



Regular Board Meeting

Monday, September 26 2016
Board Room, Education Centre

AGENDA

A – 1

Opening

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
- (d) Welcome to Open Session (7:15 p.m.)
- (e) Memorials
- (f) Agenda Additions/Deletions/Approval
- (g) In Camera Report
- (h) Presentations – Student Recognition Awards
- (i) Delegation - C. Kitchen re: South East Norfolk Elem ARC
- * (j) Delegation - C. Cornell and A. Takas re: South East Norfolk Elem ARC
- * (k) Delegation – S. Ashley re: South East Norfolk Elem ARC
- * (l) Delegation – J. Cornell re: South East Norfolk Elem ARC
- * (m) Delegation – C. Oliveira re: South East Elem Norfolk ARC
- * (n) Delegation – K. Swick re: South East Elem Norfolk ARC
- * (o) Delegation – C. Sloat re: South East Elem Norfolk ARC
- * (p) Delegation – R. Andrews re: South East Elem Norfolk ARC
- * (q) Delegation – S. Baldock re: South East Elem Norfolk ARC
- * (r) Delegation – K. Ashley re: South East Elem Norfolk ARC
- * (s) Delegation – K. Kitchen re: South East Elem Norfolk ARC
- * (t) Delegation – G. Malo re: South East Elem Norfolk ARC

B – 1

Approval of Minutes

- * (a) August 29, 2016 (Regular Board Meeting)
- * (b) September 12, 2016 (Committee of the Whole)
- * (c) September 12, 2016 (Special Board Meeting)

C – 1

Business Arising from Minutes and/or Previous Meetings

- (a)

D – 1

Director's Report

- (a) Patti McCleister Leadership Award
- (b)

E – 1

Student Trustee's Report

F – 1

Committee Report

- * (a) Committee of the Whole No. 1(Revised) - June 6, 2016
- * (b) Committee of the Whole - September 12, 2016

T. Waldschmidt
G. Anderson

SUCCESS for Every Student



Regular Board Meeting

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G – 1 New Business

- * (a) Major Construction Projects – Final Report J. Gunn
- * (b) 2015-2016 Board Improvement Plan for Student Achievement Outcomes L. De Vos
- * (c) 2016-2017 Draft Board Improvement Plan for Student Achievement L. De Vos/L. Thompson
- * (d) PPM159- Professional Collaboration B. Blancher
- * (e) Multi-Year Plan Communications B. Blancher

H – 1 Other Business

- (a) Summary of Accounts - August 2016 J. Gunn
- * (b) Special Education Advisory Committee Minutes - June 2, 2016 L. Thompson
- * (c) Joint Occupational Health & Safety Committee Minutes - June 16, 2016 J. Gunn
- * (d) Joint Occupational Health & Safety Committee - Safety Audit Tracking Report (Summer 2016) J. Gunn

I – 1 Correspondence

- * (a)
- * (b)

J - 1 Adjournment

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

Chairs' Committee	September 26, 2016, 5:45 p.m.	Norfolk Room
School Council Orientation	October 5, 2016, 6:15 p.m.	Waterford District High School
Special Education Advisory Committee	October 6, 2016, 6:30 p.m.	Board Room
Native Advisory Committee	October 11, 2016, 1:00 p.m.	Brantford Collegiate Institute
Committee of the Whole	October 17, 2016, 7:15 p.m.	Board Room
Regular Board	October 24, 2016, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk Committee	October 25, 2016, 1:00 p.m.	Norfolk Room
Student Senate	October 27, 2016, 10:30 a.m.	Board Room
Grand Erie Parent Involvement Committee	October 28, 2016, 6:30 p.m.	Norfolk SSC Dogwood Room

SUCCESS for Every Student

Delegations speech

By. Carson Kitchen

Good evening everyone my name is Carson Kitchen and I'm a grade 7 student at Elgin Avenue Public school. I'm concerned about the closing of my school as I've been going there ever since junior kindergarten. Seeing it being torn down, would be one of the worst feelings I've ever had in my entire life as I've had many great experiences, such as when I dressed up as an elf and walked around our school promoting our Christmas book fair, or when Mrs. Auld pretended to be Ellen and interview Mrs. Askin before she retired.

Our school, although it is very outdated has many unique features such as: it being in walking distance to many important spots in Simcoe, if you ever get seriously injured the Norfolk general hospital is right next door, and the school has lots of green space to expand to a bigger school. Another thing that makes Elgin so great is that we have many extra curriculums such as many different sports, social justice club, library helpers and student council just to name a few, also last year our parent council organized a turkey dinner for the entire school for Christmas, where we went down to a church and had a delicious turkey dinner. I know for a few people that that was the only turkey dinner that they had that year so it was very nice of our parent council to organize that for us. Also, we have such an eclectic Elgin community. We have people from lots of different cultures and backgrounds.

So I hope you take my ideas into consideration when making your final decision. Thank you.

Delegation charlotte

Hello, my name is Charlotte, I am a grade 8 student at Elgin Ave Public School and I attend Norfolk County Enrichment, also located at Elgin Public School.

I am here to ask, why close Elgin?

I have been going to Elgin since I was in JK. This has been my home for 10 years.

Closing this school would break the hearts of all students and staff members at Elgin.

All teachers I have had have put their heart and soul into teaching. I am worried what will happen to the staff of Elgin. Where will they go? What will they do?

Everyone at my school knows that people say we have a bad reputation. But do we really? Everyone knows everyone ... even the new kindergarten students that just came and started school this month. We are all one big happy family.

I am also concerned about all of the kids who walk to school or their family doesn't have a vehicle to drive them to school. Do you want them to walk 1 hour just to get to school open houses? Will parents be sitting at home wondering if their child gets hurt how will they get to the school without a car?

All of the Elgin students walk to school. If Elgin closes, we will all be riding buses for a much longer time than it takes for us to walk to Elgin.

Also I want you to think why? Why buy new land at West Lynn when Elgin already has the land to build a great new school on? Why tear down the brand new snoezelen room our town has raised money to build?

What will happen to the Enrichment program and kids grades 4-8? Where will they go? Will Enrichment go away? The Enrichment kids are a part of Elgin, all my Enrichment friends are friends with my Elgin friends.

Please save our school.

Thank You

Hello, my name is Alyssa Takacs and I am an 8 grade student at Elgin Ave PS.

On behalf of me and every other student at Elgin I am extremely sad to say Elgin might be closing. It breaks my heart to hear this traumatic news, my home since kindergarten might be being torn down and rebuild somewhere else. I know this would be a complete mess for me and my family because I have a younger sibling that attends Elgin, and though she might be in grade 8 when this happens she would still have a big long walk to make it to school on time.

This doesn't just affect me this affects the staff, the students, the parents, and anyone who may be involved in the Elgin community. After everything the school board promised the last time this happened (4 new classrooms, a new gym, multiple other things) why take that all away and change your minds?

Not everything revolves around money. Money can buy you a new school it can't buy you happiness, a safe school environment, people that are like your family, why would you even begin to think about giving that all away just for the money. Personally I think that is completely selfish.

Why not think about what Elgin provides for the town of Simcoe. We are the only school with a snoezelen room, an enrichment program, multiple levels/classrooms, and many many, MANY other things that West Lynn could not provide for students.

I would like you to just hear me out as I speak, I am not trying to be critical when I say this, but think about others and not just you for once please.

If you don't close Elgin, it can open doors to new things and keep old things the way they are. I know Elgin may be an old school and I know I might just be a kid but I know what I'm talking about when I say don't close it. I hope I have moved you and changed your minds about closing our second home.

Elgin Eaglesoar high and every student is on our side when we say PLEASE DON'T CLOSE OUR SCHOOL!!!

I attended a meeting a few days ago at Elgin Avenue Public. The meeting contained many concerned parents that were passionate about keeping Elgin not only open for education, but also for the integration of all children west of highway 24.

I left this meeting Pro Elgin but like any good decision should be made; I decided to investigate the options and the opinions that were supporting the WestLynn School.

I saw the same enthusiasm and passion that was alive and well in West Lynn as I did in Elgin.

I had to call this argument a draw. We were the same people, with the same concerns.

I dug a little deeper, to try and resolve my struggle and pick a side in this debate. I then remembered a lesson I had learned in the Industrial Arts Program that was taught by a great and fair man Mr. Milne. His lesson was one that I carry with me still today. He would say “Boys the first thing you need before you start any project is a well thought out plan.”

I remember in the eighties Elgin hosted the Industrial Arts Program and the Home Economics Program for the surrounding schools that could not offer them. At the same time they were offering integration to the mentally and physically challenged and also to the refugees of Vietnam. These were tough times for Howard Clark and the faculty of Elgin. But all along they were learning to persevere.

Now back to my lesson about Planning.

There is no one who will stand up and estimate the true costs that could haunt the West Lynn consideration. “Until you have a Plan you cannot and should not be considered.” Thank you Mr. Milne.

I see historic boundary lines have never changed, even after the closures of North and South Schools. Elgin seems to be at the mercy of the lines of the expansion of Simcoe itself.

We know demographics in the name of affordable properties have aligned themselves with Elgin's catchment therefore a good number of students come from a financially struggling families. The rhythm of these families and students are the most vulnerable to this kind of resettlement. Their lives are structured around a neighborhood school that meets the Hierarchy of needs. This kind of development is essential to break the stereotype reputation people have placed on the families and students of Elgin for years.

Integration people.

Elgin has been doing it for decades. South end families are the same as us, come on in, and you'll be welcomed.

I could only hope if the tables are turned our Elgin families would experience the same kind of hospitality they've been extended.

We have equal opinions and loyalties to the things we appreciate. Our schools are subjective.

All I ask from here is that a choice not be framed by the one who can write the best inspirational paragraph , but by the ones who provide a good plan and the hospitality to carry it out.

J Scott Ashley

My Name is Jill Cornell and I am a parent of 2 very proud Elgin Eagles.

You are aware of the compensatory status of our school, Elgin Ave. PS. You know or have access to information to know how many, many of our families struggle financially and socially. You know where the greatest need is in the town of Simcoe – and you know where these children go to school.

Many families in the Elgin community, do not own a vehicle to drive their children to school – they rely on walking. To these families, Elgin school is a safe haven, a place of acceptance and a place that they can walk to in less than 15 minutes.

By recommending to close Elgin Ave School, you are taking away that safe haven and you are sending the message to our families that you are okay with sending their children to a school that is close to an hour walk away, through busy streets – many with no sidewalks to the south most part of town. Imagine what the reversal of the original recommendation to renovate and refresh Elgin Ave PS is doing to these families? What do the children do for after school activities and sports? What does a parent without a car do when their child is sick or needs immediate assistance ... and your school is an hour walk away – one way? Pay for a cab, rely on the kindness of other ... or most likely walk because there is no other choice.

Right now there is one important choice you can make – keep Elgin Ave PS open – save our school ... with that, you save our families and give them the chances that they so desperately need.

Closing Elgin Ave PS will leave 2 schools in the town of Simcoe – Lynndale Heights to the east of town and West Lynn to the southernmost part of town. Ask yourself – who are you servicing with this decision? Why are you not choosing a centrally located school for our future?

In deciding to close Elgin Ave PS – you are closing the most central school in the town of Simcoe that can provide the most opportunity to grow in the future – especially to children who are faced with financial and social challenges. Please think about the children you are elected to protect and serve, please remember that families located in the north and west ends of the town of Simcoe matter. Please show our community that the short term revenue of the sale of our school is NOT more important than providing a logistically safe and sound location for the future of education in the town of Simcoe. Think of the families on Queensway West, Queen St. North and those located in the immediate downtown core – imagine their day to day struggle. Are you really okay with removing the comfort and closeness that a school within reasonable walking distance can provide?

Please also consider any environment risks with the land that is recommended to purchase behind West Lynn. Please research and study the land drainage of the area, specifically the land east of Norfolk St. where the subdivision, Dream Villa was supposed to be developed – and now will not. Part of the drain system is located on the Demeyere property and is in need of critical repair. The drain continues under Norfolk Street to the west onto the agricultural land beside the land that is recommended for purchase. Please research and question the repairs required

for this drain system before making the decision to buy land that was more than 50% identified as part of “drainage area, Branch B” under the Decou Road Drain.

It has been mentioned many times that that Norfolk General Hospital has a need to expand and use the Elgin property. NGH is midway through a \$13 Million dollar to upgrade the operating rooms and obstetrics department. On the current property owned by NGH; there is residential land on Bellevue and the old Health unit building available. As a taxpayer, one would hope NGH would use their current underutilized assets first before purchasing any additional land. With the surplus of vacant land on Queen St., Robinson St, Stanley Street and Queensway/Cedar Street, there is ample land to develop within the town of Simcoe. The former North School which was torn down ~ 2012 is finally just commencing a townhouse development with more vacant land advertising for sale. No one knows the future of what would become of the Elgin PS property if it were to be closed.

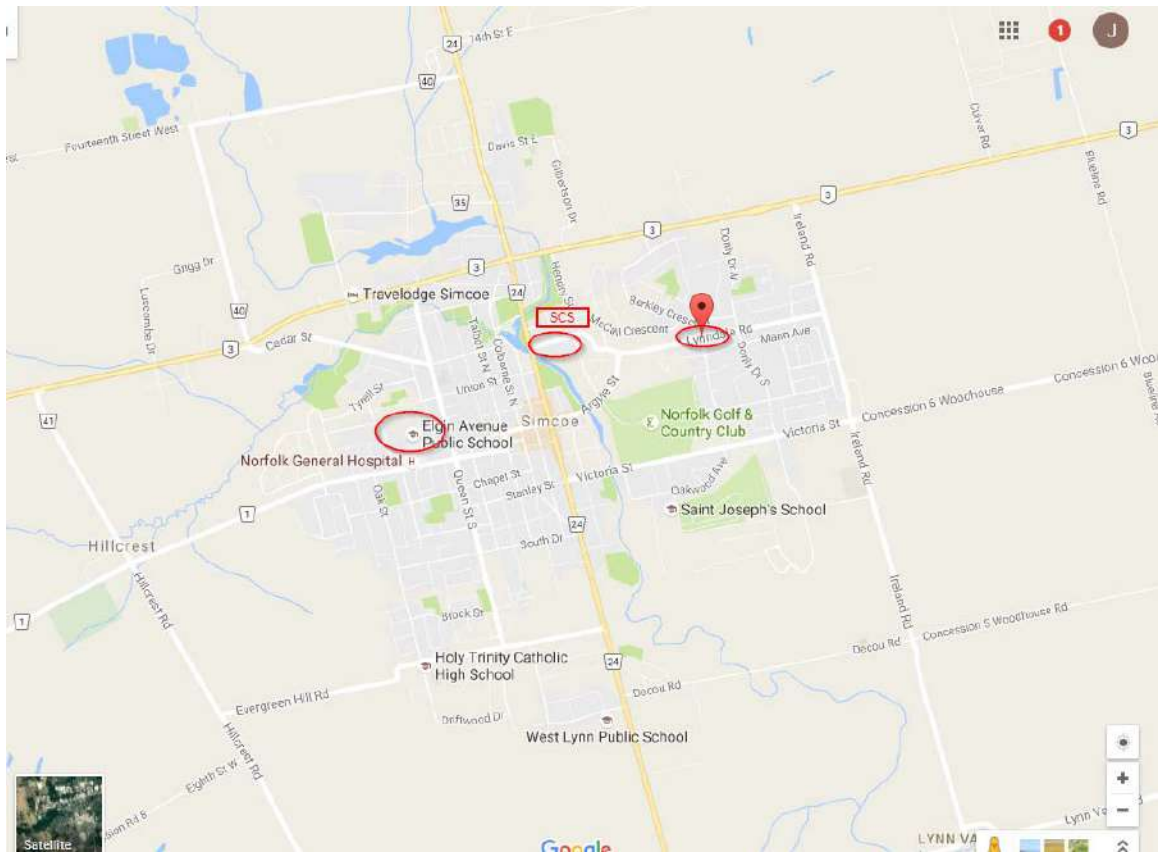
Don't view our school's perceived silence as complacency or indifference. Elgin did not host any of the ARC meetings, despite being a huge part of final decision. You did not see a presence partly because many families could not walk to the other schools, afford babysitters or take time off work. Our school families supported the original recommendation and were not expecting this very unfair recommendation reversal. The original recommendation made sense. We thought you believed in us, that you believed in the community of Elgin. In the first delegation, we only wanted to show you who we are and why our school is worth the investment. We did that, without tearing down or demeaning any other school in the meeting and delegation process ... our school was not so lucky, we accepted the criticism and not so kind comments because we were of the understanding you believed in Elgin's potential ... that you could see us through all the noise. The reversal by the senior Admin at GEDSB now says otherwise – the recommendation that is now on the table, has no tangible data to consider and review. Did something behind the scenes significantly change that we don't know about – what is that and why?

Our world is becoming a very scary place ... those with the largest bank accounts, largest homes, loudest voices should not have the largest influence. Look for those who feel they don't have a voice, a chance or a hope. Look for the cipher in the snow. Don't leave anyone behind. This is what we elected you to do – put the children first.

Our hearts are broken because the only value now GEDSB sees in our school is for the unknown revenue in our school's sale. Dollar Signs ... is this what the decision comes down to?

Look at a map of Simcoe – Lynndale Heights to the east, Simcoe Composite in the centre and Elgin Ave PS to the west – all three schools centrally in a line – to service the whole of our community.

Do not close Elgin Ave PS – see us, hear us, help us ... our future is in your hands.



To the board of trustees, I wish to thank you for your time and consideration of our proposal to expand West Lynn and close Elgin. I believe that this is the best decision not only for our students but for the community as a whole. I am sure by now the appropriate research in regards to the financial aspects of this merger has been explored. And all the students, families, faculty and staff's feelings and concerns have been considered in your decision to change your proposal in favour of keeping West Lynn open.

There are so many reasons why closing Elgin is a better option. The total cost of the repairs and renovation of the Elgin school, as well as the market value of Elgin's property in comparison to West Lynn's property, the accessibility issues in regards to creating and maintaining and the cost incurred for both, the possibility for community growth on the existing Elgin property, and keeping Simcoe students in town.

The estimated cost of repairing and expanding Elgin is phenomenally high. As West Lynn is already in good repair, the expansion of the school would be the most economically responsible decision. Seeing that the school is already accessible being a single level building, and that the possibility for expansion is to add a wing to the school as opposed to adding a second level, this will maintain the current accessibility standard within the school. Of course with the lack of required equipment to create an accessible Elgin, comes the decreased cost of maintenance throughout the year leading to a school that is less expensive to operate per student.

The property on which Elgin is located, is a very large piece of land, and not only an attractive asset for many, it is also an excellent source of income to add to the Grand Erie District School Board. The possible sale of the property would allow for many much needed and ideal upgrades to all of our local schools, helping to provide the best possible education to our students.

The Elgin property is located in a sought after area of town, and has been a point of interest for Norfolk General Hospital for many years. With the possibility of acquiring the land, the hospital may finally be able to add the much needed areas of health care that our changing population requires to maintain a healthy and happy community. The possible expansion of the hospital will also allow for an increase in jobs within the town. And with the current loss of many high paying industry in the area, the health care field would be an excellent way to bring up our town's economic situation. The town of Simcoe is in desperate need of change. I believe that opening up a large plot of land in a central location will help to breathe new life into our town.

The decision to keep West Lynn open also keeps Simcoe students in town. This allows for many opportunities for parent and student involvement within our schools. We are lucky to live in a small area, which most of our amenities are within walking distance. Also, by not busing our students to Port Dover families will have more time to be involved with non-school related extracurricular activities, such as, swimming, skating, dance, sports etc.

As I cannot say with any understanding of the French Immersion program what the best decision is for this. I do believe offering the program within to separate areas may increase the new enrollment numbers. A centrally located French Immersion Program will allow many families a more accessible option to have the education located in their community, as keeping a program at Walsh will allow rural families to also provide their children with this wonderful opportunity.

I thank you again for considering the possibility of keeping West Lynn open. This is a more viable option as a whole, and as co-chair of the West Lynn parents group, I will vow to make any transition a smooth, gentle and friendly one. We are excited to meet new families, and are working to provide the best possible learning experience for all students.

Thank you for this opportunity to help better our children's education and the community as a whole, and wish you all the best making the final decision.

Christine Oliveira

I am a proud parent of Elgin Public School and I'm deeply concerned with the proposal to close Elgin.

There are many reasons I feel keeping Elgin open is not only the best choice, but the only choice.

- 99% of the student body walk to school and a large number of these students come from the Queen Street housing complex and the down town area. A lot of these families are single parent families that don't have a vehicle. They are families under financial hardship who have to now walk 50 minutes one way from Queen Street to West Lynn to pick up their child if they are sick, for meet the teacher night etc. Not to mention the extracurricular sporting activities that takes place after school. Without transportation home for these after school activities, these children will not be able to participate. These families do not have the finances for taxis to pick up their children and already struggle financially on a daily basis without adding the stress of closing Elgin Public School.
- Out of the 99% of students that walk, that leaves only 3 students that are bussed to school (outside of the autism and enrichment students). That means that there will be a significant increase in the bus costs to transport all these students to West Lynn. Have you completed a cost projection for the next 5 or even 10 years for these added bus costs, hiring of extra drivers, insurance costs etc. If you did, you would realize these costs will be substantial. Whereas, if Elgin School were to stay open, there would be NO added bussing costs as you have already previously noted. As the busses already used at West Lynn will just be rerouted to Elgin saving the Board a great deal of money. That being said, about 55 students that already attend West Lynn are actually supposed to be attending Elgin Public School. These 55 students won't need bussing, which is yet another huge savings.
- There was an article in the Simcoe Reformer recently that stated in the proposal to close Elgin and transfer students to West Lynn, that, and I quote "repurposing the Elgin property would present more revenue-generating possibilities". After reading that, I have to ask the Board . . . is the mighty dollar more important than the students??? If it is money you are concerned about, look at the thousands of dollars already invested into the original recommendation, which was to renovate Elgin Public. This money that has already been spent will have been wasted, not to mention the time that has been invested. There are so many "unknowns" with the West Lynn expansion. For example, the Board will have to start all over with the purchase of land, getting a severance, rezoning from residential etc.
- The "green" space is another concern I have. Due to the fact that Elgin School is multi-level, even if we expand to accommodate other students from the other schools in the area, we still have more "green" space for the students. Not to mention that if Elgin School needs to expand in the future, we will have the extra land to do so. Whereas, with your West Lynn proposal, will there be room to expand in the future? Again, this is another "unknown" regarding the West Lynn proposal.

In closing, I ask that the Board go back to your original recommendation that was to keep Elgin Public School open and complete the needed renovations. Because at the end of the day, the **students are what's important**. Yes money is a factor, but these students are our future and we need to supply them with every opportunity at grow as we can. Keeping Elgin Public School open gives all students, including the students whose families struggle financially the opportunities that they will not have if you decide to close Elgin Public School.

Keeping Elgin Public School open is not the best choice, but the only choice.

Thank you.

Kerri Swick

September 2016

Keep To The Original Plan – Expand Elgin Avenue Public School

As I have been lead to believe, this flip of your decision to close West Lynn is about money, and which option is the least disruptive to students. If emotion is removed from the equation, financially Elgin being open makes the most long-term sense. The actual costs are known and reasonable. Engineering studies exist. A lot of time and money has been spent on this option, and it it well-thought-out.

Elgin has no future issues with drainage, green space, has room for expansion, and is centrally located for the town of Simcoe.

Busing is a huge cost in running a school board. A burden will be placed forever on current and future school boards in regards to relocating a population of students who currently walk. In total, only three students from our catchment area take buses to Elgin. This proposal is to take an entire school of kids, who cost almost nothing for transportation, and place them on a bus to a school on the edge of town, with a already has a large bus ridership.

We also come from the lowest socio-economic area of Simcoe. The financial burden imposed on parents without vehicles excludes them from being a part of their children's education. It may be prohibitively expensive for some parents when they had to pick up their children at West Lynn in cases of sickness or emergencies, parent meetings, etc. Access to participate in education should not only be for the elite of Norfolk.

We also have had things presented as fact but are hearsay and conjecture. One example is the Norfolk General Hospital using the property. There is a process and a line of other entities that get first rights to this property. This assumes the hospital has the money or interest. A part time employee at the hospital is not an expert on the hospital's plans.

Elgin has good bones and it is known what needs to be done and the costs. West Lynn is a big mystery in costs to expand, and future operating costs.

With regards to relocation during construction, no one has asked Elgin parents if we have any issues with it. Most would agree that short term disruption is worth it for the long term gain.

At the end of the day you have an obligation to the stakeholders and voters in Grand Erie to be transparent on the factual costs of your decision. In reality this decision has an emotional aspect for everyone. Elgin may not have been the loudest voice, but that does not mean we don't care about our school or the future of Norfolk schools.

Corrie Slood

Elgin Avenue Public School
September 22, 2016
Prepared by Russell Andrews

As a parent with a child and grandchild at Elgin Avenue Public School
I have very serious concerns about the possible closure of Elgin.

First: There were no meetings held at Elgin, which put the Elgin parents at a disadvantage.

2nd Many issues were not considered. For many years, Elgin has been the heart of Simcoe, a landmark in the centre of town!

3rd Transportation costs: Presently 99% of the Elgin children walk. Only 3 students are bused to Elgin. As well the children will miss the much needed exercise of walking and climbing stairs.

Elevators and ramps can be designed for those with disabilities.

4th West Lynn does not have any architectural drawings and surveys. How can you say costs would be cheaper? The school has drainage problems and becomes flooded. It could get worse with the development of the new school property and extra students.

5 th Elgin already has plans made - no surprise expenses!

6 th There will be little or no extra cost, to bus Western area students to Elgin, since they are already being bused.

7 th Elgin has lots of land for expansion in the future. There is plenty of room for sports and games.

8 th West Lynn has to have land purchased, to build class rooms, and will not have much room for outdoor activities.

9th Heavy traffic congestion including the traffic going to Tim Hortons, will get worse with more students and buses.

10 th It has been brought to my attention that a Board member and 2 Trustees have children at West Lynn. Is this correct? If so will they declare a conflict of interest?

**Delegation: South East Norfolk Elementary Accommodation Review Committee
Monday September 26, 2016 - Presented by Susan Baldock - Elgin Avenue Public School**

My name is Sue Baldock. I am a parent of a grade 8 student at Elgin Avenue Public School, and I graduated from Elgin in 1988. I am not a professional in the sense of having a degree in accounting or finance, or law or education. I consider myself first and foremost a Mom and I am a voting, tax paying citizen of Norfolk County. It is not my job to decide whether to close schools or keep them open. While not an easy job, I trust that our elected officials have the best ability to make those decisions. As our trustees, you are the professionals who have the resources to make the most informed and educated decisions possible, while putting the interests of the students ahead of everything else in the decision-making process.

The Board's initial recommendation that was put forth was to close West Lynn and renovate Elgin Avenue. This recommendation came with lots of tangible information surely based on much thought and research. Applications for funding were already made. Blueprints were available showing the renovated Elgin property on nearly 8 acres of land. Students that are currently being bussed to and from other schools would continue to take the bus, and the 99% of Elgin students would continue to walk to school as normal. A very sensible recommendation as there was plenty of space available for growth now and in the future. With ample green space and more than enough room for parking and pick-up and drop-offs, Elgin is a centrally located school with a bonus of being accessible from the East and West side of the property. This recommendation is great except for the fact that a school still has to close, with this recommendation that school being West Lynn.

A very talented, passionate, and intelligent group of parents, teachers, and students from West-Lynn did a lot of work to come up with a strategy to try to save their school. This option involved purchasing more property to acquire space to build on to the existing structure. As a result, Elgin would close, and the 217 students currently attending would be bussed to West Lynn.

The great thing about having delegations is that voices can be heard. The Trustees truly heard the voices of the representatives of West Lynn, as they adopted this very plan wherein Elgin would close and the idea would be to buy property and build on to West Lynn. Thus, here we are discussing the latest recommendation adopted by the Board.

As representatives of Elgin Avenue, we find ourselves scratching our heads wondering what happened from May to September that changed the fate of our school? We find ourselves at a loss to come up with an idea to save our school because the board has already done that for us. That was the original recommendation - applications for funding made? check, blueprints of the proposed renovations? - check, 7.9 acres of land already owned by the board? - check, an existing building that can accommodate more students? - check, and the current 217 Elgin students can still walk to school with no added transportation costs? - check
These are all things that are KNOWN.

There are a few UNKNOWNs as of right now regarding the option to keep West Lynn open which is concerning. Is the land that the Board wishes to acquire adjacent to West Lynn actually on the market for sale right now? If so, how much will it cost? What will be the cost of rezoning that land, and how long will that take? What utilities are currently in place if any, on that land? Where are the blueprints for the proposed addition to the school? Have applications for funding been made? How much green space will be available once the addition is finished? Is there space for expansion in the future should they need it? Where will the increased traffic be filtered? How much will it cost to bus the now 217 Elgin students who currently walk, to West Lynn? Where is Simcoe's CENTRAL school?

I understand this is a process - a long tough process that we as tax paying citizens are entrusting to you, our elected professionals. A process at the end of which a decision will be made not for personal reasons, but for what is best for our kids. A decision that affects everyone regardless of age, socio-economic status, race, or religion.

The Board's initial recommendation to keep Elgin open by utilizing existing space and land seems the obvious and sensible way to go. The unknowns of the West Lynn option are concerning and it seems there would be much work to be done to determine the cost and even the feasibility of this plan.

Finally, I think that both Elgin Avenue and West Lynn are great schools. The old walls of both are made of brick and mortar. It is the staff and students on the inside of those old walls that make the schools a great community. Despite what many think of Elgin Avenue, it has been an absolute joy to be a part of such an amazing school community once as a student and now as a parent. The idea of the two schools coming together on a single parcel of land is exciting for all, wherever that might be.

Thank you for your diligence in making an informed and sensible decision all for the sake of our children.

I grew up in Port Dover & attended PDPS finishing grade 6 there. The property was sold & the school was torn down.

I attended Doverwood for grades 7 & 8 ...A school that now sits dormant.

& Yes, PDCS was my high school which was also sited & closed.

To learn of the opening of Lakewood Elementary at the site of my old high school was exciting. Especially when my daughter told me she would be running track & field on the Todd Eaton memorial Track, a boy who'd been a friend of since kindergarten.

I now live in Simcoe, a place I never thought I'd live growing up as a 70's Doverite...rival to the Simcoetonians, back in the years of my youth. I've no personal ties to either of the two schools under review for closure right now.

When my daughter Anderson was born I had no opinion of the public school she would attend, but our location sent her to Elgin.

At social events I was asked about where Anderson would attend school and after answering "Elgin" I became worried by all the bias & negative comments & rumors of the school having a "bad reputation".

Anderson is now in grade 6 and through her years at Elgin she has grown into a compassionate & caring person, who has discovered her own personality & is now an individual sensitive to the situations of the underprivileged and proud to be a mentor to new friends yearning to learn from her.

Elgin has a proven past of being capable of integrating all who are entitled to learning. Be they Special like the Autism class or Special like the Enrichment class. Kids from all over Norfolk have been welcomed to attend the only school who hosts both for many years now.

This is not an Elgin vs WestLynn War to prove who is better.

The fact is this amalgamation is going to happen.

The question is where is the better site?

If neither school existed now and a brand new facility was the proposal what would be the most central and accessible site for all?

Come the day this finally happens my child will have moved on to high school...so as an outsider looking in, I believe the location of Elgin is the best decision being the most central and accessible for all.

Perhaps the best suggestion is the already prepared & costed Elgin upgrade & expansion...However make it a New School...with a New Start for all...by bringing

everyone together for new beginnings at....a newly named school....

Let all the children be the first students of.....?

Simcoe Central Elementary School???

Karen Ashley

My name is Krista Kitchen, I am the Parent Council Chair and Elgin parent. I have been very involved in the Elgin community since 2002. My 2 sons attended Elgin Ave Public School from JK- grade 8, both are proud Elgin graduates. My oldest is enrolled at Wilfred Laurier University and my younger son is a Grade 10 student at Simcoe Composite School. My daughter is currently in Grade 6 at Elgin. Wev are a proud Elgin Family. The students at Elgin are passionate about their school, they encourage each other to succeed in every aspect and always support each other. Unfortunately, Elgin still continues to be tainted by an out dated reputation....but the Eagles Soar above this.

Closing a school is never easy. One school community will be disrupted no matter what the reason for the closure. A neighbourhood will feel like it has lost it`s identity, Past students will feel that a piece of their childhood has been taken away. Present students will need to adjust to a new environment. So if we are going to go down this road, and fight the political fights that school closing plans create, then we need to ensure we are closing schools for the right reasons.

I have many concerns with the Senior Administrations' recent change in their recommendation to now close Elgin Ave Public School and acquire additional land to expand West Lynn Public School, and to split the French Immersion Program between Walsh and Lakewood.

The original recommendation was to close West Lynn, renovate and expand Elgin Ave, and to reassign the existing boundaries among the other schools involved in the ARC process. Time and money has already been invested in this plan. The proposed plan for the renovated Elgin Ave has been examined, drafted and submitted to the Ministry of Education for approval. The estimated cost of the renewal of Elgin was reported at \$5,663,052.00. A safe and effective plan for a larger parking lot, a designated busing area, and a parent pick up and drop off has been established. Transportation costs have been studied and determined. The report stated there would be no changes in cost to bus the West Lynn students to Elgin. The school is positioned on 7.9 acres – with 5.9 acres of greenspace. Due to the multi level building and large existing parking lot, even after the renovation Elgin will still have a similar amount (approx. 5 acres) of greenspace and surfaced outdoor play area. The second largest greenspace in all schools under the ARC review next to Lakewood, and quite possibly one of the largest in all Norfolk County schools. With the large site area of Elgin there is still more room to grow in the future if needed.

With the new recommendation to close Elgin, purchase land and expand West Lynn and split the French Immersion program between Walsh and Lakewood - we are challenged with a lot of unknown circumstances:

What is the cost of the proposed land adjacent to West Lynn that the School board is required to purchase to expand West Lynn? -UNKNOWN

Have any soils tests or environmental analysis' been completed to ensure the safety of the proposed land? UNKNOWN

Have the current owners applied for and been approved for a severance to sever the residential house from the parcel of land? How long will this process take? UNKNOWN

How long will the zoning amendment application take? UNKNOWN

Is there any grading that needs to be done to the subject land to make it sufficient for the school area? UNKNOWN

Has a cost been determined to implement required services to the proposed land? UNKNOWN

Has the plan of the renovation required to expand West Lynn school (number of classrooms etc.) been determined and prepared- draft of plans? UNKNOWN

Has a cost been established for the renovation and expansion of West Lynn? UNKNOWN

After the addition to West Lynn, and a new parking lot and busing area added, what will be the amount of greenspace and playground area left? UNKNOWN

What will the busing cost be to bus Elgin students to West Lynn? UNKNOWN

Will the acquired land and the addition to West Lynn be enough capacity to accommodate growth in our community over the next 10 years? New developments in Westwood Acres & Harvest Glen both in the new West Lynn boundaries. Would there be more room on the property to build on? UNKNOWN

The 5-year projection shows West Lynn at 99% Utilization, this is well above the targeted 85%. What will the classroom sizes be like?

With the French immersion being split to Lakewood, the 10-year projected enrollment at Lakewood is 99.8% utilization. This is also well above the targeted 85% utilization. This recommendation puts Lakewood at risk for being over capacity. Will Lakewood have to expand to accommodate the FI program, will all students in the English program be able to remain at the school?

Can Grand Erie District School Board sustain 2 K-8 dual track FI programs? Staffing? Resources?

There are a lot of 'unknowns' in the West Lynn Option.

Busing of the Elgin students will be an additional expense that will be incurred. Nearly 100% of the Elgin students will need to be bused to West Lynn. If you look at attached map of the Elgin Catchment boundaries, I have labelled the distance from the closest points of the boundary to West Lynn Public School. All students, aside from a small area downtown by Dean St, are more than 1.6 km away and therefore will need to be bused to school. This will be a significant cost over the next 5-10 years.

There has been information provided by Norfolk County regarding a storm drain in need of repair on the North side of Norfolk St. This drain flows to the property located beside the property that the School Board will need to purchase. Until this drain is repaired, the land in the surrounding area including the proposed parcel of land is at risk of flooding.

In a recent press release it was quoted that "repurposing Elgin property would present more revenue generating possibilities" has the focus shifted to revenue generating or are we still considering the best interests of the students?

Additional concerns I have with the new recommendation is the fact that Elgin is located in the hub of Simcoe – it is in close proximity and in walking distance to many venues: Norfolk General Hospital and Nursing Home, Food Basics Grocery Store, Talbot Gardens, First Baptist Church, Simcoe Splash Pad, Kinsmen Park and Pavilion, Strand Theatre, Norfolk County Public Library Simcoe Branch, Simcoe Panorama, Annaleise Carr Aquatic Centre, Simcoe Recreation Arena and Simcoe Farmers Market, Norfolk Arts Centre, Eva Brook Donly Museum, Young Theatre Players, Fire Station, Simcoe Composite

School, Memorial Park for Cross Country, Lion's Park and White Horse Bowling via Lynn Valley Trail. Just to name a few.

Currently, 99% of Elgin students walk to school, several Elgin families are financially challenged with no means of transportation. Many of these families live in the north and west end of Simcoe and currently walk their children to school. By moving the children to West Lynn the majority of the students will be bussed to school, but what about the parents – if their child is sick and they have to walk 45 minutes to pick them up or if they want to attend any extra curricular activities after school hours-they will have to walk a far distance. Without being able to access the school easily, this will force parents to disengage from their children's education and discourage the students from getting involved in school activities. This is certainly not considering the best interest of the students. As an Elgin parent I was also disappointed that not one of the ARC meetings were held at Elgin in the spring. Again, due to the lack of transportation for many of the parents, this alienated them from being involved in the ARC process.

I'll be honest, I was quite surprised to see the recommendation had shifted to option #7. Not because I thought the Elgin option was a secured "done deal" ...but because it appears this new recommendation was made by the Senior Administration to the Trustees with no specific plan, no commitment from the Grand Erie District School Board to purchase land required for the plan to be implemented, no official financial data to support it, no proposed costs of building, no projected cost of busing. It is based on a lot of uncertainties and assumptions. I was alarmed that they had recommended an option to the Trustees that seems so unstructured.

There are many Professionals involved in this recommendation and decision-making process with close ties to the community, and specifically to the schools involved. I want to thank you in advance for being unbiased and for basing your conclusions on the best interest of ALL the children involved. The students and staff at Elgin and West Lynn are all wonderful and dedicated to their school community. Regardless of the outcome I trust the Parents, Staff and Senior Administration will all work together to make this a smooth transition for everyone involved. To conclude I will quote one of the lines from the Role of the Board of trustees: it states their role is *"To assess and make decisions that consider students first in the decision making process."* Please consider the students first when making this difficult decision.

Thank you for your time.

Krista Kitchen

Elgin Ave Public School

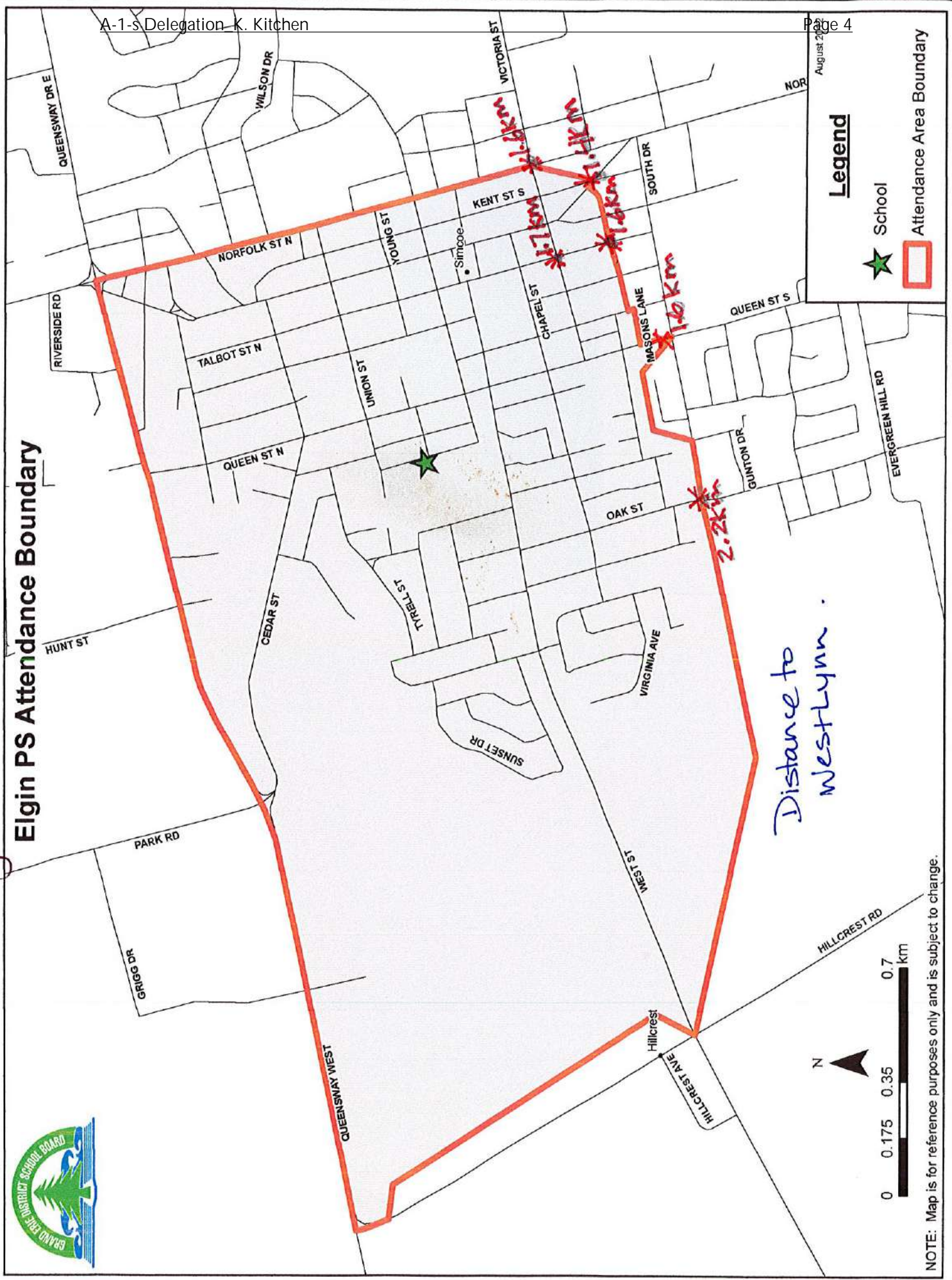
Krista Kitchen-Delegation

Elgin PS Attendance Boundary



Legend

- School
- Attendance Area Boundary



NOTE: Map is for reference purposes only and is subject to change.

Grand Erie District School Board**Committee of the Whole Meeting****Delegation Submission re: South East Norfolk Elementary – Pupil Accommodation Review****Meeting Date: Monday, September 26, 2016**

My name is Gordon Malo and I am the parent of children enrolled in Grades 1, 3 and 5 at West Lynn Public School.

I had the opportunity to attend the ARC Meetings held as part of the Pupil Accommodation Review for the South East Norfolk Elementary region, as well as present a delegation to the ARC Committee. I was extremely impressed with the respectful and professional manner in which the meetings were conducted. I commend Superintendent Wayne Baker for his excellent facilitation and Mr. Jamie Gunn for answering all questions in a full and transparent fashion while also researching and distributing additional information requested by parents and community members. I thank Trustee Rita Collver and Trustee John Harris who sat on the ARC Committee and actively listened to the questions, concerns and input of community members while clearly demonstrating an open-minded approach to ensuring the best solution was discovered to serve the interests of our children. Finally, I was very pleased with the courteous and constructive participation of parents and community members.

With declining enrolment rates in our region it is unfortunate, but clearly necessary, to close a school to achieve a targeted school utilization rate of 85%. To realize this goal senior management's original ARC recommendation was to close West Lynn Public School. The rationale for this recommendation was clearly presented and appeared to make sense given the prevailing circumstances.

Many community members asked if a better solution may be found by instead keeping West Lynn Public School open and closing Elgin Avenue Public School. Mr. Jamie Gunn was of great assistance in presenting this scenario, however it was seen that this option required an expansion of the West Lynn Public School, and that such an expansion was not possible given the school property's limited size.

Fortunately, during the ARC process the owners of a property immediately adjacent to West Lynn indicated that they were open to selling their property at its fair market value to accommodate a school expansion. This new information allowed for the consideration of a West Lynn expansion and it is this option, listed as Option #7 of the Report of the South East Norfolk Elementary ARC and now Senior Administration's recommendation, which I strongly believe should be supported.

The ARC Report lists a total of seven options. Option #7, "Keep West Lynn open and, instead, close Elgin", is on balance the most convincing opportunity to ensure our students and our communities have the best facilities to suit their needs for many years ahead. The primary reasons are as follows:

1) Enhanced Utilization Rates

Expanding West Lynn results in an immediate utilization rate of 89.2% and a projected 10-year utilization rate of 90.4%. These figures represent some of the highest immediate and long-term projected utilization rates of all the options and provides a cushion in case actual utilization rates are lower than anticipated.

In particular, it is significantly improved from the option to expand Elgin Public School, which had a 10-year utilization rate of 85.8%, or barely over the 85% target.

2) Keeping Students In Their Community School

Building strong communities requires children to attend school in their community.

The West Lynn opportunity results in no changes to English programming school boundaries outside of Simcoe. Within Simcoe, all Simcoe children will continue to attend a Simcoe school.

For French Immersion students, their situation will be improved by being able to attend either Walsh Public School or Lakewood Elementary School, significantly reducing transportation times for many students and allowing them to attend school in, or closer to, their home community.

3) French Immersion Expansion

Option #7 sees French Immersion fully implemented at both Walsh Public School and Lakewood Elementary School. This would likely entice additional families in the east section of the zone to consider French Immersion. Further, it has been announced that St. Joseph's Catholic School in Simcoe will now be offering French Immersion. For those families considering French Immersion who have a choice between school boards, having French Immersion at Lakewood Elementary will provide a strong public school option for these families, thereby supporting future public school utilization rates.

4) Transition

With an isolated school addition and far more modest improvements to its existing structure, a West Lynn expansion will offer students a more streamlined and less disruptive transition to the new school footprint. This compares to a far more dramatic relocation processes which would have been required by rebuilding Elgin Public School.

5) Accessibility & Capital Cost

West Lynn is currently a fully accessible school, a huge benefit for designing an expanded footprint which will fulfill the needs of all students. Further, per Mr. Jamie Gunn, renewal costs would be significantly less at West Lynn compared to the original Elgin plan.

6) Property Re-Purposing Opportunities

The Elgin Avenue Public School property has much to offer the community. I understand that Norfolk General Hospital and Nursing Home has already expressed an interest in the property. Alternatively, the land may be an attractive investment to another public or private healthcare institutions looking to supplement the health care offerings in this area. Regardless of the specific direction, re-purposing of the Elgin Avenue property should provide enhanced revenue-generating possibilities to the Board.

Without knowing that West Lynn's neighbouring property was available for purchase the opportunity to expand the school could not be fully considered at the beginning of the Pupil Accommodation Review. I thank the Renton family for voicing their openness to selling their property, thereby making an expanded West Lynn a possibility. I was recently in contact with the Renton family and can confirm that they continue to own the property and that their position regarding selling it to the Board has not changed.

For these reasons I am speaking in favour of Option #7. I thank the ARC Committee for their consideration of this alternative, and for the endorsement of this option by the Board's Senior Administration.

I thank the Board for the opportunity to address you today and for your careful consideration of all alternatives. Closing a school is never a pleasant experience and there will be disappointment and challenges regardless of the path chosen. That said, it was the task of all invested parties to ensure that through the ARC process the best opportunity was identified which addresses the realities of our diminishing enrollment rates, while also providing our community with the best school facilities through which to educate our children. Option #7, expanding West Lynn Public School, is that opportunity.

Thank you,

Gordon Malo



Regular Board Meeting
 August 29, 2016
 Education Centre, Board Room

MINUTES

Present: D. Dean, Board Chair, G. Anderson, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, E. Marr (Student Trustee), B. Newman (Student Trustee)

Administration: Director — B. Blancher; Superintendents – D. Abbey, W. Baker, L. De Vos, J. Gunn, S. Sincerbox, L. Thompson; Recording Secretary - D. Fletcher

Regrets:

Trustees: Nil

Administration: Nil

A – 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: C.A. Sloat

Seconded by: J. Richardson

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, D. Dean at 7:20 p.m.



Regular Board Meeting
August 29, 2016
Education Centre, Board Room

C.A. Sloat (mentor for the 2016-2017 student trustee representing the North) welcomed and introduced Brett Newman, a grade 12 student at Paris District High School who is involved in school council, school athletic council, Chair – Relay for Life, and works part time.

R. Collver (mentor for the 2016-2017 student trustee representing the South) welcomed and introduced Elizabeth Marr, a grade 12 student at Waterford District High School, who is a proud “Waterford Wolf” and is active in the school and community, and was co-president of school council last year.

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

Moved by: T. Waldschmidt
Seconded by: R. Collver
THAT the Agenda be approved as printed.
Carried

(f) **In Camera Report**

Moved by: C.A. Sloat
Seconded by: A. Felsky
THAT the Board approve the recommendations for Adding to the Replacement/Casual Principal and Vice-Principal List.
Carried

Moved by: G. Anderson
Seconded by: D. Sowers
THAT the Board approve Item D-1-b recommendation #1.
Carried

Moved by: D. Sowers
Seconded by: T. Waldschmidt
THAT the Board approve Item D-1-b recommendation #2.
Carried

Moved by: G. Anderson
Seconded by: B. Doyle
THAT the Board approve Item D-1-b recommendation #3.
Carried



Regular Board Meeting
August 29, 2016
Education Centre, Board Room

Moved by: A. Felsky

Seconded by: G. Anderson

THAT the Board approve the Director's Operational Goals for 2016-2017.

Carried

(g) **Memorial – Ashton VanEvery**

The memorial statement was read by G. Anderson.

(h) **Memorial – Katherine O'Hara**

The memorial statement was read by C.A. Sloat.

The Board of Trustees and Senior Administration took a moment of silence to honour Ashton and Katherine.

(i) **Presentations**

Nil.

(j) **Delegations**

Nil.

B – 1 Approval of Minutes

(a) **Regular Board Meeting – June 20, 2016**

R. Collver requested that the delegations presented to the Board by George Araujo and Alan Duthie in June in regards to Young Canada day be forwarded to all trustees.

Moved by: D. Sowers

Seconded by: J. Richardson

THAT the Minutes of the Regular Board Meeting, held June 20, 2016 be approved.

Carried



Regular Board Meeting
August 29, 2016
Education Centre, Board Room

(b) Special Board Meeting – July 7, 2016

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Minutes of the Special Board Meeting, held July 7, 2016 be approved.

Carried

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

Nil.

D – 1 Director's Report

The Director highlighted:

- A. Nesbitt, Superintendent of Education announced his retirement this summer, we are currently in the recruitment process to fill this position
- The Annual Director's Kick off meeting will be held on August 30, 2016
- Camp SAIL provided students with an opportunity to continue their learning during the summer months. There was a focus on literacy and numeracy in the morning, and reading and oral communication built into the afternoon recreation program
- Welcome back events begin this week to welcome new Grade 9 students and all students to secondary schools in Grand Erie
- More than 40 Grand Erie secondary students were hired and placed at various Grand Erie sites and community organizations throughout the district through Focus on Youth, a Ministry of Education funded program.

Grand Erie District School Board is setting a new direction to help guide the work provided for the students. Success for Every Student is at the centre of our new Multi-Year Plan.

This will be achieved through a focus on students and staff in a culture of high expectations. The indicators that will support our goal include Achievement, Well-Being, Equity, Environment, Technology, and Community. The Multi-Year Plan video was presented to trustees.

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Director's Report of August 29, 2016 as information.

Carried

E – 1 New Business – Action/Decision Items

(a) Approval of Next Year CW and Board Schedules of Agenda Items



i. Committee of the Whole Board

B. Blancher presented the schedule and referred to the schedule of one committee meeting per month. Trustee Honoraria currently scheduled for September 12, 2016 should be scheduled on November 14, 2016.

Discussion included the roll out plan for the Tell Them From Me (TTFM) survey. B. Blancher will confirm to trustees when a report on the TTFM survey data will be presented.

D. Dean explained that BL25 is scheduled on September 12, 2016. It was suggested during the Chairs Committee meeting to put a motion to refer BL25 to an AdHoc committee for consultation.

L. Thompson explained that the Special Education sessions will be scheduled throughout the year, as opposed to the previous practice of holding the meetings in the spring. The dates will be discussed at the first SEAC meeting of the year.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve the Proposed Schedule for the 2016-2017 Committee of the Whole Board meetings, as revised.

Carried

ii. Regular Board

B. Blancher presented the schedule that sets out the regular overview reports to be presented at board meetings.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the Proposed Schedule for the 2016-2017 Regular Board Meetings.

Carried

(b) Approval of the IPRC Composition

L. Thompson presented the report which is consistent with Bylaw 8 and Regulation 181/98.

Moved by: D. Sowers

Seconded by: T. Waldschmidt



THAT the Grand Erie District School Board approve the Identification, Placement and Review Committee structure and jurisdiction as set out in the IPRC Terms of Reference included in Bylaw 8.

Carried

(c) **OPSBA Membership for 2016-2017**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve the 2016-17 OPSBA Membership Fee of \$54,963 plus HST for payment.

Carried

E – 2 **New Business**

(a) **Annual Operating Plans – School Year 2016-17**

B. Blancher explained that Senior Administration and staff have prepared the Annual Operating Plans to guide their work and the work of the system.

The structure of the reports have been revised to align with the Multi-Year Plan. The five plans include: Well-Being, Technology, Community, Equity and Environment. Achievement will covered through the Board Improvement Plan for Student Achievement that will come to the Board in late September.

Superintendents spoke to the plans.

i. Well-Being

L. Thompson reported on the following goals in the annual operating plan:

- Staff, students and parents will promote health and well-being and will know how to access supports when needed
- Create and promote an enabling environment where all students can participate fully in their education
- Develop measurements to better understand the impact of the Educational Technology Plan on staff and student learning



In terms of focus groups and committee meetings, L. Thompson clarified she is currently working with G. Rousell, System Research Leader to develop a plan for data gathering.

Some feedback from trustees included lack of measurement information within the Evidence of Progress box on the AOP.

B. Blancher further explained that the AOP highlights four year goals, providing goals and strategies for the current. Evaluation and measurements will be provided over the next four years.

ii. Technology

D. Abbey reported on the following goals in the annual operating plan:

- Develop measurements to better understand the impact of the Educational Technology Plan on staff and student learning
- Increase staff knowledge of the technology available for teaching, learning and workplace applications
- Optimize our data systems to ensure that information is accurate, reliable, and easily accessible
- Provide an up-to-date technology infrastructure that meets the needs of classroom, administration and departments

D. Abbey clarified for the 13 sites that are unable to hook into fibre optic external data connections, one of the alternative solutions is to divert bandwidth through towers.

In terms of expanding Educational Technology Student Groups, the goal is to develop working relationships between students and teachers. Students would learn new transferrable skills to share with other students.

In terms of data integration of LITE and PowerSchool, many hours were spent duplicating information by having to enter information on both platforms. The goal is to streamline the process to avoid this.

B. Newman can see how the direct impact of faster internet would be beneficial in the classroom in terms of student learning. Teaching time is minimized in the classroom when internet challenges are present.



D. Sowers left the meeting at 8:25 p.m.

iii. Community

S. Sincerbox and B. Blancher reported on the following goals in the annual operating plan:

- Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home
- Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students

B. Blancher clarified that the resource strategies for family involvement available to Administrators and School Councils will also be available to families.

iv. Equity

W. Baker reported on the following goals in the annual operating plan:

- Reduction in the incidence of bullying among students
- Increase in the sense of belonging among students

C.A. Sloat recommended that Safe and Inclusive Schools committee be considered as a Board committee.

W. Baker explained that training on restorative practices will be provided for staff and will be especially beneficial to those who may be lacking confidence.

v. Environment

J. Gunn reported on the following goals in the annual operating plan:

- Ensure continuity of services and programs
- Improve on Energy and Environmental Conservation at all Grand Erie sites
- Make the best of space in Board schools
- Create learning spaces to reflect current teaching and learning needs
- Build a culture of care and respect in all schools and workplaces

He further explained how increased ECO awareness would focus on providing project funding assistance to those schools endeavoring to achieve higher Eco Schools ratings.



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Education Centre, Board Room

Changing culture could begin with front line non-teaching staff that the community would encounter on the telephone or walking through the front entrance.

B. Blancher referred to the status of the annual operating plans and noted future iterations. The updates provided in May will provide information of what was learned and what will be required in the next year to meet goals.

B. Blancher noted that a plan has yet to be determined on posting of the annual operating plans on line.

Moved by: T. Waldschmidt

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Annual Operating Plans of Senior Administration for the school year 2016/17 as information.

Carried

(b) Major Construction Update

J. Gunn reported on the major construction project update for Coronation Redevelopment. He addressed the scope, status as of August 23, 2016, and budget. Tom Oldman, Manager of Facility Services was credited for ensuring that budget stayed on track.

J. Gunn explained that the four additional portables at École Confédération will remain until the accommodation for the French Immersion program has been managed.

C.A. Sloat inquired about the gym and cycling room project at Pauline Johnson. J. Gunn confirmed that the project was completed well within budget estimates.

Trustees were invited to a tour of École Confédération on August 31, 2016 at 4:30 p.m.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

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

Carried

(c) 2014-2015 Energy Consumption/Conservation Report



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J. Gunn explained that this annual report is provided with assistance from Katie Hashimoto, Supervisor of Energy & Environmental Conservation and Facility Services. He provided highlights from background, report data and variables, energy demand and conservation and summary.

Moved by: C.A. Sloat

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the 2014-2015 Energy Consumption/Conservation Report as information.

Carried

G – 1 Other Business

(a) Summary of Accounts – June 2016

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of June 2016 in the amount of \$12,097,536.83 as information.

Carried

(b) Summary of Accounts – July 2016

Presented as printed.

Moved by: A. Felsky

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of July 2016 in the amount of \$ 8,834,320.09 information.

Carried

H – 1 Correspondence

(a) Peel District School Board re: Coding into instructional Programs



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(b) Peel District School Board re: EQAO Office

(c) Ministry of Education

Moved by: J. Harris

Seconded by: J. Richardson

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

Carried

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Board move into In Camera Session to discuss Personnel Matters at 9:17 p.m.

Carried

I – 1 **Adjournment**

Moved by: A. Felsky

Seconded by: T. Waldschmidt

THAT the meeting be adjourned at 9:55 p.m.

Carried

Board Chair, David Dean



Committee of the Whole Board

September 12, 2016
Education Centre, Board Room

MINUTES

Present: G. Anderson – Committee Chair, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, E. Marr (Student Trustee), B. Newman (Student Trustee)

Administration: Director - B. Blancher; Superintendents - D. Abbey, W. Baker, L. De Vos, J. Gunn, S. Sincerbox, L. Thompson; Recording Secretary - D. Fletcher

Regrets:

Trustees: J. Richardson

Administration: Nil.

A – 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: T. Waldschmidt

Seconded by: B. Doyle

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, G. Anderson 7:15 p.m.

(e) Agenda Additions/Deletions/Approval



Committee of the Whole Board

September 12, 2016
Education Centre, Board Room

Moved by: D. Dean
Seconded by: D. Sowers
THAT the agenda be approved.
Carried

(f) **In Camera Report**

Moved by: A. Felsky
Seconded by: D. Sowers
THAT the Board approve Item B-1-c.
Carried

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

(a) **French Immersion Accommodation Update** (From June 13, 2016)

B. Blancher provided background regarding accommodation pressures from enrolment growth in the French Immersion program.

The Elementary French Immersion Consultation Ad Hoc Committee in the spring reported a number of options for consideration.

- 1) Retain École Fairview as a third single track FI site
- 2) Complete an Accommodation Review of North Brantford Schools to consolidate regular program and free up a third single track French Immersion site
- 3) Create a single track French Immersion Middle School at the École Fairview site
- 4) Cap intake into the French Immersion program

The Board has commissioned a review of enrolment and accommodation to be completed by Watson & Associates and presented to the Board in the fall.

A. Felsky requested B. Blancher to expand on the process of the meetings held with the Elementary French Immersion Consultation Ad Hoc Committee.

B. Blancher explained that four meetings were held with the committee, a report was presented to Board in June 2016. The framework for the meetings included information previously brought to board regarding French Immersion, the committee was encouraged to ask questions. More detailed data requested by the committee would then be provided at the later meetings. Options were discussed from the community.

R. Collver inquired if the grandfathering issue will be discussed after the report from Watson & Associates. B. Blancher explained that the report from Watson & Associates will be discussed with the Quality Accommodations Committee prior to coming to Board. Grandfathering will be discussed during any deliberations on French Immersion accommodation.



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J. Gunn provided clarification with respect to capping and option 2. This is an on-going process as long as there is an increased demand in French Immersion.

J. Harris inquired how viable Options 1-3 are without Option 4. J. Gunn explained that none of those options are viable without the fourth option, as capping on the program with defined accommodations is necessary or else we risk outgrowing available accommodation.

C. A. Sloat inquired if there are any concerns about qualified staff for the program. S. Sincerbox explained that we are fully staffed at the moment. B. Blancher added that by full implementation for dual track, 12 more teachers will be required for those sites, without taking into consideration any leaves or retirements of FI teachers.

D. Dean re-iterated his concern of availability of qualified staff. He spoke about how critical it is that we are confident we can hire qualified people. He spoke in favor of capping every September.

Moved by: D. Dean

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the French Immersion Program Accommodation Update as information.

Carried

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board direct Senior Administration to bring forward a report on French Immersion kindergarten capping by the November 2016 Committee of the Whole Meeting.

Carried

A. Felsky, on behalf of parent communities was appreciative of the report.

(b) **Report of the South East Norfolk Elementary Accommodation Review Committee** (From January 18, 2016)

B. Blancher outlined the process for the Accommodation Review Committee (ARC) and added a second motion to the report:

THAT the Grand Erie District School Board receive the Report of the South East Norfolk Elementary Accommodation Review Committee for consideration at the Board Meeting on October 24, 2016.



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W. Baker provided background of why the ARC was initiated. He reviewed how demographic profiles and school information profiles were completed for each of the five schools, committee membership, resource staff, dates and locations of the meeting, ARC Mandate, and community consultation.

There were seven options considered, each with a rationale, consideration and resulting enrolment. The options included:

- 1) Status Quo – all schools in the review are remain open
- 2) The original ARC recommendation by senior administration
- 3) Similar to Option 2 – except that former West Lynn students scheduled to attend Lakewood would instead, be reassigned to either Elgin or Lynndale
- 4) Create a single-track French Immersion school in South East Norfolk
- 5) Create a second FI program in South East Norfolk
- 6) Purchase the Landon property and build a new school; offer to sell Elgin Avenue to Norfolk County; turn West Lynn into a seniors home
- 7) Keep the West Lynn open and instead, close Elgin

Senior Administration recommended Option 7.

R. Collver spoke how respectful and informative the ARC was, and appreciated the thoughtful ideas and options provided by the community. She explained how the community should be informed, once a decision is made, that a transition committee is formed. She voiced apologies to the community, parents and principals that a reminder was not sent out prior to Friday that the report was scheduled for tonight.

C. A. Sloat inquired about consideration for K-4 and K-8 dual track in the boundary changes. J. Gunn explained both options were reviewed through the ARC process, and that Option 5 was based more on logistics of transportation rather than program size. He referred to the map (Option 5) that splits the current FI catchment. He will provide projected enrolments of the two proposed programs at the October 17 Committee of the Whole meeting.

J. Harris appreciated all feedback provided from the community and agreed how respectful this new process of FT5 is in that it allows for amicable decision making. He inquired of transportation options to Elgin students if Elgin is closed. J. Gunn explained that an addendum report including such information will be provided to Board.

Trustees complimented W. Baker and J. Gunn on an informative and detailed report.

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the "Report of the South East Norfolk Elementary Accommodation Review Committee" as information.

Carried



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Moved by: R. Collver

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Report of the South East Norfolk Elementary Accommodation Review Committee for consideration at the Board Meeting on October 24, 2016.

Carried

(c) **North Brant Elementary Accommodation Review Committee** (From February 18, 2016)

B. Blancher provided background to a report approved that came on February 18, 2016.

R. Collver complimented W. Baker as she experienced her first ARC with the new FT5 policy. She thanked the community for understanding.

J. Gunn explained the plan to use surplus spaces in Paris Central to populate the French Immersion program already at capacity in Burford. Although there are surplus spaces at Northward and Cobblestone, within ten years these schools may need the space to accommodate growth and we would need to evaluate again.

A. Felsky and T. Waldschmidt thanked and congratulated Senior Administration on a compromise that will maintain the building which is important to the community.

Moved by: R. Collver

Seconded by: A. Felsky

THAT the Grand Erie District School Board implement a dual-track French Immersion program at Paris Central beginning with Grade 6 in September 2017 and phasing in Grade 7 (September 2018) and Grade 8 (September 2019). The dual-track French Immersion program at Burford District Elementary School will finish at the Grade 5 level and students will move to Paris Central for Grades 6 to 8, for consideration at the Board Meeting on October 24, 2016.

Carried

C – 1 Director's Report

- Friday September 16, 2016 is a Professional Development day for elementary and secondary staff members. Elementary staff will focus on Health and Safety training and numeracy, and secondary staff will focus on numeracy
- Delhi District Secondary School will hold the 75th year anniversary celebrations this coming weekend of September 16-18th
- Grand Erie District School Board is the recipient of 14 Parents Reaching Out (PRO) grants for the 2016-17 school year. The grants are used to encourage parents to become involved in their children's education and to help support student learning. Activities relate to parent voice, math, science, health and wellness, social media and connecting to our environment and indigenous community
- Life Long Learning week is coming up and is celebrated yearly



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D. Abbey shared his summer experience and learning as part of the Leading Educators Around the Planet (LEAP) Exchange 2016 in Australia. The LEAP program is a program designed by educators from Canada, Australia and New Zealand to provide an opportunity for vice-principals, principals and supervisory officials to engage in strong professional dialogue about common and diverse issues facing school leaders around the world. The program is offered through the Ontario Principals' Council (OPC).

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Director's Report of September 12, 2016 as information.

Carried

D – 1 New Business – Action/Decision Items Nil.

D – 2 New Business – Information Items

(a) Enrolment Update

J. Gunn reviewed the enrolment report as of Friday September 9, 2016. Elementary numbers are higher than projected mostly due to higher numbers in kindergarten program.

Actual enrolment is 17,663 and projected enrolment is 17,519 showing an increase of 144 students.

2016-2017 Revised Actuals show total secondary FTE for Grant & Tuition at 8,461.4.

C.A. Sloat inquired about kindergarten classrooms and maximum capacity. J. Gunn explained that Friday September 16, 2016 is the reorganization date for classes.

R. Collver asked for clarification regarding the actual 313 versus projected 264 for Special Education students. J. Gunn explained that projected number of Special Education students is determined by the number of Special Education students in classes at the end of the previous year. Additional students would be those identified and new to the Special Education classes from regular program classes.

Moved by: D. Sowers

Seconded by: T. Waldschmidt

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

Carried



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

D. Abbey explained the purpose of SAL is to provide students aged 14 – 17 who have experienced significant difficulties with regular attendance at school, with an alternative learning experience as outlined in Ontario Regulation 274/10.

The following was reviewed: percentage of students by age profile, number of students by activity, student enrolment, credit summary, cumulative data summary analysis, and summary.

C.A. Sloat inquired about credit recovery for those students who didn't finish their credits by June. D. Abbey responded that the school will use credit recovery where appropriate to complete unfinished courses from SAL.

Moved by: D. Dean

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the "Data Report - Supervised Alternative Learning" as information.

Carried

E – 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**

(a) **BL25 Director Performance Appraisal**

B. Blancher referred the four comments received, and addressed that several areas of the bylaw requires further discussion.

Trustees agreed that a sub-committee of trustees should be formed to review the bylaw. The committee will be opened to all trustees.

Moved by: D. Dean

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board establish an Ad Hoc committee to review BL25 Directors' Performance Appraisal.

Carried

D. Sowers left at 8:25 p.m.

(b) **HR6 Principal/Vice-Principal Selection Process**

S. Sincerbox reviewed changes made to the procedure prior to circulation. He spoke in detail to the addition of School Administrator Readiness for Interview Assessment (including Candidate Leadership Plan) and removal of one trustee from the interview team.



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Discussion involved hiring as an operational piece versus the value of a trustee being part of the Interview team.

D. Dean put the motion on the floor to amend the policy to include a trustee on the interview team.

Moved by: D. Dean

Seconded by: T. Waldschmidt

THAT "1 trustee" be re-inserted into the interview team for the Principal/Vice-Principal selection process in HR6.

J. Harris requested that a recorded vote be taken.

A vote was taken with results as follows:

Yeas: G. Anderson

R. Collver

D. Dean

B. Doyle

K. Sandy

C.A. Sloat

T. Waldschmidt

Nays: J. Harris

A. Felsky

It was noted that J. Richardson and D. Sowers were not in attendance to vote.

The motion was carried.

Moved by: R. Collver

Seconded by: A. Felsky

THAT the Grand Erie District School Board forward Policy HR6 "Principal/Vice Principal Selection Process" to all appropriate stakeholders for comment to be received by December 2, 2016, as amended.

Carried

(c) **HR7 Replacement of Casual Principal/Vice-Principal**

S. Sincerbox reviewed minor changes made to the procedure prior to circulation.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board forward Policy HR7 "Replacement/Casual Principal/Vice Principal Selection Process" to all appropriate stakeholders for comment to be received by December 2, 2016.

Carried



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(d) SO25 Visual Identity

B. Blancher referred to changes made to SO25, and the accompanying Visual Identity manual. She also recommended revising BL19 to streamline the process. It is requested to suspend BL9 – “Processes for Development of Policies, Procedures and Bylaws” to move ahead with approval.

2/3 majority is required to suspend the policy.

C.A. Sloat suggested removing “school” under procedure 7.

C. A. Sloat spoke to formal communication regarding the use of Director and Chair on advertisements.

C.A. inquired if the eight attributes will continue to be seen in marketing campaigns. S. McKillop explained that the attributes were part of a previous plan. B. Blancher added that the attributes still reside in the schools, course calendars, website and school agendas.

T. Waldschmidt inquired about representation of the infographic, as see on the boardroom wall. S. McKillop explained that elements of that infographic are in the VI manual.

R. Collver found the promotional materials impressive and inquired why the logo was not on the magnets for the BeWell campaign sent home from the secondary schools. S. McKillop explained that due to space constraints, it was decided to use space on the magnet for crisis line information.

A. Felsky liked the comprehensive package, and examples provided.

C. A. Sloat inquired why “Culture of High Expectations and “Focus on Students and Staff” are not shown in the Visual Identity manual, as such of an important part of the MY Plan.

B. Blancher agreed that “Success for Every Student, “Culture of High Expectations” and “Focus on Students and Staff” are messages we promote and that the Visual Identity is how we message them.

Moved by: J. Harris

Seconded by: T. Waldschmidt

THAT Bylaw 9 – Processes for Development of Policies, Procedures and Bylaws be suspended for the circulation of Policy SO25 for the month of September 2016.

Carried by 2/3 majority.

Moved by: J. Harris

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Policy SO25 – Visual Identity, as amended.

Carried



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(e) **SO9 Cyberbullying**

W. Baker referred to the comments received. It was suggested to remove SO129 from references.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy SO9 - "Cyberbullying", as amended.

Carried

(f) **SO30 Management of Potentially Life Threatening Health Conditions in Schools**

L. Thompson reviewed comments received and amendments made.

Further amendments included Page 2 (SO115-4) should be "SO28" – "Student Concussion and Head Injury" policy.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy SO9 - "Cyberbullying", as amended.

Carried

(g) **SO31 Accessibility**

L. Thompson referred to the comments received.

Moved by: C.A. Sloat

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve Policy SO31 – "Accessibility", as amended.

Carried

(h) **SO17 Accessibility – Customer Service Standards**

L. Thompson explained that Policy SO31 Accessibility and the accompanying Integrated Accessibility Awareness Manual has been amended to include Accessibility Customer Service Standards policies formerly covered by Policy SO17.

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board rescind Policy SO17 – "Accessibility – Customer Service Standards".

Carried



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(i) **SO23 Accessibility – Integrated Accessibility Standards Regulation**

L. Thompson explained that Policy SO31 Accessibility and the accompanying Integrated Accessibility Awareness Manual has been amended to include Accessibility Customer Service Standards policies formerly covered by Policy SO23.

Moved by: R. Collver

Seconded by: D. Dean

THAT the Grand Erie District School Board rescind Policy SO17 – “Accessibility – Customer Service Standards”.

Carried

E – 2 **Administrative Procedure Consideration – Information Items**

(a) **FT104 Reporting of Vandalism**

J. Gunn reviewed minor changes made to the procedure prior to circulation.

Moved by: D. Dean

Seconded by: K. Sandy

THAT the Grand Erie District School Board forward Procedure FT104 – Reporting of Vandalism and Unusual Property Occurrence Incidents to all appropriate stakeholders for comment to be received by December 2, 2016.

Carried

(b) **HR101 Fragrance/Scent-Safe Workplace**

J. Gunn reviewed minor changes made to the procedure prior to circulation.

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board forward Procedure HR101 – Fragrance/Scent-Safe Workplace to all appropriate stakeholders for comment to be received by December 2, 2016.

Carried

(c) **HR113 Teacher Performance Appraisal**

S. Sincerbox reviewed minor changes made to the procedure prior to circulation.



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Moved by: J. Harris
Seconded by: B. Doyle
THAT the Grand Erie District School Board forward Administrative Procedure HR113 “Teacher Performance Appraisal” to all appropriate stakeholders for comment to be received by December 2, 2016.
Carried

(d) **SO133 Signing Authority**

J. Gunn reviewed minor changes made to the procedure prior to circulation.

Moved by: B. Doyle
Seconded by: T. Waldschmidt
THAT the Grand Erie District School Board forward Procedure SO133 – Signing Authorities for Short Term Agreements to all appropriate stakeholders for comment to be received by December 2, 2016.
Carried

(e) **HR110 Hiring Procedures**

S. Sincerbox referred to comments received.

Moved by: R. Collver
Seconded by: A. Felsky
THAT the Grand Erie District School Board receive Procedure HR110 — “Hiring Procedures” as information.
Carried

(f) **SO102 Request for School Assistance in Health Care**

L. Thompson referred to numerous comments received. Further revisions will be made to SO102 to align with SO30 Management of Potentially Life Threatening Health Conditions in School.

A. Felsky addressed some financial barriers that families may experience are the physician’s fee and lost wages to obtain a physician’s statement. L. Thompson explained a lengthy discussion with executive council determined that the form is required to be completed annually whether there is change in condition or not. It is extremely important knowing that the physician’s statement is being followed appropriately by schools.

Moved by: D. Dean
Seconded by: B. Doyle
THAT the Grand Erie District School Board receive Procedure SO102 – “Request for School Assistance in Health Care”, as amended.
Carried



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(g) **SO115 Anaphylaxis (Life Threatening Allergic Reactions)**

L. Thompson explained that Policy SO30 Management of Potentially Life-Threatening Health Conditions in Schools and the accompanying health management plan will now include SO115.

Moved by: C.A. Sloat

Seconded by: A. Felsky

THAT the Grand Erie District School Board rescind Procedure SO115 – “Anaphylaxis (Life Threatening Allergic Reactions”.

Carried

(h) **SO135 Accessibility – Customer Service Standards**

L. Thompson explained that Policy SO31 Accessibility and the accompanying Accessibility Awareness Manual has been amended to include Accessibility Customer Service Standards procedures formerly covered by Procedure SO135.

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board rescind Procedure SO135 – “Accessibility – Customer Service Standards”.

Carried

(i) **SO137 Accessibility – Integrated Accessibility Standards Regulation (IASR) Transportation**

L. Thompson explained that Policy SO31 Accessibility and the accompanying Accessibility Awareness Manual has been amended to include Accessibility - Integrated Accessibility Standards Regulation (Transportation).

Moved by: R. Collver

Seconded by: J. Harris

THAT the Grand Erie District School Board rescind Procedure SO137 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Transportation”.

Carried

(j) **SO138 Accessibility – Integrated Accessibility Standards Regulation (IASR) Information and Communications**

L. Thompson explained that Policy SO31 Accessibility and the accompanying Accessibility Awareness Manual has been amended to include Accessibility - Integrated Accessibility Standards Regulation (Information and Communications).



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Moved by: T. Waldschmidt

Seconded by: R. Collver

THAT the Grand Erie District School Board rescind Procedure SO138 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Information and Communications”.

Carried

(k) **SO139 Accessibility – Integrated Accessibility Standards Regulation (IASR) Employment**

L. Thompson explained that Policy SO31 Accessibility and the accompanying Accessibility Awareness Manual has been amended to include Accessibility - Integrated Accessibility Standards Regulation (Employment).

Moved by: J. Harris

Seconded by: D. Dean

THAT the Grand Erie District School Board rescind Procedure SO139 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Employment”.

Carried

F – 1 **Other Business**

Nil.

G – 1 **Correspondence**

(a) **Treasury Board - Executive Comp Framework**

B. Blancher addressed this correspondence, and shared that Council of Ontario Directors of Education (CODE) continues to discuss this issue. CODE has worked with a company called Mercer over the past year and a half to develop one Executive Compensation framework for 72 school boards. Through discussions at CODE meetings, the memberships feels this is a solid framework and hopes that each Board will not be required to develop a separate framework. More information will be provided to the Director at the next CODE meeting on September 22, 2016.

Next steps will be to take to the trustee associations before the treasury board will accept as the framework.

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

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

Carried



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H – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the meeting be adjourned at 9:57 p.m.

Carried

Committee of the Whole Board Chair, Greg Anderson



MINUTES

Present: David Dean – Board Chair, G. Anderson, R. Collver, B. Doyle, A. Felsky, J. Harris, K. Sandy, C.A. Sloat, T. Waldschmidt, E. Marr (Student Trustee), B. Newman (Student Trustee)

Administration: Director - B. Blancher; Superintendents - D. Abbey, W. Baker, L. De Vos, J. Gunn, S. Sincerbox, L. Thompson; Recording Secretary - D. Fletcher

Regrets:

Trustees: J. Richardson, D. Sowers

Administration: Nil.

A – 1 Opening

(a) Roll Call

The meeting was called to order by Board Chair, D. Dean at 9:57 p.m.

B – 1 Committee Reports

(a) Committee of the Whole Report

Moved by: J. Harris

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated September 12, 2016 as follows:

1. In Camera Report

THAT the Board approve item B-1-c.

Carried

C – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 9:58 p.m.

Carried

Board Chair, David Dean



Grand Erie District School Board

TO: B. Blancher, Director of Education & Secretary

FROM: T. Waldschmidt - Committee of the Whole Board No. 1

RE: Committee of the Whole No.1 Board Report

DATE: June 20, 2016

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the Committee of the Whole No. 1 Board Report, dated June 20, 2016 as follows:

1. **Revised 2015-2016 Committee/Board Meeting Schedule**
THAT the Grand Erie District School Board approve the revised 2015-16 Committee/Board Meeting Schedule.
2. **Director's Report**
THAT the Grand Erie District School Board receive the Director's Report of June 6, 2016 as information.
3. **BL1 Board Composition**
THAT the Grand Erie District School approve Bylaw 1 – "Board Composition".
4. **BL6 Board and Committee of the Whole Minutes**
THAT the Grand Erie District School Board approve Bylaw 1 – "Board and Committee of the Whole Minutes", as amended.
5. **BL15 Trustee Expenses**
THAT the Grand Erie District School Board approve Bylaw 15 – "Trustee Expenses", as amended.
6. **P2 Truth and Reconciliation Commission Statements**
THAT the Grand Erie District School Board forward Policy P2 – "Truth and Reconciliation Commission Statements" to all appropriate stakeholders for comment to be received by November 4, 2016.
7. **FT111 School Initiated Facility Upgrades**
THAT the Grand Erie District School Board forward Procedure FT111- "School Initiated Facility Upgrades" to all appropriate stakeholders for comment to be received by November 4, 2016.

8. HR122 Cellular Telephones

THAT the Grand Erie District School Board forward Procedure HR122 – “Cellular Telephones” to all appropriate stakeholders for comment to be received by November 4, 2016.

9. FT105 Playground Equipment

THAT the Grand Erie District School Board receive Procedure FT105 – “Playground Equipment” as information.

10. SO121 Request to Attend a School Outside the Home School Area

THAT the Grand Erie District School Board receive Procedure SO121 – “Request to Attend a School Outside the Home School Area” as information, as amended.

11. Haldimand East Elementary Accommodation Review Committee – Disband

THAT the Grand Erie District School Board disband the Haldimand East Elementary Accommodation Review Committee.

12. Special Education Advisory Committee Membership

THAT the Grand Erie District School Board approve the addition of Keith Anderson to the Special Education Advisory Committee as a representative of the Family Counselling Centre of Brant, with the term ending November 30, 2018.

13. Correspondence

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

Respectfully submitted,

Tom Waldschmidt, Chair
Committee of the Whole Board No. 1



Grand Erie District School Board

TO: B. Blancher, Director of Education & Secretary

FROM: G. Anderson - Committee of the Whole Board

RE: Committee of the Whole Board Report

DATE: September 26, 2016

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated September 26, 2016 as follows:

1. **French Immersion Accommodation Update**
 - i. THAT the Grand Erie District School Board receive the French Immersion Program Accommodation Update as information.
 - ii. THAT the Grand Erie District School Board direct Senior Administration to bring forward a report on French Immersion kindergarten capping by the November 2016 Committee of the Whole meeting.
2. **Report of the South East Norfolk Elementary Accommodation Review Committee**
 - i. THAT the Grand Erie District School Board receive the "Report of the South East Norfolk Elementary Accommodation Review Committee" as information.
 - ii. THAT the Grand Erie District School Board receive the Report of the South East Norfolk Elementary Accommodation Review Committee for consideration at the Board Meeting on October 24, 2016.
3. **Report of the South East Norfolk Elementary Accommodation Review Committee**

THAT the Grand Erie District School Board implement a dual-track French Immersion program at Paris Central beginning with Grade 6 in September 2017 and phasing in Grade 7 (September 2018) and Grade 8 (September 2019). The dual-track French Immersion program at Burford District Elementary School will finish at the Grade 5 level and students will move to Paris Central for Grades 6 to 8 for consideration at the Board Meeting on October 24, 2016.
4. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of September 12, 2016 as information.
5. **Enrolment Update**

THAT the Grand Erie District School receive the Enrolment Update as information.
6. **Data Report – Supervised Alternative Learning (SAL) Annual Report (P104)**

THAT the Grand Erie District School Board receive the "Data Report - Supervised Alternative Learning" as information.

7. BL25 Director Performance Appraisal

THAT the Grand Erie District School Board establish an Ad Hoc committee to review BL25 Director's Performance Appraisal.

8. HR6 Principal/Vice-Principal Selection Process

- i. THAT "1 trustee" be re-inserted into the interview team for the Principal/Vice-Principal selection process in HR6.
- ii. THAT the Grand Erie District School Board forward Policy HR6 "Principal/Vice Principal Selection Process" to all appropriate stakeholders for comment to be received by December 2, 2016, as amended.

9. HR7 Replacement of Casual Principal/Vice-Principal

THAT the Grand Erie District School Board forward Policy HR7 "Replacement/Casual Principal/Vice Principal Selection Process" to all appropriate stakeholders for comment to be received by December 2, 2016.

10. SO25 Visual Identity

- i. THAT Bylaw 9 – Processes for Development of Policies, Procedures and Bylaws be suspended for the circulation of Policy SO25 for the month of September 2016.
- ii. THAT the Grand Erie District School Board approve Policy SO25 – Visual Identity, as amended.

12. SO9 Cyberbullying

THAT the Grand Erie District School Board approve Policy SO9 - "Cyberbullying" as Information, as amended.

13. SO30 Management of Potentially Life Threatening Health Conditions in Schools

THAT the Grand Erie District School Board approve Policy SO9 - "Cyberbullying", as amended.

14. SO31 Accessibility

THAT the Grand Erie District School Board approve Policy SO31 – "Accessibility", as amended.

15. SO17 Accessibility – Customer Service Standards

THAT the Grand Erie District School Board rescind Policy SO17 – "Accessibility – Customer Service Standards".

16. SO23 Accessibility – Integrated Accessibility Standards Regulation

THAT the Grand Erie District School Board rescind Policy SO17 – "Accessibility – Customer Service Standards".

17. FT104 Reporting of Vandalism

THAT the Grand Erie District School Board forward Procedure FT104 – Reporting of Vandalism and Unusual Property Occurrence Incidents to all appropriate stakeholders for comment to be received by December 2, 2016.

18. HR101 Fragrance/Scent-Safe Workplace

THAT the Grand Erie District School Board forward Procedure HR101 – Fragrance/Scent-Safe Workplace to all appropriate stakeholders for comment to be received by December 2, 2016.

19. HR113 Teacher Performance Appraisal

THAT the Grand Erie District School Board forward Administrative Procedure HR113 “Teacher Performance Appraisal” to all appropriate stakeholders for comment to be received by December 2, 2016.

20. SO133 Signing Authority

THAT the Grand Erie District School Board forward Procedure SO133 – Signing Authorities for Short Term Agreements to all appropriate stakeholders for comment to be received by December 2, 2016.

21. HR110 Hiring Procedures

THAT the Grand Erie District School Board receive Procedure HR110 — “Hiring Procedures” as information.

22. SO102 Request for School Assistance in Health Care

THAT the Grand Erie District School Board receive Procedure SO102 – “Request for School Assistance in Health Care”, as amended.

23. SO115 Anaphylaxis (Life Threatening Allergic Reactions)

THAT the Grand Erie District School Board rescind Procedure SO115 – “Anaphylaxis (Life Threatening Allergic Reactions”.

24. SO135 Accessibility- Customer Service Standards

THAT the Grand Erie District School Board rescind Procedure SO135 – “Accessibility – Customer Service Standards”.

25. SO137 Accessibility – Integrated Accessibility Standards Regulation (IASR) Transportation

THAT the Grand Erie District School Board rescind Procedure SO137 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Transportation”.

26. SO138 Accessibility – Integrated Accessibility Standards Regulation (IASR) Information and Communications

THAT the Grand Erie District School Board rescind Procedure SO138 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Information and Communications”.

27. SO139 Accessibility – Integrated Accessibility Standards Regulation (IASR) Employment

THAT the Grand Erie District School Board rescind Procedure SO139 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Employment

28. Correspondence

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

Respectfully submitted,

Greg Anderson, Chair
Committee of the Whole Board

**POLICY****HR6****Principal/Vice Principal Selection Process****Board Received:**

May 25, 2015

Review Date: June 2019**Policy Statement:**

It is the policy of the Grand Erie District School Board to select and appoint Principals and Vice-Principals to ensure the highest quality of leadership exists in each of its schools.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Sufficient numbers of qualified applicants apply for all positions.
– Sufficient numbers of qualified applicants are selected for appointments.
– All schools have appropriate levels of administrative staff support.

Procedures:**1. Posting Process**

A posting for Principal and Vice-Principal positions (Elementary and Secondary) shall be issued as-needed. The posting will be communicated internally as well as externally.

2. Applicant Information Meeting

The Superintendent of Human Resources, or designate, shall hold a meeting to outline the process and procedures involved in the selection process. The intent of the meeting would be to ensure that all potential applicants are aware of the process. The Application Information Meeting shall occur early in the posting process.

3. Readiness for Interview Process

Once a principal/supervisor has determined that a candidate is suitable to participate in the selection process, the Readiness for Interview Process will begin. The purpose of the Readiness for Interview Process is to provide information to the Superintendent on the candidate's leadership plan and leadership competencies within their current role. The Process will entail:

- a) A Leadership Plan (Appendix A) that the candidate will prepare in collaboration with the principal;
- b) When deemed appropriate by the principal/principal leader, the Superintendent of Education who has responsibility over the candidate, will meet with the principal and candidate to finalize the leadership plan;
- c) The FOS Superintendent will observe the candidate in their role in order to collect data to complete the School Administrators Readiness for Interview Assessment (Appendix B);
- d) The FOS Superintendent will recommend successful candidates to Executive Council to proceed to the interview process, commencing with the next posting for Principal/Vice-Principal;
- e) If the candidate is external, and distance makes it prohibitive to meet, the process may be conducted electronically by the Superintendent of Education (Human Resources).

4. Application Process

All applicants shall submit the following information with their application:

- a) Cover Letter
- b) Current Resume
- c) Copy of Ontario College of Teachers' Certificate of Qualification
- d) Impact Statement
- e) School Administrator Readiness for Interview Assessment (including Candidate Leadership Plan)

The interview package will be assessed by Executive Council using the "Interview Application Package Assessment Tool" (Appendix C). If the candidate is recommended for an interview, they will be contacted with an interview date and information regarding how to complete their employee assessment.

6. The InterviewInterview Team:

The Interview Team shall include:

- a) 2 Supervisory Officers
- b) 2 Principals
- c) 1 Trustee
- d) 1 Human Resources Manager or Coordinator

Interview Preparation:

The Superintendent responsible for the interview process will prepare the questions and response expectations to be provided to Executive Council for review. Every reasonable effort will be made to provide the interview team with interview packages five days prior to the interview.

Interview Process:

Minimum of four interview questions shall be asked by the interview team. One will be provided to the candidate up to one hour prior to their scheduled interview. Questions should focus on the Board-approved Multi-Year Plan and Values and address topics which include relationship building and school management issues.

Candidates will be given an opportunity to make a concluding statement.

Interview Assessment

The Candidate's responses in the interview need to align with the criteria outlined in the Administrator Response Expectations. The Interview Team will assess the candidate's interview using the "Candidate Interview Assessment Tool" (Appendix D)

Validation of positive experiences through at least two reference checks (Appendix E) for each candidate are to be completed by the Superintendent responsible for the interview process.

Final Selection:

The Superintendent responsible for the interview process shall recommend the selected candidate(s) to Executive Council. Executive Council shall review the recommended selections and make a final recommendation to the Board for approval.

The final selection of all candidates will be determined by Executive Council by a review of the following:

- a) Readiness for Interview Assessment
- b) Interview Package and Profile
- c) Interview

- d) References (where applicable)
- e) Employee Assessment

Selected candidates shall be placed in the Pool for a three-year term and will be involved in leadership training.

7. **Placement:**

As required, Executive Council shall determine placement and transfer of administrative staff. The Board shall be notified prior to any placement(s) or transfer(s).

8. **Communication:**

- a) *Interviews:* Human Resources staff shall notify all applicants selected for interviews. The Superintendent responsible for the interview process shall notify any candidates who were not selected for an interview.
- b) *Post Interview:* The Superintendent responsible for the interview process shall call all applicants for the Administrative Pool to indicate the results of the final selection process.
- c) *Placement:* The Superintendent of Education who will be supervising the selected/appointed administrator shall provide notification of the Board's action.
- d) *Debriefing:* Opportunities for debriefing will be offered at the completion of the interview process by the Superintendent responsible for the interview process. Strengths and needs of each candidate as compiled at the completion of each interview will be used as a focus during the debriefing.

Appendix A

**SCHOOL ADMINISTRATOR CANDIDATE LEADERSHIP PLAN**

Candidate: _____ Principal: _____ Date: _____

Previous Leadership Experiences	Leadership Plan			
	Leadership Goals	Strategies/Actions	Practices/Competencies	Indicators/results



GRAND ERIE DISTRICT SCHOOL BOARD

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

CANDIDATE'S NAME: _____

POSITION APPLIED FOR: _____

SUPERVISOR: _____

SUPERINTENDENT: _____

DATE: _____

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT									
Candidate: _____			Principal: _____			Date: _____			
Setting Direction - Contributes to the development of a shared vision and models and communicates high performance expectations.					Building Relationships and Developing People - Fosters genuine relationships with all educational stakeholders, guided by mutual respect.				
Leadership Practices/Indicators: - Establishes expectations for a safe, trusting, respectful learning environment - Models the belief that students can learn to their full potential - Ensures equity of opportunity for all students - Models commitment to the GEDSB vision - Uses relevant data to create team goals to align with school improvement planning - Facilitates team effectiveness by serving on school teams and committees and valuing all members and ensuring collaboration - effectively communicates, demonstrates and promotes the GEDSB vision to the greater community Evidence/Reflection/Impact:					Leadership Practices/Indicators: - creates a positive, inclusive and professional learning environment that treats each person with dignity and respect - engages in positive interactions and collaborates with all members of the school community which develops trustful working relationships - provides effective management practices and applies rules in a fair, consistent and equitable manner - Acknowledges and recognizes the efforts and contributions of others - resolves conflicts and approaches challenges in an appropriate manner -engages in constructive problem solving and empowers others -advocates for the GEDSB with the broader community Evidence/Reflection/Impact:				
LEVEL	1	2	3	4	LEVEL	1	2	3	4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

Candidate: _____ Principal: _____ Date: _____

Developing the Organization - Builds a collaborative culture which connects to the broader community.

Leadership Practices/Indicators:

- facilitates the development of a collaborative classroom culture
- models respectful behaviour, continuous improvement and lifelong learning with all members of the school community
- actively participates in a meaningful way in professional learning communities
- communicates and engages with the home and community in a regular, informative and invitational manner
- engages in system professional development and shares best practice
- facilitates the maintenance of a healthy and safe learning environment

Evidence/Reflection/Impact:

LEVEL 1 2 3 4

Improving the Instructional Program - Sets high expectations for learning outcomes and evaluates the effectiveness of instruction

Leadership Practices/Indicators:

- uses data to establish student/class/school learning profiles
- promotes evidence-based and differentiated instructional strategies to meet student needs and abilities
- promotes assessment *for, as* and *of* learning
- advocates for at-risk learners
- models team work and reflective practice to sustain continuous improvement
- engages school council and the community in a meaningful role to support student achievement

Evidence/Reflection/Impact:

LEVEL 1 2 3 4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT									
Candidate: _____			Principal: _____			Date: _____			
Securing Accountability - Is accountable to all members of the school community and to the Board to ensure that all students benefit from a high quality education.					Personal Leadership Resources - Is able to draw upon personal leadership resources in order to effectively enact leadership practices.				
Leadership Practices/Indicators: - creates conditions which allows for student success and well being - maximizes student engagement by promoting effective classroom management - models effective supervision practices - understands and implements legislation and all Board policy and procedures - accepts constructive feedback from system reviews and implements and incorporates suggestions in plans - ensures all members of the school community understand the full range of pathways, programs and supports Evidence/Reflection/Impact:					Personal leadership Resources - Cognitive Resources - Problem solving expertise - Knowledge of effective practice which affect student learning - Systems Thinking - Social resources - Perceiving and managing emotions - Acting in emotionally appropriate ways - Psychological Resources - Optimism, Self-efficacy, Resilience. Proactivity Evidence/Reflection/Impact:				
LEVEL	1	2	3	4	LEVEL	1	2	3	4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

Candidate: _____ Principal: _____ Date: _____

FINAL ASSESSMENT

SETTING DIRECTION	LEVEL	1	2	3	4
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE	LEVEL	1	2	3	4
DEVELOPING THE ORGANIZATION	LEVEL	1	2	3	4
IMPROVING THE INSTRUCTIONAL PROGRAM	LEVEL	1	2	3	4
SECURING ACCOUNTABILITY	LEVEL	1	2	3	4
PERSONAL LEADERSHIP RESOURCES	LEVEL	1	2	3	4
FINAL ASSESSMENT	LEVEL	1	2	3	4

NOT READY - Identify next steps, areas of growth and experiences that would benefit the candidate

READY -

Family of School's Superintendent: _____

Date: _____

Appendix C

INTERVIEW APPLICATION PACKAGE ASSESSMENT TOOL

Interview Package	Level 1	Level 2	Level 3	Level 4
Resume/Cover Letter/Impact Statement	The interview package was incomplete and poorly organized. Information was presented with many errors and typos.	The interview package was nearly complete and all components were included and prepared with a degree of accuracy. The package was adequately organized. Information was presented with errors and typos.	The interview package was complete and all components were included and prepared with a significant degree of accuracy. The package was well organized and presented in a clear and coherent manner. Information was presented in a well written and professional manner with few errors or typos.	The interview package was complete and all components were included and prepared with an exceptional degree of accuracy. The package was extremely well organized and presented in a clear and coherent manner. Information was presented in an extremely well written and professional manner free of any errors or typos.

School Administrator Readiness for Interview Assessment	Level 1	Level 2	Level 3	Level 4
Setting Directions	Limited evidence of working within a group to build and communicate a shared vision; limited evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Some measurable evidence of working within a group to build and communicate a shared vision; some evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Significant measurable evidence of working within a group to build and communicate a shared vision; significant evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Exemplary Level of measurable evidence in working within a group to build and communicate a shared vision; exemplary evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture. Evidence of impact beyond school level.
Building Relationships and Developing People	Limited evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Some measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Significant measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Exemplary level of evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.
Developing the Organization	Limited evidence of responsibility for school climate, and limited evidence of work within school effectiveness	Some evidence of responsibility for school climate, and some evidence of work within school effectiveness	Significant evidence of responsibility for school climate, and significant evidence of work within school effectiveness	Exemplary evidence of responsibility for school climate, and exemplary evidence of work within school effectiveness
Improving the Instructional Program	Limited evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.	Some evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.	Significant evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.	Exemplary evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap.
Securing Accountability	Limited evidence of a proven commitment to accountability for school improvement.	Some evidence of a proven commitment to commitment for accountability to school improvement.	Significant evidence of a proven commitment to commitment to accountability for school improvement.	Exemplary evidence of a proven commitment to commitment to accountability for school improvement.

Appendix D

CANDIDATE INTERVIEW ASSESSMENT TOOL

	Level 1	Level 2	Level 3	Level 4
Pre- Question	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #1	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #2	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #3	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #4	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.



GRAND ERIE DISTRICT SCHOOL BOARD

Reference Check Form – Principals/Vice-Principals

NOTE: Only contact reference(s) who know the applicant in a supervisory capacity, i.e. a current or most recent superintendent or principal. Do not contact personal references, peers or teaching staff.

Name of Applicant _____

Interviewed for the Position of _____

Name of Referee _____ Position _____

Organization _____ Telephone _____

Date _____ Time _____ Interviewer _____

1. Your name has been authorized by _____ as a reference for the position of _____ with the Grand Erie District School Board.

Are you willing to be a reference? Yes ☐ No ☐

2. How long have you known the applicant and in what capacity?

3. Please provide information and/or an example when the candidate has demonstrated his/her understanding of the importance of the following:

(a) Setting Directions:

(b) Building Relationships and Developing People:

(c) Developing the Organization:

(d) Improving the Instructional Program:

(e) Integrity:

(f) Respect:

(g) Responsibility:

(h) Cooperation:

4. What are some areas of concern or areas of improvement that you are aware of?

5. Have you completed a performance appraisal on this applicant?

Yes ☐ No ☐ If so, when:

Results:

6. Would you recommend this individual for a position of principal/vice principal?

Yes ☐ No ☐

7. Would you hire/rehire this individual for a principal/vice principal position in your Board?

Yes ☐ No ☐

8. Do you know of any reason why this individual should not be employed in a position that requires the individual to work with, or be in contact with, children?

Yes ☐ No ☐

9. Is there anything else you feel may be pertinent that I should be aware of?

Signature of Interviewer _____

Date _____



POLICY

SO25

Visual Identity

Board Received: June 24, 2013

Review Date: September 2016

Policy Statement

Grand Erie District School Board's visual identity program conveys the mission, vision, values and belief goal statements of the Board. Staff members shall adhere to the visual standards of the Board to promote consistency in Grand Erie.

Accountability

1. Frequency of Reports
 - As the Multi-Year Plan is revised
2. Criteria for Success
 - Adherence to the Visual Identity Manual

Procedures

1. Grand Erie District School Board's visual identity is comprised of the following: Board Name, Logo, Colours, Tagline, Styles, Typography (Typefaces/Fonts), and co-branding guidelines with school logos and when featured with other non-Grand Erie logos.
2. This policy governs: all signage, advertisements, newsletters, school and department websites, business cards, Board and school letterhead, promotional products, videos, social media websites, brochures and other publications. School-branded clothing, spirit wear and team uniforms are exempt from this policy.
3. All school websites must comply with the visual standards of the Board and therefore must be hosted on the appropriate web platform/program supported by the Information Technology Department.
4. A Visual Identity Manual accompanies this policy and shall be followed.
5. Components of the Visual Identity Manual shall be reviewed by the Board following the approval of the Board's Multi-Year Plan prior to new Multi-Year Plan graphics being released.
6. The Manager of Communications and Community Relations and the Graphic Designer/Website Coordinator will provide templates to schools and departments as outlined in the Visual Identity Manual.
7. The Director, Superintendents of Education and the Manager of Communications and Community Relations will monitor school compliance with the Visual Identity Policy.

Definitions (See Visual Identity Manual)

Board Resources

- Bylaw No. 19 – Board Logo, Grand Erie Name, and Grand Erie Design Banner
- Administrative Procedure F104 – Board Advertising
- Visual Identity Manual
- Multi-Year Plan
- Certification of copyright: Official Mark (logo), Name, and Design
- Policy No. F6 – Purchasing
- Accessibility Standards



GRAND ERIE VISUAL IDENTITY MANUAL

Last Revised: September 2016 | Reflects: Multi-Year Plan 2016-2020



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GENERAL OVERVIEW

One of Grand Erie's most valuable assets is our corporate visual identity. When used in combination, Grand Erie District School Board's basic identity elements (logo, colours and typography) define and express our identity in a clear and distinctive way that builds awareness, trust and a reputation for quality.

A strong visual identity that is easily recognized by the public is very important. It is the face of Grand Erie, simplifying access to our programs and services by clearly identifying our role as the provider of the service or program. The professional look that is achieved through standard visual identity elements adds credibility to our programs and communicates a vision of excellence.

Building a strong visual identity and the desired reaction to that identity takes time and most importantly, consistency. It is important that the rules and standards contained in this manual are adhered to in the promotional material, advertising, signage, stationary and other items that represent us.

Communications staff will assist you in following the guidelines to make a positive impact. The Grand Erie District School Board logo is copyrighted and is the property of the Grand Erie District School Board.

If you have any questions, please contact the Manager of Communications and Community Relations at 519-756-6301 or toll-free: 1-888-548-8878 ext. 281147 or email: shawn.mckillop@granderie.ca

BOARD NAME

The name Grand Erie is the copyrighted property of the Grand Erie District School Board (See Copyright Certificate on website).

When written, Grand Erie should be used as the abbreviated version as often as possible. GEDSB is accepted as a second, but less preferred option.

The Board name shall be included on all district-produced publications. The name is to be associated with the font of the publication title.

Examples of a publication include:

- A Guide
- A Course Calendar
- A View-book
- A multi-page document printed for external use

The Grand Erie logo is the copyrighted property of the Grand Erie District School Board (See Copyright Certificate on website) and governed by Bylaw 19. The logo is a key visual element in representing the Grand Erie District School Board to the public.



1. The logo consists of a coniferous tree symbolizing the importance of nature and the green areas encompassed by our jurisdiction; waves symbolizing Lake Erie and the many rivers and streams; an open book denoting lifelong learning and the importance of education to our community; and a broad band containing the Board's name which encompasses all other elements contained in the logo.
2. No variation in the design and colour of the logo as shown below is permitted, except as explicitly approved by the Board.
3. Reproduction of the logo in various sizes is permitted if the constrain proportions* are not compromised and the logo appears in original form.
4. Use of the Board Logo is restricted to internal use by Board staff, except where approved by the Director of Education or the Manager of Communications and Community Relations.

** Constrain proportions link the width and height of the image together so that if you make a change to the width of the image the height will automatically change as well, and vice versa, so that the proportions of the image remain the same and do not get distorted.*

WHO CAN USE THE LOGO?

Use of the Board logo is restricted to internal use by Board staff, except where approved by the Director of Education or the Manager of Communications and Community Relations. To initiate the approval process for using the logo, contact the Manager of Communications and Community Relations

LOGO - PRIMARY:

The full colour logo is the preferred logo for most uses.

Usage

When applied to any asset, the primary logo must appear on top of a pure white background. In any situation that requires a non-white background, please refer to the reversed logo treatments.



LOGO - SECONDARY:

The black logo should only be used whenever the document is printed in black and white.

Usage

When applied to any asset, the secondary logo must appear on top of a pure white background. In any situation that requires a non-white background, please refer to the reversed logo treatments.



REVERSED LOGO:

Reverse logos must be on the designated Grand Erie colour background (density equivalent to 40% grey or darker)



** The reverse version of the logo can only appear on items reflecting the four Grand Erie colours. See below.*

SAFETY ZONE:

When using the GEDSB logo, an adequate white space or “safety zone” must surround the logo. The size of the safety zone is equal to the measure of 0.25”. The safety zone provides for aesthetically consistent incorporation of white space between the logo and other elements, such as the edge of a page. It also provides a refined and easy-to-reference guideline for logo placement options.



Clear space is equal to the measure of 0.25”.

MINIMUM SIZE:

To avoid becoming illegible, the corporate logo should never be reproduced smaller than the minimum size shown here.



Print: 1”w x 0.5797”h (inches)

Web: 183px x 106px (pixels)

MAINTAINING ASPECT RATIO:

The aspect ratio of an image is the width to height ratio. The logo must be kept proportionate in size. If electronically resized, the logo shall not be unevenly stretched, skewed, or distorted in any fashion. During resizing, the ‘constrain proportions’ or ‘maintain aspect ratio’ options must be used.

In many applications such as Microsoft Word and Excel, simply press and hold SHIFT while you resize. This will maintain the aspect ratio in the application.

INCORRECT USAGE:

None of the elements of the GEDSB logo should be altered, stretched or pulled apart from each other for any reason. The following represents a list of common errors to avoid when apply the GEDSB logos

- Do not alter the logo in any way
- Do not animate, colour, rotate or skew the logo, or apply other effects
- Do not crop, condense or extend the logo
- Do not alter the size or position of the icon, wordmark or tagline
- Do not alter the transparency
- Do not change the logos typeface



TAGLINE

The Grand Erie tagline is “Success for Every Student.” Always use the wording exactly as it appears here, without changing the order, or adding or substituting other words. It can appear on either one line or two.

The tagline can be used with the logo, as well as on its own. The tagline cannot be altered in any way. In reverse it can only be displayed on blue or green.

If the tagline is not directly underneath the logo, it is recommended to be immediately beside the logo to the right or as a footnote.

SUCCESS for Every Student

SUCCESS
for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student



SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

STICKER TAG

Programs and departments can identify themselves using the sticker option. These stickers can be added to any document or publication in keeping with the visual identity standards. Departments and programs have been given a word mark that is to be used with the logo, see below. Learn more about word marks on page 20.



SUCCESS for Every Student



**Communications and
Community Relations**
A Grand Erie Department



Indigenous Education
A Grand Erie Program

The following departments and program areas have a sticker tag:

- Business Services
- Communications & Community Relations
- Educational Technology
- Elementary Program
- Facility Services
- Health and Safety
- Human Resources
- Indigenous Education
- Information Technology Services
- Leadership Training Development
- Mental Health and well being
- Research
- Safe and Inclusive Schools
- School Effectiveness Framework
- Special Education
- Student Success

COLOUR PALETTE

See official colours below to be used for reproducing the Grand Erie logo in Pantone, process or web-based applications. Use of these official colours is necessary when producing the logo in full colour



Green: PMS 362 C
CMYK: 70-8-100-.25
RGB: 89-173-70
HEX: #59ad46



Blue: PMS 7455 C
CMYK: 95-75-5-0
RGB: 4-85-159
HEX: #04559f



Grey: PMS Grey
CMYK: 0-0-0-40
RGB: 167-169-172
HEX: #a7a9ac



Black: PMS Black
CMYK: 0-0-0-100
RGB: 35-31-32
HEX: #000000

TYPOGRAPHY

Grand Erie uses Optima Roman, Impact and Caflisch Script Web typefaces in all formal communications. Typography is an important part of our visual identity. Like our signatures and colour palette, typography strengthens our overall visual identity. All typefaces are available in italic type and a variety of weights.

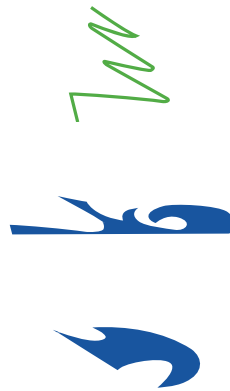
When Optima Roman is unavailable, the recommended alternate fonts include: Arial, Verdana, Calibri or Helvetica.

Optima Roman
Optima Italic
Optima Bold
Optima Bold Italic

Impact

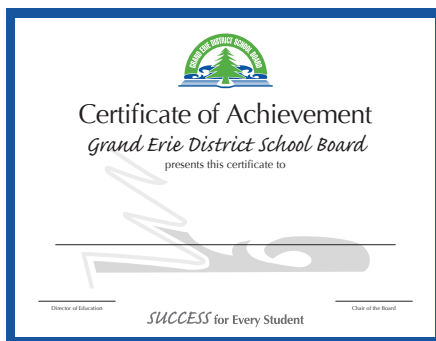
Caflisch Script Web

DESIGN ELEMENT

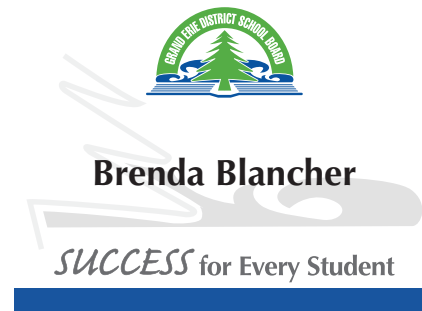


1. A stylistic representation of the coniferous tree.
2. A stylistic representation of the bottom wave.
3. A stylistic representation of the top wave.

Examples:



Certificate



Name Tag

VALUES

Grand Erie's character attributes align with its values:

- Compassion
- Cooperation
- Humanity
- Inclusiveness
- Integrity
- Perseverance
- Respect
- Responsibility

PHOTOGRAPHY

Imagery style is designed to reflect GEDSB commitments to its character attributes and values.

Resources include:

- FOI Parent Information Sheet and Registration Form/Current Information
- Consent forms are also available in the Communications and Community Relations section on the Staff Portal.

PARTNERSHIPS

The Grand Erie logo should appear clear and undisturbed by other logos. Approval from the Director of Education and the Manager of Communications and Community Relations is required.

It is preferred that the Grand Erie colour logo be placed on a white background. However, colours on partnered materials are often out of Grand Erie's control. In these cases, the black or white (reversed) logo can be used, with permission.

Consider visibility when choosing between the black logo or the reverse logo with partner material.

School colours will take precedence as a background colour when using the Board logo. In these cases, the black or white logo can be used, with permission.



GRAND ERIE AND THE ENVIRONMENT

In support of Grand Erie's continued effort toward being environmentally responsible, the use of environmentally-friendly papers and processes are encouraged whenever possible. This reflects our commitment to a sustainable global environment while ensuring Grand Erie represents itself in a professional manner.

ACCESSIBILITY

Grand Erie District School Board is committed to providing services to our students, parents, the public and our staff that are free of barriers and biases. The Board strives to ensure that the key principles of independence, dignity, integration and equality of opportunity are reflected in our learning and working environments.

All Board facilities will provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices. Grand Erie's visual identity must adhere to the customer service standards of the Accessibility for Ontarians with Disabilities Act (AODA) that support these key principles.

Accessibility Symbol: Grand Erie uses the following symbol to communicate accessibility. The symbol will be displayed on all publications.



Accessibility Commitment: The accessibility commitment statement can be used with or without the symbol, but must always appear on all publications.

Committed to Accessibility

Under Review

TRANSLATION SERVICES

Many families come to Grand Erie whose first language is not English. To accommodate our English language learners and their families, the following note should be included on all publications.

To translate this document, please call 1.888.548.8878 ext.281043

A copy of 'This Document Is Important', translated in multiple languages is located in the Visual Identity Section on the Staff Portal.

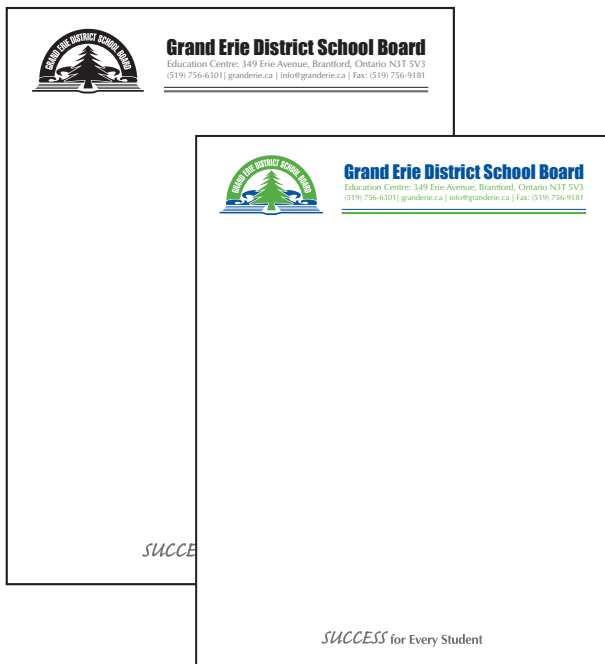
Grand Erie publication styles are divided into two categories, Formal and Informal.

FORMAL:

Formal Style applies to material directly related to the entire organization.

Examples include:

- Multi-Year Plan
- Director's Annual Report
- Internal document that are procedural or compliance based
- Business Cards
- Letterhead
- Manuals
- Job Postings



Letterhead

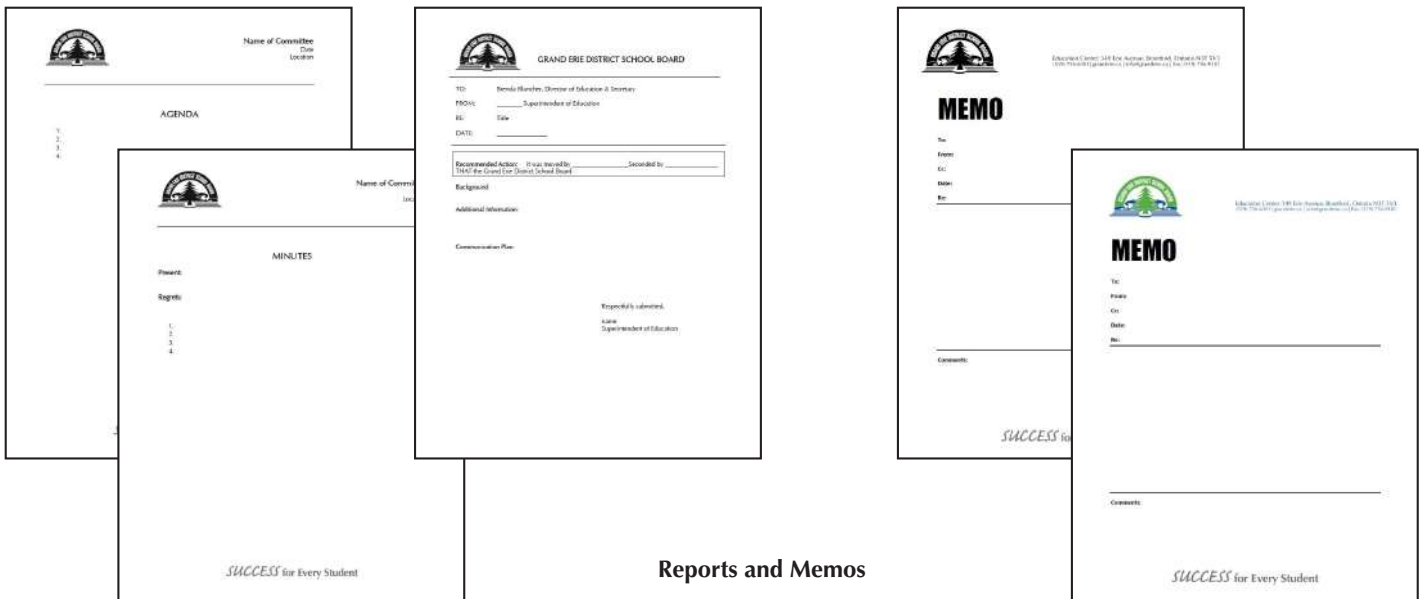
Stationery projects are strong and dynamic images that promote the Formal Style. It is important that Grand Erie has a consistent visual identity that presents a unified image in order to build trust and loyalty. Through our correspondence, stationery makes a first impression and should be consistent in its presentation.

The use of Grand Erie District School Board letterhead is restricted to official correspondence by employees. Official Grand Erie District School Board letterhead includes the Grand Erie logo in official colours.

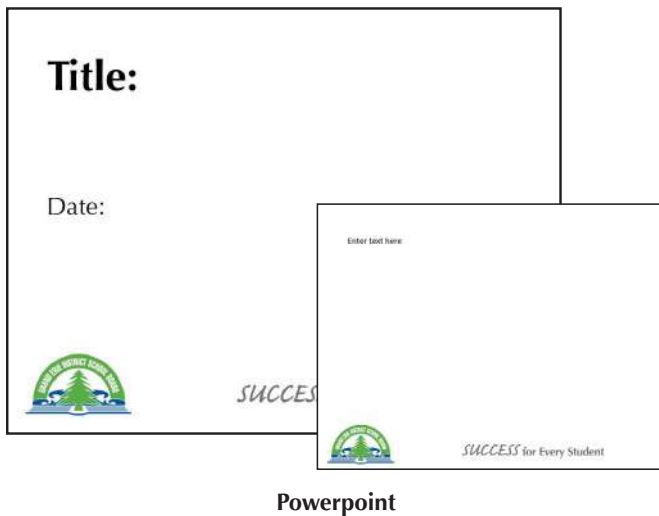


Business Cards

Grand Erie District School Board's business card uses a consistent format for content and layout.



Reports and Memos



Powerpoint

PowerPoint templates should always reflect the Grand Erie brand when delivering a presentation on behalf of the Board in a public forum.

No substitute shall be used without permission. Templates for school PowerPoints can be made available with co-branding elements upon request.

GRAND ERIE DISTRICT SCHOOL BOARD
Requires a
HALF - TIME EDUCATIONAL ASSISTANT at
Fairview Ave. PS, Dunnville, Ontario

The Grand Erie District School Board's 2,700 employees provide quality education to approximately 26,000 full-time equivalent students who attend our 76 schools. The Board uses a geographic area encompassing the City of Dunnville and the Counties of Bruce, Haliburton and North. The Board requires a qualified full-time Educational Assistant to work under the direction of the classroom teacher and under the supervision of the Principal. Placement may be on a regular and/or non-regular basis. The Principal reserves the right to reassign the educational assistant position within the school at any time based on student needs.

Responsibilities:
The successful candidate may be required to do filing, labeling, possible collaboration, and leading of students. Participation in writing programs and other's role is required. The candidate may also need to prepare learning materials, provide input and implement individual Education Plans and Behaviour & Safety Plans. The successful candidate must have a demonstrated ability to work with challenging students, to work with staff and students, and to implement student programs as directed by the teacher. The candidate must also have demonstrated knowledge of the issues that affect behaviour and appropriate strategies to prevent, manage and de-escalate student behaviour along with the ability to implement Applied Behaviour Analysis (ABA). Understanding of program accommodations and modifications to meet the diverse needs of students with learning and behavioural challenges is required. Essential Life Skills Program, task analysis and being respectful of confidentiality and privacy issues are also a requirement.

Qualifications:

- Community college diploma in a related discipline in educational assistant, developmental service worker or child and youth worker
- Current certification in Behaviour Management Systems (BMS) preferred
- Current working with school - age age of students preferred
- First Aid certification preferred
- Autism Intervention course or experience working with children with Autism preferred

Hours: 8 a.m. to 11:30 a.m.
Effective Date: As soon as possible
Hourly Rate: \$24.15/hr. The Grand Erie District School Board offers a very competitive benefit package.

APPLY: If your qualifications, positive attitude and commitment to excellence make you an ideal candidate for consideration please submit your application to:

Human Resources Services - Job Competitions
Grand Erie District School Board - 1840 Office
1840 Fair Avenue, Dunnville, ON N1Y 2Y1
Fax: (519) 739-5342 or Email: hr@gedsb.ca **Please quote posting #29-14-17**

DEADLINE: Monday September 19, 2016 at 4:00 p.m.

All submissions are to include a complete cover letter, resume, qualifications, and the names of three (3) professional references at least one of which must be a same supervisor (use the current if submitted electronically). All new employees are required to provide an original Police Record Check (which includes a "vulnerable sector search") acceptable to the Board prior to the commencement of employment.

Applicants with a disability that requires an accommodation to enable their participation in the interview process should advise the Board when contacted for an interview. Any statement and selection materials and processes used in the interview process can be made available in an accessible format, upon request to an interview.

All submissions are subject to a screening process and some applicants may not be granted an interview.

SUCCESS for Every Student

GRAND ERIE DISTRICT SCHOOL BOARD
Requires a
HALF - TIME EDUCATIONAL ASSISTANT at
Fairview Ave. PS, Dunnville, Ontario

The Grand Erie District School Board's 2,700 employees provide quality education to approximately 26,000 full-time equivalent students who attend our 76 schools. The Board uses a geographic area encompassing the City of Dunnville and the Counties of Bruce, Haliburton and North. The Board requires a qualified full-time Educational Assistant to work under the direction of the classroom teacher and under the supervision of the Principal. Placement may be on a regular and/or non-regular basis. The Principal reserves the right to reassign the educational assistant position within the school at any time based on student needs.

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The successful candidate may be required to do filing, labeling, possible collaboration, and leading of students. Participation in writing programs and other's role is required. The candidate may also need to prepare learning materials, provide input and implement individual Education Plans and Behaviour & Safety Plans. The successful candidate must have a demonstrated ability to work with challenging students, to work with staff and students, and to implement student programs as directed by the teacher. The candidate must also have demonstrated knowledge of the issues that affect behaviour and appropriate strategies to prevent, manage and de-escalate student behaviour along with the ability to implement Applied Behaviour Analysis (ABA). Understanding of program accommodations and modifications to meet the diverse needs of students with learning and behavioural challenges is required. Essential Life Skills Program, task analysis and being respectful of confidentiality and privacy issues are also a requirement.

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SUCCESS for Every Student

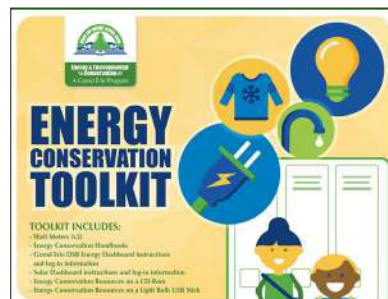
Job Postings

INFORMAL:

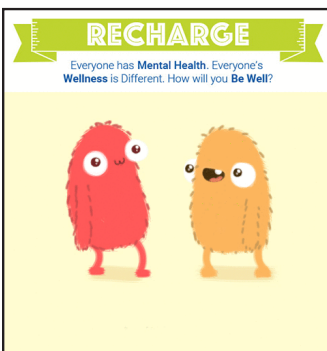
Informal Style applies to material for a specific target audience (e.g. youth, parents, staff, etc.). Elements continue to reflect the Grand Erie visual identity with modifications to backgrounds, photos and other graphic details.

Examples include:

- Kindergarten / Transition Guide
- Course Calendars
- Student Success
- Parent Guide
- Posters reflecting student campaigns



Digital Images: Photos and graphics shared via social media do not always require the Grand Erie logo as it is being shared by a Grand Erie social media account.



MULTI-YEAR PLAN 2016-2020

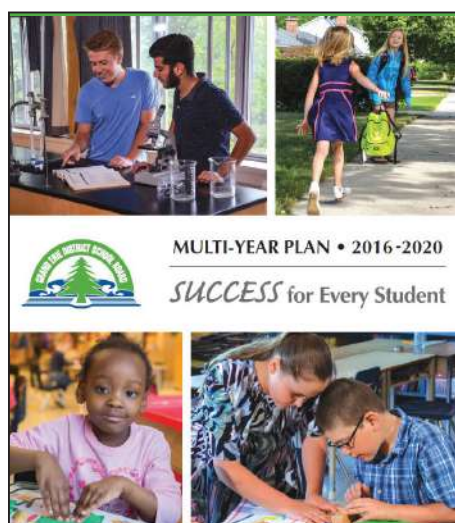
Grand Erie Trustees approved a new strategic direction to guide the work we are doing. In the centre of this 2016-2020 Multi-Year Plan is SUCCESS for Every Student. This is our mission, vision and goal statement.

We will achieve this through a focus on students and staff in a culture of high expectations. Indicators that will support our goal include Achievement, Well-Being, Equity, Environment, Technology and Community.



Multi-Year Plan Infographic

The infographic is not a logo but rather a design element to convey the Multi-Year Plan.



We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Goals:

- Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.
- Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Multi-Year Plan Viewbook



MULTI-YEAR PLAN • 2016-2020

www.granderie.ca

Multi-Year Plan Poster



Multi-Year Plan Display Banners

ADVERTISEMENTS

All graphic design for advertisements must follow the guidelines in this manual and be approved by the Director of Education / Superintendent responsible for the portfolio. There are two kinds of ads, Formal and Informal.

Formal ads include Board initiatives such as SEAC member recruitment and Accommodation Reviews. Informal ads include Kindergarten Registration and Student Success initiatives, for example.

- For more information, refer to F104, Advertising Procedure

PRINT ADVERTISEMENTS:

All advertising shall be coordinated through the Board's Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).

The originating school department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards.

The Board supports advertising expenditures in support of public awareness and information.

Appropriate advertising expenditures include, but are not limited to:

- School registration, including junior/senior kindergarten and secondary school
- Program offerings
- Extracurricular activities
- Public consultations
- Employment opportunities
- Requests for tenders for good and services
- School board accountability to the public
- Informing a Board decision and/or initiative
- Partnership activities that benefit our students

All advertising using Board funds, or raised under the auspices of the Board, must include an authorized version of the Grand Erie logo. All Board advertising shall be coordinated through the Board's Manager of Communications and Community Relations

AUDIO ADVERTISEMENTS:

All audio advertisements must include the statement based on the tagline, "Success for Every Student." In addition, Grand Erie District School Board's website (granderie.ca) is required.

VIDEOS:

All videos created by students, schools, parents or staff and for the purposes of showing external audiences or posted on social media sites such as YouTube must include the Grand Erie logo and/or the name and/or word mark in the credits, or during the end credit and/or a scene of the video.




Register for Kindergarten!

Telephone: 519-756-6301 | Toll Free: 1-888-548-8878 | Email: info@granderie.ca

Learn what you need to register, locate the program and school of choice, and order your *Welcome to Kindergarten* guide online... granderie.ca

SUCCESS for Every Student

Follow and join the conversation @GEDSB on Twitter and Facebook.  



NOTICE OF PROJECT

REQUEST FOR PROPOSAL

Reference No. 2013-85-P

VEHICLE FLEET MAINTENANCE SERVICES

**CLOSING DATE: Tuesday, March 5, 2013
BEFORE 2:00 pm**

RFP documents are available at the Education Centre or can be emailed upon request.
PURCHASING SERVICES
info@granderie.ca or 1-888-548-8878

Contractor Information Session
Date: Wednesday, February 20, 2013 Time: 5 pm - 6 pm
Location: Education Centre, 349 Erie Avenue, Brantford

Dave Dean, Chair Brenda Blancher, Director

SUCCESS for Every Student




Grand Erie District School Board SUMMER REGISTRATION




Our school is currently closed for summer break
We will re-open on Monday, August 29th, 2016

IF YOU NEED TO REGISTER YOUR CHILD FOR SCHOOL STARTING IN SEPTEMBER PLEASE CONTACT

GRAND ERIE DISTRICT SCHOOL BOARD
SUMMER REGISTRATION SERVICES
(519) 756-6301 • 1-888-548-8878
349 Erie Avenue, Brantford, ON N3T 5V3
granderie.ca

SUCCESS for Every Student

Follow and join the conversation @GEDSB on Twitter and Facebook.  



NOTICE OF PUBLIC MEETING

SOUTH EAST NORFOLK ELEMENTARY

Accommodation Review

Grand Erie District School Board approved a Pupil Accommodation Review for elementary schools in the South East Norfolk area.
Elementary schools included in the review are:

- Elgin Avenue Public School
- Lakewood Elementary School
- Lynndale Heights Public School
- Walsh Public School
- West Lynn Public School

An Accommodation Review Committee (ARC) has been established.
Interested parents and community members are invited to attend the fourth Accommodation Review Committee meeting.

Date: Tuesday, May 31, 2016
Time: 7:00 p.m. – 9:00 p.m.
Location: Walsh Public School
933 St John's Rd W, Simcoe, ON N3Y 4K1

Public consultation is at the heart of this accommodation review process.
We value your input and look forward to hearing how best we can accommodate elementary students in the South East Norfolk area.

Visit the ARC banner at www.granderie.ca for information and agenda.

David Dean, Chair Brenda Blancher, Director

SUCCESS for Every Student

PROMOTIONAL MATERIALS

The Grand Erie visual identity may be used on a number of products to advertise the Board such as Mugs, Tee Shirts, hats, pens, bags, USB, etc. The logo should never be reproduced in any colour other than specified in the Grand Erie Colour Section. The exception to the rule would be printing a white logo on a dark mug. In the case of the pen or pin, the minimum size of the logo would have to be altered to fit. Approval from the Manager of Communications and Community Relations for promotional material and the use of the logo is required.



ENGRAVING:

Engraved items are an acceptable method of reproduction as it represents a formal, elegant element. Fonts should be clearly identified on the engraved item.

VEHICLE SIGNAGE

The Grand Erie logo and tagline shall be used on vehicle signage.

Facilities Services fleet vehicles present a great opportunity for full wraps or magnetic signage that communicate timely campaigns such as Kindergarten Registration or the new Multi-Year Plan.



SUCCESS for Every Student

CO-BRANDING

Grand Erie relies on the strong reputation of our schools as do our schools who rely on the strong reputation of the district. Co-branding is a feature in the visual identity that unifies us as one family.

Word Mark co-branding must appear on promotional items but it is not mandated for clothing, spirit wear or team uniforms. A Word Mark is a brand identifier in the form of a phrase that creates awareness and adds credibility by supporting the logo. It is an essential element in co-branding in that it links that school's logo to Grand Erie. This linkage further solidifies the mutual advantages derived from co-branding.

EXAMPLES OF GRAND ERIE WORD MARKS:

- A Grand Erie School
- A Grand Erie Service
- A Grand Erie Program
- A Grand Erie Department

The Grand Erie logo or Word Mark placement is at the school's discretion.

WHEN TO CO-BRAND:

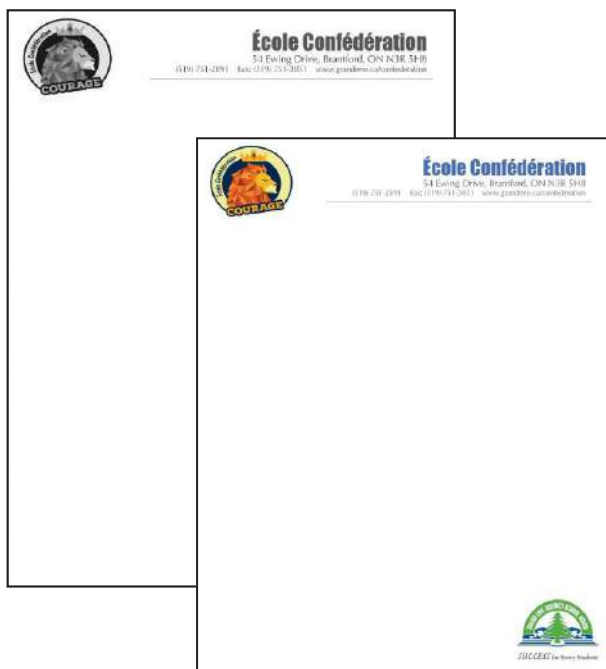
Co-branding should be used on all school products (both printed and electronic). Schools are asked to use the logo and/or wordmark on their products and do not require prior approval. However, schools are asked to consult should they want to use Grand Erie's Word Mark on products provided by outside organizations/vendors.

OPPORTUNITIES FOR SCHOOLS TO INCLUDE GRAND ERIE'S BRAND INCLUDE:

- Awards and Plaques
- Forms
- Invitations
- Newsletters
- Posters
- Programs
- Promotional Items
- Publications
- School Agendas
- Signage
- Stationary
- Thank you cards
- Website

TIP: For student-made posters that will be showcased outside the school, staff can print the school logo and the Board logo on a label and insert it on the artistic poster.

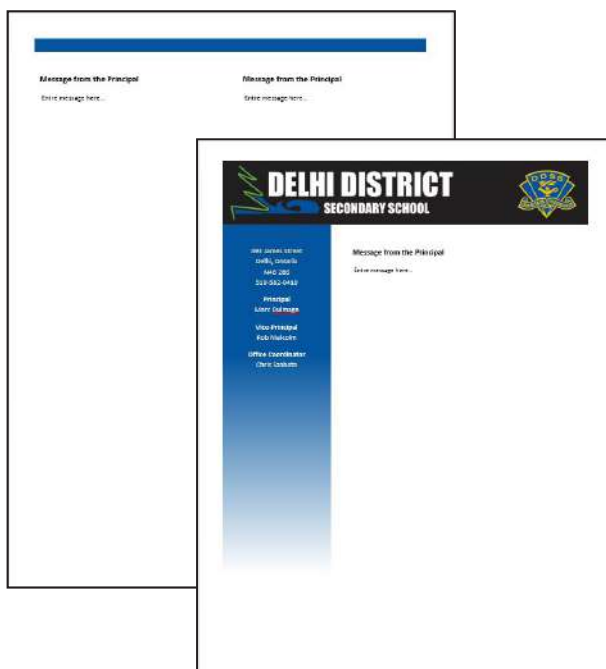
CO-BRANDED MATERIAL:



Letterhead

School letterhead should always have the school logo in the upper left-hand corner with the Grand Erie logo and vision located in the bottom right corner of the page as indicated in the example.

Board and school letterheads are to be used for official Board or school business only. Letterhead produced should not have names of officials highlighted in a section other than signature; however, if a principal wishes to insert their name, they can do so under the dividing line located at the top of the page.



Newsletter

Newsletters are one of the best ways to communicate with parents and a good communication tool between schools and our stakeholders. To reflect the co-branding standards, the cover page of the newsletter should have the Grand Erie design element. The second and subsequent pages following will be provided in the template.

PRINT ADVERTISEMENTS:

All graphic design work for brochures, ads, invitations, etc., must follow the steps set out in this manual, including co-branding.

School-specific, co-branded promotional materials will have the school logo identified on the product.

REDESIGN THESE



The Grand Erie Parent Involvement Committee is pleased to support the School Councils of Paris District High School and Burford District Elementary School in Grand Erie District School Board.

ENGAGING SCHOOL COMMUNITIES

An evening with Annie Kidder

Attend a FREE talk and learn more about parent involvement in education and strategies to engage with your school to support your child. Everyone is welcome.

Tuesday, November 20, 2012 • 7:00 pm
Burford District Elementary School
 35 Alexander Street, Burford

RSVP to info@granderie.ca | For more information visit granderie.ca or contact Shayne Mann, Principal of Paris District High School at Shayne.Mann@granderie.ca

Annie Kidder
 Executive Director

Annie Kidder is the Executive Director of People for Education. Annie was born in Quebec and has lived in Labrador, British Columbia and Ontario. Her father was in mining so her family moved frequently. As a result, Annie attended 12 schools between kindergarten and grade 12, which may have been how she acquired her passion for public education.

Annie is a former theatre director and became involved in education through her children's school. She has two daughters, one in her first year of university and the other a university graduate. Annie is the recipient of numerous awards for her advocacy work, including awards from the Canadian Teachers' Federation, the Ontario Principals' Council, the Toronto Community Foundation and the Ontario Teachers' Federation. She has spoken at conferences across the country and is regularly quoted in the media as an expert on education issues.

GRAND ERIE
 Growing Excellence... Inspiring Success



The Grand Erie Parent Involvement Committee is pleased to support the School Councils in Norfolk to present:

REMOVING BARRIERS TO LEARNING

- PARENT SPEAKER SERIES -

• Free Transportation • Free Child Care • Light Refreshments

November 28, 2012 • 6:30 pm - 8:00 pm
Simcoe Composite School, Music Room
 40 Wilson Drive, Simcoe

A Streetwise Approach to Bullying Prevention
Special Guest: Saidat

Students can achieve their full potential in schools when there is a positive school climate in which they feel safe and supported. This session will provide parents with tips and resources about bullying, cyber-bullying, and preventative strategies to be able to deal with the situation.

Saidat has presented in hundreds of schools across Ontario on the topics of bullying, inclusion and safe environments. Saidat's unique style will deliver an engaging session for parents with a powerful message that can help your child.

GRAND ERIE
 Growing Excellence... Inspiring Success

Future sessions include:

February 21, 2013	April 2013	May, 2013
Turning Disabilities into Abilities	Cyberbullying and Social Media	Children's Mental Health and Supports
Special guest: Todd Cunningham		

RSVP for the November 28, 2012 Session: Streetwise Approach to Bullying Prevention

Name: _____

Phone Number: _____

Do you require childcare? YES NO Number of children: _____

Do you require Transportation? YES NO Number of people transporting: _____

Please return to the school by November 23, 2012 or email info@granderie.ca

Visit granderie.ca



Grand Erie Parent Involvement Committee and the School Council of Central Public School present:

LEAD BY EXAMPLE: SIMPLE WAYS TO BUILD SELF-WORTH IN YOUR KIDS

An evening with Michael Eisen, Wellness Leader

Wednesday, May 1, 2013 • Central Public School
 135 George Street, Brantford

Complimentary Dinner: 4:15-5:00 pm
 Information Session: 5:00-7:00 pm

FEATURED EVENTS

For Parents: Michael Eisen, Wellness Leader
 Child and Youth Mental Health Strategy Update

For Children: Mad Science (ages 4 and up)
 Infant and Toddler Care

This is a FREE, family-friendly event.
Bookfair in Library • DOOR PRIZES •

Michael Eisen, Wellness Leader

Michael is a passionate, charismatic and inspirational speaker, author and social entrepreneur. After positively transforming his own life at the age of 19 and overcoming challenges with stress, anxiety, depression and sickness, he is now driven to share the principles, strategies, and practices that empowered him to start living a happier and healthier life.

RSVP by April 26 to info@granderie.ca or call 519-756-6301 ext. 281169

Please indicate: Age of child(ren) • If you require bus tickets
 • Any dietary concerns for you or your child

granderie.ca

GRAND ERIE
 Growing Excellence... Inspiring Success



Grand Erie Parent Involvement Committee and the School Council of Jarvis Public School present:

PARENTS AS PARTNERS IN STUDENT SUCCESS

An Evening with Avis Glaze

Tuesday, May 14, 2013 • 6:30 – 8:00 p.m.
Jarvis Public School, 14 Monson Street

RSVP by May 10 to info@granderie.ca or call (519) 756-6301 ex. 281169

Topics include:

- How parents can support their child's success in school
- Changes and trends in education
- Character education and the impact on learning

Get practical tips to help you support your child's achievement!

FREE Event
FREE Childcare by Qualified Childminders
Visit granderie.ca

Avis Glaze, President, Edu-quest International Inc.

Avis is one of Canada's outstanding educators and a recognized international leader in education. As Ontario's first Chief Student Achievement Officer and founding CEO of the Literacy and Numeracy Secretariat at the Ministry of Education, she played a pivotal role in improving student achievement in Ontario. Avis also co-authored *Breaking Barriers: Excellence and Equity for All*.

GRAND ERIE
 Growing Excellence... Inspiring Success

SIGNAGE:

These examples illustrate appropriate placement of the Grand Erie logo and word mark for signage. Signage is coordinated by Facilities Services and approved by the Manager of Communications and Community Relations.

A school can determine the type of sign they wish based on a criteria. In a heritage-designation neighbourhood, for example, or if the school is built prior to 1950, a school can work with Facilities to choose a historical sign. Historical brick signs will be in black and follow the design shown to the right.

Location of the school sign should be in a highly visible location.

Electronic signs are permissible.

Schools may use colour versions of their logo when choosing a sign, text may be black or blue.

Sponsor names and logos are not permitted for display on school signage. Sponsors are welcome to display plaques in the school.

Scoreboard signage needs the same approval as regular signage. Sponsors are able to display logo on the scoreboard with the Grand Erie and school logo.



Program Signage



PLAQUES AND AWARDS:

All plaques presented on behalf of the Board shall have the Grand Erie logo. When a group or individual associated with the school presents a plaque on behalf of the school, the Board logo should also be included.

PROMOTIONAL MATERIAL:

School identity is important to the students, staff and community in which it represents. School can have ownership of their school logo on promotional material. School promotional items shall use the Grand Erie logo and/or Word Mark. School-branded clothing, spirit wear, and team uniforms are exempt from the Visual Identity policy.

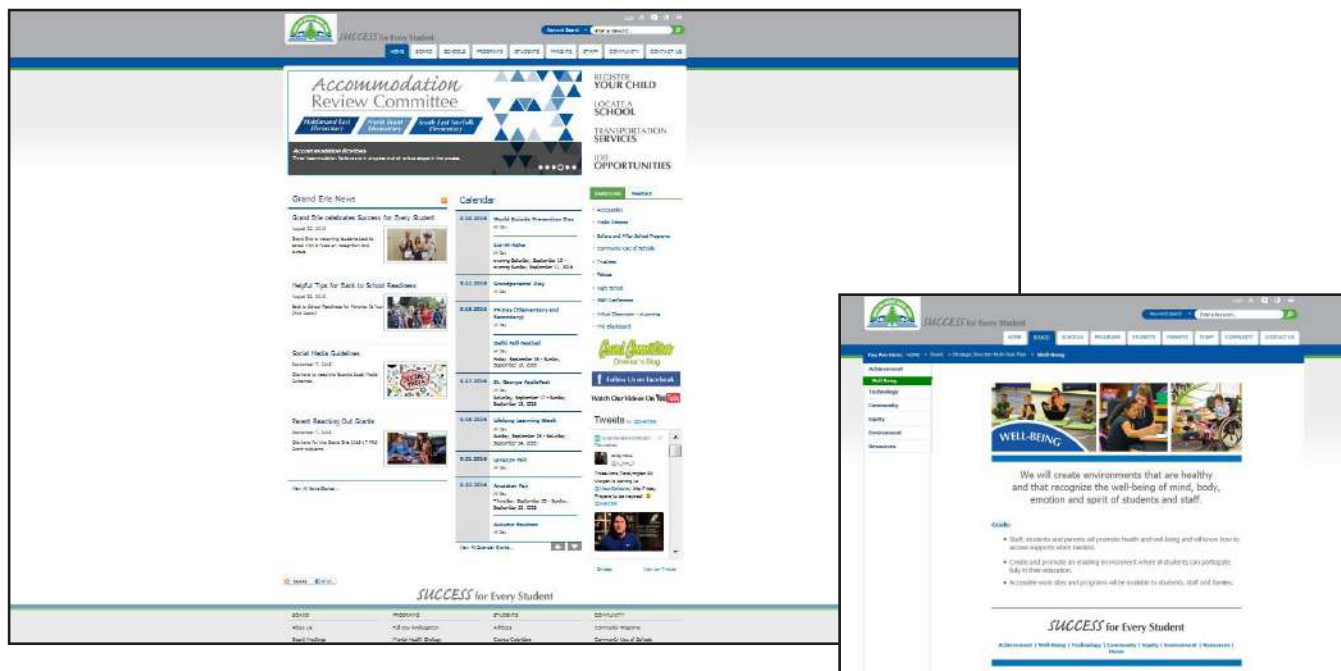


The Visual Identity Policy does not require schools to co-brand on spirit wear, clothing and team uniforms. If schools wish to co-brand, samples may look like the following:

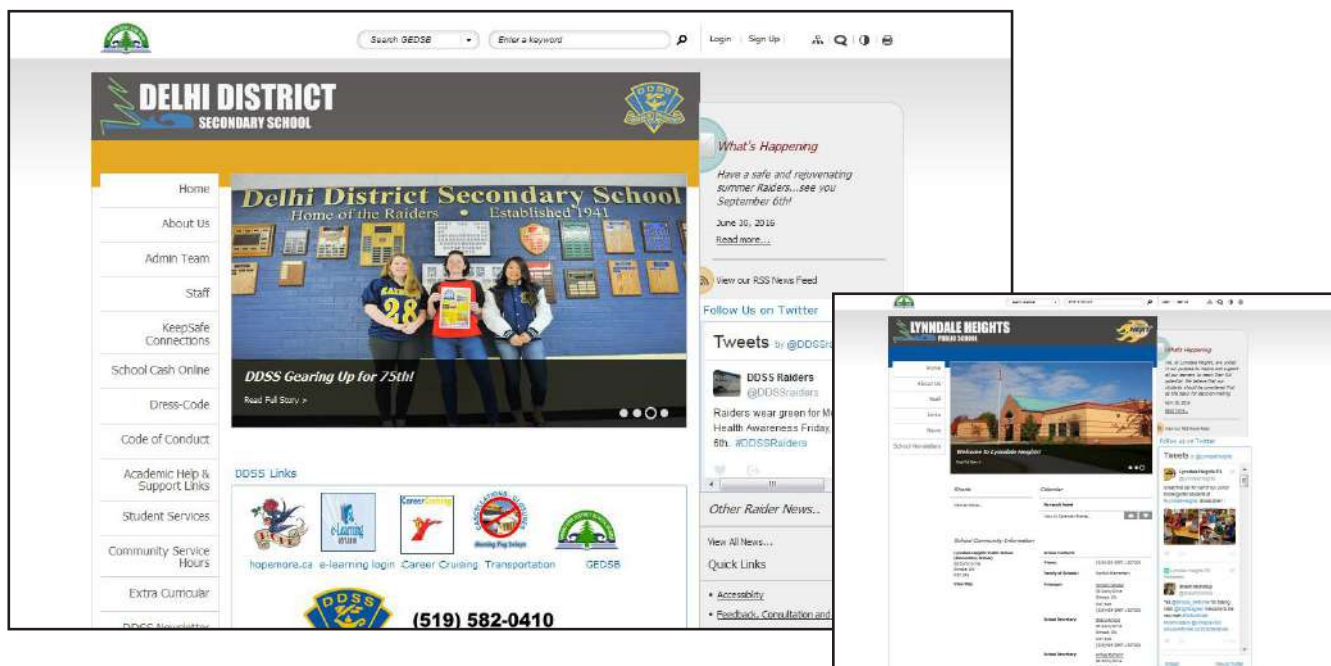


WEBSITE

The website is a key communications tool for Grand Erie District School Board. The pages should reflect the guidelines presented in this manual. Acceptable ways to print the website address includes: granderie.ca



Note: This template will be modified as school sites are developed. Important visual elements include the school's electronic banner and the band of colour located under the school banner.



GELA Phonetic Pronunciation: gee-la



GELA has the opportunity to use purple as their supporting colour on ads and promotional materials.

Purple:
CMYK 75-100-0-15



Pink:
CMYK 13-40-02-0

It's Never Too Late to Graduate!

Over 21? Need your Ontario Secondary School Diploma? Upgrade existing credits for Post-Secondary?

Next term begins September 12, 2016.

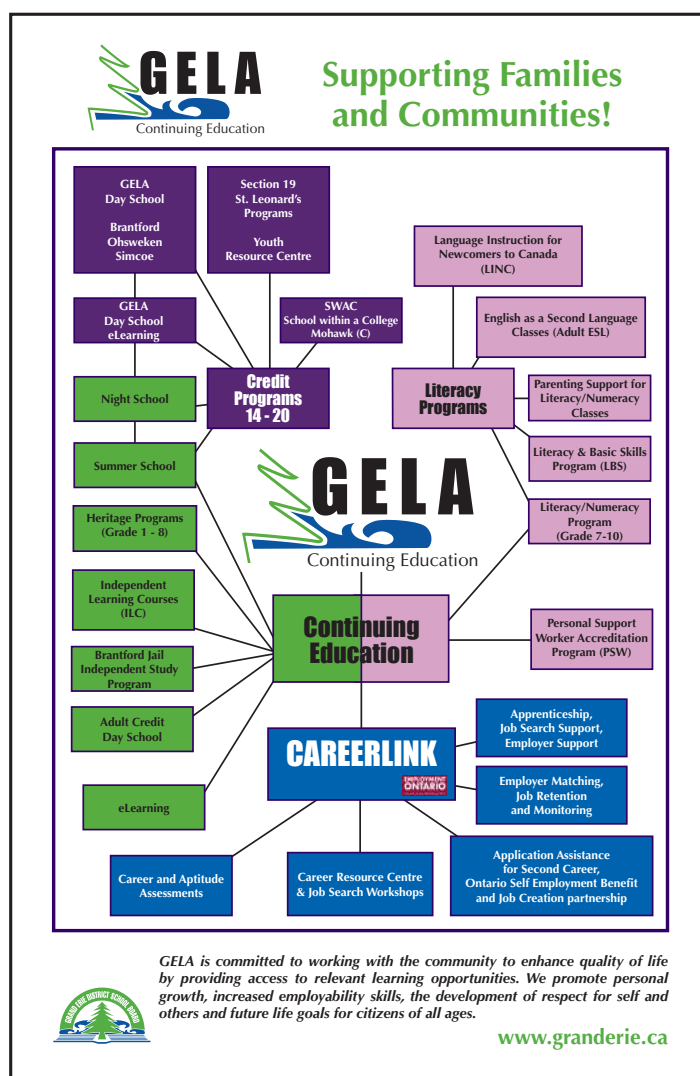
Attend full or part-time, earn credits in a teacher taught, adult environment. Register now for Adult Education Day School Classes.

To schedule an intake appointment, please call 519-759-0000, or visit our location at 1 Market Square, Lower Level, Brantford.

You will need to provide an up-to-date copy of your Ontario Student Transcript. Cost: \$20.00 for the Educational Assessment

SUCCESS for Every Student

Find out more about how we're making a difference... visit granderie.ca



Logo: CAREERLINK, all uppercase

Written: CareerLink, the L is in uppercase

CareerLink is an employment centre. In addition to being a Grand Erie Service, CareerLink is also an Employment Ontario Service Provider and meet the visual requirements outlined in the *Visual Identity and Communications Guidelines for Employment Ontario Services Providers*.



A GRAND ERIE SERVICE
CAREERLINK
EMPLOYMENT CENTRE

JOB FAIR on behalf of **WIPRO**

Friday, February 1, 2013 - 9:00am - 3:30pm

Job Fair Location: CareerLink, 1 Market Street, Brantford
Bring resume, interviews on site.
80 positions for Technical Support Representatives - Smart Phones

CareerLink will host the workshop
HOW TO SUCCEED AT A JOB FAIR
Wednesday, January 30, 2013 10:30am-12:00pm
Please call CareerLink to register for the workshop

For more information, contact CareerLink
@ 519-759-1412 www.careerlink.ca

WIPRO
Applying Thought

Employment Ontario Emploi Ontario CareerLink is a service of Employment Ontario and funded in part by the Government of Canada.

A GRAND ERIE SERVICE
CAREERLINK
EMPLOYMENT CENTRE

- Resumes and cover letters
- Access to the hidden job market
- Apprenticeship assistance
- Employer matching service
- Job interview assistance
- Second Career application assistance
- Accessible resource centre with computers and fax machines
- Free workshops

CAREERLINK
1 Market Street, Upper Level
Brantford, Ontario N3T 6C8
T: 519.759.1412
F: 519.759.7246
www.careerlink.ca

EMPLOYMENT ONTARIO EMPLOI ONTARIO This Employment Ontario program is funded in part by the Government of Canada. Ce programme d'Emploi Ontario est financé en partie par le gouvernement du Canada.

CAREERLINK CONNECTION NEWSLETTER

Volume 1, Issue 1
June 2012

A Leading Edge Workforce is...

To be a leading edge in the workforce in Brantford, Brant, the following skills have been identified:

- Innovative
- Flexible
- Collaborative
- Trend setter
- Adaptable
- Relevant skills for jobs
- Strong financial and basic literacy skills
- Globally competitive
- Diverse
- Strong basic skills
- Creative
- Risk taker
- Cross trained

2012 Local Labour Market Plan
Workforce Planning Board of Grand Erie /
Commission de planification de la main-d'œuvre de Grand Erie

Customer Service Training

July 16, 2012
9:00 a.m. - 12:00 p.m.
Contact CareerLink to register @ 519-759-1412
Space is limited

Training and Certificate provided by
Six Star Performance Management
www.careerlink.ca

Client / Employer Appreciation Event

PLEASE JOIN US
JUNE 21, 2012
3:00p.m. - 6:00p.m.
Refreshments provided

CareerLink would like to thank all the clients and employers we have worked with!

1 Market Street, Upper Level
Brantford, ON N3T 6C8
519-759-1412
www.careerlink.ca
careerlink@granderie.ca
Follow us on Twitter and Facebook

New businesses in Brantford

1) Romco Industries Inc. and SaniChill Inc.	9) Vive Mechanical Inc.
2) Northwest Rubber Mats Inc.	10) Canadian Candle
3) Crumb Rubber Manufacturers or CRM	11) Roll-Tite Corp.
4) Casey's Welding Service	12) Fort Henry Self Storage
5) Skid Jim Enterprises Inc.	13) Thermal Pro Insulation
6) Brantford Self Storage	14) Clik-Clk Systems Inc.
7) Home and Leisure Group Ltd.	15) Automodular Corporation
8) Ocean Rugs	16) Green Step Recycling Inc.

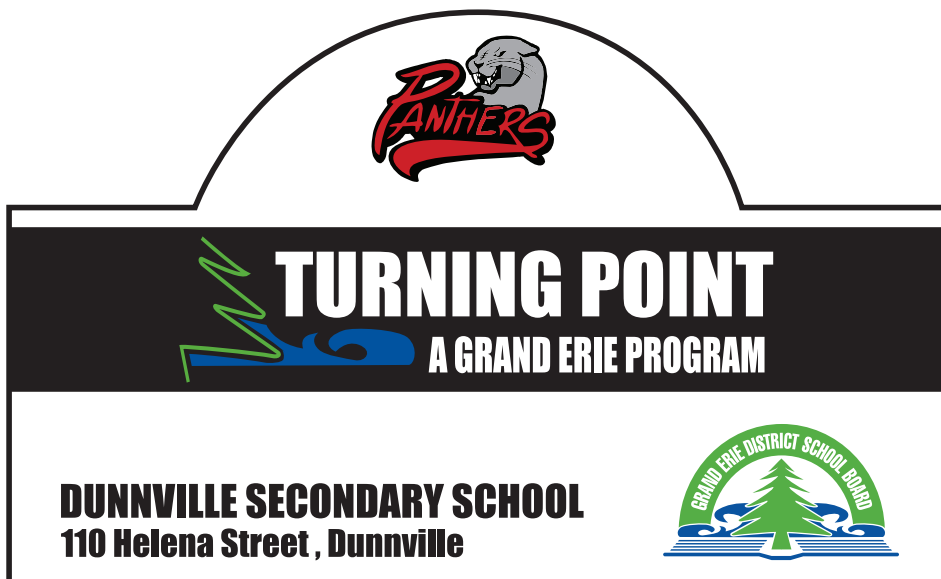
CAREERLINK
COMMUNITY EMPLOYMENT CENTRE
CENTRE D'EMPLOI DE VOTRE COMMUNAUTÉ

Essential components of Turning Point include the co-branding elements with the school at all times with or without the school logo.

When Turning Point is communicated at the system-level, the following logo is to be used:



School-Specific Signage



PARENTING AND FAMILY LITERACY CENTRES

Parenting and Family Literacy Centres



Teal:
CMYK 95-0-60-0



Purple:
CMYK 75-100-0-15



Typography (Typeface/Font)

The font is as follows:

Palatino - **Parenting** – the P is Palatino Italic and the rest of the word is Palatino Roman (or regular)

Family – same as parenting

Centre(s) – same as parenting

Palatino Italic

Comic Sans - and – this is Comic Sans, teal, and always in lower case

Examples of how to use PFLC type and colour:

Parenting and Family Literacy Centres

Parenting and Family Literacy Centres

Parenting and Family Literacy Centres

Parenting and Family Literacy Centres

When naming is on the teal background the 'and' can be in yellow and the words in white.

Partner Logo



Word Mark:

Grand Erie District School Board

All products must be approved by the Ministry. The Ontario logo should be on all products.

SCHOOL CRESTS VS. SCHOOL LOGOS:

School Crest: A crest is a traditional symbol to represent a school and its academic goals. Typically, the crest is the formal or traditional representations a school and used during formal events such as commencements or displayed in a prominent location in the school. A school crest may include school colours, animal or figure mascots as well as a school motto, all compresided in the shape of a crest.

School Logo: A graphic mark or emblem used to aid and promote instant public recognition. Logos can either be strictly graphic and should include the name of the organization. School logos may include varying colours, shapes, or mascots relating to the school.

DESIGNING A SCHOOL LOGO:

Are you revitalizing your logo or creating a new one? Here are some helpful tips that can help get you started.

A school logo is designed to establish the credibility and visibility of an educational establishment. It is the visual representation of a school that conveys the academic principles and ideology of the school. In fact, school logos are considered the important graphical elements when it comes to building a highly reliable image. Therefore, it is very important that the logo design should be impressive and appealing to the students and parents.

A good school logo design will serve as the basic foundation that gives a sense of pride to the students, parents and teachers, while conveying the actual message and perspective of educational establishment.

The design of the logo is a great opportunity to engage your school community by holding a contest and receiving input from students and parents.

Given below are some significant factors that must be kept in mind when designing school logos:

Choose appealing colours:

Colours can play a significant role in making a school logo design attractive and persuasive. A good school logo design with the right colour combination will easily instill a welcoming feeling and persuade parents to choose your school for their children.

Opt for Relevant Icons or Symbols:

Another important consideration while designing school logos is to choose relevant and appropriate images. Images such as books, teachers, or children silhouettes, apples, school building or torches are a few good choice for school logo design. An appropriate image can make it easy for people to distinguish your school among others.

Select Simple Fonts:

Consider using bold and simple fonts to enhance the other features of a school logo. Explicable fonts will enable viewers to remember and recognize the name of your education establishment, while increasing the school's credibility and image.

Please contact the Graphic Designer / Website Coordinator at extension 281251 to convert your new or revitalized school logo drawing into an electronic format suitable for publication.

CERTIFICATION OF TRADEMARK/COPYRIGHT



Office de la propriété
intellectuelle
du Canada

Un organisme
d'Industrie Canada

Canadian
Intellectual Property
Office

An Agency of
Industry Canada

Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 19 novembre 2008, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des marchandises et services.



Certificate

This is to certify that in the Trade-marks Journal dated November 19, 2008, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for wares and services.

GRAND ERIE

Numéro de dossier
File Number

918209

Autorité publique
Public Authority

Grand Erie District School Board

Registraire des marques de commerce
Registrar of Trade-marks

Canada

(CIPO 100/08-07)

OPIC  CIPO



Office de la propriété
Intellectuelle
du Canada

Un organisme
d'Industrie Canada

Canadian
Intellectual Property
Office

An Agency of
Industry Canada

Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 07 mars 2007, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des marchandises et services.



Numéro de dossier
File Number
Autorité publique
Public Authority

918055

Grand Erie District School Board

Registraire des marques de commerce
Registrar of Trade-marks

Canada

Certificate

This is to certify that in the Trade-marks Journal dated March 07, 2007, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for wares and services.

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www.granderie.ca



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Cyberbullying

Board Received:

Review Date: September 2015

Policy Statement:

The Grand Erie District School Board is committed to providing a positive, safe, and inclusive learning environment which supports the personal dignity and self-esteem of students and is free from cyberbullying. The Grand Erie District School Board does not condone cyberbullying and will respond to these actions using educational interventions and progressive discipline.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education

Definition of Cyberbullying:

Cyberbullying is the use of information and communication technologies such as e-mail, text messages, instant messaging, personal web sites, and social media - whether on or off school property - to engage in deliberate, typically repeated, and harmful behaviour by an individual or group, which causes emotional distress to an individual student or an identifiable group.

Cyberbullying adversely affects:

1. a student's ability to learn and emotional well-being
2. healthy relationships and the school climate; and
3. a school's ability to educate its students.

The Board recognizes that cyberbullying can be particularly devastating to young people because those who engage in cyberbullying can:

1. hide behind the anonymity that the internet provides;
2. spread their hateful and hurtful messages to a very wide audience with remarkable speed; and
3. disown their actions, as it is often difficult to identify cyberbullies because of anonymity, so they do not fear being punished for their actions.

References: ~~SO129 – "Bullying Prevention and Intervention"~~
SO10 – "Bullying Prevention and Intervention"



Management of Potentially Life-Threatening Health Conditions in Schools

Board Received:

Review Date:

Accountability:

1. Frequency of Reports – As Needed
2. Criteria for Success – Management of known potentially life-threatening health-conditions within school.
 - Appropriate response strategies communicated with parents/guardians and staff.
 - Staff in-service and community awareness.

Procedures:

The Grand Erie District School Board provides ~~annual~~ training and resources to support staff to better understand, prevent and respond to a health emergency. A health emergency is defined as a potentially life-threatening health condition.

Training and resources will focus on:

- Anaphylaxis Management (Sabrina's Law)
- Asthma Management (Ryan's Law)
- Concussion Management
- Diabetes Management
- Seizure Disorder Management

In accordance with Sabrina's Law – Anaphylaxis, it is the policy of the Grand Erie District School Board to establish and maintain a policy for students diagnosed with severe allergic reactions that may potentially end in death. Similarly, in accordance with Ryan's Law – Ensuring Asthma Friendly Schools, it is the policy of the Grand Erie District School Board to establish and maintain a policy for students diagnosed with asthma. Diabetes and seizure disorder are potentially life-threatening health conditions. Subsequently, it is the policy of the Grand Erie District School Board to establish and maintain a policy for students diagnosed with diabetes and seizure disorder.

Training will consist of staff notification of those students at risk for life-threatening health conditions and steps to reduce the exposure to causative agents in classrooms and common school areas. Staff will be trained in preventative strategies, as well as recognition of triggers, signs, symptoms and risks. Staff will also be trained in the emergency procedures involved to deal with these life-threatening health situations. This

may include location of auto-injectors and inhalers and having every staff member knowledgeable in the use of auto-injectors and inhalers.

The “Health Management Plan - Anaphylaxis” contains all materials and instructions necessary to respond to the presence of anaphylactic students in a school.

The “Health Management Plan –Asthma” contains all materials and instructions necessary to respond to the presence of students with asthma in a school.

The “Health Management Plan - Diabetes” contains all materials and instructions necessary to respond to the presence of students with diabetes in a school.

The “Health Management Plan - Seizure Disorder” contains all materials and instructions necessary to respond when a student experiences a seizure at school.

On-line training packages are available for Anaphylaxis, Asthma, Diabetes and Seizure Disorder. Training will be documented and records kept of when the training occurred, and who was provided with this training.

Related Resources:

The “Student Concussion and Head Injury – Resource Package” (SO28) contains all materials and instructions necessary to respond to the presence of students diagnosed with concussion in a school.



Accessibility

Board Received:

Review Date:

Policy Statement

Grand Erie District School Board provides accessibility accommodations that foster independence, equity of opportunity, dignity and respect for students, parents/guardians, employees and the community.

The Accessibility Policy embeds the policies of the Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act (AODA), which includes mandatory accessibility standards that identify, remove and prevent barriers for people with disabilities in five areas: Customer Service, Information and Communications, Employment, Transportation, and Design of Public Spaces.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Accessibility training for employees
– Adherence to standards set out in the AODA

Legal Framework

Accessibility for Ontarians with Disabilities Act 2005 (AODA)
Accessibility Standards for Customer Service, Ontario Regulation 429/07
Integrated Accessibility Standard Regulation (IASR), Ontario Regulation 191/11
Ontario Human Rights Code
Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56

Procedures

1. Training on the Human Rights Code as it pertains to persons with disabilities will be provided when required. Employees who develop the Board's policies and procedures and those who interact with the community or other third parties on behalf of the Board shall receive training with respect to any changes to the Ontario Human Rights Code and the Integrated Accessibility Standards Regulation (IASR) as needed.
2. All employees will be provided with Accessibility Awareness Training. A record of the training, including the names of those trained and the dates on which the training was provided, shall be kept.

Board employees will consider the impact on persons with disabilities when purchasing new equipment, developing or building new spaces, designing new systems, planning a new initiative and providing accessible means of transportation where deemed appropriate.

3. A feedback process will be created that will review the implementation of this policy with the Board's various constituency groups.
4. The Board will maintain the Accessibility Committee as per Bylaw 8 in order to prepare a multi-year accessibility plan, with annual progress reports.
 - 4.1 The Board will establish a process for consulting with employees who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.
5. The Integrated Accessibility Awareness Manual (Appendix A), shall be followed, and used for training and daily operation.

Definitions

Disability:

Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time.

Accessibility:

Accessibility is defined as that which enables people to achieve their full potential.

Barrier:

A "barrier" means anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; ("obstacle")

Accommodation:

An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner - barriers that impede individuals with disabilities from participating fully in the services of the Board.

Board Resources

Policy SO14 – Equity and Inclusive Education
Procedure SO 124 – Use of Service Dogs in Schools



**Integrated Accessibility
Awareness Manual**

September 2016

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1.0 Introduction to Accessibility Awareness

1.1 Legal Framework

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA), S.O. 2005, CHAPTER 11
- Accessibility Standards for Customer Service, Ontario Regulation 429/07
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Ontario Human Rights Code, R.S.O. 1990, CHAPTER H.19
- Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56

1.2 Related Policies/Procedures

- Policy SO31 Accessibility
- Policy SO14 – Equity and Inclusive Education
- Procedure SO124 – Use of Service Dogs in Schools

2.0 Customer Service Standards

2.1 Monitoring and Feedback on Accessible Customer Service

- 2.1.1 The Chair of the Accessibility Committee will maintain a process for collecting feedback on Accessibility – Customer Service Standards that has the following components:
- 2.1.2 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with, or concerns about, access to services for people with disabilities.
- 2.1.3 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with, or concerns about, accessibility of services. Consideration must be given to providing information in alternate formats.
- 2.1.4 Information on how the Board will respond to feedback.
- 2.1.5 Methods of feedback:
 - a) A range of methods for soliciting feedback is employed to ensure optimum access to the feedback process by people with disabilities.
 - b) Methods include Board/school websites, e-mail, verbal input, social media, a suggestion box or a feedback card. Accessibility concerns are directed to the Board's Accessibility Committee by site administrators.
 - c) The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.
- 2.1.6 Proactive measures for accessible customer service:
 - a) To ensure ongoing efficient and effective adherence to Accessibility – Customer Service Standards, Board staff, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

2.2 Use of a Service Dog By The General Public

2.2.1 Recognizing service dogs:

A service dog is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated health care provider.

Examples of service animals include dogs used by people who have vision loss, hearing-alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities. It is "readily apparent" that an animal is a service dog when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service dog if it is wearing a harness, saddlebags, a sign that identifies it as a service dog if it has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

2.2.2 Responsibilities:

- a) Supervisory Officers, Principals, Vice-Principals and Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service dog.
- b) Any person with a disability who is accompanied by a service dog will be welcomed on Board premises with his or her service dog and may be accompanied by the service dog while on the premises. Access will be in accordance with normal security procedures.
- c) This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- d) This procedure deals solely with the individual's right to be accompanied by a service dog. Access to classrooms for service dog used by students and staff is covered under separate procedures (SO124 – Use of Service Dogs).

2.2.3 Exclusion of Service Dog:

- a) A service dog can only be excluded from access to the premises where this is required by another law. Examples include the Health Protection and Promotion Act and the Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- b) Where there is a risk to the health and safety of another person as a result of the presence of a service dog, consideration must be given to options available prior to exclusion of a service dog. An example would be a situation where an individual has a severe allergy to the service dog. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- c) A service animal dog can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario Dog Owners' Liability Act, which places restrictions on pit bull terriers.

- d) In the rare instance where a service dog must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the service dog in a secure area where it is permitted by law and discussing with the person how best to serve her/him, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide her/him.

draft

2.2.4 Confirming the Status of a Service Dog:

- a) At times it may be necessary to confirm that an animal is a service dog. Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service dog, the school or Board staff member may request a letter from an Ontario regulated health professional, e.g., a physician or nurse confirming that the employee requires a service dog because of a disability. The letter does not need to identify the disability, why the dog is needed or how it is used.
- b) Where the person using the service animal regularly attends at the school or Board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances.
- c) Alternatively, the person using the service animal may be asked to produce a letter on occasions when visiting the premises. The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56, or as otherwise required by law.

****Please refer to Procedure SO124 "Use of Service Dogs" for parameters to be followed when considering the use of a service dog by a student or an employee of the board at a school site.**

2.3 Use of Support Persons by the General Public

- 2.3.1 A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from a Board employee who provides support services to a student or staff person – separate and specific procedures apply. A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend or a family member.
- 2.3.2 Supervisory Officers, Principals and Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.
- 2.3.3 Access to Board premises and school events:
 - a) Any person with a disability who is accompanied by a support person will be welcomed on Board premises with his or her support person. Access will be in accordance with normal security procedures.
 - b) This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
 - c) Where an individual with a disability who is accompanied by a support person wishes to attend a school, Family of Schools or Board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

- d) The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

NOTE: This would be a rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before one may be required – the risk cannot be eliminated or reduced by other means. Any considerations in protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean he/she not capable of meeting health or safety requirements.)

2.3.4 Confidentiality

- a) Where a support person is accompanying a person with a disability, who is not the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent of Education, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- b) Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian. (See Appendix A Consent Form for Student Support Person).
- c) The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- d) A copy of the signed consent document will be retained in the school/Board office.
- e) If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

2.4 Use of Assistive Devices by the General Public

- 2.4.1 Supervisory Officers, Principals, Vice-Principals and Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing Board services.
- 2.4.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices. (See Appendix B – Information on Interacting with People Using Assistive Devices.)
- 2.4.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.
- 2.4.4 Communication with respect to the use of assistive devices:
 - a) The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.

- b) Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.
- c) The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board* or school to assist in provision of services to people with disabilities.
- d) Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include:

- **Assistive devices:** TTY service, telephones with large numbers, amplifiers, lifts.
- **Services:** Sign language interpretation, oral interpretation, real-time captioning.
- **Alternate service methods:** Assistance of a staff person to complete a transaction, e.g., school registration)

2.5 Notice of Disruption of Service

- 2.5.1 As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required. Generally, disruptions to any of the Board's services, such as a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.
- 2.5.2 Supervisory Officers, Principals, Managers, Manager of Communications and Community Relations will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.
- 2.5.3 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices. (See Appendix C – Sample Notices of Disruption to Services.)
- 2.5.4 Notice must be provided in multiple formats (upon request).
- 2.5.5 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.
- 2.5.6 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

3.0 Information & Communications

3.1 Regulation

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

3.2 Definitions

3.2.1 Information

Includes data, facts and knowledge that exist in any format, including text, audio, digital, or images, and conveys meaning.

3.2.2 Communication

Means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

3.2.3 Accessible Formats

Include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

3.2.4 Conversion-ready

Is an electronic or digital format that facilitates conversion into an accessible format. **WCAG** refers to the Web Content Accessibility Guidelines.

3.3 Responsibility

Supervisory Officers, Principals, Vice-Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received initial training in the requirements of the Integrated Accessibility Standards Regulation, including the Standards related to Information and Communications.

3.4 Feedback

3.4.1 Administrators/managers will ensure that processes for receiving and responding to feedback are accessible to persons with disabilities.

3.4.2 Upon request, administrators/managers will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.

3.4.3 Administrators/managers will notify the public about the availability of accessible formats and communication supports with regard to its feedback processes.

3.5 Procurement

3.5.1 All Board employees with responsibility for purchasing will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning new initiatives that are related to provision of information and communication services.

3.6 Provision of Information and Communications in Accessible Formats

- 3.6.1 Upon request, Administrators/Managers will provide, or arrange for the provision of, accessible formats and communication supports for persons with disabilities to facilitate their access to the services of the Board.
- 3.6.2 Accessible formats and communication supports will be provided in a timely manner that takes into account the person's accessibility needs and a cost no greater than the regular cost charged to other persons.
- 3.6.3 Administrators/Managers will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 3.6.4 Administrators/Managers will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communication supports.

3.7 Accessible Websites

- 3.7.1 The Communications & Community Relations Manager will ensure that all new websites and web content on these sites will conform with WCAG 2.0 at Level A.
- 3.7.2 The Communications & Community Relations Manager will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 3.7.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 3.7.4 These requirements apply to:
 - (a) websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product;
 - (b) web content published on a website after January 1, 2012
- 3.7.5 Where the Communications & Community Relations Manager determines that meeting these requirements is not practicable, such determination will include consideration of:
 - (a) the availability of commercial software or tools or both; and
 - (b) significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

3.8 Educational and Training Resources and Materials

- 3.8.1 Administrators/managers will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 3.8.2 To do so, the Accessibility Committee will procure through purchase, or obtain by other means, an accessible or conversion-ready electronic format, where available.
- 3.8.3 If the resources cannot be procured or converted into an accessible format, administrators/managers will arrange for the provision of comparable resources.
- 3.8.4 Administrators/Managers will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 3.8.5 School administrators will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 3.8.6 Training materials are available in the GEDSB Staff Portal.

3.9 **Training for Program/Classroom Staff**

- 3.9.1 The Accessibility Committee will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 3.9.2 The Accessibility Committee will keep a record of the training provided, including the dates on which training was provided and the number of individuals to whom training was provided.

3.10 **School Libraries**

- 3.10.1 The Accessibility Committee will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 3.10.2 The Accessibility Committee will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of digital or multi-media resource materials upon request by a person with a disability (by January 1, 2020).

4.0 EMPLOYMENT

4.1 **Regulation**

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

4.2 **Definitions**

4.2.1 **Performance management**

Means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

4.2.2 **Career development and advancement**

Includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

4.2.3 **Redeployment**

Means the reassignment of employees to other departments or jobs as an alternative to lay-off, when a particular job or department has been eliminated where possible

4.2.4 **Information**

Includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

4.2.5 **Communication**

Means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

- 4.2.6 **Accessible formats**
Include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.
- 4.2.7 **Conversion-ready**
Is an electronic or digital format that facilitates conversion into an accessible format.
- 4.2.8 **WCAG** refers to the Web Content Accessibility Guidelines.
- 4.3 **Procedures**
 - 4.3.1 Responsibility
 - 4.3.2 All staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
 - 4.3.3 Human Resource Services will ensure that the provisions of this procedure are incorporated in the Board's hiring practices.
- 4.4 **Recruitment**
 - 4.4.1 Human Resource Services will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
 - 4.4.2 Applicants to the Board will be made aware that Human Resource Services provides accommodation for applicants with disabilities in its recruitment processes.
 - 4.4.3 For a job selection process, the principal/supervisor will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
 - 4.4.4 When making an offer of employment, the principal/supervisor will notify the successful applicant of its policy of accommodating employees with disabilities.
- 4.5 **Supports for Employees**
 - 4.5.1 Human Resource Services will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
 - 4.5.2 Human Resource Services will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.
- 4.6 **Accessible Formats and Communication Supports**
 - 4.6.1 Where an employee with a disability so requests, the principal/supervisor will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
 - 4.6.2 The principal/supervisor, in determining the suitability of an accessible format or communication as required in 4.1, will consult with the employee.

4.7 Workplace Emergency Response Information

- 4.7.1 The principal/supervisor will ensure that individualized workplace emergency response information is provided to employees who have a disability, provided the disability is such that individualized information is necessary and the principal/supervisor has been made aware of the need for accommodation due to the disability. The principal/supervisor will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 4.7.2 If an employee who receives individualized workplace emergency response information requires assistance, the principal/supervisor will, with the consent of the employee, provide such information to the person(s) designated to provide assistance to the employee.
- 4.7.3 The principal/supervisor, in consultation with the Health and Disability Officer, will review individualized workplace emergency response information:
 - a) when the employee moves to a different location in the Board;
 - b) when the employee's overall accommodation needs or plans are reviewed; and
 - c) when the Board reviews its general emergency response procedures.

4.8 Individual Accommodation Plans

- 4.8.1 The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 4.8.2 The Board's written process will address:
 - a) how the employee requesting accommodation can participate in the development of the individual accommodation plan.
 - b) the means by which the employee is assessed on an individual basis.
 - c) how the Health and Disability Officer, or designate, can request an evaluation by an outside medical or other expert, at the Board's expense, to assist in determining if accommodation can be achieved and, if so, how it can be achieved.
 - d) how the employee can request to have a representative of his/her bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the individual accommodation plan.
 - e) the steps taken to protect the privacy of the employee's personal information.
 - f) the frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
 - g) how the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
 - h) how the Health and Disability Officer, or designate, will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.
- 4.8.3 The Health and Disability Officer, or designate, will provide individual accommodation plans that:
 - a) include, if requested, any information regarding accessible formats and accommodation supports provided;
 - b) include, if required, individualized workplace emergency response information; and
 - c) identify any other accommodation to be provided.

4.9 Return to Work Process

- 4.9.1 This return-to-work process does not replace or override any other return-to-work process created as a result of any other statutory compliance, e.g., under the Workplace Safety and Insurance Act, 1997, S.O. 1997, CHAPTER 16
- 4.9.2 The Health and Disability Officer, or designate, will develop, put in place and document a return-to-work process for its employees who have been absent from work due to disability and require disability-related accommodations in order to return to work.
- 4.9.3 The return-to-work process will:
 - a) outline the steps to be taken to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - b) use documented individual accommodation plans (as in 6.0) as part of the process; and,
 - c) ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

4.10 Performance Management

In administering performance appraisal processes in respect of employees with disabilities, the principal/supervisor will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

4.11 Career Development

Where the Board provides career development and advancement to its employees, the accessibility needs of employees with disabilities as well as any individual accommodation plans will be taken into account.

4.12 Redeployment

Where the Board has in place a redeployment process, Human Resource Services will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

5.0 TRANSPORTATION

5.1 Regulation

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects his/her transportation to and from school. The plan will be developed in consultation with the student's parents or guardians.

5.2 Definitions

5.2.1 Individual school transportation plan

Is defined as a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

5.2.2 Operator

Means the driver of the school transportation vehicle.

5.2.3 Transportation Provider

Is defined as an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the Education Act.

5.2.4 Transportation Services

Means transportation that a Board provides for students in accordance with the Education Act.

5.3 Responsibility

The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of this Administrative Procedure are implemented.

5.4. Individual School Transportation Plans

5.4.1 The Superintendent of Education responsible for Special Education, or his/her designate, will, in consultation with parents or guardians, annually identify students who require specific transportation services and provide a Student Support Plan; such identification will, wherever possible, be made prior to the commencement of the school year.

5.4.2 Following consultation with parents or guardians, the Superintendent of Education responsible for Special Education, or his/her designate, will work with the Manager of Transportation Services, or his/her designate, to implement recommendations within an individual student transportation plan for each student who requires specific transportation services.

5.5 Content of Individual School Transportation Plans

An individual school transportation plan shall, in respect of each student requiring specific transportation services, include the following:

5.5.1 Details of the student's assistance needs with respect to transportation to and from school.

5.5.2 Provisions for the boarding, securement and debarking of the student, as applicable.

5.6 Communication of Responsibilities re Individual School Transportation Plans

The Superintendent of Education responsible for Special Education and, where appropriate, the Manager of Transportation Services, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:

a) The Transportation Provider

b) The parents or guardians of the student

c) The operator (driver) of the student transportation vehicle

d) The appropriate members of the school staff (e.g., principal, teacher, educational assistant)

e) The student

6.0 DESIGN OF PUBLIC SPACES

6.1 Regulation

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to public spaces and play areas as do all students and members of the public. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of design of new public spaces and play areas.

6.2 Definitions

6.2.1 Accessible Public Spaces:

Include special features that make it easier for everyone, especially people with disabilities, seniors and families to use public spaces.

6.2.2 Public Recreational Spaces:

Can also include recreational elements such as outdoor eating areas & play spaces that people of all abilities can enjoy.

6.2.3 Accessibility by Design:

Benefits everyone; good public spaces are planned and designed from the beginning with accessibility in mind and can provide people with disabilities with more opportunities to work and play independently.

6.3 Responsibility

The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of this Policy are implemented.

6.4 Public Design Standards

6.4.1 All organizations with accessibility plan requirements must make sure that their multi-year accessibility plan outlines how their requirements under the regulation (including the Design of Public Spaces Standard) will be met.

6.4.2 Designated public sector organizations are required, except where not practicable to do so, to "incorporate accessibility design, criteria and features when procuring or acquiring goods, services or facilities", which may be relevant to the accessibility features of public spaces such as outdoor play spaces or outdoor public use eating areas.

6.5 Features of Accessible Public Spaces

6.5.1 Sidewalks that are free of barriers & wide enough to move around

6.5.2 Gentler ramp slopes

6.5.3 Wider accessible parking spaces for people with mobility limitations.

6.5.4 Service counters that a person seated in a mobility device can use.

Grand Erie District School Board

Integrated Accessibility Awareness Manual

Consent Form for Student Support Persons

(to be filed in the student's OSR)

I, (parent/guardian or student over the age of 18) consent to the sharing of confidential information by the staff members named below in relation to my child/ward/self, in the presence of my child/ward's/own support person named below.

a) Staff Members who may Share Information with the Student Support Person

My support person consents to safeguarding the confidentiality of the information shared.

Name (print please)	Position
	School Administrator (Principal)
	Classroom Teacher

b) ~~Parent/Guardian~~ Consent for Student Support Person

Signature _____ Date _____

Printed Name of Parent/Guardian _____

Printed Name of Student (if applicable)

c) Support Person - Declaration of Confidentiality Agreement

I undertake to safeguard the confidentiality of information shared between school staff and parent/guardian for whom I am a student support person:

Signature _____ Date _____

Printed Name of Support Person _____

Witness (Principal/Staff Member)

Signature _____ Date _____

Printed Name of
Witness _____

draft

Grand Erie District School Board Integrated Accessibility Awareness Manual

Information on Interacting with People Using Assistive Devices

1. Assistive Devices:

Many users of Board services and facilities who have disabilities will have their own personal assistive devices. Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

Key Point to Remember: One should not touch or handle an assistive device without permission.

2. Moving Personal Assistive Devices

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person’s instructions;
- confirm that the person is ready to move;
- describe what you are going to do before you do it;
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practise consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.
- Do not move items or equipment, such as canes and walkers, out of the user’s reach.
- Respect personal space. Do not lean over a person with a disability or lean on their assistive device.
- Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

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3. How to use Canada Relay Services and TeleTYpewriter (TTY)

- a) How to communicate using the Relay Service
 1. Phone the Relay Service number (1-800-855-0511).
 2. Tell the operator the number you wish to reach.
 3. The operator will make the call for you. You speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, How are you doing?" Do not say: "Tell him I said hello."
 4. Remember to say "Go Ahead" (GA) when you finish speaking, so the person on the other end will know it is their turn to speak.
 5. If you normally speak very quickly, the operator may ask you to speak more slowly so your message can be typed while you are speaking. There will be brief silences as the operator types to the TTY user and the user replies in text.
- b) How to use a TTY (Teletypewriter)

TTY (Teletypewriter) is a device that allows users to send typed messages across phone lines. Many people who are Deaf, deafened, hard of hearing, or who are deafblind may use TTYs to call other individuals.

This device generally has a keyboard and display that lets the user send and receive typed messages over telephone lines. People who are deafblind may use an additional large print or Braille display to read the typed messages.

A stand-alone TTY must communicate with another TTY. TTY users can directly call other TTY numbers or they can call a Relay Service. The Relay Service operator will receive the messages on a TTY and relay the messages, by standard phone, to a person who does not have a TTY. A standard phone user can also place a call through the Relay Service operator to a TTY user.

If your business or organization has a TTY, learn how to operate the device.

To make a TTY call:

1. Push the "ON" switch.
2. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
3. Check the telephone indicator light; if it is lit, you have the line.
4. Dial the number, and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing.
5. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, this is Richard GA." The "GA" stands for Go Ahead --
6. Don't forget to use "GA" whenever you have finished what you are saying, so that the other person will know it is his/her turn.
7. When you wish the call to end and you wish to advise the other person, type GA or SK ("Stop keying"). The person will respond by "SK" if he/she agrees. Be courteous - wait until the other person indicates "SK" before hanging up.

Note:

- The person who receives the call is always the one who starts typing first.
- Always switch the TTY "OFF" as soon as you have finished the call.

(© Queen's Printer for Ontario 2008)Resources Section of the e-course: Serve-Ability: Transforming Ontario's Customer Service, Accessibility Directorate of Ontario, Ministry of Community and Social Services

Grand Erie District School Board
Integrated Accessibility Awareness Manual
Sample Notices of Disruption to Services

Sample 1 – Access to School Building

School Letterhead

Date: _____

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from _____ (YYYY / MM / DD) to _____ (YYYY | MM | DD).

A temporary ramp has been set up that gives access to the door at the following end or side area of the school building:

- ☐ East
- ☐ West
- ☐ South
- ☐ North

We regret this inconvenience. If you have questions or concerns, please contact _____ by calling _____.

Thank you,

School Administrator Signature and Name

Sample 2 – Accessible Washroom

Date: _____

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken water pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at [123 Main Street], which is located [next door to our premises]. We apologize for this inconvenience.

Thank you,

Name: _____, Division Manager of Facility Services – Maintenance

Grand Erie District School Board



Request for School Assistance in Health Care

Board Received:

Review Date: March 2016

Accountability:

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

Procedures:

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

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

1. No teacher or principal employed by the Board is required to administer medication to, and/or perform physical procedures for a pupil. However, in an emergency situation all employees may have to administer first aid, which may include auto-injector or inhalers because of the life threatening nature of the incident. See Policy30 – Management of Potentially Life-Threatening Health Conditions in Schools.)
2. A "Request for School Assistance in Health Care" form shall be sent home to be completed and forwarded to the principal of the school (to be housed in the Ontario Student Record) prior to the administration of any medication by school personnel. ~~Annual verbal communication with parents/guardians will occur upon initiation of Request for School Assistance in Health Care form.~~ Communication verbally with parent/guardian will occur when the form is sent home in order to build collaborative and productive relationships that will enhance understanding of the specific health concerns of the student and to ensure that the parent/guardian understands the expectations outlined in the form.
3. A "Student Support Plan for School" and a "Student Support Plan for Transportation" shall be completed on LITE printed and copied for the parent/guardian to sign, and then housed in the Ontario Student Record.
4. A revised Request for School Assistance in Health Care form shall be completed by the parents or guardians and forwarded to the principal for each school year, or whenever a

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

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

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GRAND ERIE DISTRICT SCHOOL BOARD

REQUEST FOR SCHOOL ASSISTANCE IN HEALTH CARE - Appendix A

STUDENT INFORMATION:

NAME: _____ D.O.B. _____ Current Age: _____
Surname Given Name YYYY / MM / DD years/ months

Address: _____ Telephone: _____
(Street/ Lot/ Con./ Town/ Postal Code)

School: _____ Grade: _____ Principal: _____

Parent/Guardian: _____
(Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.) (Surname / Given Name)

TYPE OF HEALTH CARE ASSISTANCE

- ☐ Administration of Prescribed Medication
☐ Supervision of Student's self-administration of prescribed medication

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

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

Other (specify) _____

Expiry date for medication, if applicable: _____

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

ANAPHYLAXIS

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

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

Medical Certification

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

Doctor's Name: _____ Telephone: _____

Doctor's Signature _____ Date _____
YYYY / MM / DD

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

ASTHMA

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

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

Medical Certification

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

Doctor's Name: _____ Telephone: _____

Doctor's Signature _____ Date _____
YYYY / MM / DD

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

DIABETES

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

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

Medical Certification

This is to certify that _____ (Student Name) has Type 1 Diabetes and uses the following medication:

Doctor's Name: _____ Telephone: _____

Doctor's Signature _____ Date _____
YYYY / MM / DD

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

SEIZURE DISORDER

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

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

Medical Certification

This is to certify that _____ has a seizure disorder and uses the following medication:

Doctor's Name: _____ Telephone: _____

Doctor's Signature _____ Date _____
YYYY / MM / DD

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

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

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

PHYSICIAN'S STATEMENT FOR HEALTH CARE ASSISTANCE DURING SCHOOL HOURS

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

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

2. Administration during school day: ☐ ____ a.m. ☐ ____ p.m.

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

Name of Physician: _____ Telephone: _____

Signature of Physician: _____

PARENT/GUARDIAN APPROVAL:

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

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

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

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

- The school is provided with a minimum of one (1) up-to-date inhaler properly marked with the child's name and expiry date (a second if possible, to be kept in a secure location in the school)
- We have informed the school that for incidents relating to the asthma I/we wish to be contacted regarding the following type(s) of incident(s):
- Parent/guardian initial: _____

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

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

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

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

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

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

Parent/Guardian Signature: _____ Date: _____

SUPERVISION:

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

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

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

Principal's Signature: _____ Date: _____

NOTICE:

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

I/We hereby consent to the use of personal information contained herein by the persons above-named and by such other officers or employees of the Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board.

Signature of Parent/Guardian: _____ Date: _____

Distribution: O.S.R.
School Office



THE GRAND ERIE DISTRICT SCHOOL BOARD

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

Name of Student: _____

Date of Birth: _____

Address: _____

Telephone: _____

School: _____

Principal: _____

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

Original -- O.S.R.

NOTE: This record must be retained in the O.S.R. with the "Request for School Assistance in Health Care" form for one year after termination of medication.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Major Construction Projects – Final Report**

DATE: September 26, 2016

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Major Construction Project Report as information.</p>

Background:

Following is a status update for the 2015-16 Major Construction Projects now completed.

Coronation Redevelopment:

Scope:

Demolition of main elevation. Create (6) new classrooms, major retrofit of all existing classrooms including flooring, ceilings, lighting, and paint. Relocation of (4) classroom RCM from Ecole Fairview site. Major changes to driveway, parking and bus drop off zone.

Status:

Project is complete and school is open and operating. The majority of identified construction deficiencies have been resolved and the contractor is working to complete a few outstanding items as soon as possible without interrupting school operations.

Budget:

Capital Priorities Grant approval of \$5,819,700 has been received from the Ministry of Education for this project. Final committed costs for the project \$5,832,774. The additional budget amount of \$13,074 will be funded from annual Facility Renewal Grants.

Green School Construction and Renovation Features:

The attached report highlights Green School Construction and Renovation (FT10) features included and goals met in the completion of this project.

Respectfully submitted,
Jamie Gunn
Superintendent of Business and Treasurer

Final report on Green School Construction features included and goals met on the completion of the Ecole Confederation project. See comments in red beside each section below.

1.0 Land Use Development

1.1 Site Selection – N/A no new site – Land/Building Reuse

Site Acquisition Criteria:

- Avoid ecologically sensitive land:
 - Carolinian forests and wetlands
 - Natural habitats of endangered species
- Avoid prime farmland
- Avoid sites with a minimum development density
- Target Brownfield Development and/or Damaged Site (Habitat) Restoration when it is a viable option.
- Locate site near public transit when possible to encourage alternative transportation.

1.2 Site Design

- Stormwater management (controlling rate and quantity of flow) - No
 - Cisterns and drywells are encouraged
- Limit site disturbance during construction - Yes
- Eliminate light trespass from the site - Yes
 - Photocell and timer control of lighting – yes use of timer control through BAS and photocells
- Encourage stacking of floors - No

1.3 Erosion & Sedimentation Control

- Prevent loss of soil during construction by stormwater runoff and/or wind erosion, including protecting topsoil by stockpiling for reuse - Yes
- Prevent sedimentation of storm sewer or receiving streams - Yes
- Prevent polluting the air with dust and particulate - No

1.4 Stormwater Management (SWM)

- Include SWM plan in Contract Documents (Specifications). - No
- Implement a stormwater management plan demonstrating that the peak discharge rate and quantity do not exceed predevelopment rates. - No
- Provide pervious surface instead of impervious: - Yes
 - Water that can dissipate into the earth creates less demand on infrastructure systems.*
- Examples of pervious surfacing:
 - Porous paving
 - Grid paving filled with aggregate or vegetation
 - Unit pavers spaced apart
 - Granular surfacing around portables – Yes

1.5 Minimize Parking Capacity

- Number of parking spaces shall not exceed local zoning minimum requirements +10% - **Yes**
- Preferred parking for carpools for 5% of parking spaces. - **No**
Show calculations on drawings.

1.6 Bicycle Storage

- Bicycle storage facilities/ parking should be located in a protected area. - **Yes**
To reduce the load of automobile use and promote healthy communities GEDSB encourages the use of alternative transportation.
Bike racks located on site along side of school.

1.7 Open Green Space

- Exceed the local zoning requirement for open green space where possible. - **Yes**
Show calculation on site plan. (existing site plans)
- Stack floors to reduce the building footprint - **No**
Introduce basement or second floor to reduce building footprint area.

1.8 Heat Island Effect

- Provide heat reduction through highly reflective roof for minimum of 90% of roof area. - **unsure**
- Consider other factors for heat reduction such as: - **No**
 - Provide trees to shade parking lot - **No**
 - Shade east, south and west building facades with deciduous trees - **No**
- Consider utilization of "Living Roof" to reduce heat island effect and energy consumption/demand for HVAC systems- **No**
- Ensure design incorporates continuous vapour barrier membrane system to reduce infiltration of air/water. - **Yes**

1.9 Building Envelope

- Minimize environmental impact on building. - **Yes**
 - Consider at least one of the following:
 - Provide shading devices on south/west exposures to minimize heat gain such as shade devices, louvers, roof overhangs – **Yes front overhang and use of roller blinds in interior of building**
 - Exceed O.B.C. (Ontario Building Code) thermal-resistance requirements- **No**
 - Specify soy-based spray-on insulation - **No**
 - Provide insulated roof panels of light-weight concrete - **No**
 - Provide Energy Star rated (reflective) roofing - **No**
 - Caulk all interior and exterior joints to “pick proof”, to prevent air infiltration & leakage - **Yes**
 - Encourage effective use of window design:
 - Use Low E, argon-filled windows - **Yes**
 - Use daylighting techniques or products to achieve even, diffused, natural light to the building's interior using windows that disperse light, light shelves and skylights. - **Yes**
 - Provide operable windows for individual environmental control - **Yes**

1.10 Light Pollution

- Eliminate light trespass to neighbouring sites and night time glare- **Yes**

1.11 Landscaping

- Provide perennial planting species that are native to the region and microclimate. - Yes
- Provide environmentally-friendly land use: - Yes
 - Maintain wetlands – N/A
 - Retain existing special features – No
 - Use drought-tolerant plant material- Yes
- Provide sustainable vegetation and planting beds, where and when appropriate- Yes
- Provide adequate shade for playground occupants. – N/A existing

1.12 Joint Use of Facilities

- Make the school a more integrated part of the community - Yes
Community Use of Schools Program

2.0 Water

2.1 Irrigation

- No potable water use for irrigation – N/A
- Consider use of grey water cisterns to irrigate planting beds where feasible – No

2.2 Water Use Reduction

- Use low-flow, high-efficiency plumbing fixtures - Yes
- Consider use of rain or grey water for: - No grey water system present
 - Toilet flushing
 - Cooling tower make up water
- Plumbing fixtures - Yes
 - Water closets: 4.8 GPF Pressure-assist
 - Urinals: 1.0 GPF - Yes
 - Lavatories & Wash Fountains: 0.5 GPM aerators with infrared sensors – Yes
use of metered taps
 - Clothes Washers: 7.5 gallons/ft3/cycle
 - Dishwashers: 1.0 gallons/rack
- Consider the installation of "water-less" urinals to reduce water consumption. – No

3.0 Energy

3.1 Energy Performance

- Comply with ASHRAE 90.1-2004 or MNECB– Yes
- Consider the most energy efficient lighting (i.e LED) where possible– Yes
- Use enhanced energy-saving technologies, such as but not limited to:
 - Heat recovery from exhaust air – Yes
 - Occupancy sensors in all rooms to control lighting and radiation valves – Yes
 - Condensing boilers – Yes
 - Pre-heat system – No
 - Variable speed pumping for heating boilers – Yes
 - Photocell control of lighting in areas that are daylight intensive – No
(occupancy sensors through BAS)
 - Multiple switching for classrooms – Yes
 - Four switches per classroom:

- Outside row x 2
 - Inside two rows x 2
- Consider Green Roofs to support reduced energy consumption and extend the life cycle of roof membrane. – **No**
- 3.2 Daylighting - **use of light tubes and skylights**
 - Design the building to maximize interior day-lighting: – **Yes**
 - Strategize Building Orientation – **N/A existing building**
 - High Performance Glazing – **Yes**
 - Automatic Photocell-based Controls - **No**
- 3.3 On-site Renewable Energy - **No**
 - Consideration for Renewable Energy Sources :
 - Solar Photovoltaics
 - Wind Turbine(s)
 - Geothermal
- 3.4 Ozone-Friendly Equipment - **No**
 - Zero-use of Hydro chlorofluorocarbon (HCFC) based refrigerants for equipment
- 3.5 Smart-Building Automation - **YES**
 - Utilize sensors for better control of lights, windows, security
- 3.6 Commissioning - **YES**
 - Use third party commissioning for optimizing building systems operations
- 4.0 Resource Management
 - 4.1 Storage & Collection of Recyclables - **YES**
 - Locate area for storage and collection of recyclable materials compliant with local recycling program.
 - 4.2 Building Reuse - **YES**
 - Encourage building re-use:
 - Maintain 50% of existing building's structure and shell
 - Reuse of Existing Materials when possible
 - 4.3 Construction Waste Management - **YES**
 - Implement a waste management plan that includes recycling/salvaging of at least 50% of construction waste
Include Waste Management Schedules in specifications.
 - 4.4 Recycled Content – **Some Materials**
 - Use materials with recycled content of a minimum 10% of the total value of materials.
Include in Sustainable Product Requirements selection in specifications.
 - 4.5 Regional Materials – **Some Materials**
 - Use a minimum of 20% of building materials or products that are extracted, processed and manufactured within 80s km of the project site
Include in Sustainable Product Requirements selection in specifications.
 - 4.6 Durable Materials – **Some Materials**

- Walls to be constructed of durable materials with fewer joints
Specific materials include:
 - Loadbearing concrete
 - Polished Concrete
 - Vinyl Quartz Tile – Yes
- 4.7 Wood Materials - No
 - Consider use of certified wood (i.e Forestry Stewardship Council Certified)

5.0 Air Quality

- 5.1 Carbon Dioxide Monitoring
 - Control fresh air into building via carbon dioxide sensors, in areas of varying occupancy. – Yes
 - Increase Natural Ventilation – Yes
- 5.2 Indoor Air Quality (IAQ) during Construction
 - Implement an Indoor Air Quality Management Plan - No
Include IAQ Management Schedules in specifications.
Strategy examples:
 - Schedule construction activities to minimize absorption of VOCs by porous materials
 - Protect all building materials from moisture damage
 - Isolate clean or occupied areas from areas under construction
 - Implement cleaning procedures to ensure that the facility is kept tidy during construction – Yes
 - Cover return air ducts during construction
 - Include testing allowance for air infiltration, vapour barrier & insulation value
 - Replace HVAC filters upon completion of projects – Yes
- 5.3 Low-Emitting Volatile Organic Compounds (VOC) Materials
 - Low VOC materials - Some Materials
 - Paints and Coating – Yes
 - Adhesives and Sealants
 - Carpets
 - Consider use of green wall. - No
 - Conduct a pre-occupancy building flush out. - No
It is recommended that a flush-out period be part of the Air Quality Management Plan.
- 5.4 Mould-resistant materials - No
 - Specify products and furnishings that are mould resistant

6.0 Innovation in School Design

- 6.1 Building Envelope - No
 - Performance Review including testing for air infiltration, vapour barrier and insulation value.
[Include in testing and inspection allowance]
- 6.2 Building Systems & Components - Best Practices

- Exposed ceiling - reduces amount of materials used by 50% – Yes in front classrooms
 - Provide ceiling radiation panels - No
 - Acoustic deck - used on all exposed ceilings – Yes
 - Consider Green Roof systems to improve energy efficiency. - No
- 6.3 Building Efficiency
- Provide calculations for green design targets - No
 - Corridor/ classroom floor area ratio
- 6.4 Health Awareness
- Planning and educating on common health issues in buildings such as mould, air particulate, allergens - No
- 6.5 Procedures and Practice
- Preventative practise measures: - No
 - inspections during fabrication process such as:
 - Precast Panels - N/A
- 6.6 Maintenance
- Low-impact cleaning practices – Yes
 - Use of chemical-free, water-reduction floor scrubbers – Yes (Eco Floor Scrubbers)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Linda De Vos, Superintendent of Education

RE: **2015-16 Board Improvement Plan for Student Achievement Outcomes**

DATE: September 26, 2016

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the 2015-16 Board Improvement Plan for Student Achievement Goals as information.

Background

At the September 28, 2015 Board meeting the draft Board Improvement Plan for Student Achievement was presented. On February 22, 2016, a midyear update was shared based on monitoring evidence of impact.

In late August of 2016 Preliminary EQAO results were released. Those results along with evidence of impact are currently being reviewed.

In terms of our 2015-16 BIPSA Theories of Change we can provide the following update on our outcomes:

Elementary Program

Theory of Change – Literacy

If we implement responsive comprehensive literacy in our elementary classrooms then students will be able to speak, read and write fluently, clearly and critically.

How did we do?

2016 EQAO Data

- Reading Primary – 63% of participating students achieved Level 3 or 4
- Reading Junior – 74% of participating students achieved Level 3 or 4

Observations

- Over the past 5 years our Primary Reading results have improved by 7% and our Junior Reading results have improved 2%
- In terms of cohort data, we see a 12% gain in Reading scores from when this same group of students was in Grade 3
- 55% of our schools did see an improvement in Primary Reading scores since the 2014 EQAO Assessment
- 55% of our schools saw an improvement in Junior Reading scores from 2014

- The percentage of Grade 3 and 6 students achieving a Level 3 or 4 on the second term report card is consistent with our EQAO results
- The continued improvement we see in Primary and Junior Reading reflects an ongoing focus on comprehensive literacy
- In the 2015-2016 school year, Guided Reading was the most supported component of Comprehensive Literacy as reported by our instructional coaches and observed in use by Principals

2016 EQAO Data

- Writing Primary - 64% of participating students achieved Level 3 or 4
- Writing Junior - 70% of participating students achieved Level 3 or 4

Observations

- We continue to show a trend of improvement over time in Junior Writing
- Our result in Primary mirrors the provincial trend
- Over the past 5 years we have improved 8% in Junior Writing
- In the Primary division, 48% of our schools maintained or showed improvement
- In the Junior division 52% of our schools maintained or showed improvement
- In writing, the percentage of Grade 3 and 6 students achieving a Level 3 or 4 on the second term report card parallels the lower EQAO results in writing
- We recognize the importance of identifying the needs of students early so that appropriate intervention strategies can be put in place
- Grand Erie System Standards and Assessments ensure that all classrooms have foundational practices in place to support comprehensive literacy programming
- Instructional coaches will continue to support teachers with Comprehensive Literacy programming, as needed

Theory of Change – Numeracy

If we engage students in thinking that connects mathematical concepts and processes in our elementary classrooms, then students will develop a thorough understanding of mathematical ideas.

How did we do?

2016 EQAO Data

- Math Primary – 51% of participating students achieved Level 3 or 4
- Math Junior – 39% of participating students achieved Level 3 or 4

Observations

- Provincial EQAO results in math continue to be a concern and the Ministry of Education's Renewed Math Strategy will be the focus provincially and locally
- In Primary Math, 35% of our schools maintained or improved and in Junior Math 45% of our schools maintained or improved
- Key Learning from SIM and SIM+ shows that our educators need to develop a deeper understanding of the curriculum, mathematical concepts and how they develop over time
- Evidence gathered showed that educators also need to acquire the ability to implement instructional methods to facilitate students' mathematical understanding
- There is a significant gap between report card data and EQAO results

- As part of the Renewed Math Strategy, all school teams will focus on the most urgent student learning needs in math
- Focused, differentiated and tiered support in mathematics will be provided to our students, staff and administrators to build capacity and facilitate success for every student
- School teams will engage in targeted professional, collaborative learning initiatives to deepen their math pedagogical content knowledge

Student Success / Secondary Program

Theory of Change - Literacy

If students' most urgent literacy needs are identified and specific literacy strategies are implemented, then students will demonstrate competency with key literacy skills in The Ontario Curriculum Grades 9 - 12.

How did we do?

Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

2016 EQAO Data

- 43% of participating First-Time Eligible writers in Grade 10 Applied English achieved the Literacy Graduation Requirement on the OSSLT

Observations:

- Overall, 70% of participating First-Time Eligible writers in Grade 10 achieved the Literacy Graduation Requirement on OSSLT
- The OSSLT results have decreased by 2% (72% to 70%) for participating first-time eligible students
- Participating First-Time Eligible writers in the Applied pathway achieving the Literacy Graduation Requirement on the OSSLT have decreased 3% over the last three years, while the provincial results have decreased 4% over the last three years.
- In the academic pathway, Grand Erie students are within one percent of the provincial average
- The Literacy Support Plan provided in-year data for teachers of students in the Applied and Locally Developed pathways. School teams examined and addressed the most urgent learning needs of students related to the seven literacy competencies evaluated on the OSSLT. The seven competencies are found on the OSSLT and in Grade 9 and 10 Curriculum. This data informed instruction and focused remediation.

Theory of Change - Numeracy

If students' most urgent learning needs in mathematics are identified and specific strategies are implemented that focus on problem solving and investigation of important mathematical concepts, then there will be improved achievement in Grades 7-12 mathematics.

How did we do?

Percentage of students achieving level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied grade 9 math and participating students in the Academic grade 9 math

2016 EQAO Data

- 50% of participating students in applied grade 9 math achieved the provincial standard
- 77% of participating students in academic grade 9 math achieved the provincial standard

Observations:

- The results for students in grade 9 applied math have increased 3%
- The results for students in grade 9 academic math have decreased 1%
- Seven-year trend data for participating students within the academic pathway demonstrates a 2% increase (75% to 77%)
- Seven-year trend data for participating students within the applied pathway demonstrates an 11% increase (39% to 50%)
- In terms of cohort data, 15% of the students in the Academic pathway who did not achieve the provincial standard in grade 6 achieved the provincial standard in grade 9
- In terms of cohort data, 33% of the students in the Applied pathway who did not achieve the provincial standard in Grade 6 achieved the provincial standard in Grade 9
- As part of the Renewed Math Strategy and Cross Panel Resource for Math, in-services will continue to be provided for teachers of grade 9 applied mathematics and their grade 7 and grade 8 counterparts including Six Nations and New Credit schools
- Six professional development sessions are scheduled for secondary schools through the Renewed Math Strategy in partnership with the Critical Thinking Consortium

Percentage of students achieving level 3 or 4 in number sense and numeration and patterning and algebra strands in grade 7 & 8 on report card

- Grade 7:
 - 66% achieved level 3 or 4 with the Number Sense & Numeration curriculum strand
 - 68% achieved level 3 or 4 with the Patterning and Algebra curriculum strand
- Grade 8:
 - 68% achieved level 3 or 4 with the Number Sense & Numeration curriculum strand
 - 67% achieved level 3 or 4 with the Patterning and Algebra curriculum strand

Observations:

- Three-year trend data demonstrates a 1% increase for Grade 7 students achieving level 3 or 4 in Number Sense and Numeration on their report cards
- Three-year trend data demonstrates a 1% increase for Grade 7 students achieving level 3 or 4 in Patterning and Algebra on their report cards
- Three-year trend data demonstrates a 4% increase for Grade 8 students achieving level 3 or 4 in Number Sense and Numeration on their report cards
- Three-year trend data demonstrates no increase or decrease for Grade 8 students achieving level 3 or 4 in Patterning and Algebra on their report cards
- In-services will continue this year for intermediate teachers for the Cross Panel Resource for Math (CPR-M) grade 7 to grade 9. This is a companion resource to the CPR resource for literacy.
- Six Cross-Panel collaboration sessions are scheduled for secondary and elementary schools receiving intensive support through the Renewed Math Strategy

Percentage of students achieving 8/8 credits by the end of grade 9

- 83% of students accumulated 8/8 credits in grade 9

Percentage of students achieving 16/16 credits by the end of Grade 10

- 73% of students accumulated 16/16 credits in grade 10

Observations:

- Grade 9 students achieving 8/8 credits has increased 2%
- Grade 10 students achieving 16/16 credits has decreased 1%
- Seven-year trend data demonstrates 14% increase for 8/8 credit accumulation
- Seven-year trend data demonstrates 17% increase for 8/8 credit accumulation
- Seven-year trend data demonstrates a sustained increase in the number of schools with over 80% of grade 9 students achieving 8/8 credits (0 schools in 2009-2010 and 10 schools in 2015-2016)
- Seven-year trend data demonstrates a sustained increase in the number of schools with over 70% of grade 10 students achieving 16/16 credits (1 school in 2009-2010 and 7 schools in 2015-2016)

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education

RE: **2016-17 Board Improvement Plan for Student Achievement - Draft**

DATE: September 26, 2016

<p>Recommended Action: It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2016-17 Board Improvement Plan for Student Achievement – Draft and Renewed Math Strategy Plan Addendum - Draft as information.</p>

Background

The Grand Erie District School Board Improvement Plan for Student Achievement Committee met on September 8th to begin to examine our data and to discuss next steps in the development and evolution of the draft 2016-2017 Board Improvement Plan. On September 14th, members of the committee met with Ministry representatives to seek clarity regarding the new BIPSA Renewed Math Strategy expectations. The Board BIPSA committee met again on September 15th to update the draft 2016 -2017 Board Improvement Plan to include available data, the new Multi-Year Plan Achievement Goals and Renewed Math Strategy Plan Addendum. On September 21st, the 2016-2017 Board Improvement Plan – Draft and, Renewed Math Strategy Plan Addendum – Draft, were shared with Executive Council. Feedback provided at that meeting, further informed the current draft.

Additional Information

At this point in the school year our plan remains in draft format, as we will be further analyzing the recently released EQAO data in depth. Our next step is to take Trustee feedback back to the BIPSA Committee. The 2016-2017 Board Improvement Plan – Draft and, Renewed Math Strategy Plan Addendum – Draft, will be shared with the Ministry on September 27, 2016 during their System Improvement Learning Cycle visit. In October, the draft plan will be shared with administrators and feedback gathered.

The current draft plan will be submitted to the Student Achievement Division on September 30th.

The 2016-2017 Board Improvement Plan for Student Achievement – Draft is attached as Appendix A.
The 2016-2017 Renewed Math Strategy Plan Addendum - Draft is attached as Appendix B.

Communication Plan

1. The draft plan was shared with Executive Council on September 21st and with Trustees on September 26th.
2. The 2016-2017 BIPSA and Renewed Math Strategy Plan Addendum - Draft will be shared with the Ministry on September 27th during their System Improvement Learning Cycle visit.
3. The 2016-2017 BIPSA and Renewed Math Strategy Plan Addendum - Draft will be submitted to the Ministry on September 30th.
4. The draft plan will be shared with administrators at Director's Meetings in October.
5. The BIPSA and RMS Plan Addendum will be shared with Trustees at the October 24th Board Meeting.

Respectfully submitted,

Linda De Vos
Superintendent of Education



Board Improvement Plan for Student Achievement

Where Are We Now?

Needs Assessment Findings

When we triangulate our data from current available sources we find our student needs in mathematics align with the provincial EQAO trends. Further in-depth analysis, which includes achievement data for students with special education needs finds corroborating evidence for a continued focus on providing differentiated instruction in mathematics. This focus will improves the ability of all students to connect their knowledge of concepts and processes in mathematics so that they can capably apply their understanding, think, reason and represent that thinking when solving mathematical problems.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give teachers the knowledge and skills to provide differentiated mathematics instruction that provides opportunities for all students to understand mathematical concepts and processes through problem-solving and investigation. Further findings indicate Grand Erie staff are seeking to learn and acquire strategies to promote and support student mental health and well-being in the classroom.

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs align with reading and writing competencies. With a continued focus on differentiated instruction, individual student learning gaps can be identified and addressed. This focus enables students to develop key reading and writing skills necessary to be successful in their courses and complete the literacy credential required for graduation.

When we review our assessment data for mathematics, which includes data for students with special education needs, our most urgent student learning needs align with *proportional reasoning skills*. Professional Learning and Collaborative Inquiry initiatives will be established to implement evidence-based instructional strategies to support students with their individual learning gaps. This focus enables students to develop key mathematical skills to be successful in their math courses and to transfer these skills to other curriculum areas.

How Did We Do?

Percentage of students achieving level 3 and 4 in reading, writing and oral language on report cards.

Percentage of students achieving level 3 and 4 in the mathematics strands on report cards.

Percentage of students achieving level 3 and 4 in language and mathematics on the Primary and Junior EQAO Assessments Subgroup achievement (FNMI, Special Education)

Analysis of leadership practices, depth of implementation, student impact from C.I./ learning cycle data to reveal trends and patterns and correlation to achievement data (EQAO, report cards).

Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

Percentage of students in Grade 10 identified with Learning Disabilities achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

Percentage of students achieving level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied grade 9 math and participating students in the Academic grade 9 math

Percentage of students achieving level 3 or 4 in number sense and numeration and patterning and algebra strands in grade 7 & 8 on report cards

Percentage of students achieving 8/8 credits by the end of grade 9

Percentage of students achieving 16/16 credits by the end of Grade 10

Percentage of students with special education needs (excluding Gifted) enrolled in Grade 9 achieving 8/8 and percentage of Grade 10 students achieving 16/16

Subgroup achievement (FNMI, Special Education)

Multi Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them

Theories of Change

If we implement responsive comprehensive literacy in our elementary classrooms then students will be able to speak, read and write fluently, clearly and critically.

If students' most urgent literacy needs are identified and specific literacy strategies are implemented, then students will demonstrate competency with key literacy skills in The Ontario Curriculum Grades 9 - 12.

If we engage students in thinking that connects mathematical concepts and processes in our elementary classrooms then students will develop a thorough understanding of mathematical ideas.

If students' most urgent learning needs in mathematics are identified and specific strategies are implemented that focus on problem solving and investigation of important mathematical concepts, then there will be improved achievement in Grades 7-12 mathematics .

How Will We Get There?

Professional, Collaborative Learning Initiatives - Educators and Principals will be supported/guided through learning about and implementation of effective instruction; ongoing assessment and reflection on student response to the instruction; followed by revision of implementation as needed.

Professional, Collaborative Learning Initiatives — using learning cycles of plan, act, observe, and reflect, principals and teachers will implement effective classroom instruction to meet the individual student learning needs.

Principal and professional learn teams will support implementation, provide additional resources, and build the instructional leadership capacity of educators.

Supported School Self-Assessment - Through ongoing visits, collaboration, and dialogue embedded within the Renewed Math Strategy, capacity will be built in our school teams to deeply self-reflect on student achievement and well-being and their own learning process.

Cross panel learning sessions with a focus on mathematics, for Principals and teachers will develop and implement specific instructional strategies that focus on problem solving and investigation, utilize the cross panel resource for mathematics and provide opportunity to collaborate within the intermediate panel.

How Will We Know?

Supported by the leadership of the principal, teachers consistently assess and instruct through all components of comprehensive literacy

Supported by the leadership of the principal, teachers consistently provide instruction that honours multiple ways of mathematical thinking, reasoning, meaning - making, connection -making and developing concepts

Supported by the leadership of the Principal, teachers implement all components of the Literacy Support Plan and the School Support Initiative to shape instruction in response to individual student needs.

Teachers demonstrate a collaborate culture by co-planning and co-teaching during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

All students regularly access critical literacy tasks at differentiated stages of entry

All students regularly have differentiated opportunities to consolidate their understanding of math processes and concepts

Students consistently utilize effective strategies and demonstrate improvement with their targeted literacy needs.

Students consistently utilize effective strategies and demonstrate improvement with their targeted numeracy needs.

How Are We Doing?

Evidence of progress in implementation of differentiated instruction (eg. open and parallel tasks; integrated use of assistive technology; manipulatives) in response to assessment in language and mathematics will be gathered:

Collaborative Inquiry evidence over time (FNMI, SIM, PLT, Learning Cycles)

- FOS Superintendent visits
- Principal observations and reflections of instructional practice and at the student desk
- District Support Visits
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys)
- Student evidence in a variety of forms (work samples, conversations, attitudes)

Evidence of effective responses to individual student learning needs through collaborative inquiry cycles and educator professional learning:

- SO observations and reflections following school visits aligned with stages of SSI and LSP implementation.
- Principal observations and reflections solicited throughout the implementation of strategies
- Positive movement of targeted students over each learning cycle (SSI level movement)
- Positive changes in Literacy Data Wall (level movement for targeted skill area)
- Principal and teacher feedback regarding their own professional learning
- Student feedback regarding confidence with most urgent student learning need
- Semester 1 credit accumulation of Grade 9 4/4 and Grade 10 12/12 including Special Education and FNMI
- Term 1 Report Card Data from Grade 7 & 8 mathematics of Number Sense & Numeration and Patterning & Algebra

Implementation Drivers: Professional Learning and Support for Student Achievement

- Mental Health Literacy Opportunities and Information for Grand Erie Staff
- Educational Technology Demonstration Classrooms Initiative
- Educational Technology for System Administrators
- Learning for All K-12 professional learning for schools: Differentiated Instruction, student/class learning profiles
- Improved Implementation of the IEP: Individualized school support
- Academic Assessment Battery (AAB) in Elementary and Secondary schools

- Pedagogical Leadership & Early Years Initiatives Professional Learning
- Professional Learning in Mathematics: a series for educators and school leaders
- Professional Learning in Comprehensive Literacy: a series for educators and school leaders
- Leading Student Achievement: Principal Learn Teams
- School Improvement Planning Series for Elementary Year 1 District Support Principals
- Student Work Study
- Implementation of FSL Framework
- ELL Block Support Model
- Professional Learning in Literacy Support Planning
- Professional Learning in School Support Initiative
- School Improvement Planning for Secondary Administrators
- Cross Panel Resource for Literacy (CPR-L): Professional Learning
- Intermediate Collaborative Mathematics Learning : Cross Panel Resource for Mathematics (CPR-M)
- Assessment for Learning - Professional Learning Series
- Learning Through The Arts Pilot Project
- FNMI Cross Panel Resource for Literacy (“Finding Our Voice”) Professional Learning
- Transitions Pathway Collaborative Inquiry (TPCI)
- English Language Learners (ELL): Collaborative Inquiry Project

School Effectiveness Framework: Components and Indicators

Component 1 – Assessment for, as and of Learning

- Use systematically-collected data and information about student learning to inform decision-making and actions for the district, schools and classrooms.

Component 2 – School and Classroom Leadership

- Review student progress and support improvements in instructional practice.
- Take action in relation to improving collaborative instructional leadership in schools.
- Provide differentiated professional learning opportunities in response to the needs of educators, identified through the School Self-Assessment Process.
- Promote and support a collaborative learning culture (e.g., a commitment to continuous improvement, a collective focus on student learning for all, de-privatization of practice and reflective dialogue).

Component 4 - Curriculum, Teaching and Learning

- Establish a culture of high expectations for student engagement, learning, achievement and well-being.
- Build connections and coherence among curriculum, instruction and assessment to address the diverse learning needs of students.

Needs Assessment

EQAO Primary Junior Reading (2016)

63%	74%	.....	All Participating Students	.....	64%	70%
__%	__%	.....	Female Students	.....	__%	__%
—%	—%	.....	Male Students	.....	__%	__%
__%	__%	.....	Students w Learning Disabilities (LD)	.....	__%	__%

EQAO Primary Junior Writing (2016)

EQAO Questionnaire (Mathematics):
“I think about the steps I will use to prob-
lem solve” Primary: __% Junior: __%
“I check my answer to see if it makes
sense”: Primary: __% Junior: __%

EQAO Mathematics Primary Junior (2016)

51%	39%	.....	All Participating Students
__%	__%	.....	Female Students
__%	__%	.....	Male Students
__%	__%	.....	Students w LD

EQAO Grade 9 Mathematics (2016)

50% of participating students in Grade 9 Applied Math
77% of participating students in Grade 9 Academic Math
__% of participating students with LD in Gr 9 Applied
__% of participating students with LD in Gr 9 Academic

OSSLT Grade 10 Literacy Test

70% of participating first-time eligible students in Grade 10 achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.
__% of participating first-time eligible students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.
__% of participating first-time eligible students in Grade 10 Academic English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.
__% of participating first-time eligible students identified with Learning Disabilities achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

Elementary Report Card % Level 3 - 4 in Mathematics

Grades 1-8 (Average of All Schools) __%
66% of students in Grade 7 achieving level 3 or 4 in number sense and numeration on report cards.
68% of students in Grade 7 achieving level 3 or 4 in patterning and algebra on report cards.
68% of students in Grade 8 achieving level 3 or 4 in number senses and numeration on report cards.
67% of students in Grade 8 achieving level 3 or 4 in patterning and algebra on report cards.

Credit Accumulation :

83% of Grade 9 students achieving 8/8 credits by the end of Grade 9.
73% of Grade 10 students achieving 16/16 credits by the end of Grade 10

Renewed Mathematics Strategy Grand Erie DSB

September 26, 2016



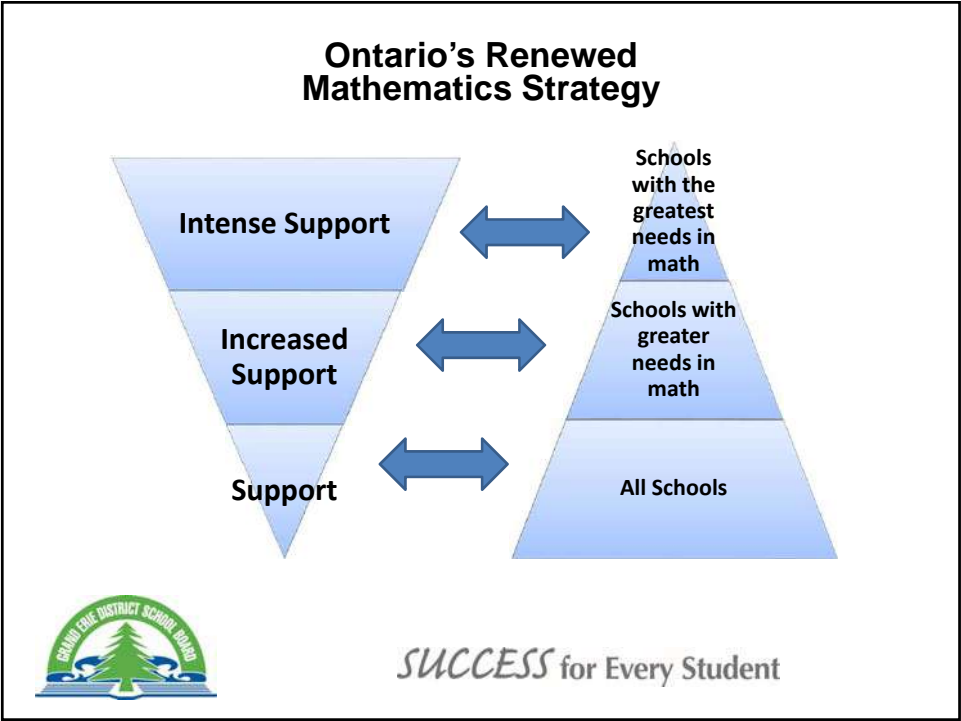
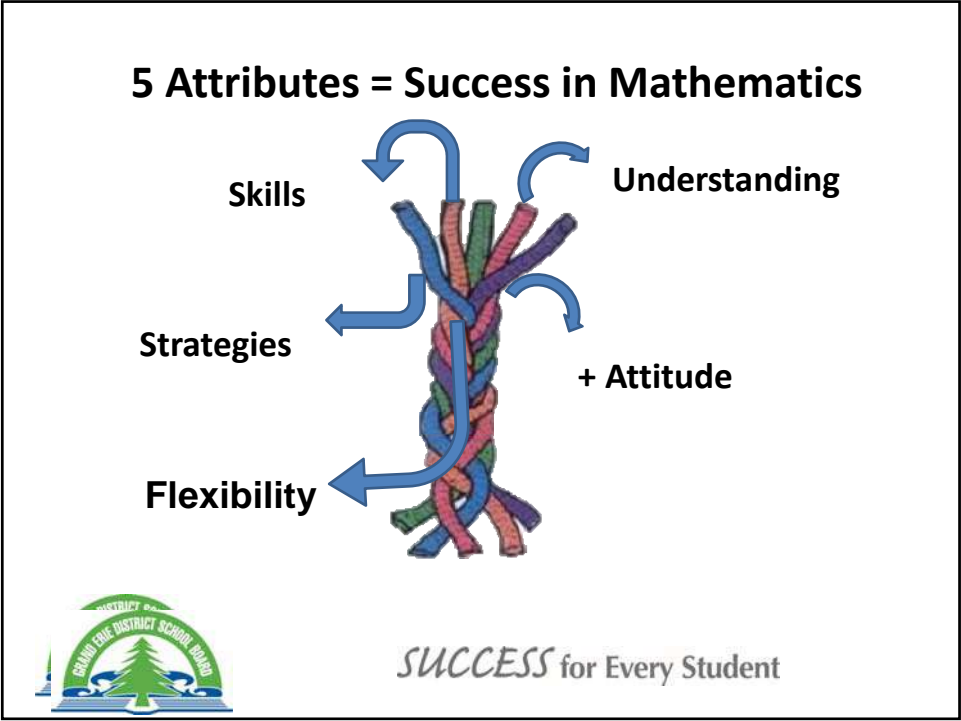
SUCCESS for Every Student

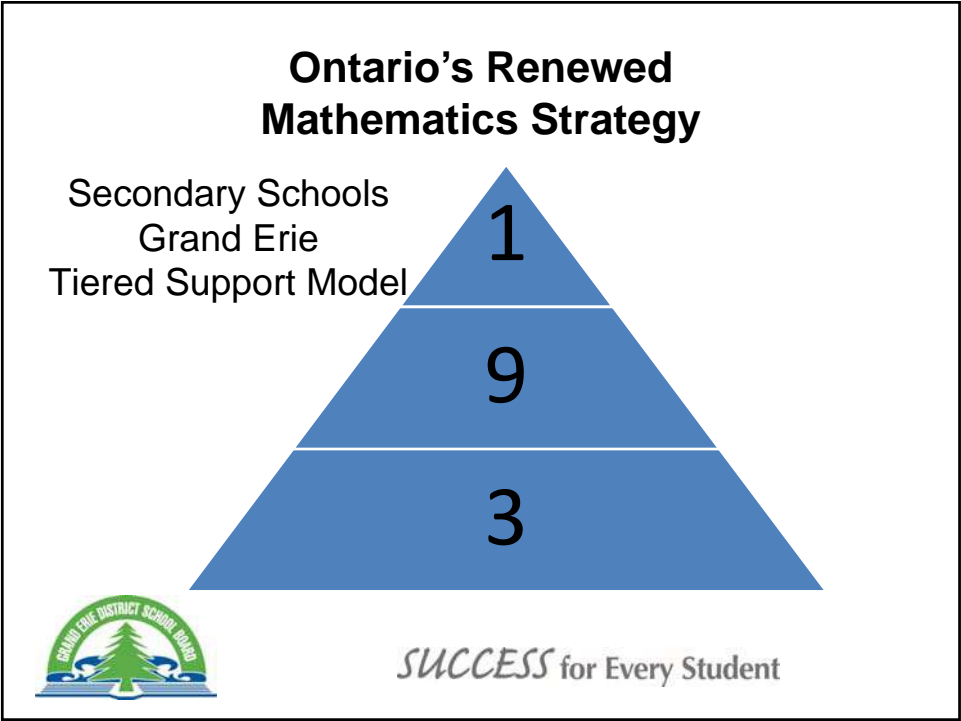
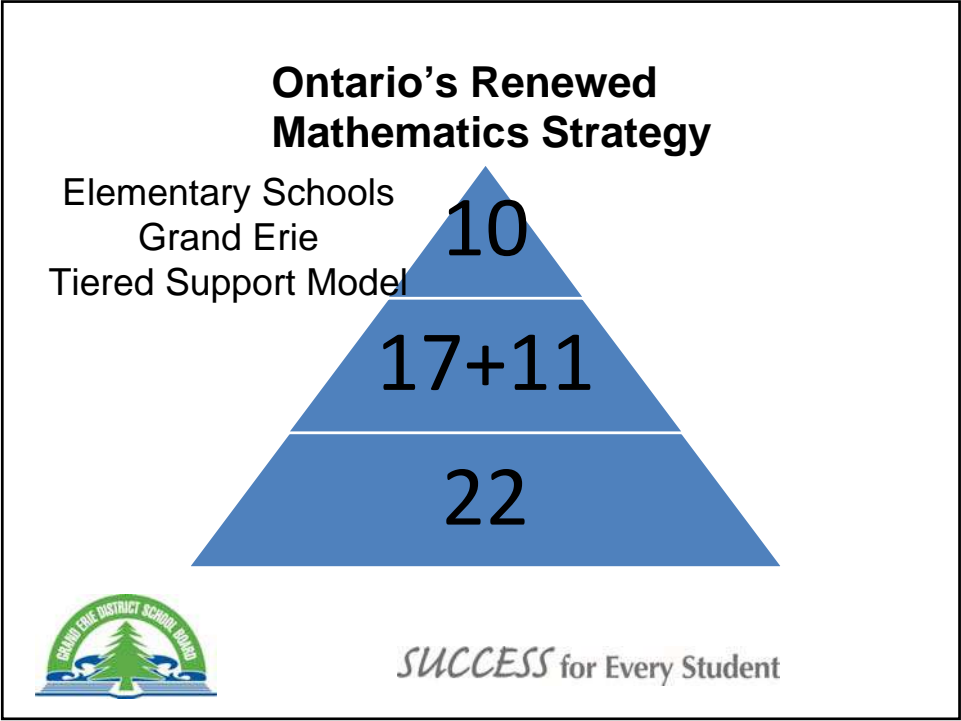
Four Key Objectives of the Renewed Math Strategy:

1. Increased student achievement in mathematics/increased student engagement in mathematics.
2. Increased educator mathematics knowledge and pedagogical expertise
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement
4. Increased parent engagement in their children's mathematics learning.



SUCCESS for Every Student





Ontario's Renewed Mathematics Strategy

- Concentrated blocks for Math each day
- Continue to embed math across the curriculum
- (1) PA Day devoted to Numeracy



SUCCESS for Every Student

Renewed Mathematics Strategy

K-12 – Elementary Program, Student Success, and
Special Education

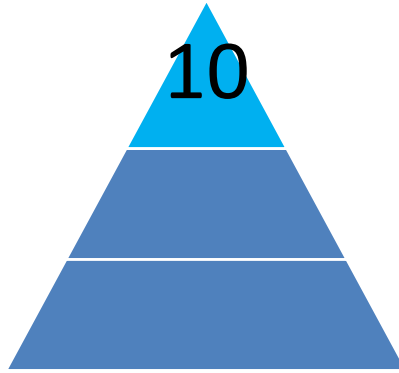
Elementary District Support Embedded in RMS

LSA Principal Leadership connected to Mathematics
Leadership at FOS



SUCCESS for Every Student

Elementary Intensive Support Schools

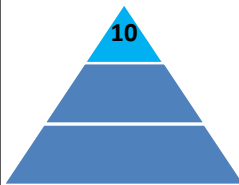


Bellview
Centennial-Grand Woodlands
Central
Graham Bell-Victoria
Hagersville
Houghton
King George
Major Ballachey
Prince Charles
Rainham Central



SUCCESS for Every Student

Elementary Intensive Support Schools

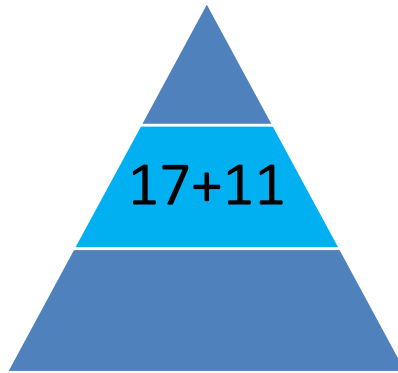


- Whole school approach
- Support for schools will focus on providing 6 days of release time for teams of educators to engage and network in professional learning and capacity building opportunities
- Combination of classroom embedded professional learning and time outside of the classroom
- Lead Teacher learning to be embedded in professional learning
- 3 Math Coaches assigned to support
- Deliberate attention to students with Learning Disabilities
- Support for Principals & School Improvement Team in a District Support Year



SUCCESS for Every Student

Elementary Increased Support Schools

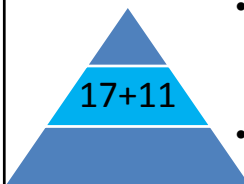


Agnes Hodge PS
 Branlyn Community S
 Caledonia Centennial PS
 Cedarland PS
 Courtland PS
 Elgin Avenue PS
 Grandview Central PS
 Grandview PS
 Langton PS
 Mount Pleasant S
 Oakland-Scotland PS
 Onondaga-Brant PS
 Princess Elizabeth PS
 Thompson Creek E S
 Walsh PS
 Waterford PS
 Woodman-Cainsville S

Brier Park
 Burford
 Central
 Delhi
 Fairview Avenue
 Lakewood
 Landsdowne-Costain
 River Heights
 Russell Reid
 St George-German
 West Lynn

SUCCESS for Every Student

Elementary Increased Support Schools

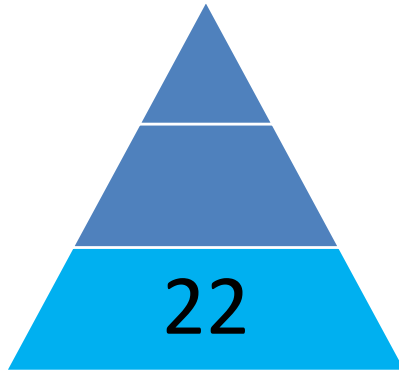


- Lead Math Teacher & Grades 4, 5 & 6 teachers will engage and network in 3 full day professional learning sessions to build capacity
- One full day in-service for all intermediate teachers
- Schools to receive additional release days for professional learning or collaborative inquiry
- Instructional Coach support
- Support for Principals & School Improvement Team in a District Support Year



SUCCESS for Every Student

Elementary All Schools



Anna Melick
 Banbury Heights
 Bloomsburg
 Boston
 Cobblestone
 Dufferin
 Echo Place
 Ecole Confederation
 Glen Morris
 Greenbrier
 JL Mitchener
 James Hillier
 Jarvis
 Lynndale Heights
 North Ward
 Oneida
 Paris Central
 Port Rowan
 Ryerson Heights
 Seneca Central
 Teeterville
 Walter Gretzky

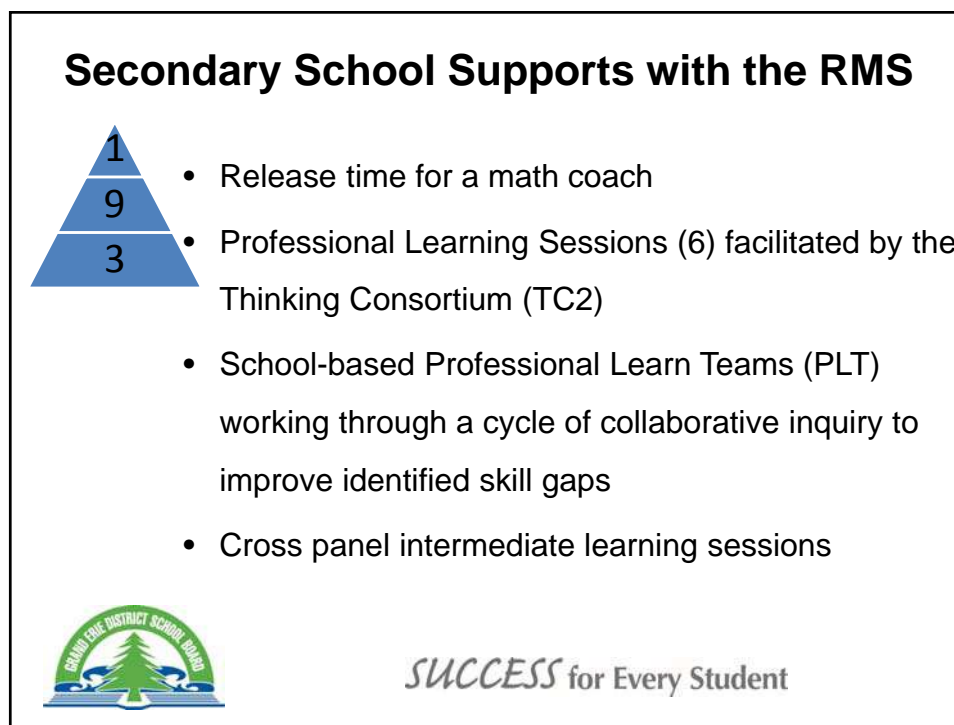
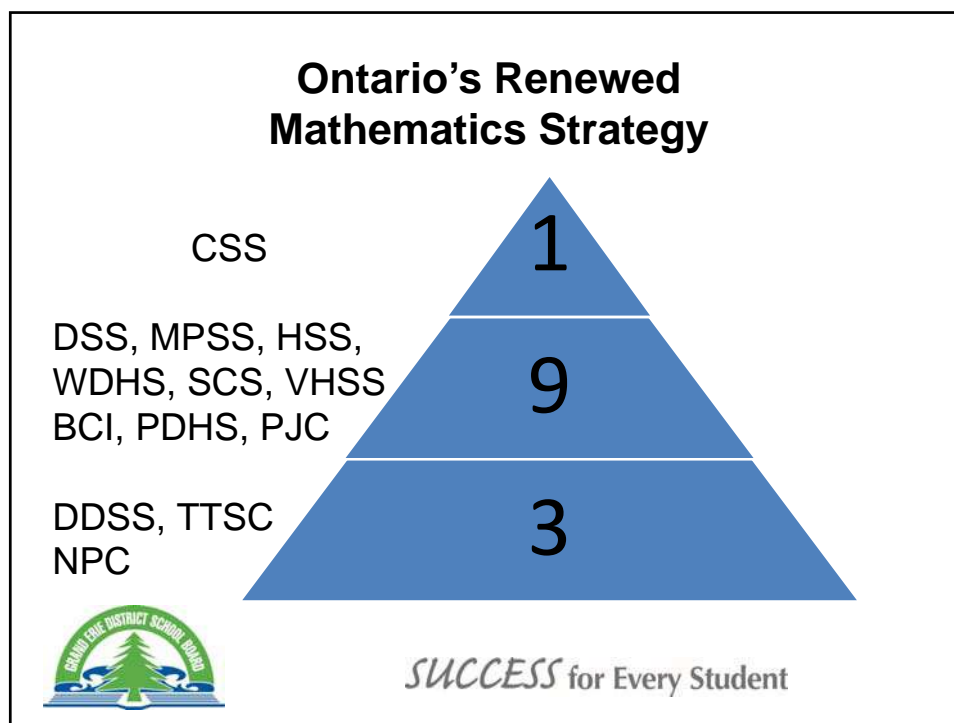
SUCCESS for Every Student

Elementary All Schools

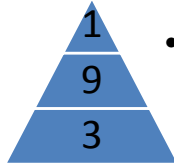


- Lead Math Teacher will engage and network in 3 full day professional learning sessions to build capacity
- One full day in-service for all intermediate teachers
- Schools to receive additional release days for professional learning or collaborative inquiry
- Instructional Coach support
- Support for Principals & School Improvement Team in a District Support Year

SUCCESS for Every Student



Description for Secondary Math Coach



- Co-lead and implement:
 - MFM1P math strategy
 - math department strategy
 - school numeracy strategy
- Support in-class learning for students in MFM1P
- Participate in PD and provide reports to Student Success / Ministry as required
- Collaborate with Learning Resource Teacher and Student Success Teacher to strengthen mathematics instructional strategies for students with learning disabilities



SUCCESS for Every Student

Alignment with Intermediate Mathematics

- AQ Mathematics, 7 & 8
- Tutors in the Classroom
- Continued collaborative planning with Elementary Program Team and Special Education Program Team for:
 - Cross-Panel Mathematics Planning
 - Intermediate Collaborative Learning
 - Aligning TC2 Learning Sessions
 - New to Intermediate Division Training and Supports



SUCCESS for Every Student

Monitoring and Measuring

5 Levels of Professional Learning Evaluation:

- Participants' Reactions
- Participants' Learning
- Organization Support and Change
- Participants' Use of New Knowledge or Skills
- Student Learning Outcomes



SUCCESS for Every Student

PA Days 2016-2017

September 16 - Numeracy

Elementary – 0.5 day

Secondary – all day

October 7th - Numeracy

Elementary – all day

Secondary – all day

April 28 – Improving Student Achievement

Elementary & Secondary – all day



SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education and Secretary

RE: **PPM159 – Collaborative Professionalism**

DATE: September 26, 2016

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on PPM159 as information.</p>

Background

Policy/Program Memorandum 159 was developed out of a commitment to ETFO and OSSTF during provincial labour negotiations to look at how education initiatives are implemented from the provincial and local levels.

The PPM defines collaborative professionalism as “professionals – at all levels of the education system – working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff.” The purpose of this PPM is to clarify a shared commitment of stakeholders in building a culture of collaborative professionalism.

Additional Information

The Ministry of Education has established a Provincial Committee on Ministry Initiatives with representation from a large group of stakeholders including teacher federations, unions representing education workers, principal associations and school board leadership. This committee will meet quarterly each school year to review “possible, proposed and existing initiatives”. Discussions will take place regarding implications around training, resources and timing.

As a school board, we are also required to establish a mechanism for collaboration and communication with federation and other union locals around implementation of new and existing initiatives.

Collaboration Plan

In Grand Erie we have existing mechanisms to consult and collaborate, with our employee groups. Our employee group leaders meet with the Director and Chair of the Board five times a year as part of Presidents’ Council where concerns and suggestions are brought to the table. Considering the points listed on page 3 of PPM159 in respect to the principles of collaborative professionalism, our belief is that Presidents’ Council provides a vehicle for this discussion.

The first meeting of Presidents’ Council for this school year is October 13th and at that time PPM159 will be discussed in order to come to a shared understanding of the best way to foster consultation, collaboration and communication to be in compliance with the PPM.

Respectfully submitted,

Brenda Blancher
Director of Education



Ministry of Education

Policy/Program Memorandum No. 159

Date of Issue: May 31, 2016**Effective:** Until revoked or
modified**Subject:** COLLABORATIVE PROFESSIONALISM

Application: Chairs of District School Boards
Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools

PURPOSE

In Ontario, collaborative professionalism is defined as professionals – at all levels of the education system¹ – working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff.

This Policy/Program Memorandum (PPM) clarifies a shared commitment of stakeholders to building a culture of collaborative professionalism in Ontario's education system. The core priorities of this commitment include:

- building a shared understanding of collaborative professionalism, and articulating a commitment to working together to further improve student achievement and well-being of both students and staff;
- transforming culture and optimizing conditions for learning, working and leading at all levels of the education sector in alignment with *Achieving Excellence: A Renewed Vision for Education in Ontario*.

BACKGROUND

Collaborative professionalism is foundational to *Achieving Excellence*, Ontario's renewed vision for education. This renewed vision is the product of extensive consultation with all education stakeholders across the province.

Ontario has a world class education system and is committed to building on the successes of the past decade to further improve outcomes for all learners.

1. In this memorandum, the term *education system* encompasses all learners and education professionals in Ontario, including those in early years and elementary-secondary, and continuing and adult education offered by school boards.



Recent studies have shown that collaborative professionalism has the potential to improve learning and working conditions. Research and evidence demonstrate that networks and communities of professionals are necessary to move systems from great to excellent.

Collaborative professionalism takes into account the legal obligations of the participants in Ontario's education system to conform with or implement their roles, powers and responsibilities as may be set out in the *Education Act* and regulations and PPMs made under the act, and in other relevant legislation, including regulatory college Standards of Practice, as well as the need to honour commitments in the provisions of collective agreements and related memoranda of understanding among parties to such agreements.

THE VISION FOR COLLABORATIVE PROFESSIONALISM

The following sets out the vision for collaborative professionalism in Ontario's education system.

As part of the transformation process, all education professionals will work together to build on Ontario's solid foundation of achievements through the establishment of trusting relationships that value the voices of all, encourage reflection and support professional growth. As such, collaborative professionalism:

- values all voices and is consistent with our shared responsibility to transform culture and provide equitable access to learning for all;
- takes place in and fosters a trusting environment that promotes professional learning;
- involves sharing ideas to achieve a common vision of learning, development and success for all;
- supports and recognizes formal and informal leadership and learning;
- includes opportunities for collaboration at provincial, district and school levels;
- leverages exemplary practices through the communication and sharing of ideas to achieve a common vision.

SHARED UNDERSTANDINGS AND COMMITMENTS

A culture of collaborative professionalism is grounded in:

- professional learning that supports and enables the conditions for student achievement and student and staff well-being;
- recognition of and building on the strengths of all individuals to support professional growth;
- leadership practices that value the expertise and inclusion of all voices, perspectives and roles;
- a commitment to building professional capacity at all levels;
- professional practice informed by research, evidence and knowledge arising from the strengths, needs and interests of students and education professionals;
- a trusting environment where school, school board, and union leaders and the ministry create the necessary conditions, including consideration of time and resources, that enable teams to learn with, and from, each other;



-
- an environment that can enhance and influence professional judgement, as defined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, in supporting effective assessment, instruction, evaluation and reporting of student achievement;
 - an understanding that collaborative professionalism is not intended to increase workload.

ROLES AND COLLECTIVE RESPONSIBILITIES

Formal leaders have a unique role in fostering the necessary conditions to motivate and enable teams to learn with, and from, each other. This section outlines how the roles and responsibilities of partners can support the implementation of the PPM.

The ministry will initiate and support the establishment of the Provincial Committee on Ministry Initiatives with representation from teacher federations, unions representing education workers, principal associations, and school board leadership. This provincial committee will meet quarterly each academic year to discuss possible, proposed and existing initiatives, including implications for training, resources and timing. It is anticipated that this committee will play an integral role in transforming focus from an initiatives-based perspective to support more coherent approaches. [See Appendix A for Purpose and Parameters of the Provincial Committee on Ministry Initiatives. As the work of this committee evolves, these parameters may be amended.]

District school boards and school authorities will establish a mechanism, or use existing mechanisms², to foster consultation, collaboration and communication with federation and other union locals and associations for the implementation of new and existing initiatives.

All partners, individually and collectively, have agreed to uphold and model the principles of collaborative professionalism identified in this PPM to:

- share a vision of professional collaboration and a clear sense of purpose of the work of all education professionals;
- engage all education professionals at all levels in fostering and sustaining the conditions for collaborative professionalism;
- share ideas for the streamlining and enhancing of initiatives and strategies;
- shift from an initiatives-based approach to a coherent system-wide approach to change;
- mobilize research and evidence on effective practices; and
- engage in ongoing reflective practices.

The French-language sector will seek to foster collaborative professionalism in alignment with the specific mandate of French-language education, as defined in Ontario's *Aménagement Linguistique* policy for French-language education.

2. Examples of existing mechanisms may include, but are not limited to, Joint Staffing Committees and Joint Professional Development Committees.



APPENDIX A: THE PROVINCIAL COMMITTEE ON MINISTRY INITIATIVES

Purpose

The Provincial Committee on Ministry Initiatives (“the committee”) is to provide advice to the Ministry of Education, through a collaborative process, on new or existing ministry initiatives/strategies during development, implementation and review, including implications for training, resources and timing to support improvement to achievement and well-being of all learners.

The committee will be composed of English- and French-language representatives and will meet quarterly.

Parameters of Work

The development of the committee’s review process may include, but is not limited to:

- ongoing review of inventory and status of Ministry of Education initiatives/strategies to make recommendations about next steps;
- understanding that some expectations and practices are no longer relevant in today’s context and may need to be stopped, adjusted or changed while other expectations and practices may need to emerge, leading to recommendations about next steps;
- providing input into the review, development, implementation and evaluation of new and existing initiatives;
- presenting evidence-based rationale when the ministry is launching new initiatives/strategies;
- providing input about guiding appropriate timing and pacing of new initiatives;
- providing feedback during development, implementation and review of new initiatives;
- integrating possible/proposed new initiatives, materials and resources with existing practices and taking into consideration the impact of initiatives on existing demands on teachers, early childhood educators, education workers, professional student support personnel, school and board leaders; and taking into account innovative and/or interdisciplinary approaches to achieve this;
- sharing effective implementation practices of both school board and provincial levels, as well as sharing lessons learned throughout implementation processes;
- discussing training and professional learning requirements to support the implementation of new initiatives;
- taking into account initiatives of other ministries that may have an impact on school staff, and student achievement and well-being; and
- evaluating potential impacts on resources as well as on workload at all levels, throughout the process of consultation.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education and Secretary

RE: **Multi-Year Plan Communications**

DATE: September 26, 2016

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Multi-Year Plan Communications as information.</p>

Background

From January to April 2016 the Multi-Year Plan Committee met to develop the Grand Erie 2016-2020 Multi-Year Plan. The plan received final Trustee approval on May 30, 2016.

Throughout the development of the plan, a visual to represent the plan was introduced and revised at each meeting of the committee. The Communications team collected all input and suggestions and created four different graphics to represent the Multi-Year Plan 2016-2020. Graphics were shared with Trustees in April 2016 and at the May 9, 2016 Committee of the Whole Meeting Trustees were able to vote on their choice for graphic. Trustees also made suggestions for revisions of their choice. The rest of the Multi-Year Plan Committee sent their vote through email and were also able to offer ideas for revisions.

The Communications Team took the input and suggestions and developed some visual pieces to represent the new Multi-Year Plan. Those visual pieces will be used to bring awareness and understanding to the Multi-Year Plan within the Grand Erie community.

Additional Information

At the May 9, 2016 Committee of the Whole Meeting, it was confirmed that a Multi-Year Plan communications plan would be presented to the Board.

Communications Plan

The Multi-Year Plan spans four years and communication plans will be developed for each year as the focus will change over the course of the plan. For 2016-17 the main focus is to build awareness and understanding of the plan.

Attached as Appendix A is the Grand Erie Multi-Year Plan Communications Plan for 2016-17.

Respectfully submitted,

Brenda Blancher
Director of Education

**Grand Erie District School Board
Multi-Year Plan Communications Plan
2016-17**

Goal: Grand Erie audiences will be aware of the new Multi-Year Plan and its goal to reach success for every student.

Audiences: Students, Parents, Staff, and Community

Strategies and Tactics:

1. Develop communication products and resources to promote and inform audiences of the multi-year plan, aligning with our brand
 - Viewbook, issued the week of August 29, 2016
 - Website (Dedicated section, homepage placement, and school pages), August, 2016
 - Update Visual Identity Policy/Manual, September, 2016
 - Success for Every Student video, first posted August 30, 2016
 - Posters for every site, issued the week of August 29, 2016
 - Newsletter Insert for schools
 - Director's Annual Report to the Community, December 2016
 - The Blackboard (Approval of Multi-Year Plan), May 2016
 - Budget Announcement (Media Release: Grand Erie's new Direction Reflected in Budget), June 23, 2016
 - The Blackboard (Launch), August 29, 2016
 - EQAO, September 21, 2016
2. Incorporate the Multi-Year Plan into the 2016 Back to School Campaign
 - Online Ads (Expositor, Sachem and Reformer)
 - Feature Story on Board's website (Student Recognition) August 30, 2016
 - Video with system leaders ushering in Success for Every Student
 - Media Release (Grand Erie celebrates Success for Every Student) August 30, 2016
 - Director's Blog (Shared with all staff)
 - Social Media Campaigns, including #Success4EveryStudent, #MakeltGrand, and boosting a post to the video on Facebook
 - First day of school media coverage (Math strategy, Confederation) and student voice video (Success Catchers)
3. The Director of Education (or designate) will hold a number of face-to-face meeting opportunities to engage identified audiences in the new message of the multi-year plan.
 - Trustees: Launch of Multi-Year Plan, August 29, 2016
 - Administrators: Director's Meeting, August 30, 2016
 - Staff: Leadership cohort – Gala, September 22, 2016; School staff – school visits, ongoing; Education Centre meeting/Social Committee event – September; New Teacher Induction Program; and New Employee Orientation
 - Parents: School Council Orientation Session, October 5, 2016; GEPIC, October 20, 2016
 - Community: SEAC, municipalities, service clubs, community services' boards (Children and Youth Services meeting, November 1, 2016), Best Start Network (Brant), September 15, Workforce Planning Board
 - Students: Student Senate, October, 2016

4. Create engaging opportunities to unite the system in the new Multi-Year Plan to generate awareness
 - Align the leadership program and portfolio with the Multi-Year Plan
 - Work with Indigenous Education to design a Grand Erie Wampum Belt with students
 - Create a plan to celebrate literacy, inspired by the book in the board logo ,and have schools create content and design the pages to complete the Grand Erie book
5. Create a strategic communications plan for the school district to emphasize the multi-year plan.
(To be developed)
6. Align the 2016-17 school year with highlights of the multi-year plan and find opportunities to announce, celebrate, or align a communication effort. (September – Multi-Year Plan; October – Achievement; November – Technology; December/January – Director's Annual Report to the Community; February – Equity; March – Well-Being; April – Environment; May – Community; and June – celebrate/recap)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business

RE: **Summary of Accounts – August 2016**

DATE: September 26, 2016

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of
August 2016 in the amount of \$10,400,135.66 as information.

Rationale/Background

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Jamie Gunn
Superintendent of Business and Treasurer



Special Education Advisory Committee SEAC 15-10
Education Centre – Board Room
June 2, 2016 6:30 p.m.

MINUTES

A-1 Call to Order K. O'Donnell

(a) Welcome and Introductions

Chair O'Donnell welcomed members to the last meeting of the 2015-16 school year and introduced K. Anderson who has made application to join SEAC on behalf of the Family Counselling Centre of Brant. Mr. Anderson is attending tonight as a guest, pending board approval of his membership request.

(b) Roll Call:

Present: L. Boudreault, L. Boswell, B. Caers, H. Carter, C. Clattenburg, P. Curran (RS), M. Falkiner, C. Hofbauer, K. Mertins, K. O'Donnell (C), L. Scott, K. Smith, R. Smith, D. Sowers, L. Thompson, D. Werden, J. White.

Absent: M. Carpenter, R. Collver (V-C), L. DeJong, C. McGregor, S. Slood, R. Winter, M. MacDonald.

Guest(s): K. Anderson.

B-1 Agenda Additions K. O'Donnell

Add G-1 (a) Ltr – District School Board of Niagara, May 12, 2016

C-1 Timed Items K. O'Donnell

(a) None

D-1 Business Arising from Minutes and/or Previous Meetings K. O'Donnell

(a) Ratification of Minutes May 5, 2016 SEAC Meeting

MOVED: D. Sowers

SECONDED: C. Hofbauer

"THAT the minutes of SEAC 15-09, held May 5, 2016 be approved as distributed."

CARRIED

(b) Review Changes to 2016-2017 Special Education Budget L. Thompson

- Superintendent Thompson summarized significant changes to the budget and reminded members that Learning Resource Teacher (LRT) support is increased from half to full time for deaf and hard of hearing students, that the board will hire an additional three Educational Assistants, bringing the total to 303 and will provide board issued cell phones to Attendance Counsellors to ensure privacy when they are meeting with students and / or families.



Special Education Advisory Committee SEAC 15-10

Education Centre – Board Room

June 2, 2016 6:30 p.m.

E-1 New Business

K. O'Donnell

(a) Special Education News

i. Mental Health Moment

H. Carter

- Ms. Carter presented a slide show and explained the work of Grand Erie Tragic Events Response Team (TERT) who provide students with sensitive, thoughtful and caring response to difficult situations and life events.

ii. Board Improvement Plan for Student Achievement (BIPSA) Year End Report – Update on the Progress in the Area of Special Education

L. Thompson

- Superintendent Thompson explained how the current document had evolved from a list of activities to an overall philosophy.
- Differentiation will be embedded in all areas with an extra focus on math.

iii. Empower® Reading and Levelled Literacy Intervention (LLI) Information

L. Thompson

- Empower and LLI are both reading intervention programs.
- LLI uses a scaffolding technique in a short term program delivered to a small group of early primary students, by a Learning Resource Teacher (LRT).
- LLI is in use in most Grand Erie schools.
- Empower uses five strategies to address reading difficulties and though it was designed primarily for students with learning disabilities, it is very successful with other struggling readers.
- Students with low reading levels in grades 2- 7 are selected for Empower which is also delivered in a small group setting.
- Empower will be expanded to four additional moderate needs compensatory elementary schools and one high needs compensatory secondary school in 2016-17.

iv. Canadian Cognitive Abilities Test (C-CAT) Data

J. White

- J. White presented a summary of Grand Erie C-CAT results and explained it is a standardized test composed of Verbal (words), Quantitative (numbers) and Non-Verbal (pictures/patterns, etc.) batteries.
- C-CAT is a screening tool, and is not administered as individual testing.
- Results are submitted by board and the number of incomplete tests are not tracked.
- If the child was present that day, but did not take or complete the test, a nil score would be counted with the cohort. If the child was absent the day of testing, his/her nil score would not be counted.
- A child's C-CAT test score along with additional tests could be used to determine if the child should be placed in an enriched or gifted program.
- Grand Erie three year trend data has remained static.



Special Education Advisory Committee SEAC 15-10

Education Centre – Board Room

June 2, 2016 6:30 p.m.

- The trend data shows a normal curve, which is what is to be expected
- Valuable information is also found in the C-CAT results for students scoring at the lower end
- Chair O'Donnell thanked Ms. White for the informative discussion.

(b) Discussion Topic – June 2, 2016

K. O'Donnell

i. Brainstorming 2016-2017 Proposed Discussion Topics

K. Mertins

- Chair O'Donnell reminded members, discussion topics can be brought forward throughout the year as well.
 1. Fetal Alcohol Syndrome Disorder (FASD) and the new Ministry Strategy
 2. Jump Math Program
 3. Community supports for students involved with Intensive Behavioural Intervention (IBI) or Applied Behaviour Analysis (ABA)
 4. Co-op, OYAP, SHSM, Alternative Learning and other Experiential Education programs and how they prepare student with Special Education needs for the world of work (employer's perspective).
 5. Ministry of Education Well-Being Plan and the Grand Erie Annual Operating Plan for Well-Being – how do schools realize these goals?
 6. Sleep and the effects on learning.
 7. How does SEAC input impact decision making in Special Education? How is SEAC a resource?
 8. Presentation by Learning Resource Teacher – topics of interest Empower, LLI, AAB
 9. Differentiated Learning in the classroom
 10. Behaviour management programs/tools in schools – e.g., On Track
 11. How are Extracurricular Activities and Sports Made Available to Students with Special Needs?
 12. Supporting Students with Special Education Needs in FSL

(c) Review of the 2015-16 Special Education Plan

L. Thompson

- Superintendent Thompson reviewed changes and updates to the plan and advised a summary will be provided to SEAC.
- Chair O'Donnell reminded members that Bylaw 8 assures the SEAC will have an opportunity to participate in the Board's annual review. A motion to recommend Board approval is not members' approval of the plan itself.
- Chair O'Donnell expressed appreciation to board staff for their work in updating this large document and for enhancing member understanding by explaining individual sections of it to SEAC during the past year.



Special Education Advisory Committee SEAC 15-10

Education Centre – Board Room

June 2, 2016 6:30 p.m.

MOVED: D. Werden

SECONDED: L. Boswell

“THAT the Special Education Advisory Committee recommend the Grand Erie District School Board approve the 2015-16 Special Education Plan, dated July 31, 2016.”

CARRIED

F-1 Other Business

K. O'Donnell

(a) Policy/Procedures - None

(b) Updates

i. Special Needs Strategy

L. Thompson

- The Coordinated Service Plan was developed and submitted to the Ministries in 2015.
- Coordinated Services Advisory Committee is being struck with representation from all stakeholders in anticipation of implementation of the Service Planning model.

(c) Membership Update – Resignation

K. O'Donnell

- Chair O'Donnell announced the resignation of C. O'Connor from SEAC.

(d) Recommendations/Motions to Board

K. O'Donnell

i. Bylaw 8 – Request Addition of new SEAC Community Member

Moved by: L. Scott

Seconded by: R. Smith

THAT, SEAC recommends the Grand Erie DSB Board of Trustees approve K. Anderson's request for SEAC membership, effective September 2016.

CARRIED

G-1 Correspondence

K. O'Donnell

(a) Ltr – District School Board of Niagara May 12, 2016

Reducing Service Wait Times for Children on the Autism Spectrum

- Under the new Ontario Autism Program, concern that many students, currently on a wait list for early intervention services will be too old for the program unless they are granted grandfathering.
- School boards must be aware of the outcomes if students are denied these services because of their age and duration on the wait list.

[Future Continuum of Autism Services - MCYS 2016](#)

Moved by: R. Smith

Seconded by: D. Sowers

THAT, SEAC recommends the Grand Erie DSB Board of Trustees support the District School Board of Niagara suggestion for grandfathering as an integral part of the Ministry of Children and Youth Services plan to reduce wait times under the new Ontario Autism Program.



Special Education Advisory Committee SEAC 15-10

Education Centre – Board Room

June 2, 2016 6:30 p.m.

CARRIED

(b) LDAO SEAC Circular – not available

H-1 Information Items

K. O'Donnell

(a) Community Updates

- i. J. White commented on the excellence of the 2016 Council of Exceptional Children awards May 31st which had good representation from Grand Erie DSB.
- ii. L. Scott advised FASD ONE is going to present training on the new Canadian guidelines.
- iii. Chair O'Donnell spoke on the inspiration of Carly Fleishman, a young Ontario woman who hasn't let Autism or being non-verbal prevent her from realizing her dream to become a talk show host: [Carly Fleischmann Interview w/ Channing Tatum](#).
Her story is told by her father in both his and her words in the book, [Carly's Voice](#).

(b) Regional Special Education Committee (RSEC) Update

L. Thompson

- The dissolution of silos is becoming apparent while more dialogue opens up between ministries, agencies, school boards.
- Accessibility, Applied Behaviour Analysis (ABA) and Intensive Behaviour Interventions (IBI) continue to be high interest topics.

I-1 Next Meeting

K. O'Donnell

September 8, 2016 | Grand Erie DSB – Board Room | 6:30 p.m.

J-1 Adjournment

K. O'Donnell

- Chair O'Donnell adjourned the meeting at 7:47 p.m., and thanked Committee members and staff for all their work this past year. She wished everyone a safe and happy summer.
- R. Smith expressed appreciation to Recording Secretary P. Curran for her contributions to and communication with SEAC.

Agenda Item(s) September 8, 2016

- LDAO SEAC Circular September, November, February, April and June (as available).

Future Agenda Items

-

Future Discussion Topics

- French Language Instruction for Students with Special Needs
- Update – Ontario Child Health Study data
- Suspension and Expulsion Review data
- Well-Being Strategy



Special Education Advisory Committee SEAC 15-10
Education Centre – Board Room
June 2, 2016 6:30 p.m.

Legend:

* indicates items included with agenda

** indicates items to be provided at meeting

(NB - Items may be collected after review by the SEAC members)



Joint Occupational Health and Safety Committee Meeting Minutes

June 16, 2016
JBLC – Pine Tree Room

1.0 Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Certified Member) (<i>Chair</i>)
George Nurse	Elementary Administration (Certified Member)
Cheryl Innes	Elementary Administration

Employee Representatives:

Nancy Hondula	CUPE Educational Assistants (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)
Dorothy Stedman	Elementary Occasional Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Jim Clayton	CUPE Facility Services (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Certified Member) (Alternate)

Resources:

Hilary Sutton	Health and Safety Officer
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Recording Secretary

Marg Thibaudeau	Human Resources Assistant
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Regrets:

Laura Mels	Non-Union (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
Griffin Cobb	Secondary Administration
George Wittet	Secondary Occasional Teachers (Certified Member) (<i>Co-Chair</i>)
David Imre	Non-Union (Alternate)
Tom Krukowski	Facility Services

2.0 Minutes of Last Meeting

Review May minutes.

3.0 Approval of Last Meeting Minutes

The minutes were approved. At this time, we acknowledged that Dorothy Stedman and George Nurse were leaving the committee. Cheryl Innes joined as the new Elementary Administration rep and Cheryl Baxter is joining as the Elementary Occasional Teachers rep.

4.0 Agenda Additions

- 6.1 Health and Safety Concerns
- 6.2 Sprucedale S.S. Roof Repairs and Air Quality
- 6.3 Injury Reporting Clarification
- 6.4 Ministry of Labour Field Visit Waterford District High School



Joint Occupational Health and Safety Committee Meeting Minutes

June 16, 2016
JBLC – Pine Tree Room

5.0 Unfinished Business – Discussion

5.1 2016-2017 Annual Inspection Schedule

May 2016: Copy provided to committee.

June 2016: The Annual Inspection Schedule has been redistributed with assigned inspectors. With the understanding that inspections are to be divided equally amongst those qualified to do the annual inspections, a concern was raised based on the allotment of the inspections. Further discussion between the participating inspectors will take place and any changes to the list will be emailed to the Health and Safety Officer for updating. This item can be removed from the next agenda.

5.2 Annual Workplace Violence Survey

May 2016: The Annual Workplace Violence Survey results were reviewed. Staff that responded to the survey had concerns with working with aggressive students, parents and community members freely accessing schools and dark parking lots. A question was raised by a committee member whether the survey needs to be more specific to individual schools, utilizing specific questions and concerns. Everyone was encouraged to read the Blackboard report after every board meeting. The Blackboard report gives updates on upcoming projects taking place.

June 2016: This item was deferred to the next meeting in September, 2016.

New Indoor Air Quality Reports

6.0 New Business

6.1 Health and Safety Concerns

A concern was raised that fumes from grass cutting machinery, chain saws, etc. are accumulating in the lock-up container at Facility Services. The Health and Safety Officer will follow up with the Maintenance Supervisor on the possibility of air ventilation for the container. This item will remain on the next agenda.

A concern was raised that the operations staff at Dunnville Secondary School were not provided with a copy of the annual inspection to be able to complete work orders. The Division Manager, Operations, Health & Safety verified after the meeting that an email with the report was sent to the operations staff of the school. This item can be removed from the next agenda.



Joint Occupational Health and Safety Committee Meeting Minutes

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A question was raised if notification was sent out to schools about not storing materials in the boiler rooms. This was confirmed to have been sent out. This item can be removed from the next agenda.

6.2 Sprucedale S.S. Roof Repairs and Air Quality

A concern was raised over health and safety issues while repairs were being done to the roof at Sprucedale S.S. and how staff report that. The committee was reminded that Sprucedale has both a site safety rep and an Administrator who these concerns should be reported to. As well there was a question about how the staff report injuries and the committee was reminded that they report the same way that all Grand Erie Employees report, through the injury report online or on-paper. This item can be removed from the next agenda.

6.3 Injury reporting clarification

It is the employee's responsibility to report any injury or incident through the Online Employee Injury Reporting system. Should the injury result in the employee seeking Health Care or having Lost Time the Supervisor should be notified immediately and all documentation must be forwarded to the Health and Disability Officer to ensure a WSIB claim is completed. This item can be removed from the next agenda.

6.4 Ministry of Labour Field Visit - Waterford District H.S.

The Ministry of Labour was called in to investigate a work refusal by workers who feel unsafe when transporting a student with a history of violent behaviour to and from school. Upon investigation the Ministry of Labour issued an order for the reassessment of workplace violence. This order must be complied with by October 14, 2016. This item can be removed from the next agenda.

7.0 Information Items

7.1 Bulk Sample Analysis – Delhi District S.S. – Project #15682 – eBase 1034

Three samples of plaster were collected from the ceiling of eBase 1034 (Water Meter Room) and analyzed for the determination of asbestos content. Laboratory analysis indicates that the material does not contain asbestos. This item can be removed from the next agenda.

7.2 Bulk Sample Analysis – Pauline Johnson CVS – Project #15679 – various locations

Six samples of plaster were collected and analyzed for the determination of asbestos content. Laboratory analysis indicates that the material does not contain asbestos. This item can be removed from the next agenda.



Joint Occupational Health and Safety Committee Meeting Minutes

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7.3 Bulk Sample Analysis – Pauline Johnson CVS – Project #15692 – eBase 1095

Three sample of plaster were collected and analyzed for the determination of asbestos content. Laboratory analysis indicates that the material does not contain asbestos. This item can be removed from the next agenda.

7.4 Bulk Sample Analysis – Major Ballachey P.S. – Project #15693 – eBase 202

Three samples of plaster were collected and analyzed for determination of asbestos content. Laboratory analysis indicates that the material does not contain asbestos. This item can be removed from the next agenda.

7.5 Asbestos Abatement Site Report #2 – North Park CVS – Project #15609 - various locations

A Type 1 Asbestos Abatement was completed at North Park CVS which involved the removal of asbestos-containing caulking and “Galbestos” Panels located within several locations on the interior and exterior of the building. A visual inspection of the work area was conducted. An evaluation of the progress against schedule and observations of the general work practices being employed by the abatement contractor, was conducted. All work completed within regulations. This item can be removed from the next agenda.

7.6 Asbestos Abatement Site Report #3 – North Park CVS – Project #15609 - various locations

A Type 1 Asbestos Abatement was completed at North Park CVS which involved the removal of asbestos-containing caulking and “Galbestos” Panels located within several locations on the interior and exterior of the building. A visual inspection of the work area was conducted. An evaluation of the progress against schedule and observations of the general work practices being employed by the abatement contractor, was conducted. All work completed within regulations. This item can be removed from the next agenda.

7.7 Asbestos Abatement Site Report #4 – North Park CVS – Project #15609 - various locations

A Type 1 Asbestos Abatement was completed at North Park CVS which involved the removal of asbestos-containing caulking and “Galbestos” Panels located within several locations on the interior and exterior of the building. A visual inspection of the work area was conducted. An evaluation of the progress against schedule and observations of the general work practices being employed by the abatement contractor, was conducted. All work completed within regulations. This item can be removed from the next agenda.

7.8 Asbestos Abatement Site Report #5 – North Park CVS – Project #15609 - various locations

A Type 1 Asbestos Abatement was completed at North Park CVS which involved the removal of asbestos-containing caulking and “Galbestos” Panels located within several locations on the interior and exterior of the building. A visual inspection of the work area was conducted. This item can be removed from the next agenda.



Joint Occupational Health and Safety Committee Meeting Minutes

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7.9 Asbestos Abatement Site Report #6 – North Park CVS – Project #15609 – eBase 1068 (Vestibule)

A Type 2 Asbestos Abatement was completed at North Park CVS which involved the removal of asbestos-containing parging cement insulation applied to pipe fittings using Glove Bag procedures and acoustic ceiling tiles located within eBase 1068 (Vestibule). A visual inspection of the work area was conducted. One post abatement air sample was collected within the Type 2 enclosure in eBase 1068-Vestibule and airborne fibre concentrations within the area were within acceptable limits. No further air testing is required. This item can be removed from the next agenda.

7.10 Asbestos Abatement – Port Rowan Public School – Project #15697 – eBase 14 (Corridor)

A Type 2 Asbestos Abatement was completed at Port Rowan Public School which involved the removal of asbestos-containing parging cement residue present on a pipe fitting within eBase 14 (Corridor) prior to the repair of a leaking pipe valve adjacent to the fitting. A visual clearance of the work area was conducted and no asbestos-containing debris or residue associated with the subject abatement was observed to be remaining in the Work Area. This item can be removed from the next agenda.

7.11 Asbestos Abatement – Waterford District H.S. – Project #15709 – eBase 1050 (Corridor)

A Type 2 Asbestos Abatement was completed at Waterford District H.S. which involved the repair of an asbestos-containing “transite” drain pipe and the removal of asbestos-containing parging cement debris located within eBase 1050 (Corridor). A visual clearance of the work area was conducted and no asbestos-containing debris or residue associated with the subject abatement was observed to be remaining in the Work Area. This item can be removed from the next agenda.

7.12 Asbestos Abatement – Lakewood E.S. – Project #15718 – eBase 1095 (Staff Room)

A Type 2 Asbestos Abatement was completed at Lakewood Elementary School which involved the removal of asbestos-containing “Mag Block” insulation on a pipe straight located within the pipe chase of eBase 1095 (Staff Room) prior to the repair of a leaking pipe fitting. A visual clearance of the work area was conducted and no asbestos-containing debris or residue associated with the subject abatement was observed to be remaining in the Work Area. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – May 2016

Workplace Safety and Insurance Board Reportable – May 2016



Joint Occupational Health and Safety Committee Meeting Minutes

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Student Aggression Summary Table for May 2016

All reports were reviewed as distributed.

8.2 Status of Workplace Inspections including Non-Academic sites – May 2016

Reports were made available to committee for review. Port Rowan P.S. moved their Annual Inspection to June and has now been completed. TRC did not complete the May workplace inspection and will do 2 inspections in June.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

Reviewed June meeting minutes.

Next meeting scheduled for Tuesday, August 23, 2016.

8.4 Critical Injuries

There have been 71 student critical injuries and no employee critical injuries for the 2015-2016 school year.

8.5 Focus Group

Next meeting October 18, 2016.

8.6 Review of On-going Project Items

8.7 Work Orders

Work orders details were distributed and discussed by the committee.

9.0 Health and Safety Training

- Recertification: July 5 (Facility Staff)

Health and Safety Training dates for the 2016-2017 school year:

- Basic Certification: October 26, 27 and 28, 2016
- Hazard Specific Training: November 8 and 9, 2016
- Recertification: November 24, 2016
- Basic Certification: March 13, 14 and 15, 2017 (Facility Services)
- Hazard Specific Training: March 16 and 17, 2017 (Facility Services)
- Recertification: April 28, 2017 (Facility Services)
- JOHSC Recertification: March 24, 2017
- First Aid Training: September 16, October 18 and October 25, 2016 and April 4, 2017



Joint Occupational Health and Safety Committee
Meeting Minutes
June 16, 2016
JBLC – Pine Tree Room

10.0 Recommendations to Executive Council

No recommendations.

11.0 Adjournment / Next Meeting(s):

Meeting adjourned at 11:30 a.m.

The next JOHSC meeting will be on September 22, 2016 – Education Centre – Board Room



Joint Occupational Health and Safety Committee Meeting Minutes

June 16, 2016
JBLC – Pine Tree Room

As of June 2016

Policy/Procedure Review:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
October 2013	Public Address Upgrades	2015- January	Repairs and upgrades are completed as needed	
April 2013	Annual Workplace Violence Survey	2015-December	Survey results provided at May 2016 meeting	
October 2014	Mental Health First Aid	2015- January	No updates provided at this time.	

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved February 2014	September 2015	September 2016	Will be reviewed annually in September
HR8 – Workplace Violence	January 14, 2013	Returns to Board for approval April 2013	September 2015	September 2016	Will be reviewed annually in September
HR5 – Harassment		Board approved January 2014	September 2015	September 2016	Will be reviewed annually in September

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Technology Health and Safety Upgrades	Updates provided in September and February.	Two batches of money for a total of \$8,000 were allocated to schools in November for improvement in Technology
Pavement Improvements	Update provided in September	May 2016: Information that was provided to the committee from a recent report to the Board on facility and capital projects.

Achievement

Environment

Engagement

No.	Elementary School	July	August
9	Burford District Elementary	N/A	X
16	Delhi	X	X

No.	Elementary School	July	August
32	King George	N/A	X
34	Langton	N/A	X
36	Lynndale Heights	N/A	X
46	Princess Elizabeth	N/A	X
54	Thompson Creek	N/A	X

No.	Secondary Schools	July	August
61	B.C.I. & V.S. - summer school July only	X	N/A
65	GELA Brantford (Rawdon) - summer school July only	X	N/A
69	Hagersville S.S.(incl. HSSC and TP - Hagersville Arena) - summer school July only	X	N/A
79	H.E. Fawcett Teacher Resource Centre - July and Aug.	X	X
80	Joseph Brant (including GELA - ESL) July and Aug.	X	X
81	Head Office - July and Aug.	X	X
82	Head Office - Facility Services - July and Aug.	X	X

No.	Storage Facilities - Done by school staff as portion of school	July	August
	in monthly inspect. & Inspected twice a year by JOHSC		
83	Storage Building Burford Bus Barn, 35 Alexander St., Burford	N/A	X

****Please note that** **XX**

indicates that an annual JOHSC inspection should take place.

****Please note that**

indicates that monthly inspection was not completed

****Please note that** **X***

indicates that two inspections have been completed as a result of a missed inspection