROVE POLICY TEACHER HIRING PRACTICES AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION TEACHER HIRING PRACTICES AS AMENDED.

Trustee Questions:

- Is the intention to bring a report to the Board of Trustees annually? Superintendent Houston confirmed that the intention is to bring a report to the Board of Trustees.

Moved by Trustee Cipkar
Seconded by Trustee Sartori

THAT THE FOLLOWING BE ADDED TO 9.2

and will report on an annual basis to the Board of Trustees.

The vote was called and it

CARRIED.

- Has any data been collected? Superintendent Houston noted that consultation has taken place with union partners with respect to the questions asked on the Workforce Census. Non-teaching staff will receive the Census in July. Teaching and support staff will participate in the survey in September.
- Will there be a policy for non-OCT members? Superintendent Houston noted that it is our goal to have a hiring policy for all staff.

The vote was called and it

CARRIED.

E.3 Policy and Regulation: Education and Community Partnership Program

Moved by Trustee Cooke
Seconded by Trustee Halberstadt

THAT THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD APPROVE THE “ECPP: EDUCATION AND COMMUNITY PARTNERSHIP PROGRAM” POLICY AND REGULATION.

The vote was called and it

CARRIED.

E.4 Regulation: Gender Identity and Expression – Student Records

Moved by Trustee Cooke
Seconded by Trustee Cipkar

THAT THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD APPROVE THE “GENDER IDENTITY AND EXPRESSION - STUDENT RECORDS” REGULATION.

The vote was called and it

CARRIED.

E.5 Notice of Motion – Trustee Qin

Moved by Trustee Qin
Seconded by Trustee Halberstadt

CONSIDERING THE COMING HOT WEATHER AND THE BACK SCHOOL PLAN THAT MOST OF THE STUDENTS HAVE TO WEAR MASKS AT SCHOOL, IN ORDER TO PURSUE EQUITY AND BETTER QUALITY OF EDUCATION, AND SAFETY AND HEALTH OF STUDENTS, I MOVE THAT AN AD HOC COMMITTEE TO BE ESTABLISHED TO RESEARCH ON THE NECESSITY OF AN AIR CONDITIONING IMPROVEMENT STRATEGY ACROSS THE BOARD, THE POSSIBILITY OF DIFFERENT AIR CONDITIONING SUPPLEMENTS INCLUDING MORE COOLING CENTERS, PORTABLE AIR CONDITIONER AND WALL-MOUNTED AIR CONDITIONER, FANS, ETC., ALSO SET UP COMMUNICATION PLAN WITH COMMUNITIES, AND FUNDRAISING PLAN ETC. THE COMMITTEE CONSISTS OF 2 OR 3 TRUSTEES, SENIOR ADMINISTRATORS, EXPERTS, TEACHERS, PARENTS AND STUDENT REPRESENTATIVES.

- As the mover of the motion, Trustee Qin noted that this is an important topic because students are wearing masks. It is a health and safety issue. Based on our mission, student wellness and well-being is the centre of our strategy. There have been a lot of complaints from students and parents. It is a budget issue, but trustees need to do our best to solve the issue. If we do not currently have the funds, we should have a long-term plan.
- What impacts will the upgrades to HVAC systems have in our schools? V. Laframboise noted that it is not a simple solution. Currently, under CVRS funding we are able to secure the funds to add ventilation to all schools that are not slated for replacement. One of the ways we do that is by adding energy recovery units. The challenge is there is no energy recovery system that is 100%. Air source heat pumps are the most efficient. These heat pumps allow us to condition the air in the summer by removing as much moisture content as possible. With the funding received, we were able to add cooling centres in

schools. Some of the challenges with these projects is that electrical upgrades are needed and many of our buildings do not have vapour barriers. Without vapour barriers, moisture travels through the building. To add cooling is complicated.

- Is there a felt change to the temperature in the air by reducing the moisture levels? V. Laframboise noted that the concept of humidity and moisture control in the building is about user comfort. Dry air makes us more comfortable. The goal of the work we are doing is to reduce the amount of moisture in the air to improve user comfort while providing ventilation.
- It was noted that we do have an old facility inventory. Administration is slowly working on the issues. 14 schools will be addressed this year.
- Superintendent Armstrong noted that the Air-conditioning Policy specifies that air-conditioning will be included in new school construction. We have six schools opening in the next two years. In 2019, a report went to the board noting that the cost to install air-conditioning in all of our schools was over \$100 million. G. Hinchliffe noted that 65% of our buildings have air-conditioning. We are slowly moving toward 70%. We continue to look at opportunities to make the learning environment more comfortable. As we improve condition or replace equipment, we make those adjustments. Every comfort challenge we face is unique and there are a number of things that contribute to user comfort.
- As the mover of the motion, Trustee Qin noted that this is an important issue. It affects enrolment. The purpose of the motion is to find a way to improve air quality.

The vote was called and it

DEFEATED.

F. REPORTS (TO BE RECEIVED)

F.1 Report of the Director of Education

The Director presented a powerpoint which highlighted a number of student, staff, school and community events over the past month.

F.2 Report of the OPSBA Director/Delegate

Trustee Burgess sent her report to trustees via email.

F.3 Community Planning and Partnerships – Report on Potential Spaces Available

Superintendent Armstrong noted that the Board must annually hold a public meeting and notify certain organizations and groups of any unused space suitable for third party use, on a cost recovery basis, that is expected to be available for a number of years. The criteria for availability are that a school has, for two years or more, been operating at 60% or less of on the group capacity and/or has 200 or more unused pupil places.

Trustee Questions:

- How often does the list get updated and how is it determined who gets on the list? Superintendent Armstrong noted that the list is reviewed annually. A direct invitation goes out to the organization on Appendix A. It is open to all community groups that is why we also advertise on our website. We are always happy to add to the list of organizations.
- It was questioned if there have been any requests from the community to use Migration Hall. Superintendent Armstrong noted that she is not aware of any requests beyond the group that is currently using it. We continue to follow the provinces re-opening guidelines.

-
- It the region moves into Stage 2 in the summer, how are organizations notified? Superintendent Armstrong noted that the board's rental department keeps in contact with rental groups. We will also post on the board website and through social media.

F.4 BCV-S Examination of Recommendations from HWDSB Panel Report

Superintendent Pyke noted that the purpose of the ad hoc committee was to review the recommendations of the Hamilton-Wentworth Bullying panel including the appointment of a system-wide safe school lead and including an independent student ombudsperson position as well as, suggested best practices or policies that might be incorporated into the GECDSB Bullying and Prevention and Intervention plan.

Trustee Questions:

- Why did the committee only select 3 recommendations from the 10 in the Hamilton report and where there other recommendations that had merit? Superintendent Pyke noted that the Hamilton report does have 10 recommendations, but within those recommendations there are many action steps. For a board to implement all 10 would be monumental. The committee reviewed all of the recommendations and voted. The action steps from the Hamilton report have been summarized and will be included in the Bullying Intervention Plan for the next two years.
- As a member of the committee, Trustee Qin noted that she was not satisfied with the report. She noted that the committee members had not been consulted. She noted that it was difficult to answer the survey. Trustee Qin requested that the board delay accepting the report.
- As a member of the committee, Trustee Cooke noted that the committee followed the motion. She noted that some of things in the report we already do. After much discussion, the committee selected 3 recommendations. It was a fair process. Moving forward, this report is a great way to start and make changes.
- As a member of the committee, Trustee Halberstadt noted that he felt the committee was top heavy with administration. The Hamilton recommendations are premature. Trustee Halberstadt noted that he has requested several times to get a copy of the injury report that is requested by the province.
- Is the work of the ad hoc committee considered fulfilled or will this committee continue to convene? Superintendent Pyke noted that the committee has met its mandate and will no longer meet.

F.5 Chair's Report

Chairperson Higgison noted that she continues to participate in phone meetings with Minister Lecce. She thanked all staff and administration for their excellence in another year of uncertainty. She thanked Director Kelly and the senior team for all of their work. It has not been easy. Congratulations to our graduates and their families.

G. ADJOURNMENT

There being no further business before the Board, Chairperson Higgison adjourned the meeting at 8:58 p.m.

A. HIGGISON

CHAIRPERSON OF THE BOARD

E. KELLY

DIRECTOR OF EDUCATION

MINUTES OF THE PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT
SCHOOL BOARD HELD ON JULY 29, 2021 IN VIA TEAMS.

PRESENT:

A. Higgison (Chairperson of the Board)	C. Cooke (Vice-Chairperson of the Board)
J. Burgess	S. Cipkar (via teleconference)
A. Halberstadt	G. Hatfield
R. LeClair (via teleconference)	L. Qin
A. Omstead (via teleconference)	J. Sartori

REGRETS:

C. Cooke
J. Sartori

ADMINISTRATION:

E. Kelly (Director of Education)
S. Armstrong

RECORDER:

M. LeBoeuf

A. CALL TO ORDER

Chairperson Higgison called the meeting to order at 4:30 p.m.

B. ATTENDANCE

Chairperson Higgison noted that Trustees Cooke and Sartori had sent regrets

C. APPROVAL OF AGENDA

C.1 Approval of Agenda

Moved by Chairperson Le Clair
Seconded by Trustee Halberstadt

THAT THE AGENDA BE APPROVED AS PRESENTED.

The vote was called and it

CARRIED.

D. CONVENE TO PRIVATE SESSION

Moved by Chairperson Halberstadt
Seconded by Trustee Cipkar

TO MOVE INTO PRIVATE SESSION.

The vote was called and it

CARRIED.

E. DECLARATION OF CONFLICT OF INTEREST

Nil.

F. ACTIONS OF BOARD MEETING PRIVATE SESSION

Moved by Trustee Burgess
Seconded by Trustee Le Clair

THAT ITEM C.1 A MATTER OF PROPERTY FROM THE JULY 29, 2021 PRIVATE SESSION MEETING BE APPROVED.

The vote was called and it

CARRIED.

G. ADJOURNMENT

There being no further business before the Board, Chairperson Higgison adjourned the meeting at 5:03.

A. Higgison CHAIRPERSON OF THE BOARD

E. Kelly DIRECTOR OF EDUCATION

PRESENT:

A. Higgison (Chairperson of the Board)	C. Cooke (Vice-Chairperson of the Board)
J. Burgess	S. Cipkar (via teleconference)
A. Halberstadt	G. Hatfield
R. LeClair (via teleconference)	L. Qin
A. Omstead (via teleconference)	J. Sartori

STUDENT TRUSTEES:

P. Hawkins
M. Mekawi

ADMINISTRATION:

E. Kelly (Director of Education)	
S. Armstrong	T. Awender
J. Canty	J. Hillman
C. Howitt	V. Houston
C. Mills	S. Querbach
M. Wilcox	

RECORDER:

M. LeBoeuf

A. CALL TO ORDER

Chairperson Higgison called the meeting to order at 5:30 p.m.

B. ATTENDANCE

Chairperson Higgison noted that Trustees Le Clair, Cipkar and Omstead were attending via teleconference.

C. APPROVAL OF AGENDA

C.1 Approval of Agenda

Moved by Chairperson Higgison
Seconded by Trustee Cooke

THAT THE AGENDA BE AMENDED TO ADD D. SPEAKERS LIST – G. FACCA.

The vote was called and it

CARRIED.

Moved by Chairperson Higgison
Seconded by Trustee Cooke

THAT THE AGENDA BE APPROVED AS AMENDED.

The vote was called and it

CARRIED.

D. SPEAKERS LIST

Mr. G. Facca entered the room. He noted that he was present to speak about football and noted that he had a rebuttal to the media release issued by WECSSA and the three

participating boards. He noted that he researched the OPHEA guidelines with respect to certification of equipment, certification of coaches and the requirement to have practice prior to the start of the season. Mr. Facca expressed his disappointment with the decision to not move forward with the football season.

Trustee Questions:

- With the recent announcement made by the WECHU with respect to the delaying of extra-curriculars does this render this mute at this point? Mr. Facca noted that this delay works in our favour. It gives us four weeks to get the helmets certified.
- Can you explain what the process is to get the helmets certified? Mr. Facca noted that a company from Toronto picks up all the helmets and ships them to a company in Ohio. He noted that he spoke with the company, it would be a four week turnaround, however that was over a week ago.
- If the coaches and the helmets get certified, could there be a fall season? Mr. Facca noted that it would be a shortened fall season. We can play into December. OFSAA will still be available. If the season is moved to the spring there would be no OFSAA.
- Mr. Facca was asked if he was a certified coach. Mr. Facca noted that he is not a coach, he is a dad. If you are not a coach, how do you know what will happen? Mr. Facca noted that he had spoken to the coaches.
- What does a normal year look like with respect to certification of equipment? Mr. Facca noted that the process starts in January for certification. It was originally handled by one individual and one company.
- Are you aware of other alternative avenues to rent helmets or do they have to be these specific helmets? Mr. Facca noted that if it wasn't a COVID year helmets could be shared. There is no other way but to get our helmets certified.
- If football was approved for October would you consider a GECDSB house league? Mr. Facca noted that there are a lot of kids at the other boards that are good players.

E. REPORTS

E.1 Return to School Update

Director Kelly noted that as we have experienced our return to school is complicated and changing. She acknowledged all of the work done by staff and thanked the facilities and custodial staff who worked diligently to get our buildings ready to welcome staff and students back. She also thanked the WECHU for their ongoing and very responsive work. There has been extensive consultation with our union partners, Joint Health and Safety Committees, Principals, coterminous boards and WEST. On August 3rd, we received operational guidance from the Ministry of Education. This guidance is ongoing which will result in the need for updates to the Plan as we get more direction. This year we are operating both virtual and in-person learning. Superintendent Mills noted that we have a total enrolment of 36,346 students. 23,431 elementary students will be attending in-person and 1231 will be attending the virtual school. We have 11,684 secondary students. 11,041 will be returning to in-person learning and 643 will be attending the virtual school. These numbers are fluid as we continue to register students.

Trustee Questions:

- The province is experiencing a lack of nurses and PSWs to be able to go into the classroom to support students with medical needs. Does this affect us

locally? Superintendent Wilcox noted that he has been speaking with the nursing coordinator, there are no issues with a nursing shortage in our area. All students that have medical complexity will be attending school.

- What will the learning model be for those students who need to quarantine? The Director noted that if the entire classroom is sent home they will pivot to on-line learning. If individual students are sent home they will be provided work. There are different scenarios based on vaccination status. For example, if a student is asymptomatic and double vaccinated, they can return to school the next day.
- When will the Tech Education Safety Guidelines for COVID-19 be available? Superintendent Howitt noted that we are working with the provincial association. We should have it next week.
- Is it possible to supply staff with N95 masks? Superintendent Armstrong noted that the blue masks provided are surgical masks. They do protect the wearer from microorganisms, particulate matter and protects the wearer when breathing in and exhaling. They are ASTM International Standard, level 2 masks designed to protect from moderate arterial spray. N95 masks are only provided through the Ministry for staff who provide aerosol generating medical procedures or a staff member within 2 meters of someone performing an aerosol generating medical procedure. We currently have 6 staff members that have been fit tested for the N95 respirators. The WECHU has reviewed and approved our safety plan. If the WECHU were to change their recommendation we would have to comply with the order.
- Are we using alternative cleaning products to Virex? Superintendent Armstrong noted that the products being used are Oxiver and PREempt. PREempt is a hydrogen peroxide wipe that can be used without gloves. All hydrogen peroxide wipes are being used during the day for high touch areas. Under the Safe Food Handling Act we are still required to use Virex for our breakfast programs etc. Custodians are using Virex after hours. We continue to investigate alternative products in consultation with the Health Unit.
- Where can families find information about our ventilation? Superintendent Armstrong noted that we have ventilation profiles for all schools posted on our website. This is required by the ministry. All sites have been inspected. We are using MERV 13 filters that are changed every 2 months. We are running our systems 2 hours prior to the start of the school day and 2 hours after the end of the school day. As well as maximizing as much outdoor air as possible. If there are no forced air systems HEPA units are provided. HEPA units are placed in gyms, lunchrooms, childcare and admin spaces. Regardless of the type of ventilation all FDK rooms will have at least one HEPA unit in that space.
- How do we respond to parents who have concerns about the decisions made on the learning models? Director Kelly noted that we pushed back staffing as long as we could to be ready for September 7th. There have been some medical exceptions made. Class changes are difficult. The Ministry has directed boards to keep to class sizes. We are trying our best.
- How are we going to ensure program choice, like FI, are not going to be sabotaged in their enrolment? And, how are we helping parents/guardians with their learners they have to support? Superintendent Howitt noted that we did have a fair number of families who opted to return to English. We

suspended the Administrative Procedure in terms of children being accepted into the program this year. We didn't want it to impede their re-entry. Another component is the Science of Reading. There is an investment for French teachers. We are awaiting a funding announcement for French learners. For parents who have removed their children and still struggling because they can't support their child's learning we offer the Curiosity Club as well as a virtual homework assistant program for parents. We also have French support outside of the school day.

- Are there any learning supports that will be available to students the first few weeks of school? Director Kelly noted that the focus will be welcoming students back through a mental health lens. It is really important for kids to feel comfortable. Superintendent Howitt noted that Superintendent Querbach has sent out an abundance of information to the system focusing on the first 10 days of school. The Science of Reading Committee is working earnestly. It is a collaboration between the special education and program departments. We offered PD over the summer for teachers. It is an intensive program for kindergarten teachers which will start in October. It is an equity issue – everyone has the fundamental right to learn to read. Superintendent Wilcox noted that we will continue to use Lexia – licenses will be allotted to each elementary school.
- Are visitors and volunteers the same when it comes to COVID restrictions? Superintendent Awender noted that we are trying to limit the number of people coming into the building. Superintendent Houston noted that volunteers will have to complete the vaccination disclosure prior to entering our schools.
- Is there any consideration to increase the distance requirement for vocal and instrumental music programs? Superintendent Awender noted that we are following the direction of the Ministry and the local Health Unit.
- Is there a plan to bring the decision to pause the football season to the Board? The Director noted that WECSAA is the governing body for sports – it is an operational item.

Moved by Trustee Cooke
Seconded by Trustee Halberstadt

THAT THE GECDSB SEND ALL FOOTBALL HELMETS TO BE CERTIFIED BY SEPTEMBER 17, 2021 AND COACHES CERTIFIED BY SEPTEMBER 30, 2021 AND READY TO PLAY IN OCTOBER. IF FOOTBALL CANNOT BE PLAYED IN OCTOBER THEN THE GECDSB WILL DO WHATEVER IS NEEDED TO HAVE THESE FOOTBALL PLAYERS HAVE SOMEWHAT OF A SEASON IN THE SPRING.

- How much will it cost to certify the helmets, that may or may not be used? Superintendent Awender noted that it is between \$70 - \$80 per helmet. Point of Information – Trustee Hatfield noted that schools paid to have their helmets certified using money generated through fundraising. It was very expensive.
- How is the certification of helmets funded and was that amount included in the budget? Superintendent Awender noted that the cost for the helmet certification is a school responsibility. The cost for the coach certification is a

central athletics budget expense. This year all coaches need to be certified, not just the head coach.

- It was noted that the focus of reopening should be on safety of staff and students. WECHU is asking that sports be postponed for the foreseeable future and will be re-assessed. What are the ramifications of going against the decision made by WECSSA and the other boards? Superintendent Awender noted that the relationship with the coterminous board is excellent. This was a collective decision between a number of people. Director Kelly noted that we will be following the direction of the Health Unit. Can we be sanctioned by WECSSA if we move forward with a season? Superintendent Awender noted that he would have to review the WECSSA constitution. This has never happened before.
- Who will be responsible for a house league program? Superintendent Awender noted that it would have to be volunteers.
- Are the timelines realistic? Superintendent Awender noted that he would contact the trainer to check availability and timeline with respect to the certification of the helmets. The Director noted that this is assuming there are people willing to coach. Staff are required to supervise.
- Concern was raised that we do not have anyone in charge of the program, no one to organize the recertification of helmets. It could take until October before we get a volunteer to come forward. We don't have the personnel in place. There are many things that are not clear.

**MOVED BY TRUSTEE BURGESS
SECONDED BY TRUSTEE SARTORI**

THAT THE MOTION BE SUBSTITUTED TO READ:

THAT THE GECDSB SEND OUT FOOTBALL HELMETS THAT REQUIRE RE-CERTIFICATION AS SOON AS POSSIBLE TO HAVE AN OPTION FOR A SAFE FOOTBALL SEASON THIS CALENDAR YEAR.

**MOVED BY TRUSTEE HATFIELD
SECONDED BY TRUSTEE COOKE**

TO AMEND MOTION TO INCLUDE THE OPTION OF A SAFE 'HOUSE LEAGUE' FOOTBALL PROGRAM.

The vote was called and it was

DEFEATED.

- Chairperson Higgison noted that what trustees are voting on is outside of our decision making with WECSAA, the coterminous board and the Health Unit. We are directing a process that we do not know the cost, safety or people involved. We have WECHU saying that nothing can happen until November and we are sitting in a fourth wave with school starting in one week. Administration is hearing that we want football to happen. All of the rumours around getting rid of football are false. We want it to happen, but want it to happen safely.

The vote was called and it

CARRIED.

Trustee Hatfield abstained.

D.2 Vaccination Declaration

- Superintendent Houston noted that the objective is to support safer schools in Ontario. We want to optimize vaccination rates in school; ensure that employees have access to information required to make informed decisions about COVID-19 vaccinations; and to ensure that employees that are not vaccinated are being routinely tested for COVID-19.
- The requirements will apply to all school board employees, as well as frequent visitors and other professionals who deliver services in schools and interact with students and staff, including third-party contractors. It may also include: trustees, occasional teachers on a supply list, students on educational placement and volunteers, and student transportation drivers.
- The policy will ensure that all school board employees undertake one of the following in the attestation: provide proof of full vaccination; provide a formal/official documented medical reason for not being vaccinated; or participate in an educational program approved by the Ministry of Education.
- Those that are not vaccinated due to medical exemption or choice will be required to perform regular rapid antigen testing. Those that are not vaccinated due to personal choice and intend to not get vaccinated will be required to participate in an educational session.
- School boards will be required to publish the percentage of employees that are fully vaccinated and report this to the Ministry of Education.

Trustee/Questions

- Who pays for the tests and what is the expectation around the frequency of testing? Superintendent Houston noted that the initial shipment will amount to 20% of our total employees. The tests will be dispersed from the board office. There are concerns around privacy. As of right now, employees are not required to show test results, they need to complete an attestation.
- Is the vaccination declaration mandated by the province? Superintendent Houston noted that this is a directive from the Ministry of Education.
- What would be the implication of the board pursuing a mandatory vaccine policy? Superintendent Houston noted that mandating vaccines would be very challenging. Legal counsel has provided advise to OPSBA through senior negotiators that there is no current legal mandating of vaccination other than those that fall under the Health Act. Mandating at this point would be extremely challenging and legal counsel has advised that employers not mandate vaccinations for a variety of reasons. All boards are following the self-disclosure of vaccinations. We will be continuing with the education around the importance of vaccine with our unions and health partners. It will always be an option for employees to declare once they get vaccinated.
- How will the data be protected? Superintendent Houston noted that employees access their information through COVAX. Very few people will be able to access the information, similar to our Offense Declaration.
- There was consensus to send a letter to the Premier, including the Minister of Health, Minister of Education and the Chief Medical Officer of Health

requesting the COVID vaccination be added to the Immunization of School Pupils Act.

E.3 Equity and Anti-Black Racism

Director Kelly noted that as work has begun and as we learn, unlearn and improve across our system, everyone has been working very hard on this. This work will begin tomorrow at our Diversity, Equity and Inclusion Symposium.

- Superintendent Howitt noted that we will be reviewing the development of the Anti-Black Racism Committee; the Diversity, Equity and Inclusion Committee; the Staff Professional Development Plan; and the Black Graduation Coach and CYF Positions. Although this is about Anti-Black Racism you will see an infusion of the integrated work.
- Superintendent Canty provided an update on the meetings of the Anti-Black Racism Committee that have taken place to date.
- Superintendent Houston noted that in consultation with the Anti-Black Racism Committee the name of our CYF program has been changed to Create Your Future Program.
- Superintendent Howitt noted that we are exploring the development of a Diversity, Equity and Inclusion Committee. We will be seeking members of our staff with a lived experience to serve on the GECSB Diversity, Equity and Inclusion Committee. The purpose of the Committee is to fundamentally guide in the dismantling of systemic barriers. Staff will self-select to sit on this committee. We created a self-assessment survey where staff will identify and rank themselves based on the criteria set out. Superintendent Howitt provided an overview of the keynote and breakout speakers for the September 2nd Diversity, Equity and Inclusion Symposium. On November 12th, Desmond Cole the author of “The Skin We’re In’ will be presenting to staff. There will also be a half hour dedicated to the staff census data. The updated African Roads to Freedom document will also be released with one hour Brightspace module for our staff.
- Superintendent Houston noted that there are three days of training scheduled with the KOJO Institute. All of the senior team, principals/vice-principals, managers/supervisors and human resource officers will be participating. The training is specifically focused on anti-Black racism and oppression.
- Superintendent Canty noted that administrators are taking part in a book study “Is Everyone Really Equal?”.
- Superintendent Howitt referenced additional professional development that will be offered throughout the school year.

Trustee Questions

- Will the Diversity, Equity and Inclusion committee look at suspension and expulsion data and how it is a systemic barrier? Director Kelly noted that we are engaging in a diversity audit where the issue of policing and suspension/expulsion will be considered.
- Is there an update on the new General Amherst/Western school naming committee? Director Kelly noted that a meeting has been scheduled on September 14th for further

discussion. Superintendent Howitt has consulted with the IEAC about a flag at GAHS. A member of the IEAC has graciously donated the flag.

- Has there been any consideration for the school name as it currently stands, can there be some consideration to change the current school name in the interim? Director Kelly noted that the plan is to open the new school in September 2022. The naming and renaming of schools is the role of trustees. Trustee LeClair noted that what is critical is that we understand that we are in the process of naming the new school. The current name has existed for a long period of time. It is critical that we make the public understand that we are going through a process of naming a new school. It is not a renaming of the current school.
- Has there been a hiring decision made with respect to the new Human Rights and Equity Officer? Director Kelly noted that we are working through the process. We hope to hire soon.
- Where does this position fit in with the current Equity and Inclusion Officer position; and how have we changed our interaction with our diverse communities? Director Kelly noted that the new position will be part of the senior team. It will be different from the work of the current position. We have been reviewing different structures. There is lots of work to do. An important piece of the job will be reaching out to the community. Director Kelly noted that the professional development plan was shared with the community committee.
- How are the two committees, in practice, going to be able to co-create policy in the Diversity, Equity and Inclusion space in our board? Superintendent Howitt noted that the DEI committee is representatives of our staff that walk with lived experience. Part of the job would be to review policy and consult with other groups. For example, the DEI committee would consult with the Anti-Black Racism Committee, IEAC etc. There would be consultation from that committee to community partners. The work from there would eventually go to the Policy Committee.
- What are the lines of communication and a clear committee mandate to strengthen these initiatives to make sure we are hearing from our communities? Director Kelly noted that terms of reference and mandates do need to be created for these committees. With the new person being hired, we need to see how they can best work with communities and oversee the work.
- Is there anything being developed to address Asian racism? Director Kelly noted that we do need to be inclusive and understand. We are hoping for a spectrum of individual representatives on the DEI committee. By having people self-identify, it will help us in deciding who sits on that committee to ensure there is a spectrum of individuals on the committee.
- From a trustee perspective, making connections between committee work, policies and feedback and making that very transparent is important. How do we see this coming back to the board as updates to keep track of the work? Director Kelly noted that it will be apparent through the Operational Plan and reports that are linked to the Strategic Priorities and what outcomes we are expecting and how they are demonstrated and measured is critical. This is a journey that will be long and challenging.

E. ADJOURNMENT

There being no further business before the Board, Chairperson Higgison adjourned the meeting at 9:26

A. Higgison CHAIRPERSON OF THE BOARD

E. Kelly DIRECTOR OF EDUCATION



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: TRUSTEE CIPKAR
CHAIRPERSON OF THE POLICY COMMITTEE

SUBJECT: UPDATED POLICY AND REGULATION: TRUSTEE CODE OF CONDUCT

DATE: September 21, 2021

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To gain Board approval for the Policy and Regulation: Trustee Code of Conduct.

BACKGROUND:

The Trustee Code of Conduct Subcommittee met 3 times since this matter was referred back to the Policy Committee, once in July (2020), once in November (with Sheila MacKinnon), and the final meeting in March of 2021.

Our first meeting involved compiling a list of questions and items to bring to S. MacKinnon for the Board to get legal opinion on. Our second meeting involved hearing her responses and having a discussion with S. Mackinnon. She provided commentary and a list of track changes that the Policy Committee reviewed in January 2021. We decided to have a final subcommittee meeting to make a final determination on suggested changes. This is the draft that is before the Board of Trustees

Subcommittee members included:

Trustee Cipkar (Chair), Trustee Burgess, Trustee Higgison, Trustee Omstead

Also in attendance: Trustee Qin, Trustee Halberstadt

RECOMMENDATION:

THAT THE BOARD APPROVE POLICY TRUSTEE CODE OF CONDUCT AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION TRUSTEE CODE OF CONDUCT AS PRESENTED.

Attachment

- Policy
- Regulation



REGULATION: Trustee Code of Conduct

REFERENCE NO: R-GV-06

DEFINITIONS

In this regulation, except where otherwise provided in this regulation,

- “Board” means GECD SB Board of Trustees;
- “Chair” means Chairperson of the Board of Trustees;
- “Code” or “Code of Conduct” means GECD SB Trustee Code of Conduct;
- “Trustee(s)” means Trustee(s) of the Board or School Board Members, and student trustees;
- “Vice-Chair” means Vice-Chairperson of the Board of Trustees.

OUR VALUES

1. The Greater Essex County District School Board, in partnership with the community, provides learning opportunities which support, challenge, and inspire all students to achieve their full potential and enable them to participate meaningfully in their communities.

Trustee behaviour should be guided by the following values:

- All students can learn.
- A safe, stimulating, caring and welcoming environment, which accommodates individual students’ learning styles and needs, promotes and facilitates the learning process.
- Planned, comprehensive programs and services enrich the lives of learners.
- Skilled, caring and motivated employees make a positive difference in the lives of our students and are essential to our success and our future.
- Family and community interaction with the school promotes and enhances student success.
- Embracing diversity and inclusivity is the foundation of equity in public education.

- Celebrating creativity strengthens our school system and enriches all of us.
- Open, honest, and transparent communication builds trust and commitment.
- Effective planning and fiscally responsible decisions are necessary to direct our resources to maximize the learning process.
- We are accountable for our decisions.

APPLICATION

2. This Trustee Code of Conduct and the Enforcement Procedures apply to all Trustees, including the Chair of the Board, and student trustees.

TRUSTEE CODE OF CONDUCT

Integrity and Dignity of Office

3. Trustees shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
4. Trustees shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
5. Trustees, as leaders, must uphold the dignity of the office and conduct themselves in a professional manner, especially when attending GECDSB events, or while on GECDSB property.
6. Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to GECDSB staff or fellow Trustees.
7. Trustees are encouraged to participate in Trustee development opportunities to enhance their ability to fulfill their obligations.

Avoidance of personal advantage and conflict of interest

8. No Trustee shall accept a gift from any person or entity that has dealings with the GECDSB if a reasonable person might conclude that the gift could influence the Trustee when performing their duties to the GECDSB. However, this does not, for example, preclude a Trustee from accepting a free ticket or admission to a charitable event or professional development event. Please refer to the Procurement Policy and Regulation BA-01.

9. A Trustee shall not use their office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
10. No Trustee shall use their office to obtain employment with the GECDSB for the Trustee or a family member.

Compliance with Legislation

11. A Trustee shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation¹
12. Every Trustee shall uphold the letter and spirit of this Code of Conduct.
13. Every Trustee shall respect the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair and Vice-Chair.

Civil Behaviour

14. No Trustee shall engage in conduct during meetings of the Board of Trustees or committees of the Board of Trustees, and at all other times that would discredit or compromise the integrity of the GECDSB.
15. A Trustee shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee.
16. When expressing individual views, Trustees shall respect the differing views of other Trustees, staff, students and the public.
17. All Trustees shall endeavour to work with other Trustees and staff of the GECDSB in a spirit of respect, openness, courtesy, and co-operation.
18. Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.

Respect for Confidentiality

19. Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board of Trustees or committee of the Board of Trustees, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized to do so.
20. No Trustee shall use confidential information for either personal gain or to the detriment of the GECDSB.
21. Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of their position, except when required by law or to do so.

Upholding decisions

22. All Trustees shall accept that authority rests with the Board of Trustees, and that a Trustee has no individual authority other than that delegated by the GECDSB.
23. Each Trustee shall uphold the implementation of any resolution after it is passed by the Board of Trustees. A proper motion for reconsideration or rescission, if permitted by the Rules of Order, can be brought by a Trustee.
24. A Trustee should be able to explain the rationale for a resolution passed by the Board of Trustees. A Trustee may respectfully state their position on a resolution provided it does not in any way undermine the implementation of the resolution.
25. Each Trustee shall comply with GECDSB policies, procedures, By-Laws, and Rules of Order.
26. The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board of Trustees or the GECDSB.

ENFORCEMENT PROCEDURES OF TRUSTEE CODE OF CONDUCT

Identifying a Breach of the Code of Conduct

27. A Trustee who has reasonable grounds to believe that a Trustee has breached the Code of Conduct may bring the alleged breach to the attention of the Board of Trustees. This is done through the Chair or Vice-Chair. (See sections 31 and 32 below).
28. Any allegation of a breach of the Code must be brought to the attention of the Chair or Vice-Chair no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.
29. Any allegation of a breach of the Code of Conduct shall be investigated following the *Informal* and/or *Formal* Complaint Procedures below, as the case may be.
30. It is expected that whenever possible, allegations of a breach of the Code of Conduct by a Trustee shall be investigated following the Informal Complaint Procedure. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to an alleged breach of the Code is to assist both the complainant and the Trustee against whom the allegation has been made, to understand their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the *Formal Complaint Procedure*.

Chair/Presiding Officer

31. The Code of Conduct applies equally to the Chair. In the case of an allegation ~~of a breach of the Code by that~~ the Chair breached the Code of Conduct, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair.
32. Each year two alternate Trustees shall be chosen to be used when circumstances warrant that one or both Trustees are needed in place of the Chair and/or Vice- Chair of the Board to carry out any of the duties required under this Code of Conduct and Enforcement Procedures. In no circumstance shall the Trustee who brought the complaint of a breach of the Code of Conduct be involved in conducting any Formal Inquiry into the complaint, except if it does not

involve them personally and they are simply bringing an alleged breach of the Code of Conduct to the attention of the Board. ~~The Striking Committee will determine the members who will fill this role annually, at the first meeting following the Organizational Meeting of the Board.~~ These alternate Trustee members shall be comprised of the Chairs of the Standing Committees, first alternate being the Chair of the Education Committee, second alternate being the Chair of the Operations and Finance Committee.

33. Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to *expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.* For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.
34. The Chair or Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.
35. The Chair or Presiding Officer shall follow the special rules of order and/or the adopted Rules of Order and meeting procedures contained in any Policy or By-Law of the GECDSB. A breach of a rule of order should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement Procedures of the Trustee Code of Conduct, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.

Informal Complaint Procedure

36. The Chair on their own initiative, or at the request of a Trustee (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee who is alleged to have breached the Code, to discuss the breach. If the Chair is alleged to have breached the Code or the Chair alleges another Trustee breached the Code and the Chair has some personal involvement in the alleged breach then the Vice-Chair will conduct the informal complaint procedure. (See sections 31 and 32)

The purpose of the meeting is to bring the alleged breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private, and restorative justice practices are encouraged.

37. The remedial measures may include, a warning, [an apology](#), and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*. If the Chair and the Trustee alleged to have breached this Code cannot agree on a remedy or if the informal complaint procedure has not been concluded within two weeks of the first meeting with the Trustee who is alleged to have breached the Code of Conduct, then a formal complaint may be brought against the Trustee alleged to have breached this Code and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

Formal Complaint Procedure

38. A Trustee who has reasonable grounds to believe that another Trustee has breached the Code of Conduct may bring the breach to the attention of the Board by first providing to the Chair, a written, signed complaint setting out the following:
- a) the name of the Trustee who is alleged to have breached the Code;
 - b) the alleged breach or breaches of the Code;
 - c) information as to when the breach came to the Trustee's attention;
 - d) the grounds for the belief by the Trustee that a breach of the Code has occurred; and
 - e) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach. Except as provided below, if a written complaint is filed with the Chair then a formal inquiry shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Complaint Procedure.
39. In an election year for Trustees, a code of conduct complaint respecting a Trustee who is seeking re-election shall not be brought during the period commencing two months prior to election day and ending after the first Board of Trustees meeting after the new term of office of the Board of Trustees commences. If the Trustee accused of a breach of the Code is not re-elected, no inquiry into the alleged breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.

40. The Chair shall provide to all the Trustees alleged to have breached the Code a confidential copy of the formal complaint within ten (10) days of receiving it. The Chair shall advise the Board of Trustees that a formal complaint has been received and the general nature of it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.

Refusal to Conduct Formal Inquiry

41. If the Chair and Vice-Chair of the Board are of the opinion that the complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for a formal inquiry, they shall prepare a confidential report to all the Trustees of the Board stating their opinion and the rationale for it. Prior to finalizing the confidential report, Greater Essex County District School Board legal counsel, as retained through the Director of Education or Delegate Designate, shall be consulted. The Trustee who is alleged to have breached the Code of Conduct shall not vote on the resolution. If the opinion is adopted by the Board of Trustees a formal inquiry shall not be conducted.
42. If the Chair and Vice-Chair cannot agree on the above then a full formal inquiry shall be conducted.
43. If an allegation of a breach of the Code of Conduct with respect to non-compliance with a more specific GECDSB Policy that has its own separate complaint procedure, the allegation shall be processed under that procedure.

Steps of Formal Inquiry

44. If a formal inquiry of an alleged breach of the Code of Conduct is undertaken, it shall be done by the Chair and Vice-Chair, or any two of the Chair, Vice-Chair and the alternate Trustees, or an outside consultant chosen by the Chair and Vice-Chair in consultation with the Director of Education, or Designate.
45. Regardless of who undertakes the formal inquiry the following steps shall be followed.

The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.

- a) Procedural fairness shall govern the formal inquiry. The formal inquiry will be conducted in private.
- b) The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.
- c) The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal inquiry and in writing.
- e) d) It is expected that the formal inquiry will be conducted within 90 calendar days of the receipt of the written response to the complaint. If a longer period of time is required to complete the inquiry, the reason for the extension shall be explained in the final report to the Board. The Trustee who is alleged to have breached the Code of Conduct shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.
- e) If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in their absence.
- f) Once the formal inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of fact to the Trustee who is alleged to have breached the Code of Conduct and the Trustee who brought the complaint for their written comment to the investigator (s). The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two Trustees shall have ten (10) days (or such reasonable period of time as deemed appropriate by the investigators) from the receipt of the draft report to provide a written response.
- g) The final report shall outline the finding of facts, and a recommendation or opinion as to whether the Code of Conduct has been breached.
- h) If the Chair and Vice-Chair when conducting the formal inquiry cannot agree on the final finding of facts, it shall be referred to an internal Trustee committee consisting of the Chair, Vice-Chair, Chair of Education

Committee, Chair of Operations and Finance and the Chair of the Policy Committee.

- i) If the committee referred to in section 45(h) cannot reach a majority decision, it shall be referred to an outside investigator to complete the formal inquiry.

Suspension of Formal Inquiry

- 46. If the investigators, when conducting the formal inquiry, discover that the subject-matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.

Decision

- 47. The final report shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical, but not to exceed six months after receipt of the final report by the Board of Trustees.
- 48. Trustees shall consider only the findings and recommendations in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter.
- 49. If the Board of Trustees determines that there has been no breach of the Code of Conduct or that a contravention occurred, although the Trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed.
- 50. The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees present and voting.

51. Despite s. 207 (1) of the *Education Act*, the part of the meeting of the Board of Trustees during which a breach or alleged breach of the Code of Conduct is considered, ~~may~~ be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) and section 207 (2.1) being:
- a) the security of the property of the GECDSB;
 - b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the GECDSB or a pupil or their parent or guardian;
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the GECDSB; ~~or~~
 - e) litigation affecting the GECDSB;
 - f) a matter in which the GECDSB appointed legal counsel has advised a strong indication of probable litigation or an investigation by the Ontario Ombudsman, which may affect the GECDSB; and
 - e)g) an ongoing investigation by the Ontario Ombudsman affecting the GECDSB.
52. The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board of Trustees may vote on those resolutions.
53. The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations, ~~and shall not be required to answer any questions at that meeting.~~ and shall not be required to answer any questions at that meeting.
54. The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below in section 59 (b) after these decisions have been made.

Sanctions

School Boards that have First Nation Trustees appointed to their board should have regard for Ontario Regulation 462/97 *First Nations Representation on Boards*. (See appendix 1)

55. If the Board of Trustees determines that the Trustee has breached the Code of Conduct, the Board of Trustees may impose one or more of the following sanctions:
 - a) Censure of the Trustee.
 - b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
 - c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.
56. The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development courses at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.
57. A Trustee who is barred from attending all or part of a meeting of the Board of Trustees or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
58. The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the *Education Act* regarding absences from meetings.

Reconsideration

59. If the Board determines that a Trustee has breached the Code of Conduct the Board shall,
 - a) give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board
-

- b) the notice shall inform the Trustee that they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and
 - c) consider any written submissions made by the Trustee and shall confirm or revoke the determination or sanction within 14 days after the submissions are received.
60. If the Board revokes a determination, any sanction imposed by the Board is revoked.
61. When the Board makes a determination, it shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
62. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
63. The decision of the Board to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees present and voting. The resolutions shall be recorded in the minutes of the meeting, together with the reasons for confirming or revoking a determination. The Board of Trustees shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Trustee alleged to have breached the Code of Conduct shall not vote on those resolutions. The Trustee who brought the complaint may vote.
64. The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but ~~may shall~~ not participate in the deliberations. ~~and shall not be required to answer any questions at that meeting.~~ and shall not be required to answer any questions at that meeting.
65. If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.

Footnotes

1. Please note that the Ministry of Education's proposed provincial provisions to be included in a Regulation includes "and comply with the *Municipal Conflict of Interest Act*." Before the Regulation is passed, OPSBA hopes to discuss with the Ministry deleting the reference to the *Municipal Conflict of Interest Act* for the following reason. If compliance with the *Municipal Conflict of Interest Act* remains as part a part of a Trustee Code of Conduct, and an allegation is made that a Trustee has breached that *Act*, then it would require a Board to make a legal determination and finding as to whether or not a Trustee has breached that *Act*. This finding could seriously prejudice a Trustee in a subsequent court application brought by a ratepayer pursuant to that *Act*. Because the *Municipal Conflict of Interest Act* has an enforcement procedure, any allegation of a breach of that *Act* should be dealt with only under that *Act*.

ACKNOWLEDGEMENT AND UNDERTAKING

I confirm that I have read, understand and agree to abide by this Trustee Code of Conduct and the Enforcement Procedures.

Name: _____

Signature: _____

Date: _____

Appendix 1

Ontario Regulation 462/97 *First Nations Representation on Boards* provides that appointed First Nation Trustees are deemed to be elected members of the board. While this means that a Trustee Code of Conduct and the Enforcement Procedures would apply equally to First Nation Trustees, school boards should have regard for the fact that the Regulation expressly provides that First Nation Trustees represent the interests of the First Nation students of that school board. School boards should consider taking this fact into consideration when imposing any sanction for a breach of the Code of Conduct by a First Nation's Trustee. For example, the Board should consider this fact when considering a sanction of barring a First Nation's Trustee from a board or committee meeting. If a matter to be considered at a meeting engages the interest of First Nation students then is a sanction to exclude a First Nation's Trustee from that meeting appropriate? As a result, school boards with First Nation Trustees may consider adding a provision to their Trustee Code of Conduct that provides for a consideration of the role of a First Nation's Trustee when imposing any sanction for a breach of the Code of Conduct.



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: MIKE WILCOX, SUPERINTENDENT OF SPECIAL EDUCATION SERVICES
ERIN KELLY, DIRECTOR OF EDUCATION

SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE (2018 – 2022)

DATE: SEPTEMBER 21, 2021

Creating Confident Learners

Engaging Communities

AIM:

To gain Board approval to add an association to the Special Education Advisory Committee.

BACKGROUND:

In accordance with the Education Act, the Greater Essex County District School Board invited local associations and advertised on the Board's website for applications for membership on the Special Education Advisory Committee for the period December 1, 2018 to November 30, 2022.

The following association has applied for SEAC membership for Board approval.

- Brain Injury Association of Windsor and Essex County – Nominee – Kelly Stack and Anna Jurak (Alternate)

RECOMMENDATION:

THAT THE BOARD APPROVE THE ASSOCIATION APPLICATION FOR MEMBERSHIP AS PRESENTED, TO SERVE ON THE SPECIAL EDUCATION ADVISORY COMMITTEE OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD FOR THE TERM 2018 TO 2022.



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: ERIN KELLY, DIRECTOR OF EDUCATION

SUBJECT: 2020-21 OPERATIONAL PLAN

DATE: SEPTEMBER 21, 2021

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

The operational plan established for 2020-2021 met with a number of challenges – lack of EQAO results, COVID-19 and then a move to a different kind of teaching and learning. That being said, the goals continued and we offered opportunities to support these goals as best we could. We have learned to pivot in this ever-changing context and will continue to do so for the 2021-22 school year.

Next month, we will provide an updated look to the operational plan reflective of the new Strategic Plan approved by the Board of Trustees on June 15, 2021.



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

CONFIDENT LEARNERS	ENGAGED COMMUNITIES	ETHICAL STEWARDSHIP
✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
✓ <i>act responsibly to self and others through good citizenship</i>	✓ <i>embrace the diversity of our region</i>	✓ <i>safe and welcoming schools and facilities</i>

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES				
✓						
✓			<ul style="list-style-type: none"> Identify student learning needs in mathematics through the use of the PRIME diagnostic assessment By June 2021, primary and junior marker students will improve by 3 points on the PRIME assessment By June 2021, primary and junior marker students will improve 3 points on the PRIME assessment By June of 2021, primary and junior math for students identified with a Learning Disability will improve 3 points on the PRIME assessment 	<ul style="list-style-type: none"> Continue with the implementation of the Math Task Force recommendations Schools will participate in both synchronous and asynchronous learning Digital supports will be available to support school-based learning 5 schools will receive coaching support for the first two quads 5 schools will receive coaching support for the last two quads Math learning sessions will focus on building content, pedagogy and leadership capacity of educators in the area of measurement or proportional reasoning Continue focus on building knowledge of pedagogical 	<ul style="list-style-type: none"> Quantitative data will mark an increase of 2 points in marker students using the PRIME assessment Qualitative data (gathered through teacher surveys, implementation configuration maps, face to face interviews and exit cards) will demonstrate increased confidence with math content and pedagogy Qualitative data will be gathered (through surveys and exit cards) to demonstrate that teachers will have increased confidence in implementing the Context for Learning resource. Surveys will also demonstrate teachers' 	<p>Quantitative Data</p> <p>Number of students from 10 sample schools</p> <ul style="list-style-type: none"> ➤ 166 Grade 2 students ➤ 287 Grade 5 students ➤ 264 Grade 8 students <p>Average Pre -Score</p> <ul style="list-style-type: none"> ➤ Grade 2 (13. 6) ➤ Grade 5 (13.76) ➤ Grade 8 (13. 8) <p>Average Post Score</p> <ul style="list-style-type: none"> ➤ Grade 2 (17. 5) ➤ Grade 5 (16.914) ➤ Grade 8 (14. 6) <p>Percentage of students with an increase of greater than 2 points</p> <ul style="list-style-type: none"> ➤ Grade 2 (75.3%) ➤ Grade 5 (62. 4%) ➤ Grade 8 (36. 4%)
C. Howitt M. Wilcox C. Mills J. Hillman T. Awender						



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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	<ul style="list-style-type: none"> • Increase implementation of math tools and resources in each school including the virtual school • By June of 2021 educators and administrator confidence in leading mathematics learning will increase • Provide professional learning to support the implementation of the revised mathematics curriculum Grade 1-8 	<p>systems, math proficiencies, the fundamentals of mathematics and implementing the math vision</p> <ul style="list-style-type: none"> • Continue focus on supporting students with special education needs and ELL students with working memory, receptive language, vocabulary building and literacy-based problem solving to support math conceptual understanding • Continue to provide professional development to support RISE teachers in the implementation of the Context for Learning resources purchased last year • Schools will develop a SIPSA math goal to include personalized learning for students based on diagnostic assessment data 	<p>confidence in meeting the needs of the student with a Learning Disability profile</p>	<p>Percentage of students with an increase of less than 1 point</p> <ul style="list-style-type: none"> ➤ Grade 2 (16.3%) ➤ Grade 5 (20.9%) ➤ Grade 8 (34.8%) <p>Due to the pandemic no qualitative data was collected</p>
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2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES				
✓	✓					
<p>J. Canty C. Howitt M. Wilcox S. Pyke</p>			<ul style="list-style-type: none"> By June 2021, the combined number of students in grade 9 Academic Math who are meeting the provincial standard for numeracy as measured by EQAO testing will increase from 70% to 80% By June 2021, the combined number of students in grade 9 Applied Math who are meeting the provincial standard for numeracy as measured by EQAO testing will increase from 16% to 54% 	<ul style="list-style-type: none"> Build capacity with mathematics teachers in the intermediate grades and grade 9 to differentiate instruction and use instructional strategies to meet the needs of all learners through professional development sessions Provide professional learning opportunities for the School Numeracy Improvement Team Provide professional learning sessions that are specific to the three increased support schools Provide school-based learning days for school teams to work in their professional learning teams Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) Continue use of Knowledgehook in selected schools 	<ul style="list-style-type: none"> Survey results will provide evidence that teachers will have the resources and supports needed to provide differentiated instruction and assessment in their mathematics classroom Share learnings and best practices with the system math teams based on the district reviews 	<ul style="list-style-type: none"> Due to the cancelation of the EQAO Grade 9 Math Test, we were not able to measure this goal Reassigned Special Assignment Math Teacher (SAT) to Homework Help. The SAT also lead Professional Development at the end of the school year in De-streaming, followed by a Math Camp for grade 8 students transitioning to Grade 9 De-streamed Math (August 2021) Our SAT also produced “Knowledgehook: Get Started Course” on the board’s Math PD Portal 207 grade 9 and 10 classes used the Knowledgehook platform to work on problem-solving and multiple choice in



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> Two secondary district reviews focused on math instruction Due to COVID-19, our Special Assignment Math Teacher has been reassigned to our Homework Advisor group to assist students who are struggling on their at-home, asynchronous learning days 		missions of review concepts and purposeful practice									
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </table>	CL	EC	ES	✓			✓			<ul style="list-style-type: none"> Identify student learning needs/readiness in the area of literacy (reading and writing) By June 2021 primary and junior writing assessments will improve by 1 level based on the Ontario Writing Assessment prompt focused on specific elements of writing. The 1 level increase will be in the areas of Thinking (ideas) and 	<ul style="list-style-type: none"> A Primary and Junior educator from every school will receive synchronous and asynchronous professional development focused on the writing process and the elements of writing. Writing samples will be collected in the fall of 2020 and then again in the spring of 2021 for analysis A repository of lesson plans will be developed during PD to share with all teachers 	<ul style="list-style-type: none"> Writing samples for marker students will be collected prior to the PD then again in the spring of 2021 – moderation of samples will note improvements based on the writing rubric which will demonstrate an increase of one level in the areas of Thinking (Ideas) and Communication (Organization) Educators will see relevance and use Write Traits tool 	<p>Writing - Use of Ontario Writing Assessment (OWA)</p> <p>Number of students from 15 sample schools</p> <ul style="list-style-type: none"> ➤ 83 Gr. 2 students ➤ 102 Gr. 5 students ➤ 71 Gr. 8 students <p>Pre Thinking Level</p> <p>Gr. 2 Pre-Thinking Avg. Level 1.3</p> <p>Gr. 5 Pre-Thinking Avg. Level 2</p> <p>Gr. 8 Pre-Thinking Avg. Level 2</p>
CL	EC	ES											
✓													
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<p>C. Howitt M. Wilcox C. Mills J. Hillman T. Awender</p>													



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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	<p>Communication (Organization).</p> <ul style="list-style-type: none"> Implementation of the Write Traits tool will increase 	<ul style="list-style-type: none"> Teachers will conduct diagnostic assessments using an array of diagnostic tools Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) Professional development with the use of LLI and DRA 3 Professional development will be provided for administrators as to how to support as instructional leaders of language instruction Schools will develop a SIPSA literacy goal to include personalized learning for students based on diagnostic assessment data 	<ul style="list-style-type: none"> Improved student writing achievement as a direct result of Empower Increase in 8 or more DRA levels for marker students 	<p>Post Thinking Level Gr. 2 Post -Thinking Avg. Level 1.6 Gr. 5 Post-Thinking Avg. Level 2 Gr. 8 Post-Thinking Avg. Level 2.4</p> <p>Percentage of students who increased at least one level in Thinking (Ideas)</p> <ul style="list-style-type: none"> ➤ Gr. 2 51% ➤ Gr. 5 23% ➤ Gr. 8 45% <p>Pre Communication Level Gr. 2 Pre-Comm. Avg. Level 1 Gr. 5 Pre-Comm. Avg. Level 1.7 Gr. 8 Pre-Comm. Avg. Level 1.9</p> <p>Post Communication Level Gr. 2 Post-Comm. Avg. Level 1.3 Gr. 5 Post-Comm. Avg. Level 1.9 Gr. 8 Post-Comm. Avg. Level 2.3</p>
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2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				<p>Percentage of students who increased at least one level in Communication (Organization)</p> <ul style="list-style-type: none"> ➤ Gr. 2 42% ➤ Gr. 5 28% ➤ Gr. 8 42% <p>Reading Number of students from 12 sample schools</p> <ul style="list-style-type: none"> ➤ 69 Grade 1 students (16% ELL 9% Spec. Ed) ➤ 78 Grade 2 students (20% ELL 7 % Spec. Ed) ➤ 68 Grade 3 students (24% ELL & 8 % Spec Ed) <p>Average Pre Reading Level</p> <ul style="list-style-type: none"> ➤ Gr. 1 (2.5) ➤ Gr. 2 (7.9) ➤ Gr. 3 (11.1)
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				<p>Average Post Reading Level</p> <ul style="list-style-type: none"> ➤ Gr. 1 (7.8) ➤ Gr. 2 (16.3) ➤ Gr. 3 (19.75) <p>Percentage of students with an increase of 8 levels or greater in reading level</p> <ul style="list-style-type: none"> ➤ Gr. 1 (26%) ➤ Gr.2 (49%) ➤ Gr. 3 (38%) <p>Percentage of students who demonstrated no gains in reading level</p> <ul style="list-style-type: none"> ➤ Gr. 1 (9%) ➤ Gr. 2 (8%) ➤ Gr. 3 (6%)
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2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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<table border="1" style="float: left; margin-right: 10px;"> <tr> <td style="background-color: #ff0000; color: white; text-align: center;">CL</td> <td style="background-color: #0056b3; color: white; text-align: center;">EC</td> <td style="background-color: #70ad47; color: white; text-align: center;">ES</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>C. Howitt</p>	CL	EC	ES	✓									<ul style="list-style-type: none"> Reduce summer learning slide for students participating in Camp Wonder (contingent upon funding) 	<ul style="list-style-type: none"> Professional development for summer learning educators Focus on literacy and mathematics strategies during morning blocks 	<p>Measurement of student achievement based on MOE directive included:</p> <ul style="list-style-type: none"> Reading (phonics and oral language) Math (financial literacy and number concepts and operations) 	<p>Target Group Gr. 1 and 2 - Focus Oral</p> <ul style="list-style-type: none"> 15 markers students 100% of students demonstrated growth 33% of students demonstrated average growth <p>Target Group Grade 3, 4, Grade 3-6 FNMI and Grade 3-7 ESL - Focus Financial Literacy including mental math-addition and subtraction</p> <ul style="list-style-type: none"> 83 marker students 65% of students demonstrated growth 16% of students demonstrated average growth
CL	EC	ES														
✓																



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				Target Group Grade 6 and 7 (ESL) - Focus Number concepts and operations (addition, subtraction, multiplication and division) <ul style="list-style-type: none"> ➤ 12 marker students ➤ 83% of students demonstrated growth ➤ 16% of students demonstrated average growth 												
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> M. Wilcox <b style="color: purple;">New	CL	EC	ES	✓	✓								<ul style="list-style-type: none"> • As part of the Intensive Reading Intervention Pilot: <ul style="list-style-type: none"> ➤ Build capacity for continued implementation of effective reading practices ➤ Support social and emotional well-being of students who are struggling readers 	<ul style="list-style-type: none"> • Pilot Empower with four groups of Grade 2 students who are struggling readers • Provide ongoing technology support to those students in the pilot groups • Engage students who have completed the Empower Reading Program in a focus group to learn more about the impact of the program on individual students' well-being 	<ul style="list-style-type: none"> • Students become more confident readers • Students have a better self-perception of themselves as readers • Students feel supported and develop new skills to promote confidence and well-being 	Due to the late start of the after-school literacy program (March 2021) and pivoting to virtual delivery the impact of the programming was reduced. Data demonstrated the following: <ul style="list-style-type: none"> • All participating students saw an increase in their pre- and post-DRA scores due to participation in Empower. Students in the pilot did not finish the
CL	EC	ES														
✓	✓															



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
✓ <i>act responsibly to self and others through good citizenship</i>	✓ <i>embrace the diversity of our region</i>	✓ <i>safe and welcoming schools and facilities</i>

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
	➤ Continue to support the use of technology to enhance reading abilities	<ul style="list-style-type: none"> • Provide the pilot groups with an after-school literacy/reading support program which includes socio-emotional supports 		<p>Empower program but will continue this fall.</p> <ul style="list-style-type: none"> • The pre and post <i>Child Trends Teacher Survey</i> completed by classroom teachers demonstrated small gains in persistence, self-control and social competence over the duration of the program from March 8th to mid-June 2021. Since the program had to be provided virtually, it is possible that such a delivery model made the program less effective.



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
✓	✓		<ul style="list-style-type: none"> By June 2021, the number of first-time eligible students writing the OSSLT will increase from 78 to 80% By June 2021, the number of students who are meeting the provincial standard for reading as measured by the OSSLT will increase from 80% to 81% By June 2021, the number of students who are meeting the provincial standard for writing as measured by the OSSLT will increase from 75% to 80% 	<ul style="list-style-type: none"> Build capacity with secondary school teachers who are teaching grade 9 and 10 courses to differentiate instruction and use instructional strategies to meet the needs of all learners through the use of D2L Literacy Modules Provide professional learning opportunities for the School Literacy Improvement Teams Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) Lexia continues to be implemented for students in high-need secondary classrooms for 1P and 2P English courses, ESL and Locally Developed classes 	<ul style="list-style-type: none"> Teachers will have the resources and supports needed to provide specific reading or writing strategies in their 9/10 course classrooms Targeted schools will share their best practices at the upcoming Subject Specific PD Day – Literacy Team Members from each school will be invited We will develop system resources to document Grade 10 subject specific interventions for students across the spectrum of need in each content area (differentiated assessments in all disciplines) 	<ul style="list-style-type: none"> Due to the cancelation of the OSSLT, we were not able to measure these goals We were unable to provide PD to teachers due to a lack of Occasional Teacher availability caused by COVID Due to COVID-19, our Special Assignment Literacy Teachers (SALTs) were reassigned to our Homework Advisor group to assist students who were struggling on their at-home, asynchronous learning days Used Lexia to encourage students to engage in personalized reading practice PowerUp was used in every secondary school, and also in most STEPs and ESL programs. The diagnostic determines each student's zone of proximal
		✓				
J. Canty C. Howitt M. Wilcox S. Pyke						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES												
		<ul style="list-style-type: none"> Qualitative data will be gathered for students using Lexia Administration will use an Interventions Generator that will decrease time spent on diagnostics and inform school-based interventions 		development, so teachers quickly got a sense of where their students were strong (comprehension, word study/phonics, and grammar/conventions) and where they needed remediation.												
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd; color: white;">✓</td> <td style="background-color: #a6d88c; color: white;">✓</td> </tr> <tr> <td style="background-color: #f4a460;">✓</td> <td style="background-color: #8eb9e1;">✓</td> <td style="background-color: #c1e1c1;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #8eb9e1;"></td> <td style="background-color: #c1e1c1;"></td> </tr> </table>	CL	EC	ES		✓	✓	✓	✓	✓				<ul style="list-style-type: none"> Continue to monitor elementary ELL programming support in year 4 of implementation in the elementary panel Progress will be determined by gains on the Steps to English Proficiency (STEP) continuum Implement Leveled Literacy Intervention (LLI) across all elementary schools 	<ul style="list-style-type: none"> Engage in an analysis of data to determine the impact of the new elementary ELL support program with ELL students (Year 4) Provide professional development through the support of ESL coaches for homeroom teachers in providing support for ELL students in integrated subject areas Provide professional development for ESL classroom teachers 	<ul style="list-style-type: none"> Increase of students moving on the Steps to English Proficiency (STEP) continuum 	<ul style="list-style-type: none"> Number of students moving up the STEP continuum <ul style="list-style-type: none"> ➤ 366 students (Oral) ➤ 320 students (Reading) ➤ 323 students (Writing) 329 students moved up in two areas 265 students moved up in three areas 179 students demitted from the program
CL	EC	ES														
	✓	✓														
✓	✓	✓														
C. Howitt																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> • Provide professional development focused on the implementation of the LLI • Continue to partner with the New Canadian Centre of Excellence (NCCE) to leverage parent understanding and support of student learning 								
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> </table>	CL	EC	ES	✓	✓		<ul style="list-style-type: none"> • Continue with the implementation of the recommendations of secondary students who receive ELL programming and support 	<ul style="list-style-type: none"> • Increased integration of ELL students in non-sheltered classes throughout the school day- Minimum 1 integrated class for each student per semester • Extend learning opportunities outside of the school day • Complete development and implementation of ELL management system 	<ul style="list-style-type: none"> • Monitor progress of ELL students with Steps to English Language Proficiency (STEP) continuum • Credit accumulation of ELL students 	<ul style="list-style-type: none"> • Due to the pandemic the ELL management system was not initiated in the secondary panel. This is deferred to the 2021-22 school year.
CL	EC	ES								
✓	✓									
C. Howitt J. Canty S. Pyke										



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES				
✓	✓					
J. Canty S. Pyke			<ul style="list-style-type: none"> • By June 2021, increase the graduation rate from: <ul style="list-style-type: none"> ➤ 82.7% to 86.8% 4 year cohort ➤ 88.6% to 93.4% 5 year cohort 	<ul style="list-style-type: none"> • Continue to implement the Student Success Strategy in providing opportunities for students to pursue their initial post-secondary destination and graduate within five years of beginning secondary school • Provide ongoing professional development in support of the Student Success Strategy to school-based Student Success Teams • Student Success Teams to use the Indicator Data provided to identify their greatest area of need for their school • Provide ongoing identification, monitoring and counselling of students considered to be in risk or at risk of not graduating • Monitor grade level credit accumulation rates twice per 	<ul style="list-style-type: none"> • Increased grade level credit accumulation rates especially at the grade 11 level will inform and predict the projected graduation rate for the cohort • Increased graduation rates 	<ul style="list-style-type: none"> • We maintained our Grade 11 Credit Accumulation (84.03% to 84.93%) • 4 year graduation rate – 82.2% • 5 year graduation rate – 79.7%



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		semester and provide timely school, system and community supports and interventions for students in order to maximize credit completion											
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CL	EC	ES											
✓	✓												
		✓											
J. Canty S. Pyke													



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		program for students aged 14-18														
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CL	EC	ES														
✓	✓	✓														
M. Wilcox C. Howitt																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		targeting skill gaps as they emerge <ul style="list-style-type: none"> • Lead Lexia Teachers will continue to support classroom teachers across the system • Provide Leveled Literacy Intervention (LLI) resources to schools and training for Primary educators. 														
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CL	EC	ES														
✓	✓															
M. Wilcox J. Canty S. Pyke																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES												
		accommodations and Individual Education Plans (IEPs) <ul style="list-style-type: none"> Teachers will implement differentiated instruction 														
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CL	EC	ES														
✓	✓	✓														
✓	✓	✓														
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> • Maintain enrolment in the International Baccalaureate Program at Riverside and Leamington Secondary Schools in September of 2021 	<ul style="list-style-type: none"> • IB Coordinators will continue to market IB DP to elementary schools • Participate in School Verification visits for both Leamington and Riverside 	<ul style="list-style-type: none"> • Maintain enrolment in IB programs at both Riverside Secondary and Leamington District High School • Administrators and staff trained in areas necessary for IB certification in applicable areas 	<ul style="list-style-type: none"> • Due to Covid restrictions, all promotion for our IB programming had to be done virtually. We had a 6% decrease (from 324 students registered in 2020-2021 to 307 students registered in 2021-2022) at Riverside and Leamington Secondary Schools
✓	✓					
J. Canty						
CL	EC	ES	<ul style="list-style-type: none"> • Implementation and development of the new IB PYP at the two candidate schools • Move toward the application for authorization throughout the consultancy period with IB PYP • Create a school culture that supports the IB PYP philosophy • Maintain or increase enrolment in the two schools 	<ul style="list-style-type: none"> • Visit other PYP in the province if appropriate • Develop a mission statement • Align Ontario Curriculum with the PYP six transdisciplinary themes • Coordinate PD with IB PYP World staff • Develop a JK-8 Program of Inquiry (POI) 	<ul style="list-style-type: none"> • Successful implementation of the IB PYP at the two candidate schools based on feedback from IB World evaluators • Improved student, staff and community collaborative culture • Alignment of learning across grades based on IB PYP World philosophy and the Ontario curriculum 	<ul style="list-style-type: none"> • Submitted IB authorization in June • Increased enrolment in the two schools
✓	✓					
✓						
T. Awender						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
	✓		<ul style="list-style-type: none"> Increase administrator and staff understanding about effective Parent and Family Engagement practices for all learning models 	<ul style="list-style-type: none"> Support continued Administrator learning with respect to Parent and Family and Engagement Strategies and practices for all learning models 	<ul style="list-style-type: none"> Increased understanding about what effective and family parent engagement is, and how and why it is important Increased use of effective parent and family engagement practices at the classroom, school and system level Increased focus on virtual, electronic and other means of engagement during COVID 	<ul style="list-style-type: none"> Developed new resources/ information and supported on-going administrator learning through Virtual Administrator Meetings in areas including: <ol style="list-style-type: none"> Gathering Parent Perspectives: Learning from our Experiences; Information for Administrators: Communication with Families; Virtual School Communication: Engagement with families; Messaging to engage parents through social media and Edsby
	✓					
✓	✓	✓				
J. Hillman E. Kelly						



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

CONFIDENT LEARNERS	ENGAGED COMMUNITIES	ETHICAL STEWARDSHIP
✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
✓ <i>act responsibly to self and others through good citizenship</i>	✓ <i>embrace the diversity of our region</i>	✓ <i>safe and welcoming schools and facilities</i>

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> Increase the number of classes engaged with learning through Arts Can Teach by 3% 	<ul style="list-style-type: none"> Mobilize information as to opportunities for learning in collaboration with Arts Can Teach 	<ul style="list-style-type: none"> Increased class participation with Arts Can Teach Focus group interview with students Principal Survey Arts Can Teach survey data as part of the Canadian Network of Arts and Learning (CNAL) project 	<ul style="list-style-type: none"> Due to the pandemic and the offering of sessions virtually the number of classes stayed status quo (total 104 classes) 90% of students indicated that they were highly engaged in the program (agree and strongly agree) 92% of teachers indicated that Arts Can Teach had a positive impact on the learning environment (agree and strongly agree) 88% of teachers indicated that Arts Can Teach programming has effectively supported other aspects of the curriculum (agree and strongly agree) 100% of administration highly supported and would continue with the program in their
✓	✓					
	✓					
C. Howitt						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				schools (agree and strongly agree)		
CL	EC	ES	<ul style="list-style-type: none"> • Continue to connect with GECD SB staff at all levels to educate about the Employment Assessment Centre (EAC) services available to staff, students and families • Redesign marketing activities and initiatives through the use of virtual tools 	<ul style="list-style-type: none"> • Employment Assessment Centre (EAC) partner with all educators to: <ul style="list-style-type: none"> ➤ Provide resources specific to educators on all EAC workshop materials via a newly launched website ➤ Establish relationships with co-op employers who offer co-op placements (in-person and virtual) through co-op teachers to promote assistance from EAC to hire and train their current work force and future new hires ➤ Provide employment-related services to adult students 	<ul style="list-style-type: none"> • Establish a virtual presence in each secondary school to provide value for students and their families. All GECD SB secondary schools will be provided direct access to on-line workshops with the option of EAC staff delivering the workshops through virtual class presentations. The number of users will be measured quarterly. • Initiate a social media campaign to promote services by tagging social media accounts of individual GECD SB schools and parent councils • Increase student employment opportunities: 	<ul style="list-style-type: none"> • Conducted virtual presentations in 4 secondary schools involving 177 students • Shared EAC resource materials with students during the virtual presentations, including resume services • Due to COVID-19 restrictions, Co-op placement funding was not utilized but employer leads were provided to teachers for sharing with their students • Services to the Adult Learning Centre were paused due to COVID-19 restrictions.
✓	✓					
	✓					
S. Armstrong J. Canty S. Pyke						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
		<ul style="list-style-type: none"> ➤ Provide virtual information sessions with secondary schools throughout the year 	<ul style="list-style-type: none"> ➤ Provide all student participants of virtual presentations with employment-related services including resume building, interviewing skills and using social media to job search ➤ Provide graduating students with direct access to “EAC only” job opportunities, job matching placement incentives and employment-related training supports ➤ Allocate up to 10% of placement incentive funding to eligible graduating students 	



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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			<ul style="list-style-type: none"> ➤ Increase overall EAC activities in schools by 10% over the prior year ➤ Register 30 eligible students for one-on-one direct counselling services ➤ Offer virtual mock interview sessions through the assistance of co-op teachers to prepare students for co-op placements ➤ Provide adult students with virtual services of a dedicated EAC staff member ➤ Register a minimum of 30 Adult Learning Centre students for employment-related services 	
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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			➤ Provide virtual access to EAC services to Literacy Basic Skills (LBS) students										
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #f08080;">CL</td> <td style="background-color: #4682b4;">EC</td> <td style="background-color: #90ee90;">ES</td> </tr> <tr> <td style="background-color: #f08080;">✓</td> <td style="background-color: #4682b4;">✓</td> <td style="background-color: #90ee90;">✓</td> </tr> <tr> <td style="background-color: #f08080;">✓</td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;"></td> </tr> </table>	CL	EC	ES	✓	✓	✓	✓			<ul style="list-style-type: none"> Implement measures to support Environmental Stewardship (ES) Vision and Mission Assist Schools with the implementation of ES best practices Define compliance with Board Policy Affect change in the larger school community through the continued work of the single-use plastics reduction committee 	<ul style="list-style-type: none"> Partner with schools to support Vision and Mission Work with Program to develop and share best practices for energy conservation, waste minimization and school ground greening to the larger school community Develop and deploy a means of measurement and define basic requirements for schools to comply with policy and celebrate successes in schools. Partner with schools and external agencies to complete sample elementary and secondary waste audits to 	<ul style="list-style-type: none"> Greater awareness and adoption of practices Greater participation in ES Program Greater recognition of successes (certification) Reduction of energy usage Less cross-contamination in recycling stream Development of an impactful multi-year single-use reduction strategy with measurable outcomes 	<ul style="list-style-type: none"> Hired two Outdoor Education / EcoSchools teachers who made over 326 virtual visits to individual classrooms while providing hands-on experiences to 4,500 students Shared best practices, including the initiative on the reduction of single-use plastics Established EcoSchools contacts for each school 9 schools were certified under EcoSchools, with 11 schools in total submitting plans Completed two waste audits at two elementary schools
CL	EC	ES											
✓	✓	✓											
✓													
S. Armstrong C. Howitt													



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		determine effectiveness of recycling programs in schools. <ul style="list-style-type: none"> Partner with key stakeholders to develop a multi-year single use plastics reduction strategy. 		<ul style="list-style-type: none"> Reduction in energy usage has been negatively impacted by COVID-19, due to running ventilation systems longer Developed Single-Use Plastics Reduction strategy with seven items targeted for elimination by December 31, 2021. Created slogan and completed student and staff surveys Developed and implemented a communication plan 									
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>	CL	EC	ES	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Continue to focus on Manager/Supervisor training 	<ul style="list-style-type: none"> Build competency and confidence in the manager/supervisor groups by continuing to provide quality training in Alternative Dispute Resolution and Managing in a Unionized Environment sessions 	<ul style="list-style-type: none"> Better prepared and confident manager/supervisor group which creates consistency and assists in good employee relations 	<ul style="list-style-type: none"> Not able to deliver any training to managers/supervisors due to COVID-19
CL	EC	ES											
✓	✓	✓											
✓	✓	✓											
V. Houston													



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> Participate in the IEAC through the lens of Human Resources 	<ul style="list-style-type: none"> Provide training opportunities for Managers and Supervisors in cultural awareness around our Indigenous Education Protocol Reduce barriers to employment and promotion for Indigenous employees/prospective employees Actively recruit through methods and channels proposed by the IEAC 	<ul style="list-style-type: none"> Better cultural awareness in existing employees Greater representation of Indigenous employees in all job categories 	<ul style="list-style-type: none"> Participated in IEAC meeting and presented PPM 165 and Teacher Hiring Policy/Regulation Provided IEAC application/hiring data for those that self-identify as Indigenous using the designated portal on Apply to Education
✓	✓					
	✓					
V. Houston						
CL	EC	ES	<ul style="list-style-type: none"> Continue to monitor the renewed Character Education Program 	<ul style="list-style-type: none"> Multiple character education sessions with character leads as well as professional development for administrators (synchronous and asynchronous) Provide additional resources to every school for education use Partner with community organizations such as the United Way to support teaching and learning for staff 	<ul style="list-style-type: none"> Continue to increase awareness among staff of the renewed character education program (survey) Measure level of implementation of Character Education program in schools 	<ul style="list-style-type: none"> Due to the pandemic and the limited opportunity for professional development this goal was deferred. Character education will be revisited in the 2021-22 school year.
✓	✓					
✓						
C. Howitt						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> • Build parent/guardian awareness of Character Education model in GECDSD • Increase Service Projects in schools • Partner with Bullying Prevention Intervention Committee - Be Kind Project 											
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CL	EC	ES											
✓	✓	✓											
✓	✓	✓											
V. Houston M. Wilcox C. Mills T. Awender S. Armstrong													



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CL	EC	ES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
	✓		<ul style="list-style-type: none"> Reduce language barriers in GECDSB print and on-line information/forms/ brochures for parents/guardians and families 	<ul style="list-style-type: none"> Partner with the New Canadian Centre of Excellence and the Multicultural Council of Windsor for the translation of important parent/guardian documents and information into multiple languages 	<ul style="list-style-type: none"> Reduction of language barrier for parents/guardians and families and increased access to GECDSB materials and information. Creation of 4 additional GECDSB translated documents into Spanish, Chinese, French and Arabic 	<ul style="list-style-type: none"> Moved from translated documents in pdf format, to use of Microsoft Word Format for documents on the www.publicboard.ca to allow the webpage's translation feature to function in 109 different languages. Planning with website team to enhance these features in the webpage update Use of direct translation for parent/family communication of school choice/attendance confirmation surveys, forms, etc. Use of SWIS workers to assist specific schools/families in support of In-Person/Remote options and information
	✓					
J. Hillman						



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				<ul style="list-style-type: none"> • Coordination with WECHU for translation of all COVID-related procedures 												
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CL	EC	ES														
	✓															
✓																
M. Wilcox																



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			with Novel and Complex Instruction			
CL	EC	ES	<ul style="list-style-type: none"> Implement a pilot project of Active Transportation with four elementary schools Increase Active Transportation to and from school year round Decrease traffic congestion before and after school 	<ul style="list-style-type: none"> Establish an Active Transportation Committee Partner with various organizations, the City of Windsor and municipalities Promote Active Transport to and from school Select pilot project schools Review the City of Windsor passed motion on Active Transportation Brainstorm ideas to develop a vision Promote Walktober 	<ul style="list-style-type: none"> Create strong partnerships with various stakeholders Create an increased awareness of Active Transportation Pilot project schools to be involved in Active Transportation were selected (Talbot Trail, Suzuki, Northwood, King Edward) Increased Active Transport to and from schools Develop a plan moving forward 	<ul style="list-style-type: none"> Secured a large provincial grant to establish a regional Active Transportation group Planning continued over the summer to be ready for September Created Kits with Active Transportation resources Planning Media for the Fall
	✓					
✓	✓					
✓		✓				
T. Awender						
CL	EC	ES	<ul style="list-style-type: none"> Increase the use of library circulation in schools by 3% including the use in virtual schools 	<ul style="list-style-type: none"> Professional development for Teacher Librarians and Administrators Professional development for 10 schools to build capacity in general library knowledge, 21st 	<ul style="list-style-type: none"> Increase in book withdrawals Innovation configuration maps for the 10 focus schools Increase use of virtual tools 	<ul style="list-style-type: none"> Due to the pandemic there was limited use of library materials. This goal is deferred to the 2021-22 school year.
✓						
		✓				
C. Howitt						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		century skills, reading and writing support, book exchange and the use of virtual resources											
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CL	EC	ES											
✓													
✓													
S. Pyke New													



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		<p>student anxiety and manifestation of COVID-19 anxiety 3) building a mentally healthy positive classroom 4) how to monitor student reaction and how to support as they adapt to the new environment 5) address stigma and intolerance associated with COVID-19 through a mental health lens</p> <ul style="list-style-type: none"> • Release School Mental Health Ontario documents to the system as they become available throughout the year with support 	<p>emotional skills in ways that best meet the needs of their students</p> <ul style="list-style-type: none"> • Implementing this resource will increase the teacher's and student's mental health literacy by improving their understanding of mental health and mental disorders • All staff will receive this .5 day PD and will be able to access it in the future on Brightspace • Staff will have access to material that will increase their mental health literacy 	<p>on school based anxiety, mindfulness and building resiliency workshops</p> <ul style="list-style-type: none"> • Distributed personal copies of "Everyday Mental Health Cards" to all elementary permanent and occasional teachers • Engaged every school employee in a 2.5 hour development at the beginning of the school year • Released two modules from Student Mental Health Literacy in Action for Secondary (awaiting two additional modules) • "First 10 Days and Beyond"; student well-being action kit; virtual curriculum tools and anti-Black racism are just a few examples of the documents
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2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				coming from School Mental Health Ontario that were provided to staff. Staff can access all resources through the student well-being Edsby account. Some resources were also provided to every employee through our Mental Health Minute									
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #f00000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>	CL	EC	ES	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Design and implement structures for virtual mental health and well-being learning – programming and services 	<ul style="list-style-type: none"> Introduction of 7-week evidenced-based Cognitive Behavioural Therapy (CBT) groups to elementary and secondary students enrolled virtually Introduction of strategies to reduce stress in the Rise program based on need Provide practical at-home resources and strategies to parent(s)/guardians to help their child/children’s learning 	<ul style="list-style-type: none"> Students learning about their emotions and strategies for anxiety and depression Students learning about their emotions and strategies to reduce stress Parent(s)/guardians will have more resources to support their child/children’s mental health and to assist them when they return to school 	<ul style="list-style-type: none"> Due to low enrolment, only one session in the secondary panel was implemented Feedback from Student Senate indicated they wanted single presentations as opposed to a 7 week commitment In partnership with Maryvale, six sessions for families and caregivers were well attended. Over 154 people registered in total
CL	EC	ES											
✓	✓	✓											
✓	✓	✓											
S. Pyke New													



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				<ul style="list-style-type: none"> Continually revised and published mental health services in our community on website 												
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		<p>Grad Coach, CYF Students Voices to inform next steps</p> <p>Systemic Anti-Black Racism training</p> <ul style="list-style-type: none"> • Develop PD day resources to further our system learning • To build competence to understand and intervene when confronted with unconscious bias and systemic racism • Provide relevant and current resources to our staff dealing with curriculum, professional growth and personal growth • Update the Equity and Inclusion webpages with links to EDSBY for easier access to resources and plans • Bitmoji resources (eg. books, articles, webinars, etc.) for 		<ul style="list-style-type: none"> • Established an Edsby account "GEC Student Well-being" with a section on Equity and Inclusion focusing on anti-Black racism - power point presentations (Black Lives versus All lives matter), tip sheets, electronic library resources through Bitmojis, articles on anti-Black racism from School Mental Health Ontario • Updated website addressing anti-Black racism resources including videos, websites, read aloud books, sample lesson plans and activities • Exit survey (actions step, level of new material, volunteer to get involved) • From Kike Ojo Thompson's presentation, three
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		<p>staff to use with students or for own personal growth</p> <ul style="list-style-type: none"> • To develop mechanisms to formalize Black Staff and Community Voices to help inform our GECSDB work • To work with the Black Staff Equity Alliance • To outreach and develop networks of Community partners 		<p>administrator book talks on anti-Black racism and Equity and Inclusion were offered– 18 administrators participated</p> <ul style="list-style-type: none"> • Three school book talks - 60 participants • Connected Black, African and Caribbean students with tutors to reinforce literacy and numeracy concepts. 4 tutors were hired to support 6 Grade 7-8 students and 6 Grade 9-12 students • Established a Black Staff Equity Committee for staff who identify as African, Black & Caribbean and their allies <ul style="list-style-type: none"> ➤ Partnership with Board and Teacher Unions ➤ Held 5 meetings with professional development
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				<ul style="list-style-type: none"> ➤ 90 – 100 participants Anti-Black Racism Community meeting ➤ Held 2 meetings to discuss de-streaming, introduction of establishing set of principles, collection of experiences ➤ Met with other community organization to determine community needs ➤ Formal Anti-Black Racism plan will be determined in 2021-2022 												
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CL	EC	ES														
	✓															
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New		<ul style="list-style-type: none"> Reach out to our community partners to develop awareness and requirement of this Act Dedicate a staff member for this lead position To be completed by June 2021 for implementation in September 2021 (compliance is 2023) 	<ul style="list-style-type: none"> Enhance and deepen existing community partnerships to identify and address barriers to student achievement 													
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CL	EC	ES														
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<p>New</p> <p>S. Pyke</p>	<p>racism through our theme of “We all Belong”</p>	<ul style="list-style-type: none"> • School campaigns to reflect their community needs to be launched during Bullying Prevention/Intervention Week • System event with community speakers on theme (Synchronous learning) • Professional development with staff and administrators • Compendium of best practices of evidence-based programs currently used in our schools 	<ul style="list-style-type: none"> • Professional development modules developed and shared • Compendium completed 	<p>themes of Human Rights and Identity</p> <ul style="list-style-type: none"> • Kits available to schools with resources as recommended by School Mental Health Ontario • All schools had various activities throughout Bullying Prevention • 30 Elementary schools and 6 Secondary schools engaged in performances by Lil Ol’ Me Productions of either “Things My Fore-Sisters Saw” or “Spirit of Harriett Tubman”. Pre-show lesson plans and post-show activities were provided • Theme continued through Pride Month (eg., Art Gallery of Windsor, “We All Belong” virtual tours) • Student Senate system event
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				<ul style="list-style-type: none"> • PrevNet resources used as best practice in two mandatory professional development sessions with all staff 												
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CL	EC	ES														
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CL	EC	ES	<ul style="list-style-type: none"> Design new professional development model to respond to educator needs under new context 	<ul style="list-style-type: none"> Build a multi model plan of service to provide professional development to staff Gather educator voice to support educator needs 	<ul style="list-style-type: none"> Increase participation rates Participant surveys 	<ul style="list-style-type: none"> Provided a virtual model of professional learning during the 2020-21 school year Participant surveys indicated high levels of satisfaction with all professional development sessions Participation in optional sessions increased due to easy access through Microsoft Teams
✓		✓				
C. Howitt New			<ul style="list-style-type: none"> To increase the availability and responsiveness of supports for students with learning disabilities in French Immersion 	<ul style="list-style-type: none"> A multi-disciplinary team will develop and provide professional learning to French Immersion teachers to support and guide instructional supports to address the needs of Grades 1 and 2 students who show early signs of potential reading difficulties Purchase and PD on the use of the resource Soutenir 	<ul style="list-style-type: none"> At-risk students in Early Years and Primary Grades with learning disability profiles will be identified earlier and interventions/programs will be put in place to provide the necessary support French Immersion teachers will have a better understanding of identifying struggling readers and in providing small-group reading 	<ul style="list-style-type: none"> Due to the pandemic and the limited ability to provide professional development this goal is deferred to the 2021-22 school year. Funding has been sought from the Ministry to support this initiative during the 21-22 school year.
✓						
	✓					
C. Howitt M. Wilcox						



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CL	EC	ES	<ul style="list-style-type: none"> Continue to explore mutually beneficial community partnerships 	<ul style="list-style-type: none"> Host a Virtual Facility Partnership Meeting in 2020-21 Advertise virtual public meeting, through the local media, an email to the organization and the inclusion of the information on the Board's website Continue to engage community partners and explore opportunities Develop an extensive list of buildings in the city and all municipalities that may be used as extra space 	<p style="text-align: center;">interventions/programs to support their development</p> <ul style="list-style-type: none"> Community understanding of available space and costs involved Potential to increase use of buildings through partnerships and community hubs 	<ul style="list-style-type: none"> Advertised the December 3, 2020 Community Planning and Partnership meeting through local media, personalized invitations and on social media 10 community partnership groups participated in the Community Planning and Partnership meeting Impact of COVID-19 limited the availability of school spaces for community use Collaboration with municipal partners for the shared use of space is ongoing
	✓	✓				
		✓				
T. Awender S. Armstrong						
CL	EC	ES	<ul style="list-style-type: none"> Develop process improvements and efficiencies using the 	<ul style="list-style-type: none"> Identify process improvements and create efficiencies by: 	<ul style="list-style-type: none"> Timely and detailed customized management and 	<ul style="list-style-type: none"> Implemented Power BI to provide customized
	✓					
		✓				



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<div style="display: flex; justify-content: space-between; width: 100%;"> </div>	<p>S. Armstrong C. Mills</p>	<p>Sparkrock Financial Accounting System</p>	<ul style="list-style-type: none"> ➤ Continuing to document and re-assess workflows and processes ➤ Explore a more robust reporting solution such as SSRS and/or Jet Reporting ➤ Conduct virtual meetings with various user groups (e.g. secretaries, consultants, Admin Assistants) to obtain feedback on Sparkrock training and identify opportunities for process improvements ➤ Develop a framework for tracking and reporting COVID-19 expenses 	<p>user reporting, including COVID-19 reporting</p> <ul style="list-style-type: none"> • Update desk procedures and checklists for the business department (NAV) users • Improve the delivery platform of management reports using Connect and/or the Sparkrock landing page • Update training materials based on process changes and user group feedback • Automate manual processes to reduce paper shuffle and increase safety during COVID-19 	<p>management and user reporting</p> <ul style="list-style-type: none"> • Super-user training for Power BI is in progress and initial reporting has been developed • Updated desk procedures • Updated Sparkrock training materials which are available via the Sparkrock landing page • Automated processes to reduce paper shuffle including electronic signatures on timesheets, vendor invoices, p-card statements and employee expenses, and submission of documents via email, and use of shared folders / sites to reduce printing
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✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES												
				<ul style="list-style-type: none"> Established a separate accounting distribution to track COVID-19 expenditures Developed new reporting to analyze and track occasional costs, and monthly financial results reporting 												
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd; text-align: center;">✓</td> <td style="background-color: #a6d88c; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #8eb9e1;"></td> <td style="background-color: #c6e0b4; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #b0c4de;"></td> <td style="background-color: #e1f5fe;"></td> </tr> </table>	CL	EC	ES		✓	✓			✓				<ul style="list-style-type: none"> Effective management of capital projects resulting from enrolment pressures, boundary adjustments (additions), replacement or consolidation of schools 	<ul style="list-style-type: none"> Consult with stakeholders on project scope and floor plans Budget management to ensure alignment with Ministry approved funding and scope Timely, competitive procurement Effective management of the construction process to ensure project delivered on time and within budget Communicate project status and issues through monthly reports to Senior Administration and 	<ul style="list-style-type: none"> Land purchase funding for location of a new school in Lakeshore Ministry Approval to Proceed for Kingsville JK-12 and North Shore schools 	<ul style="list-style-type: none"> Adjusted boundaries for Sandwich West and the new Legacy Oak Trail PS Three new schools under construction Completed competitive procurement process for all capital construction projects Completed capital projects, including new school construction and CVRIS projects within Ministry funding allocations, with the exception of the extraordinary
CL	EC	ES														
	✓	✓														
		✓														
S. Armstrong T. Awender																



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES									
		regular site meetings with contractor and consultant <ul style="list-style-type: none"> Communicate project status to Trustees 		circumstances related to the North Shore school <ul style="list-style-type: none"> Reported the status of capital projects via the Accommodations and Advisory Committee and Operations updates to Trustees Ministry Approval to Proceed for Kingsville JK-12 was received Ministry Approval to Proceed for North Shore has been submitted, pending Ministry approval Land purchase for new school in Lakeshore is in progress 									
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd; color: white;">✓</td> <td style="background-color: #a6d886; color: white;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd; color: white;">✓</td> <td style="background-color: #a6d886; color: white;">✓</td> </tr> </table>	CL	EC	ES		✓	✓		✓	✓	<ul style="list-style-type: none"> Facility Services staff partner with educators to support academic performance and attract enrolment 	<ul style="list-style-type: none"> Solicit School Administrator feedback through the Annual Facility Survey Investigate and attempt to address all below expectations in the Survey and communicate a plan to School Administrator 	<ul style="list-style-type: none"> Facility Survey scores to meet objectives in all six categories (cleanliness, condition, comfort, maintenance, customer service, partnership) 	<ul style="list-style-type: none"> Completed the Annual Facility Survey with increases in all categories 100% participation in the Annual Facility Survey All “below expectations” were addressed with principals
CL	EC	ES											
	✓	✓											
	✓	✓											
S. Armstrong													



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES						
		<ul style="list-style-type: none"> • Manager to meet with Principals to discuss and address issues or concerns (Manager school visits) • Maintenance and Operations Supervisors to meet with Principals to explain their roles, discuss Principal’s needs and walk around the site (Quadrant visits) 	<ul style="list-style-type: none"> • Improve condition, comfort and partnership scores from previous year • Quadrant visits completed for all schools • Manager school visits completed for 30 schools • Greater than 70% participation in the Facility Survey • Average of all scores to be above previous year’s average of 3.0 	<ul style="list-style-type: none"> • Completed 10 Manager school visits (impacted by COVID-19) • Completed 27 Quadrant visits (impacted by COVID-19) • All categories had an average score over 3.0 except for comfort (rated 2.8) 						
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #a6c9ec; text-align: center;">✓</td> <td style="background-color: #c6e0b4; text-align: center;">✓</td> </tr> </table>	CL	EC	ES		✓	✓	<ul style="list-style-type: none"> • Update the marketing/ advertising plan for our international student program 	<ul style="list-style-type: none"> • Promote GECDSB to agents in targeted countries for recruitment (eg. Japan, Brazil, Korea and Russia) • Establish committee and gather feedback from current international students and other stakeholders to inform future practice 	<ul style="list-style-type: none"> • Agents, parents/guardians and students from target countries will be knowledgeable about our international student program and students will be registered in our schools • GECDSB staff and our communities will be familiar with our international student program 	<ul style="list-style-type: none"> • Completed updated marketing documents • Established an International Students Committee and Champions in all of our Secondary Schools with International Students • Updated Website
CL	EC	ES								
	✓	✓								
J. Canty										



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> Update the International Student website Provide information sessions for administrators, guidance staff and teachers in our schools Create brochures about our schools for agents to use when recruiting for us in their home country 		<ul style="list-style-type: none"> Due to COVID-19 we had to postpone our information session in schools 									
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CL	EC	ES											
	✓												
<table border="1" style="font-size: small;"> <tr><td style="background-color: #ff0000; color: white;">CL</td><td style="background-color: #0056b3; color: white;">EC</td><td style="background-color: #70ad47; color: white;">ES</td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #6699cc; text-align: center;">✓</td><td style="background-color: #c1e1c1;"></td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #6699cc;"></td><td style="background-color: #c1e1c1;"></td></tr> </table>	CL	EC	ES		✓					<ul style="list-style-type: none"> Support the Indigenous Education through the year four implementation of 	<ul style="list-style-type: none"> Year four of implementation of NBE course Professional Development for Native Studies educators 	<ul style="list-style-type: none"> Increase course pass rates for native studies courses and NBE courses 	<ul style="list-style-type: none"> Completed gap analysis in June 2021 of Indigenous library resources. Due to limited professional development in
CL	EC	ES											
	✓												



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C. Howitt	<ul style="list-style-type: none"> Native Studies courses and NBE course Support engagement of self-identified students in cultural events and learning through the Open Minds program Gap Analysis of library resources to support Indigenous mandate 	<ul style="list-style-type: none"> Open Mind program for self-identified students 	<ul style="list-style-type: none"> Increased participation in cultural events Increased presence and use of learning materials in the library to support Indigenous mandate 	<ul style="list-style-type: none"> 2020-21 training is deferred to the 21-22 school year. Purchased resources for distribution in 2021-22 school year. <ul style="list-style-type: none"> ➤ NBE3C pass rate 88% ➤ NBE3U pass rate 96% 												
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #f08080;">CL</td> <td style="background-color: #4682b4;">EC</td> <td style="background-color: #90ee90;">ES</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4; text-align: center;">✓</td> <td style="background-color: #90ee90;"></td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;"></td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;"></td> </tr> </table>	CL	EC	ES		✓								<ul style="list-style-type: none"> Increase the level of confidence of newly placed administrators (within their first two years of placement as either a Vice-Principal or Principal) 	<ul style="list-style-type: none"> Provide mentorship opportunities Work with Leadership Development Advisory Committee to recommend PD for administrators 	<ul style="list-style-type: none"> An analysis will be conducted to measure growth in leader confidence based on surveys 	<ul style="list-style-type: none"> Due to the pandemic professional development was altered to include both a PD plan of choice and mandatory training based on contextual issues with a more informal mentorship program due to mandatory virtual connections Surveys were not conducted due to the pandemic
CL	EC	ES														
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES				
			<ul style="list-style-type: none"> • Successfully communicate our system and school Parent Engagement messages • Increase the sharing of school and system messaging targeted at engaging parents and families in all learning models 	<ul style="list-style-type: none"> • Update and expand Parent and Family Engagement links and resources by working with Public Relations Officer • Schools and departments to provide regular content for posting/sharing through GECDSD platforms 	<ul style="list-style-type: none"> • Increased sharing/publication of GECDSD Parent Engagement messages in the system/community • Increased GECDSD use of Board platforms (webpage, social media, Edsby) to share Parent Engagement messages • Increased access of GECDSD materials, sites and resources by parents/families 	<ul style="list-style-type: none"> • The Communications Officer developed a new model for the coordination and tracking of digital communication and on-line and social media engagement. <ul style="list-style-type: none"> ➤ 1,560,103 Parent Sessions in Edsby from Sept. 2020 to June 2021 ➤ 31 % increase in the total number of Website (www.publicboard.ca) Sessions from Sept. 2020 to June 2021 (7,322,860 (up from 5,577,334 in 2019-2020)) ➤ 42% increase in the number of Social Media (Instagram, Facebook, Twitter) Sessions from Sept. 2020 to June 2021
	✓					
	✓	✓				
J. Hillman E. Kelly						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				(3,952,173 (up from 2,785,025 in 2019-2020))												
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CL	EC	ES														
	✓															
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CL	EC	ES														
	✓															



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	✓			
E. Kelly		<ul style="list-style-type: none"> Share stories and events that are unique to Greater Essex on the board website, Edsby and social media Advertising/marketing/recruitment plan will promote and maintain support for our board Student Recruitment strategies will be promoted Identify and train School Community Correspondents Improve visibility and communication with our families and community Hire a new Communication Officer with a focus on engagement, website design and parent involvement 	<ul style="list-style-type: none"> Increased enrolment and increased parent engagement 	<p>through effective communication. The necessity of sharing immediate, essential information with our audiences was a priority</p> <ul style="list-style-type: none"> There was a shortage of the traditional “good news” stories due to the lack of activities and the nature of the school year. However overall engagement with communities through websites and social media was up and the “good news” stories that were published were well received Because of the rapidly changing and unpredictable environment advertising and marketing were reduced to focus on requisite operational information for our communities



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				<ul style="list-style-type: none"> A Communications Officer was hired to concentrate on social media and community engagement 												
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CL	EC	ES														
	✓	✓														
	✓	✓														
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CL	EC	ES														
✓	✓	✓														
V. Houston																
M. Wilcox New																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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			<ul style="list-style-type: none"> Students in Grade 5 this year will be supported in writing EQAO in 2021 due to participation in Lexia Core 5/Power Up this school year Students in RISE classrooms will show improvement in reading due to participation in Lexia Core 5 this school year 	<ul style="list-style-type: none"> 84% of Grade 3 students who met their usage advanced at least one grade level 85% of Grade 5 students who met their usage advanced at least one grade level 28% of student in RISE who met their usage advanced at least one grade level 						
<table border="1" style="margin: auto;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff;"></td> <td style="background-color: #a0d080; text-align: center;">✓</td> </tr> </table>	CL	EC	ES			✓	<ul style="list-style-type: none"> Further examine workflows for efficiency purposes between Human Resources and Payroll 	<ul style="list-style-type: none"> Begin with an in depth examination of IPPS (the HRIS system) to identify ways to better leverage the software that is currently available as well as set up the proper storage of data to further leverage integrations with other software systems either currently in use or new 	<ul style="list-style-type: none"> Standardization of data storage and usage to prepare for next steps in automation 	<ul style="list-style-type: none"> Unable to make any necessary changes to workflows due to COVID-19 and the additional workload for both HR and IT during the pandemic
CL	EC	ES								
		✓								
V. Houston										



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

CONFIDENT LEARNERS	ENGAGED COMMUNITIES	ETHICAL STEWARDSHIP
✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> Identify areas for further automation of HR processes 	<ul style="list-style-type: none"> Areas targeted are automation of LTD letters, seniority lists, interview scheduling, employee self serve e.g. address changes 	<ul style="list-style-type: none"> Further efficiency to reduce manual processes 	<ul style="list-style-type: none"> Unable to make any necessary changes to workflows due to COVID-19 and the additional workload for both HR and IT during the pandemic
		✓				
V. Houston						
CL	EC	ES	<ul style="list-style-type: none"> Expand the use of Apply to Education for internal posting process 	<ul style="list-style-type: none"> Implement for additional bargaining units 	<ul style="list-style-type: none"> Efficiency and time saved 	<ul style="list-style-type: none"> Unable to make any necessary changes to workflows due to COVID-19 and the additional workload for both HR and IT during the pandemic
		✓				
V. Houston C. Mills						
CL	EC	ES	<ul style="list-style-type: none"> Reduce staff accidents and injuries Reduce slips, trips and falls for parking lots and playgrounds Reduce workplace violence incidents 	<ul style="list-style-type: none"> Develop and implement the yearly accident and injury prevention plan focusing on the highest system needs that can be impacted by Facilities Services Implement twice yearly grounds inspections 	<ul style="list-style-type: none"> Adherence to the Plan Reduced accidents and injuries Completion of H&S training as per the training matrix Reduction of workplace violence incidents Timely completion of all monthly inspections and quarterly meetings 	<ul style="list-style-type: none"> Completed Brightspace H&S training as per the training matrix First Aid / CPR training and Certification Part 1 and Part 2 training was impacted by COVID-19. Planned for completion in the next year
		✓				
S. Armstrong						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> • Track monthly inspections and quarterly meetings • Ensure all OHSA mandatory training is completed as prescribed in the Training Matrix • Regular monitoring of on-line incident reporting system to determine needs that can be impacted by the Employer • Expand the incident analysis to include student accident information via OSBIE • Production of annual report on workplace violence statistics • Bi-monthly meetings to review statistics and implement corrective actions • Provide annual ergonomics training for Custodians 		<ul style="list-style-type: none"> • Reduced accidents and injuries by 19.2%, primarily due to COVID-19 • Developed and partially implemented accident and Injury Prevention Plan. Initiatives impacted by COVID-19 • Reduced workplace violence incidences by 9.2% over last year • Completed all monthly inspections and quarterly meetings • Prepared Workplace Violence Annual Report • Completed bi-monthly meetings • Developed two custodial ergonomic training packages for
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				implementation in the next year												
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CL	EC	ES														
		✓														
S. Armstrong																
<table border="1" style="font-size: small;"> <tr><td style="background-color: #ff0000; color: white;">CL</td><td style="background-color: #0056b3; color: white;">EC</td><td style="background-color: #70ad47; color: white;">ES</td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #4f81bd;"></td><td style="background-color: #a6d88c; text-align: center;">✓</td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #4f81bd;"></td><td style="background-color: #a6d88c; text-align: center;">✓</td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #4f81bd;"></td><td style="background-color: #a6d88c; text-align: center;">✓</td></tr> </table>	CL	EC	ES			✓			✓			✓	<ul style="list-style-type: none"> Ensure all capital projects are completed and closed within 6 months of substantial completion date 	<ul style="list-style-type: none"> Partner with contractors to ensure they follow timelines Ensure contractor accountability 	<ul style="list-style-type: none"> Project scope and deficiencies which impact teaching and learning environment are completed in a timely manner Contingency plans are in place to ensure impact on learning is minimized Consistent expectations for contractors completing work 	<ul style="list-style-type: none"> Completed all projects and closed within 6 months of substantial completion date
CL	EC	ES														
		✓														
		✓														
		✓														
S. Armstrong																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES				
		✓	<ul style="list-style-type: none"> Reduce energy consumption by 2% Reduce water consumption by 2% 	<ul style="list-style-type: none"> Develop and maintain the Board's Energy Conservation and Demand Plan Monitor utility consumption through the Utility Consumption Database and identify anomalies and excessive energy usage Ensure energy efficiencies in all applicable capital projects through compliance with the Ontario Building Code (SB-10 and SB-12) along with implementation of additional energy savings measures Continue to implement LED lighting retrofit program Conduct energy audits of schools on a regular basis and implementation of action plans to reduce energy usage. 	<ul style="list-style-type: none"> Adherence to the Energy Conservation and Demand Plan Reduction of energy consumption Reduction of water consumption 	<ul style="list-style-type: none"> Reduced water consumption by 27.9%. Increase in gas consumption by 9.8% Reduced electricity consumption by 3.8% Overall energy reduction goals impacted by COVID-19 Utility costs aligned with projections and impact of COVID-19 on expected usage mitigated by weather and school closures for most in-person learning Energy audits were not conducted due to CVRIS project work and school closures for most in-person learnings Implemented energy efficiencies in all applicable capital projects
		✓				
S. Armstrong						



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				<ul style="list-style-type: none"> Completed LED lighting retrofit. Only “pockets” of fluorescent lighting left 												
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #f08080;">CL</td> <td style="background-color: #4682b4;">EC</td> <td style="background-color: #90ee90;">ES</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;">✓</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;">✓</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;">✓</td> </tr> </table>	CL	EC	ES			✓			✓			✓	<ul style="list-style-type: none"> Maintain productivity, flexibility and efficiency during COVID-19 Maintain compliance with COVID-19 Safety Plan requirements 	<ul style="list-style-type: none"> Monitor compliance to safety plan requirements monthly. Reinforce requirements regularly Have virtual meetings when greater than 2 persons Monthly budget reports to flag risks to budget and implementation of risk avoidance strategies Conduct modified custodial inspections that assess disinfection processes Convert paper to digital processes Monitor centralized PPE process and right size supplies to school through education 	<ul style="list-style-type: none"> Minimized budget risks Minimized health and safety risks Increased compliance with disinfection protocol Less paper usage Less monthly PPE costs No gaps in reporting requirements 	<ul style="list-style-type: none"> Completed custodial inspections on all permanent staff Facility Services has converted to digital recordkeeping where possible Centralized PPE ordering and distribution system was implemented, and all PPE supplies were monitored Safety posters were designed to promote the proper use of PPE and other COVID-19 safety protocols and were distributed regularly throughout the year All applicable training is currently available online
CL	EC	ES														
		✓														
		✓														
		✓														
S. Armstrong																
New																



2020-2021 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
		<ul style="list-style-type: none"> Move training online to ensure accurate record keeping and less paper usage Promotion and education on 14 layers of COVID safety planning through weekly posters Adherence to reporting requirements 		<ul style="list-style-type: none"> Adhered to all Ministry reporting requirements as per established reporting deadlines Established separate budget accounting distribution to track all COVID-19 expenditures



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SHELLEY ARMSTRONG, SUPERINTENDENT OF BUSINESS
ERIN KELLY, DIRECTOR OF EDUCATION

SUBJECT: VENTILATION OVERVIEW

DATE: SEPTEMBER 21, 2021

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To describe the various equipment upgrades and operational changes that undertaken to address the needs of staff and students during a pandemic to ensure improved building performance with maximized ventilation rates.

PURPOSE:

This report will provide a status update of the work undertaken to date, including the procurement and distribution of portable HEPA air purifiers, ventilation upgrades through Capital Projects and improved building operations with longer equipment runtimes and increased ventilation rates.

This report will cover a variety of key terms that are being used related to ventilation and its impact on the classroom. Ventilation is one of the key components of the Board's multi-layered approach to ensuring the safety of staff and students through the COVID-19 Pandemic.

CONTEXT:

Recently, several terms have been utilized to quantify or describe the efficacy of ventilation systems. The definitions below are provided for clarity and how they impact school ventilation design.

ACH - Air Changes per Hour indicates how many times the volume of air is completely changed within a space in 1 hour, utilizing a filtered combination of outdoor air and return air. This is not a design criteria for schools and many other buildings governed by the Ontario Building Code ("OBC"). This term has traditionally been used only in Hospital settings for sensitive spaces. The Ontario Building Code employs ASHRAE Standard 62.1 for ventilation design requirements.

Source: [How to Calculate Air Changes and Air Exchanges Per Hour](#)

AEH - Air Exchanges per Hour

Generally, this has been attributed to how many times the volume of air is completely changed within a space with outside air within 1 hour. Again, this is not a design criteria for schools and many other buildings governed by the Ontario Building Code. This term has traditionally been used only in Hospital settings for sensitive spaces. The Ontario Building Code employs ASHRAE Standard 62.1 for ventilation design requirements.

Source: [How to Calculate Air Changes and Air Exchanges Per Hour](#)

Source: [ASHRAE Technical FAQ](#)

ASHRAE - The American Society of Heating, Refrigerating and Air-Conditioning Engineers

Widely regarded as the experts for heating, cooling and ventilation of buildings. ASHRAE's codes, standards and design guides are utilized by the Ontario Building Code for the proper design and operation of buildings and include ventilation requirements. The codes, standards and design guides are developed by committees of engineers and users for a broad capture of required items. This organization published a position paper providing advice on the utilization of ventilation systems in response to the COVID-19 pandemic.

ASHRAE Standard 62.1

This is the standard adopted by the OBC and describes the amount of outdoor air required for a variety of commercial and residential buildings, including schools.

CFM - Cubic-Feet per Minute

This is the unit used to measure air distribution within a building, whether it is outdoor air (ventilation air coming into a building/space), return air (air re-entering a space), supply air (air entering a space) or exhaust air (air leaving a building).

CO2 - Carbon-Dioxide

In commercial and institutional buildings, CO2 is sometimes used as a marker gas for ventilation rates. CO2 is mitigated by properly ventilating spaces as per ASHRAE 62.1 and the OBC requirements of outdoor air. There are no legislated acceptable levels of CO2 identified for ventilation purposes.

HEPA - High Efficiency Particulate Air (Filter)

HEPA is a type of pleated mechanical air filter. This type of air filter can theoretically remove at least 99.97% of dust, pollen, mold, bacteria, and any airborne particles with a size of 0.3 microns (μm).

Source: EPA – [What is a HEPA Filter?](#)

HVAC - Heating, Ventilation and Air Conditioning

The term applied to mechanical systems that provide thermal comfort and ventilation to buildings and the people within the buildings. They are designed to both meet the requirements of a building, such as maintaining temperature and humidity levels to not cause damage to the physical structure, and to provide a comfortable environment for all the occupants.

MERV - Minimum Efficiency Reporting Value

MERV is a system used to evaluate the efficiency of an air filter based on how effective it is at catching particles of varying sizes. Basically, the higher the MERV rating, the higher the air filtration capabilities of a filter. While increasing the efficiency of the filters, there is also an added pressure drop across the filter, which can have adverse effects on most HVAC systems. Most HVAC systems at the GECD SB have been designed with MERV-8 filters, however MERV-13 filters are currently installed throughout our HVAC systems.

MERV Rating	Air filter will trap particles sized .3 to 1.0 microns	Air filter will trap particles sized 1.0 to 3.0 microns	Air filter will trap particles sized 3.0 to 10 microns	Filter Type & Particles Removed
MERV 1	<20%	<20%	<20%	Fiberglass and Aluminum Mesh pollen, dust mites, spray paint, carpet fibers, pet dander
MERV 2	<20%	<20%	<20%	
MERV 3	<20%	<20%	<20%	
MERV 4	<20%	<20%	<20%	
MERV 5	<20%	<20%	20% - 34%	Disposable Filters mold spores, kitchen aerosols, hair spray, furniture polish, household cleaning sprays
MERV 6	<20%	<20%	35% - 49%	
MERV 7	<20%	<20%	50% - 69%	
MERV 8	<20%	<20%	70% - 85%	Home Box Filters lead dust, flour, auto fumes, welding fumes
MERV 9	<20%	>50%	85% or better	
MERV 10	<20%	50% - 64%	85% or better	
MERV 11	<20%	65% - 79%	85% or better	Commercial Filters bacteria, wildfire smoke, respiratory droplets
MERV 12	<20%	80% - 90%	90% or better	
MERV 13	>75%	90% or better	90% or better	
MERV 14	75% - 84%	90% or better	90% or better	
MERV 15	85% - 94%	95% or better	90% or better	
MERV 16	95% or better	95% or better	90% or better	
MERV 17	99.97%	99% or better	99% or better	HEPA and ULPA viruses, carbon dust
MERV 18	99.997%	99% or better	99% or better	
MERV 19	99.9997%	99% or better	99% or better	
MERV 20	99.99997%	99% or better	99% or better	

Source: [What Are the Differences between a MERV 13 and a HEPA Filter?](#)

OBC – The Ontario Building Code

This is the regulation that establishes detailed technical and administrative requirements, and minimum standards for all building construction in the Province of Ontario. It is enforced through the Municipal Building Permit system.

Thermal Comfort

This is a measurement of temperature and humidity where occupants are most comfortable in a designed space. This can change from season to season and each person’s individual thermal comfort can vary.

Overview of our Schools:

The GECDSB has a wide variety of building types which range from brand new (Legacy Oak Trail Public School) to historic buildings that are over 100 years old (Queen Victoria, Prince Edward, Kennedy, Walkerville). The School Board inventory contains buildings that were constructed prior to air conditioning being a normal component of buildings, when heating with electricity was normal due to its inexpensive costs or built during the oil crisis when the goal was to reduce energy consumption at all costs.

There have also been many additions and renovations to these buildings to accommodate growth and expanded programming which were designed to the Ontario Building Code requirements of the time which may differ from the original building and subsequent additions.

As the Board has replaced aging infrastructure, including ventilation systems, the systems must be installed to meet the current standards and codes and the applicable OBC requirements. Facility Services continues to prioritize HVAC systems when identifying projects through the School Renewal Allocation and the School Condition Improvement Allocation. This ensures the ability to properly maintain these systems and their functionality to provide proper ventilation and thermal comfort.

As science and understanding of how to operate buildings have evolved and changed since over the past 100 years of school construction, renovations and additions, there are a wide variety of HVAC systems throughout our built schools.

Classrooms in our Schools:

Most of the classrooms across the GECDSB are very similar, if not identical. Newer schools have been designed to the Ministry of Education recommended criteria for the size of typical classrooms, which is 750 sq. ft., however some classrooms are larger depending on the age of the building or their use.

This consistency of our classrooms and a number of HVAC systems throughout schools allows for a systematic approach in response to the pandemic. This includes more frequent disinfection of high touch surfaces, seating re-configurations, cohorting and ventilation strategies.

Overview of the HVAC systems within our schools (Appendix A):

This overview, previously presented to the Board in October of 2020, is an explanation of the various systems currently being utilized at the Greater Essex County District School Board.

This overview provides the components of the system, summary of the heating system and potential complications with the increase to 100% outdoor air ventilation rates.

The major items listed in Appendix A correspond to the individual school systems identified in the school-by-school, system-by-system breakdown, are provided in Appendix B.

Operational Changes to our HVAC Equipment

Hours of Operation:

Following the recommendations of ASHRAE, issued in response to COVID-19, the hours of operation of all HVAC systems have increased by 2 hours before the beginning of the operational day and 2 hours after the end of the operational day.

Filtration:

While most HVAC systems were designed for MERV-8 filters, MERV-13 filters have been installed throughout the Board. Filter replacements have also increased both as a response to the pandemic and to reduce the added pressure drop across the filter, as the increased pressure drop can have negative impacts on performance. Filters are changed every other month.

Outdoor Air:

The amount of outdoor air that is introduced into classrooms has been increased as much as possible through the existing HVAC systems. The highest amounts of outdoor on our ventilation systems are maintained, until the amounts of outdoor air start to cause thermal comfort issues.

Monitoring:

Through the Building Automation System, Facility Services is able to monitor ventilation fan performance and has set up alarms on all fans that have monitoring present on them.

Portable Air Filtration Units (Standalone HEPA Units)

Overview:

There are classrooms throughout a number of buildings which rely on passive ventilation. This is typically defined as an exhaust fan on the roof serving several classrooms and relies on drawing outside air through windows for ventilation. Some of these spaces were designed to rely on some passive infiltration through the walls. These built schools did meet the design requirements when they were constructed.

As science and our understanding of buildings continued to evolve, it was recognized that for an appropriate response to the pandemic, these passive systems needed to be supplemented. The Board procured the purchase of portable HEPA Air Purifiers during the summer of 2020 which were deployed in classrooms and offices in school buildings that relied on passive ventilation. Approximately 400 portable HEPA Air Purifiers were installed and used during the 2020/2021 school year. The HEPA units that have been purchased by the Board for the 2020/2021 school year are the Zephyr XXL units (classrooms) and Aerus Guardian Air Angel (offices). These were funded provincially by the Safe Return to School allocation provided by the Ministry of Education.

Strategy for 2021/2022:

The Ministry of Education announced on August 4th, 2021, that an additional 20,000 HEPA air purifiers were purchased to increase the total number of deployed portable HEPA air purifiers to 70,000 across school boards in Ontario.

The GECDSD received, as part of this announcement, an additional 491 portable HEPA air purifiers. These units were deployed in areas that did not have mechanical forced-air ventilation and that were going to be used for the 2021/2022 school years, such as gymnasiums, libraries, lunch rooms, and cafeterias. These spaces were not previously used in the 2020/2021 school year.

The Ministry also mandated the utilization of HEPA air purifiers in all FDK (Full-Day Kindergarten) rooms, regardless of the presence of a mechanical forced-air ventilation system.

Mechanical Ventilation Work starting in 2020/2021 school year:

There are many projects that are currently underway in schools to improve the operation of the HVAC systems.

HVAC projects were already planned for implementation during the 2020/2021 school year through School Condition Improvement Allocation funding. In October 2020, there was an opportunity to pursue funding for other projects as a response to COVID-19. This funding stream was identified as the COVID-19 Resilience Infrastructure Stream, or CVRIS.

Part of the CVRIS funding opportunity identified 3 categories of funding for projects that included upgrades and/or additions to HVAC systems in schools. The Board submitted and was approved for the following:

1. Ventilation Renewal – 8 projects submitted and approved.
2. Install New Ventilation – 14 projects submitted and approved.
3. Create Cooling Centres in Approved Areas – 15 projects submitted and approved.

The Board had submitted for 118 projects across 7 categories for CVRIS funding and received approval for all 118 projects. The approval for these CVRIS was received in February of 2021 and included a completion date of December 31, 2021.

The following is a list of projects by funding allocation and project type.

School Condition Improvement Projects:

1 – List of School Condition Improvement Projects

School	Scope of Work
<i>Amherstburg Public School</i>	<i>Replace all existing unit ventilators with new. Provide separate unit ventilators for CR1/1A. Remove all control pneumatics. Replace all existing exhaust fans.</i>
<i>Belle River District High School</i>	<i>Replace 8 unit ventilators (UV) / new UVs will include DX cooling for computer labs. This was a follow-up project to the new windows where the existing Window AC units could not be re-installed.</i>
<i>Coronation Public School</i>	<i>Replace existing unit ventilators. Remove all control pneumatics. Replace all existing exhaust fans. Remove existing unit heaters from gymnasium and provide a new roof top heating and ventilation unit.</i>
<i>Dougall Avenue Public School</i>	<i>Replace Unit Ventilators (total of 5) in Daycare ceiling space. Replace existing cooling equipment in the Daycare.</i>
<i>Glenwood Public School</i>	<i>Replace 5 unit ventilators, replace control pneumatics.</i>
<i>Hetherington</i>	<i>Replace existing unit ventilators - CR1,2,3,4,6,7,8,9,10. Replace control pneumatics. Replace all existing exhaust fans.</i>
<i>Marlborough Public School</i>	<i>Add Ventilation and Cooling in CRE4 (GAINS), CRE5</i>
<i>Riverside Secondary School</i>	<i>Add new Unit Ventilator in Classroom 171</i>
<i>Vincent Massey Secondary School</i>	<i>Add new Ventilation Unit in both Gyms (North and South)</i>
<i>Walkerville Collegiate Institute and Centre for the Creative Arts</i>	<i>Add new Ventilation Unit in the Gym</i>

COVID Resiliency Funding (CVRIS) – Replacement Ventilation

2 – List of COVID Resiliency (CVRIS) Replacement Ventilation

School	Scope of Work
<i>A V Graham PS</i>	<i>Replace Existing roof top units (MUA-1 and Multizone).</i>
<i>Belle River District High School</i>	<i>Replace Existing roof top unit (Cafeteria).</i>
<i>Belle River Public School</i>	<i>Replace Existing unit ventilators (Qty. of 11).</i>
<i>Centennial Central Public School</i>	<i>Replace Existing roof top units (Gymnasium and Multizone).</i>
<i>Dougall Avenue Public School</i>	<i>Replace Existing roof top units (Gymnasium Units, qty. 2).</i>
<i>Ford City Public School</i>	<i>Replace Existing roof top unit (Gymnasium).</i>
<i>General Brock Public School</i>	<i>Replace Existing roof top unit (Library).</i>
<i>King Edward Public School</i>	<i>Replace Existing Fan Coils and DX condensing units (5).</i>

COVID Resiliency Funding – New Ventilation:

These are a list of some of the most exciting projects for the GECD SB, both for our current students and staff but also for all future occupancies of these buildings. With CVRIS Funding, the opportunity to ensure all schools at the Board have mechanical forced-air ventilation is moving forward, except for schools that have been approved for replacement.

List of HVAC Ventilation Projects across the GECD SB to be completed by December 31, 2021:

3 – List of HVAC Ventilation Projects across GECD SB to be completed by December 31, 2021

School	Scope of Work
<i>Anderdon Central Public School</i>	<i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils. A total of 3 ERVs are being installed, providing new ventilation to 10 classrooms and 3 offices/staffroom/library rooms.</i>
<i>Centennial Central Public School</i>	<i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils. A total of 3 ERVs are being installed, providing new ventilation to 11 classrooms and 7 offices/staffroom/library rooms.</i>

VENTILATION OVERVIEW
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<p><i>Central Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 5 ERVs are being installed, providing new ventilation to 20 classrooms and 7 offices/staffroom/library rooms.</i></p>
<p><i>Coronation Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 2 ERVs are being installed, providing new ventilation to 7 classrooms and 5 offices/staffroom/library rooms.</i></p>
<p><i>Glenwood Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 4 ERVs are being installed, providing new ventilation to 13 classrooms and 7 offices/staffroom/library rooms.</i></p>
<p><i>Gore Hill Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 3 ERVs are being installed, providing new ventilation to 9 classrooms and 5 offices/staffroom/library rooms.</i></p>
<p><i>Gosfield North Central Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 6 ERVs are being installed, providing new ventilation to 15 classrooms and 5 offices/staffroom/library rooms.</i></p>
<p><i>Malden Central Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 3 ERVs are being installed, providing new ventilation to 12 classrooms and 8 offices/staffroom/library rooms.</i></p>
<p><i>Margaret D Bennie Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 1 ERV is being installed, providing new ventilation to 5 classrooms and 6 offices/staffroom/library rooms.</i></p>
<p><i>Northwood Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p> <p><i>A total of 3 ERVs are being installed, providing new ventilation to 13 classrooms and 2 offices/staffroom/library rooms.</i></p>
	<p><i>A total of 2 ERVs are being installed, providing new ventilation to 8 classrooms.</i></p>
<p><i>Queen Elizabeth Public School</i></p>	<p><i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils.</i></p>

VENTILATION OVERVIEW
 SEPTEMBER 21, 2021

	<i>A total of 3 ERVs are being installed, providing new ventilation to 12 classrooms and 4 offices/staffroom/library rooms.</i>
<i>Roseland Public School</i>	<i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils. A total of 2 ERVs are being installed, providing new ventilation to 6 classrooms and 1 library.</i>
<i>Southwood Public School</i>	<i>Install equipment to provide mechanical ventilation. Provide all necessary structural supports, mechanical ductwork, electrical, BAS controls, ERVs and heating coils. A total of 4 ERVs are being installed, providing new ventilation to 14 classrooms and 6 offices/staffroom/library rooms.</i>

SUMMARY

The Board continues to prioritize the necessary and timely additions, renovations and renewals of HVAC equipment to better serve staff and our students.

The renewal needs of over 4.5 million square feet of teaching and leaning spaces is an ongoing priority. During the COVID-19 pandemic, Facility Services continues to ensure that:

- all occupied spaces with passive ventilation have a portable HEPA air purifier,
- all occupied spaces with a forced air ventilation system have maximized the outdoor air,
- ventilation systems operate at increased hours to ensure buildings are properly flushed out,
- MERV-13 filters are utilized and replaced every two months in all ventilation systems,
- All passive ventilation spaces are eliminated with new ventilation systems by December 2021.

Appendix A – GECDSDB Overview of Ventilation Systems

Appendix B – Detailed List of Ventilation Systems by School

Appendix A: **GECSDB Overview of Ventilation Systems**

This overview is an explanation of the various systems present and currently being utilized in the Greater Essex County District School Board.

This overview provides the current components of the system, summary of the heating system and potential complications with the increase to 100% outdoor air ventilation rates.

1. Exhaust Fans throughout, operable windows only

- a. Space Narrative:
 - i. Operable windows and lack of vapor barrier (breathability of the building) are the source of ventilation air
 - ii. Heating is provided by perimeter radiation
- b. Primary Heating Source:
 - i. Perimeter radiation fed by hot water boiler system
 - ii. Hot water is produced by hot water boilers
- c. Ventilation Components:
 - i. Operable Windows
 - ii. Exhaust fans remove room air throughout the building (classrooms, washrooms, etc.)
 - iii. No opportunity for air recirculation
- d. On-going critical items for operation of the system:
 - i. Ensure that the exhaust fans are all running
 - ii. No change is required to the boiler reset water temperatures.

2. Unit Ventilators with Hot Water Heating (BAS) and no heat recovery wheels

- a. Space Narrative:
 - i. In classroom unit ventilators that provide heating and cooling (if equipped) for the room.
 - ii. Ventilation air comes through the ventilator.
 - iii. Room may have operable windows; however, the ventilation is provided through the unit ventilator.
 - iv. Room typically has exhaust fans or relief air through the unit ventilator.
- b. Primary Heating Source
 - i. Hot water heating coils inside the unit ventilator
 - ii. Room may also have perimeter radiation fed by hot water boiler system
 - iii. Hot water is produced by hot water boilers
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. Exhaust ductwork to centralized exhaust fans or relief air through the unit ventilators. The exhaust fans run continuously.
- d. On-going critical items for operation of the system
 - i. Operation of the unit ventilators must be maintained

- ii. When outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperature no lower than 40°F
- iii. Would need to adjust the boiler reset water temperatures to ensure adequate heating for the spaces when larger quantities of outdoor air are being introduced.

3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery wheels

- a. Space Narrative:
 - i. In classroom unit ventilators that provide heating and cooling (if equipped) for the room.
 - ii. Ventilation air comes through the ventilator.
 - iii. Room may have operable windows; however, the ventilation is provided through the unit ventilator.
 - iv. Room typically has relief air through the unit ventilator.
- b. Primary Heating Source
 - i. Hot water heating coils inside the unit ventilator
 - ii. Room may also have perimeter radiation fed by hot water boiler system
 - iii. Hot water is produced by hot water boilers
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. An energy recovery wheel transfers energy from the exhaust air stream to the incoming air stream.
- d. On-going critical items for operation of the system
 - i. Operation of the unit ventilators must be maintained
 - ii. When outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperature no lower than 40°F
 - iii. Would need to adjust the boiler reset water temperatures to ensure adequate heating for the spaces when larger quantities of outdoor air are being introduced.

4. Unit Ventilators with Hot Water Heating (pneumatics)

- a. Space Narrative:
 - i. In classroom unit ventilators that provide heating and cooling (if equipped) for the room.
 - ii. Ventilation air comes through the ventilator.
 - iii. Room may have operable windows; however, the ventilation is provided through the unit ventilator.
 - iv. Room typically has exhaust fans or relief air through the unit ventilator.
- b. Primary Heating Source
 - i. Hot water heating coils inside the unit ventilator
 - ii. Room may also have perimeter radiation fed by hot water boiler system
 - iii. Hot water is produced by hot water boilers
- c. Ventilation Components:

- i. Mixed Air Dampers to adjust the percentage of recirculation air
- ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
- iii. Minimum mixed air damper positions can only be adjusted manually on site, within the enclosure of the unit ventilator. There is no opportunity to remotely adjust these dampers.
- iv. Exhaust ductwork to centralized exhaust fans or relief air through the unit ventilators. The exhaust fans run continuously.
- d. On-going critical items for operation of the system
 - i. Operation of the unit ventilators must be maintained
 - ii. To achieve 100% outdoor air, the mixed air dampers would need to be fixed manually to 100% outdoor air/0% return air. These would need to be reconnected properly when the outdoor air temperatures begin to fall below

5. Variable Air Volume (VAV) Central Air Handlers with no heat recovery and no reheat coils (hot water heating)

- a. Space Narrative:
 - i. Variable Air Volume (VAV) boxes measure the amount of air that is introduced into a room.
 - ii. The air temperature is neutral air temperature in the winter and between 60°F-70°F in the summer for cooling.
 - iii. Ventilation air comes through the air handler.
 - iv. Room may have operable windows; however, the ventilation is provided through the VAV box.
 - v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Room has perimeter radiation fed by hot water boiler system
 - ii. Hot water is produced by hot water boilers
 - iii. There is hot water heating in the main air handler. Care must be taken for the incoming air to never be lower than 40°F.
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.
 - v. Variable air volume box adjusts the amount of air that is introduced into the space, from a minimum air volume setting to a maximum air volume setting.
- d. On-going critical items for operation of the system
 - i. Operation of the supply and return fans must be maintained.
 - ii. When outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperature no lower than 40°F.
 - iii. Would need to adjust the boiler reset water temperatures to ensure adequate heating for the spaces when larger quantities of outdoor air are being introduced.

- iv. The VAV box minimum air volumes would need to be increased from approximately 30% of the VAV Maximum Air Volume to 70% of the VAV Maximum Air Volume.

6. Variable Air Volume (VAV) Central Air Handlers with no heat recovery and no reheat coils (gas heating)

- a. Space Narrative:
 - i. Variable Air Volume (VAV) boxes measure the amount of air that is introduced into a room.
 - ii. The air temperature is neutral air temperature in the winter and between 60°F-70°F in the summer for cooling.
 - iii. Ventilation air comes through the air handler.
 - iv. Room may have operable windows; however, the ventilation is provided through the VAV box.
 - v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Room has perimeter radiation fed by hot water boiler system
 - ii. Hot water is produced by hot water boilers
 - iii. There is a gas-fired heating section in the air handler.
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.
 - v. Variable air volume box adjusts the amount of air that is introduced into the space, from a minimum air volume setting to a maximum air volume setting.
- d. On-going critical items for operation of the system
 - i. Operation of the supply and return fans must be maintained.
 - ii. If the operation of the gas burner is maintained, there is no limit to the mixed air temperatures. If there is a failure of the gas heating section(s), the mixed air temperature would need to be limited to no lower than 60°F.
 - iii. The VAV box minimum air volumes would need to be increased from approximately 30% of the VAV Maximum Air Volume to 70% of the VAV Maximum Air Volume.

7. Variable Air Volume (VAV) Central Air Handlers with heat recovery and no reheat coils (hot water)

- a. Space Narrative:
 - i. Variable Air Volume (VAV) boxes measure the amount of air that is introduced into a room.
 - ii. The air temperature is neutral air temperature in the winter and between 60°F-70°F in the summer for cooling.
 - iii. Ventilation air comes through the air handler.
 - iv. Room may have operable windows; however, the ventilation is provided through the VAV box.

- v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Room has perimeter radiation fed by hot water boiler system
 - ii. Hot water is produced by hot water boilers
 - iii. There is hot water heating in the main air handler. Care must be taken for the incoming air to never be lower than 40°F.
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.
 - v. Energy recovery wheels transfer energy from the exhaust air stream to the outdoor air stream.
 - vi. Variable air volume box adjusts the amount of air that is introduced into the space, from a minimum air volume setting to a maximum air volume setting.
- d. On-going critical items for operation of the system
 - i. Operation of the supply and return fans must be maintained. Operation of the energy recovery wheel must be maintained.
 - ii. When outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperature no lower than 25°F if the energy recovery wheels are operational. Upon failure of the energy recovery wheels, the mixed air temperature would be limited to no lower than 40°F.
 - iii. Would need to adjust the boiler reset water temperatures to ensure adequate heating for the spaces when larger quantities of outdoor air are being introduced.
 - iv. The VAV box minimum air volumes would need to be increased from approximately 30% of the VAV Maximum Air Volume to 70% of the VAV Maximum Air Volume.

8. Variable Air Volume (VAV) Central Air Handlers with heat recovery and no reheat coils (gas heating)

- a. Space Narrative:
 - i. Variable Air Volume (VAV) boxes measure the amount of air that is introduced into a room.
 - ii. The air temperature is neutral air temperature in the winter and between 60°F-70°F in the summer for cooling.
 - iii. Ventilation air comes through the air handler.
 - iv. Room may have operable windows; however, the ventilation is provided through the VAV box.
 - v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Room has perimeter radiation fed by hot water boiler system
 - ii. Hot water is produced by hot water boilers
 - iii. There is a gas-fired heating section in the air handler.
- c. Ventilation Components:

- i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.
 - v. Variable air volume box adjusts the amount of air that is introduced into the space, from a minimum air volume setting to a maximum air volume setting.
- d. On-going critical items for operation of the system
- i. Operation of the supply and return fans must be maintained. Operation of the energy recovery wheel must be maintained.
 - ii. If the operation of the gas burner is maintained, there is no limit to the mixed air temperatures. If there is a failure of the gas heating section(s) and the energy recovery section, the mixed air temperature would need to be limited to no lower than 60°F.
 - iii. The VAV box minimum air volumes would need to be increased from approximately 30% of the VAV Maximum Air Volume to 70% of the VAV Maximum Air Volume.

9. Variable Air Volume (VAV) Central Air Handlers with no heat recovery and reheat coils (hot water heating)

- a. Space Narrative:
- i. Variable Air Volume (VAV) boxes measure the amount of air that is introduced into a room.
 - ii. The air temperature is neutral air temperature in the winter and between 60°F-70°F in the summer for cooling.
 - iii. Ventilation air comes through the air handler.
 - iv. Room may have operable windows; however, the ventilation is provided through the VAV box.
 - v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
- i. Room has a heating coil in the ductwork Room has perimeter radiation fed by hot water boiler system
 - ii. Hot water is produced by hot water boilers
 - iii. There may be a water heating in the main air handler. Care must be taken for the incoming air to never be lower than 40°F.
- c. Ventilation Components:
- i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.
 - v. Variable air volume box adjusts the amount of air that is introduced into the space, from a minimum air volume setting to a maximum air volume setting.
- d. On-going critical items for operation of the system

- i. Operation of the supply and return fans must be maintained.
- ii. When outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperature no lower than 40°F.
- iii. Would need to adjust the boiler reset water temperatures to ensure adequate heating for the spaces when larger quantities of outdoor air are being introduced.
- iv. The VAV box minimum air volumes would need to be increased from approximately 30% of the VAV Maximum Air Volume to 70% of the VAV Maximum Air Volume.

10. Variable Air Volume (VAV) Central Air Handlers with heat recovery and reheat coils (gas heating and hot water heating)

- a. Space Narrative:
 - i. Variable Air Volume (VAV) boxes measure the amount of air that is introduced into a room.
 - ii. The air temperature is neutral air temperature in the winter and between 60°F-70°F in the summer for cooling.
 - iii. Ventilation air comes through the air handler.
 - iv. Room may have operable windows; however, the ventilation is provided through the VAV box.
 - v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Room has a heating coil in the ductwork Room has perimeter radiation fed by hot water boiler system
 - ii. Hot water is produced by hot water boilers
 - iii. There is a gas-fired heating section in the air handler.
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.
 - v. Variable air volume box adjusts the amount of air that is introduced into the space, from a minimum air volume setting to a maximum air volume setting.
- d. On-going critical items for operation of the system
 - i. Operation of the supply and return fans must be maintained.
 - ii. When outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperature no lower than 40°F.
 - iii. Would need to adjust the boiler reset water temperatures to ensure adequate heating for the spaces when larger quantities of outdoor air are being introduced.
 - iv. If the operation of the gas burner is maintained, there is no limit to the mixed air temperatures. If there is a failure of the gas heating section(s) and the energy recovery section, the mixed air temperature would need to be limited to no lower than 50°F.
 - v. The VAV box minimum air volumes would need to be increased from approximately 30% of the VAV Maximum Air Volume to 70% of the VAV Maximum Air Volume.

11. Packaged Roof Top Units

- a. Space Narrative:
 - i. Packaged roof top unit (RTU) provides constant air to the room.
 - ii. The air temperature either heating or cooling, to maintain the room temperature at setpoint.
 - iii. Ventilation air comes through the roof top unit.
 - iv. Room may have operable windows; however, the ventilation is provided through the RTU box.
 - v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Gas-fired heating section in the RTU.
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted in the RTU only.
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.
 - v. To increase the amounts of outdoor air on packaged RTU with on-board economizer, the economizer would need to be adjusted manually on site (this is typically done by a balancing contractor). In some cases, this can be done through the BAS.
- d. On-going critical items for operation of the system
 - i. Operation of the supply and return fans must be maintained.

12. Packaged Roof Top Units with VVT System

- a. Space Narrative:
 - i. Packaged roof top unit (RTU) provides heating and cooling to the room.
 - ii. Individual room temperatures are adjusted by Variable Volume and Temperature (VVT) zone dampers.
 - iii. The air temperature either heating or cooling, to maintain the room temperature at setpoint.
 - iv. Ventilation air comes through the roof top unit.
 - v. Room may have operable windows; however, the ventilation is provided through the RTU box.
 - vi. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Gas-fired heating section in the RTU.
- c. Ventilation Components:
 - i. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - ii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iii. Minimum mixed air damper positions can be adjusted in the RTU only.
 - iv. Return air ductwork from the space is connected to the air handler. Air is either re-circulated or exhausted when bringing in 100% outdoor air.

- v. To increase the amounts of outdoor air on packaged RTU with on-board economizer, the economizer would need to be adjusted manually on site (this is typically done by a balancing contractor). In some cases, this can be done through the BAS.
- d. On-going critical items for operation of the system
 - i. Operation of the supply and return fans must be maintained.
 - ii. Zone damper minimum positions would need to be adjusted higher, or possibly left at the fully open position.

13. Dedicated Outdoor Air Handlers (100% outdoor air) with in-floor heating

- a. Space Narrative:
 - i. Variable Air Volume (VAV) boxes provide a constant amount of air that is introduced into a room.
 - ii. The air temperature is neutral air temperature in the winter and between 60°F-70°F in the summer for cooling.
 - iii. Ventilation air comes through the air handler.
 - iv. Room may have operable windows; however, the ventilation is provided through the VAV box.
 - v. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Room has in-floor heating as the only heating source.
 - ii. Hot water is produced by heat pumps.
 - iii. There is a hot water heating section in the air handler.
- c. Ventilation Components:
 - i. Unit operates as a 100% outdoor air unit. No recirculation is possible.
- d. On-going critical items for operation of the system
 - i. Operation of the supply and return fans must be maintained.
 - ii. System is designed to operate in all outdoor conditions. No special considerations are required for this building.

14. Constant Volume Air Handler(s) to distributed fan coils and/or heat pumps

- a. Space Narrative:
 - i. Heat pumps provide the required heating and/or cooling for the space.
 - ii. Room may have operable windows; however, the ventilation is provided through the operating fan coil.
- b. Primary Heating Source
 - i. Room has in-floor heating as the only heating source.
 - ii. Hot water is produced by heat pumps.
 - iii. There is a hot water heating section in the air handler.
- c. Ventilation Components:
 - i. Central air handler operates as a 100% outdoor air unit.
 - ii. Exhaust fans remove room air throughout the building (classrooms, washrooms, etc.)
 - iii. Ventilation air comes through the central air handler. Outdoor ventilation is provided to the return air section of the fan coil.

- iv. Fan coils are constant volume. The amount of outdoor air provided to the intake of the fan coil was set at the time of commissioning. The amount of outdoor air and/or return air cannot be changed. This is a fixed recirculation air system.
- d. On-going critical items for operation of the system
 - i. Operation of the central air handler(s) and exhaust fans must be maintained.
 - ii. System is designed to operate in all outdoor conditions. No special considerations are required for this building.

15. Central Air Handler(s) distributed to the building

- a. Space Narrative:
 - i. Central air handler(s) provide(s) constant air to the room.
 - ii. The air temperature is constant from the air handler.
 - iii. Room may have operable windows; however, the ventilation is provided through the air handler.
 - iv. Room has exhaust (relief) ductwork that relieves building air to outside.
- b. Primary Heating Source
 - i. Perimeter radiation fed by a steam system
 - ii. Steam is produced by steam boilers
- c. Ventilation Components:
 - i. There may be return air ductwork that allows the units to operate as a mixed air unit.
 - ii. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - iii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iv. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
- d. On-going critical items for operation of the system
 - i. Operation of the central air handler supply fan must be maintained.
 - ii. Pre-heating and heating coils in the central air handler must be maintained. If the outdoor air temperature is below 35°F and the steam boiler fails at any time, the amount of outdoor air must be reduced immediately to 0% as steam coils are susceptible to almost instant freezing.

16. Constant Volume Air Handler(s) distributed to the building (hot water heating)

- a. Space Narrative:
 - i. Central air handler(s) provide(s) constant air to the room.
 - ii. The air temperature is either heating or cooling from the air handler.
 - iii. Room may have operable windows; however, the ventilation is provided through the air handler.
 - iv. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. Heating is provided by the air handler.
 - ii. Hot water is produced by hot water boilers
 - iii. There is hot water heating in the air handler. Care must be taken for the incoming air to never be lower than 40°F.
- c. Ventilation Components:

- i. There is return air ductwork that allows the units to operate as a mixed air unit.
 - ii. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - iii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iv. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
- d. On-going critical items for operation of the system
- i. Operation of the central air handler supply fan must be maintained.
 - ii. When outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperature no lower than 40°F.
 - iii. Would need to adjust the boiler reset water temperatures to ensure adequate heating for the spaces when larger quantities of outdoor air are being introduced.

17. Constant Volume Air Handler(s) distributed to the building (gas heating)

- a. Space Narrative:
- i. Central air handler(s) provide(s) constant air to the room.
 - ii. The air temperature is either heating or cooling from the air handler.
 - iii. Room may have operable windows; however, the ventilation is provided through the air handler.
 - iv. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
- i. Heating is provided by the air handler.
 - ii. There is a gas-fired heating section in the air handler.
- c. Ventilation Components:
- i. There is return air ductwork that allows the units to operate as a mixed air unit.
 - ii. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - iii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iv. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
- d. On-going critical items for operation of the system
- i. Operation of the central air handler supply fan must be maintained.
 - ii. If the operation of the gas burner is maintained, there is no limit to the mixed air temperatures. If there is a failure of the gas heating section(s) and the energy recovery section, the mixed air temperature would need to be limited to no lower than 60°F.

18. Constant Volume Air Handler(s) distributed to the building and reheat coils (hot water heating)

- a. Space Narrative:
- i. Central air handler(s) provide(s) constant air to the room.
 - ii. The air temperature is either neutral temperature or cooling from the air handler.
 - iii. Room may have operable windows; however, the ventilation is provided through the air handler.
 - iv. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
- i. Heating is provided by the reheat coils in the ductwork.

- ii. There may be a gas-fired heating section or hot water heating section in the air handler to achieve neutral supply air temperature.
- c. Ventilation Components:
 - i. There is return air ductwork that allows the units to operate as a mixed air unit.
 - ii. Mixed Air Dampers to adjust the percentage of recirculation air in the air handler.
 - iii. Can operate from 0% outdoor air/100% return air to 100% outdoor air/0% return air
 - iv. Minimum mixed air damper positions can be adjusted remotely to increase ventilation rates as required
- d. On-going critical items for operation of the system
 - i. Operation of the central air handler supply fan must be maintained.
 - ii. If the operation of the gas burner is maintained, there is no limit to the mixed air temperatures. If there is a failure of the gas heating section(s) and the energy recovery section, the mixed air temperature would need to be limited to no lower than 60°F.
 - iii. For hot water heating, either in the air handler or reheat coils in the ductwork, when outdoor air falls below 35°F, mixed air damper operation must be limited to maintain a mixed air temperate no lower than 40°F.

19. Energy Recovery Unit(s) to specific rooms or equipment

- a. Space Narrative:
 - i. 100% outdoor air
 - ii. Not the primary source of heating or cooling
 - iii. Room has return air ductwork that leads back to the air handler.
- b. Primary Heating Source
 - i. May have a gas-fired heating section to provide neutral air tempering.
- c. Ventilation Components:
 - i. Operates as a 100% outdoor air unit.
- d. On-going critical items for operation of the system
 - i. Operation of the supply fan and exhaust fan must be maintained.
 - ii. Maintain the operation of the gas burner, if so equipped.

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Appendix B: Detailed List of Ventilation Systems by School

Appendix B: Detailed List of Ventilation Systems by School

<u>School</u>	<u>Original Building</u>	<u>Additions</u>	<u>System(s)</u>	<u>Areas Served</u>
-				-
A V Graham PS	1971	1991 1995	10. Variable Air Volume (VAV) Air Handlers with heat recovery and reheat coils (gas heating/hot water heating)	All classrooms
			11. Packaged Roof Top Units	Music Room 205
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Dressing Rooms
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Office (MZ), gyms
Administration Building	1965	n/a	7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	
Amherstburg Public School	1967	1970	4. Unit Ventilators with Hot Water Heating (pneumatics)	All classrooms
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Main office, gym (2)
Anderdon Central Public School	1952	1958 1960 1964 1969 2012	1. Exhaust Fans only (with perimeter radiation)	West side classrooms
			2. Unit Ventilators with Hot Water Heating (BAS)	Far West side classrooms, east side classrooms
Belle River District High School	1949	1953 1958 1963 1968 1975 1998	2. Unit Ventilators with Hot Water Heating (BAS)	Most classrooms
			11. Packaged Roof Top Units	Library
			14. Constant Volume Air Handler(s) to distributed fan coils and/or heat pumps	East addition rooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Office, Centre core, cafeteria, Gyms
Belle River Public School	1971	1988 1996 2014	2. Unit Ventilators with Hot Water Heating (BAS)	East side portapak
			7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	South classrooms (2016 addition)
			11. Packaged Roof Top Units	CR 02, 03, 12, 13, Library
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Office, Gym, CR01, CR-08, CR15-19
Bellewood Public School	1968	1993 2007 2014	2. Unit Ventilators with Hot Water Heating (BAS)	Centre classrooms (CR01-CR09, Library)
			3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	Far east classrooms (101-104)
			5. Variable Air Volume (VAV) Air Handlers (hot water heating)	All west side classrooms
			12. Packaged Roof Top Units with VVT System	Main office, staff room
Centennial Central Public School	1925	1956 1961 1963 1967 1971	1. Exhaust Fans only (with perimeter radiation)	Whole building
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Office MZ, Gym
Central Public School	1951	1953 1954 1961 1968	1. Exhaust Fans only (with perimeter radiation)	All classrooms and offices

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			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym
Colchester North Public School	1957	1961 1966 1994	1. Exhaust Fans only (with perimeter radiation)	Some smaller rooms
			2. Unit Ventilators with Hot Water Heating (BAS)	Classrooms
Coronation Public School	1955	1957 1964 1975	1. Exhaust Fans only (with perimeter radiation)	East Wing
	1955	1957 1964 1975	2. Unit Ventilators with Hot Water Heating (BAS)	Center/West Wings
D M Eagle PS	1927	1945 1952 1956 1961 1964 1969	1. Exhaust Fans only (with perimeter radiation)	Whole building
David Maxwell Public School	1928	1955 1980	15. Central Air Handler(s) distributed to the building (radiation)	Whole building
Dougall Avenue Public School	1992	n/a	9. Variable Air Volume (VAV) Air Handlers with reheat coils (hot water heating)	All classrooms and offices
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym
Dr. David Suzuki Public School	2010	n/a	13. Dedicated Outdoor Air Handlers (100% outdoor air) with in-floor heating	Whole building
East Mersea Public School	1965	1967 2012	11. Packaged Roof Top Units	Most of the building
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Classroom 11 & 12
Eastwood Public School	1976	1997	14. Constant Volume Air Handler(s) to distributed fan coils and/or heat pumps	Most of the building
			19. Energy Recovery Unit(s) to specific rooms or equipment	ERV1, ERV2
Essex District High School	1922	1950 1954 1959 1962 1965 1995 2014	3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	OF222/223, OF226, CR227
			8. Variable Air Volume (VAV) Air Handlers with heat recovery (gas heating)	Most classrooms
			11. Packaged Roof Top Units	Aquatic Centre
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Cafeteria, Gym C, Gym B and Weight Rooms
Essex Public School	2008	n/a	2. Unit Ventilators with Hot Water Heating (BAS)	CR 131, CR 136
			7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	All classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Main Office, Gym
Ford City Public School	1952	1953 1954 1957 1958 1993 1997	2. Unit Ventilators with Hot Water Heating (BAS)	CR2-6, 9, 11, 13, 131, 132, 133, 14-16
			3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	CR17-22
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gym
			19. Energy Recovery Unit(s) to specific rooms or equipment	Dressing Rooms, Library & CR8
Forest Glade Public School	1969	1971	1. Exhaust Fans only (with perimeter radiation)	Parts of school
			2. Unit Ventilators with Hot Water Heating (BAS)	CR7
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	CR3, CR4, OF1, Library, Staffroom

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Forest Glade Public School Primary Learning Centre Former H. B. McManus	1975	n/a	17. Constant Volume Air Handler(s) distributed to the building (gas heating)	
Frank W Begley Public School	2005	2013	7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	Classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym, Office
General Amherst District High School	1922	1953 1960 1963 1966	1. Exhaust Fans only (with perimeter radiation)	Old parts of school
			3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	East academic wing
			4. Unit Ventilators with Hot Water Heating (pneumatics)	Central wing
			11. Packaged Roof Top Units	Library
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Cafeteria, Gyms
			18. Constant Volume Air Handler(s) distributed to the building and reheat coils (hot water heating)	Tech wing
General Brock Public School	1998	n/a	14. Constant Volume Air Handler(s) to distributed fan coils and/or heat pumps	All classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Cafeteria, Gym
			14. Constant Volume Air Handler(s) to distributed fan coils and/or heat pumps	Library, City of Windsor areas, Day care areas
Giles Public School	1921	1930 1956 1962 1965 1967 1971 1980 1997	16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Whole building. Note - this is all pneumatics and dampers would need to adjusted on site.
Glenwood Public School	1954	1960 1964	1. Exhaust Fans only (with perimeter radiation)	Most of the building
			2. Unit Ventilators with Hot Water Heating (BAS)	CR9-10, CR19-22
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym
Gore Hill Public School	1954	1962 1964 1995	1. Exhaust Fans only (with perimeter radiation)	West side of building
			2. Unit Ventilators with Hot Water Heating (BAS)	East portapak
			11. Packaged Roof Top Units	Library
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gym
Gosfield North Central Public School	1957	1960 1965 1969 1990	1. Exhaust Fans only (with perimeter radiation)	Most classrooms
			11. Packaged Roof Top Units	CR26, CR27, Main Office (Main office locally controlled)
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gym
Harrow Public School	1965	1967 1970	2. Unit Ventilators with Hot Water Heating (BAS)	Classrooms, office
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	CR11, 13, 24, 27, 28, Library, Stage, Gym
Hon W C Kennedy	1928	1966 1983 1998	2. Unit Ventilators with Hot Water Heating (BAS)	West wing (Geo Wing)
			15. Central Air Handler(s) distributed to the building (radiation)	Centre core of building.

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Secondary School			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym, Cafeteria, Wood Shop
Hugh Beaton Public School	1929	1956	15. Central Air Handler(s) distributed to the building (radiation)	Whole school
			19. Energy Recovery Unit(s) to specific rooms or equipment	B4 A/B
J A McWilliam Public School	1957	1961 1966 1994 2012	2. Unit Ventilators with Hot Water Heating (BAS)	Whole school
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Library
Jack Miner Public School	1956	1960 1963 1971	1. Exhaust Fans only (with perimeter radiation)	Some classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Majority of classrooms
			19. Energy Recovery Unit(s) to specific rooms or equipment	CR1-4
John Campbell Public School	1926	1983 2010	3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	Classrooms
			5. Variable Air Volume (VAV) Air Handlers (hot water heating)	Office
			14. Constant Volume Air Handler(s) to distributed fan coils and/or heat pumps	All Classroom Unit Ventilators
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym
			19. Energy Recovery Unit(s) to specific rooms or equipment	Basement
King Edward Public School	1993	n/a	7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	All classrooms, offices, day care
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym
Kingsville District High School	1953	1964 1967 1971 1994	1. Exhaust Fans only (with perimeter radiation)	Needs to be verified
			4. Unit Ventilators with Hot Water Heating (pneumatics)	Needs to be verified
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Offices
Kingsville Public School	1936	1953 1961 1975 1991 1992	1. Exhaust Fans only (with perimeter radiation)	Building
			4. Unit Ventilators with Hot Water Heating (pneumatics)	Building
Lakeshore Discovery	2006	2014	7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	Classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym, offices
			19. Energy Recovery Unit(s) to specific rooms or equipment	Day care
LaSalle Public School	2000	n/a	3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	All classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym, Library
			19. Energy Recovery Unit(s) to specific rooms or equipment	All UVs, WRs, Offices
Leamington District Secondary School	2017	n/a	6. Variable Air Volume (VAV) Air Handlers (gas heating)	Main office, Gym, Classroom Central Core
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Classrooms, Tech Wing

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M S Hetherington Public School	1960	1961 1967 1969	2. Unit Ventilators with Hot Water Heating (BAS)	CR 11, 12, 14-19, Library
			4. Unit Ventilators with Hot Water Heating (pneumatics)	Rest of classrooms
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gym
Malden Central Public School	1950	1952 1957 1968 2014	1. Exhaust Fans only (with perimeter radiation)	Whole school
			2. Unit Ventilators with Hot Water Heating (BAS)	CR3
Margaret D Bennie Public School	1959	1993	1. Exhaust Fans only (with perimeter radiation)	CR01-07, StaffRm, Main Office
			2. Unit Ventilators with Hot Water Heating (BAS)	CR08-16
			4. Unit Ventilators with Hot Water Heating (pneumatics)	Rest of classrooms
Marlborough Public School	1929	1950 1956 1959 1965 1967 1967	2. Unit Ventilators with Hot Water Heating (BAS)	CR E1, E2, E3, E6, OF5, Staffroom, Kitchen
			15. Central Air Handler(s) distributed to the building (radiation)	All classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Library
Mount Carmel-Blytheswood Public School	1952	1959 1967 2002	1. Exhaust Fans only (with perimeter radiation)	East Side
			2. Unit Ventilators with Hot Water Heating (BAS)	CR08-17
			12. Packaged Roof Top Units with VVT System	Main office, CR05, 06
			11. Packaged Roof Top Units	Library, Gym
Northwood Public School	1958	1964 1966 2003 2007 2007 2013	1. Exhaust Fans only (with perimeter radiation)	Many classrooms
			2. Unit Ventilators with Hot Water Heating (BAS)	CR01-05, 07
			13. Dedicated Outdoor Air Handlers (100% outdoor air) with in-floor heating	Many classrooms (ERV-1 through ERV-5)
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Office
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym, Library, Music Room
Parkview Public School	1975	1980	14. Constant Volume Air Handler(s) to distributed fan coils and/or heat pumps	Whole school
PASS (formerly Alicia Mason)	1962	1974	5. Variable Air Volume (VAV) Air Handlers (hot water heating)	Rest of school
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	CR209, 210, 211, Gym, OF12, S2
Pelee Island Public School	1918	n/a	1. Exhaust Fans only (with perimeter radiation)	Whole building
Plant Department	n/a	n/a	19. Energy Recovery Unit(s) to specific rooms or equipment	Office Areas
Prince Andrew Public School	1961	1971 1995	1. Exhaust Fans only (with perimeter radiation)	Rest of school
			2. Unit Ventilators with Hot Water Heating (BAS)	CR01-03
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gym (2)
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	CR5, CR6, Office
Prince Edward Public School	1919	n/a	15. Central Air Handler(s) distributed to the building (radiation)	Whole school
	1951	1953 1955 1987	1. Exhaust Fans only (with perimeter radiation)	Rest of school
			2. Unit Ventilators with Hot Water Heating (BAS)	CR01, 02

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Princess Elizabeth Public School			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Office
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Library
Queen Elizabeth Public School	1955	1966 1991 1992 2012	1. Exhaust Fans only (with perimeter radiation)	Rest of school
			2. Unit Ventilators with Hot Water Heating (BAS)	CR14-23
			11. Packaged Roof Top Units	Library/Main Office
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	CR7, Gym
Queen Victoria Public School (Windsor)	1921	1923 1982	15. Central Air Handler(s) distributed to the building (radiation)	Whole school
Riverside Secondary School	1962	1966 1971 1981 1986	1. Exhaust Fans only (with perimeter radiation)	Some rooms
			2. Unit Ventilators with Hot Water Heating (BAS)	All classrooms
			11. Packaged Roof Top Units	Guidance area
			12. Packaged Roof Top Units with VVT System	Office area
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gyms (4), Library, Cafeteria, Basement Weight Room, Tech Rooms 141, 143, 145, 147
			19. Energy Recovery Unit(s) to specific rooms or equipment	Dressings Rms 1&2, 3&4, Tech Rms 151,153
Roseland Public School	1925	1928 1949 1952 1956 1962 1962 1963 1965 2003 2013 2018	1. Exhaust Fans only (with perimeter radiation)	CR4,5,10,11,12,13
			2. Unit Ventilators with Hot Water Heating (BAS)	CR6, 7, 8, 9
			6. Variable Air Volume (VAV) Air Handlers (gas heating)	South wing (Main office)
			13. Dedicated Outdoor Air Handlers (100% outdoor air) with in-floor heating	CR18-25 (North wing)
Roseville Public School	1972	n/a	17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Whole school
Sandwich Secondary School	1971	n/a	9. Variable Air Volume (VAV) Air Handlers with reheat coils (hot water heating)	Cafeteria
			10. Variable Air Volume (VAV) Air Handlers with heat recovery and reheat coils (gas heating/hot water heating)	All classrooms
			11. Packaged Roof Top Units	Guidance Office, Main Office (no ventilation)
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Tech Wing (5), Gym (3)
			18. Constant Volume Air Handler(s) distributed to the building and reheat coils (hot water heating)	Kitchen (1)
Sandwich West Public School	1970	2012	8. Variable Air Volume (VAV) Air Handlers with heat recovery (gas heating)	All classrooms, offices
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gym, Day care areas (2)
Southwood Public School	1956	1959 1964 1969 2013	1. Exhaust Fans only (with perimeter radiation)	Rest of school
			2. Unit Ventilators with Hot Water Heating (BAS)	CR05, 06, 14-17
			19. Energy Recovery Unit(s) to specific rooms or equipment	Library, Gym
Sun Parlor Jr Public School	1972	1975	1. Exhaust Fans only (with perimeter radiation)	Whole building

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Talbot Trail	2006	2014	3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	CR 168, 169, 170
			5. Variable Air Volume (VAV) Air Handlers (hot water heating)	Main office, Ground floor day care
			7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	Most classrooms
			11. Packaged Roof Top Units	Day care office
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym
Tecumseh Vista Elementary	2011	n/a	7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	Admin
			8. Variable Air Volume (VAV) Air Handlers with heat recovery (gas heating)	Classrooms
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gym
Tecumseh Vista Secondary	2011	20152015 2015 2016	7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	Admin
			8. Variable Air Volume (VAV) Air Handlers with heat recovery (gas heating)	Classrooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Cafeteria
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Gyms, Multipurpose 1349
Vincent Massey Secondary School	1959	1962 1965 1967 1997	1. Exhaust Fans only (with perimeter radiation)	Misc. storage rooms and offices
			2. Unit Ventilators with Hot Water Heating (BAS)	All classrooms
			3. Unit Ventilators with Hot Water Heating (BAS) and heat recovery	CR180-185
			11. Packaged Roof Top Units	Library (3)
			11. Packaged Roof Top Units	Cafeteria
			12. Packaged Roof Top Units with VVT System	Main office
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Cafeteria, CR164, CR166
19. Energy Recovery Unit(s) to specific rooms or equipment	W28 &W29 & H19, D1&D2, CR162			
W F Herman Academy	1957	1958 1962 1967 1970 1997	1. Exhaust Fans only (with perimeter radiation)	Misc. storage rooms and offices
			2. Unit Ventilators with Hot Water Heating (BAS)	Most classrooms
			9. Variable Air Volume (VAV) Air Handlers with reheat coils (hot water heating)	Classrooms 137
			11. Packaged Roof Top Units	Secondary Library
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Shop Wing MZ, Basement Weight Room, Gym 1, Change rooms
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	CR 140, Secondary Office MZ, Cafeteria, Auditorium
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Primary Gym
19. Energy Recovery Unit(s) to specific rooms or equipment	Tech Wing, CR1157, 117, Staffroom, Primary Offices			

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Walkerville Collegiate Institute and Centre for the Creative Arts	1921	1954 1965 1969	2. Unit Ventilators with Hot Water Heating (BAS)	CR 117, 119
			15. Central Air Handler(s) distributed to the building (radiation)	Most classrooms and offices
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Main office, guidance, Staff room
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Interior classrooms, Library, Computer Lab, Cafeteria, Girls Dressing Rm, Auditorium.
West Gate Public School	2014	n/a	5. Variable Air Volume (VAV) Air Handlers (hot water heating)	Main office
			7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	Classrooms, Kindergarten
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym
Western Secondary School	1975	1994 1999	2. Unit Ventilators with Hot Water Heating (BAS)	CR 301, 401, 402, 404
			12. Packaged Roof Top Units with VVT System	Main Office
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	All classrooms
			19. Energy Recovery Unit(s) to specific rooms or equipment	Dressings rooms, Gym
Westview Freedom Academy	1965	1979 1992	2. Unit Ventilators with Hot Water Heating (BAS)	CR 128, 134, 140, 142, 143, 144, 145, 147, Weight Rom
			7. Variable Air Volume (VAV) Air Handlers with heat recovery (hot water)	CR 200-215
			10. Variable Air Volume (VAV) Air Handlers with heat recovery and reheat coils (gas heating/hot water heating)	CR 103-115, Library
			11. Packaged Roof Top Units	Main office
			16. Constant Volume Air Handler(s) distributed to the building (hot water heating)	Gym, CR117, 119-127, 141 Cafeteria,
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Staff room
			17. Constant Volume Air Handler(s) distributed to the building (gas heating)	Bakery, Kitchen
William G Davis Public School	1966	1969	11. Packaged Roof Top Units	Whole school



451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200

September 7, 2021

The Government of Ontario
c/o The Honourable Doug Ford, MPP
Premier of the Government of Ontario
Queen's Park, Legislative Building, Room 281
Toronto, Ontario M7A 1A1
Email: premier@ontario.ca

Dear Premier Ford,

As Trustees of the Greater Essex County District School Board, we share an immediate concern for the health and well-being of staff, students and their families. Our administration and staff have worked diligently to prepare schools for students to return to in-person learning this September. This is, by far, the best model for teaching and learning and we want to preserve it not just for this school year, but for future cohorts of students.

This is why, Premier, we urge you to include the vaccine for COVID-19 on the list of compulsory vaccinations in the *Immunization of School Pupils Act* in the near future. Making this inoculation mandatory will strengthen the imperative of receiving the vaccine and provide families with more confidence that schools are safe for their children.

We are doing what we can, but we require a provincial direction on this suggestion to reinforce our efforts and everyone's peace of mind during these very uncertain times.

Sincerely,

A handwritten signature in black ink, appearing to be "Alicia Higgison", with a long horizontal line extending to the right.

Alicia Higgison
Chairperson of the Board of Trustees

Cc: Honourable Christine Elliott, Minister of Health: christine.elliott@pc.ola.org
Honourable Stephen Lecce, Minister of Education: stephen.lecce@pc.ola.org
Dr. Moore, Chief Medical Officer of Health: infoline.moh@ontario.ca
Honourable Lisa Gretzky, MPP, Windsor West: lgretzky-qp@ndp.on.ca
Honourable Percy Hatfield, MPP, Windsor – Tecumseh: phatfield-qp@ndp.on.ca
Honourable Taras Natyshak, MPP Essex: tnatyshak@ndp.on.ca
Honourable Rick Nicholls, MPP, Chatham-Kent – Leamington: rick.nicholls@pc.ola.org