



AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 **Approval of Minutes**
- * (a) January 25, 2021 (Regular Board Meeting)
 - * (b) February 1, 2021 (Special Board Meeting)
 - * (c) February 8, 2021 (Committee of the Whole Meeting)
 - * (d) February 11, 2021 (Special Board Meeting)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) SO17 Guidelines for Student Accommodation, up to and including Exemption, from Non-Medical or Cloth Masks L. Thompson
- D – 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Managing the Pandemic
- E – 1 **Student Trustees' Report**
- * (a) Student Trustee Report I. Doxtator
- F – 1 **Committee Reports**
- * (a) Committee of the Whole – February 8, 2021 R. Collver
 - (i) FT11 Community Planning and Facility Partnership R. Wyszynski
- G – 1 **New Business**
- * (a) Workforce Report S. Sincerbox
 - * (b) Student Census Report W. Baker
 - (c) Book Club S. Gibson
 - * (d) Contract Award – Tollgate Window and Door Replacement R. Wyszynski
 - * (e) Multi-Year Strategic Plan Process J. Roberto
- H – 1 **Other Business**
- * (a) Summary of Accounts – January 2021 R. Wyszynski
 - * (b) Special Education Advisory Committee (SEAC) minutes – December 17, 2020 L. Thompson

SUCCESS for Every Student



Regular Board Meeting

Monday, February 22, 2021
MS Teams

- * (c) Joint Occupational Health and Safety Committee (JOHSC) minutes – January 21, 2021 R. Wyszynski
- * (d) Safe and Inclusive Schools Committee (SIS) minutes – January 21, 2021 W. Baker
- * (e) Grand Erie Parent Involvement Committee (GEPIC) minutes – January 14, 2021 J. Roberto
- * (f) Privacy and Information Management Committee (PIM) minutes – February 11, 2021 L. Munro
- * (g) Student Transportation Services Brant Haldimand Norfolk (STSBHN) minutes R. Wyszynski

I – 1 Correspondence

J - 1 Adjournment

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

| | | | |
|--|----------------|----------|-----------------------------------|
| Pre-Budget Review Meetings | March 2, 2021 | 5:30 PM | MS Teams |
| Committee of the Whole | March 8, 2021 | 7:15 PM | Board Room |
| Joint Occupational Health and Safety Committee (JOHSC) | March 11, 2021 | 10:30 AM | MS Teams |
| Special Education Advisory Committee (SEAC) | March 11, 2021 | 6:00 PM | MS Teams |
| Grand Erie Parent Involvement Committee (GEPIC) | March 11, 2021 | 6:30 PM | MS Teams |
| Audit Committee | March 23, 2021 | 4:00 PM | MS Teams |
| Safe and Inclusive Schools Committee (SIS) | March 25, 2021 | 1:00 PM | MS Teams |
| Chairs' Committee | March 29, 2021 | 5:45 PM | Norfolk Room |
| Board Meeting | March 29, 2021 | 7:15 PM | Board Room |
| Quality Accommodation Committee | March 30, 2021 | 2:00 PM | Board Room |
| Student Senate | TBD | TBD | MS Teams |
| Native Advisory Committee (NAC) | April 6, 2021 | 1:00 PM | Tollgate Technology Skills Centre |
| Joint Occupational Health and Safety Committee (JOHSC) | April 8, 2021 | 10:30 AM | Facility Building Meeting Room |
| Committee of the Whole | April 12, 2021 | 7:15 PM | Board Room |
| Special Education Advisory Committee (SEAC) | April 17, 2021 | 6:00 PM | Board Room |
| Indigenous Education Advisory Committee (IEAC) | April 19, 2021 | 1:00 PM | Board Room |
| Budget Review Meeting | April 20, 2021 | 5:30 PM | Board Room |
| Chairs' Committee | April 26, 2021 | 5:45 PM | Norfolk Room |
| Board Meeting | April 26, 2021 | 7:15 PM | Board Room |

SUCCESS for Every Student



Regular Board Meeting

Monday, January 25, 2021

MS Teams

MINUTES

Present: Board Chair, G. Anderson, Board Vice-Chair, S. Gibson, R. Collver, D. Dean, E. Dixon, B. Doyle, J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden, A. Burtis (Student Trustee), I. Doxtador-Swamp (Student Trustee), Z. Garbaty (Student Trustee)

Administration: Director – J. Roberto; Superintendents – W. Baker, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Kimberly Newhouse (Manager of Communications and Community Relations), Recording Secretary – K. Giannini

Regrets:

Trustees: Nil

Administration: Nil

A - 1 Opening

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:30 p.m.

(b) **Declaration of Conflict of Interest**

G. Anderson declared conflict of interest for item F-1-a.

(c) **In Camera Session**

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Board move into In Camera Session at 6:31 p.m.

Carried

(d) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 7:14 p.m.

(e) **Memorials**

(i) Cheryl Pineo, Valley Heights Secondary School – read by E. Dixon.

(ii) Mike Watling, Brantford Collegiate Institute & Vocational School – read by D. Dean.

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

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Agenda be approved, as amended.

Carried



Regular Board Meeting

Monday, January 25, 2021

MS Teams

(g) **In Camera Report**

Moved by: S. Gibson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve item B-1-b.

Carried

(h) **Presentations**

Nil

(i) **Delegation**

Nil

B - 1 Approval of Minutes

(a) **Inaugural Board Meeting – December 14, 2020**

Presented as printed.

C.A. Sloat recommends that the motion for item D-1 be amended to state that the Grand Erie District School Board receives the Director's Report and Draft Director's Annual Report 2019-20 as information. This is approved by the Board.

C.A. Sloat also recommends that the following statement be included in item H-1-d: "C.A. Sloat asked a question about warning labels that are being placed on library books. There is no process in place for this, and it doesn't seem to fit in procedure P103, and how will this be handled going forward? Senior Administration is looking at this issue through various lenses and this is on their radar." This is approved by the Board.

Moved by: D. Dean

Seconded by: S. Gibson

THAT the Minutes of the Regular Board Meeting, held December 14, 2020 be approved as amended.

Carried

(b) **Committee of the Whole Board – January 11, 2021**

Presented as printed.

S. Gibson stated that R. Collver's name should be included as the Chair of the Committee of the Whole. This amendment is approved by the Board.

G. Anderson requests that the following statement be included in item E-1-c: "C.A. Sloat recommended writing a letter to the Minister. The Board of Trustees further directs the Chair



Regular Board Meeting

Monday, January 25, 2021
MS Teams

of the Board to write a letter to the Minister of Education requesting the ending of moratorium on school closures". This amendment is approved by the Board.

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Minutes of the Committee of the Whole Board Meeting, held January 11, 2021 be approved as amended.

Carried

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

Nil

D - 1 Director's Report

(a) Director's Highlights:

Help Desk Support for Families

- Grand Erie District School Board is pleased to share that Help Desk staff support is now available to all Grand Erie parents and guardians as an additional resource to support their technology-related needs, and the Grand Erie Virtual Learning Environment (VLE).
- Parents and guardians with a technical support problem related to Grand Erie VLE, virtual learning, Brightspace, Microsoft Teams, general technical needs or digital citizenship can now call Grand Erie's Help Desk between the hours of 8:30 a.m. and 4:30 p.m., Monday to Friday at:
519-756-6301, extension 287080
Toll-free: 1-888-548-8878, extension: 287080
Alternatively, parents and guardians can also email Grand Erie's Help Desk at:
parent.techsupport@granderie.ca
A Grand Erie IT specialist will usually respond within 24 hours.

Elementary Declaration Results

- The elementary declaration survey for families to indicate a change in learning models closed on January 13. The summary is as follows:
 - Total Responses: 601
 - Requests to Transition to online learning: 186
 - Requests to Transition to in-class instruction: 415
- These results show a net increase of 229 students to in-class instruction learning.
- Students will begin in their new learning model on Tuesday, February 16, 2021. As indicated previously, families can work with their school principal where there is an extenuating circumstance that a student needs to transition outside of the final system transition date.



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Spotlight on Learning:

- The first video demonstrates student collaboration and leadership – thank you Abigail, she is a grade 1 student at Brier Park, and she is helping her friend submit an assignment
- Teamwork in a remote space doesn't get better than this.
- The second video demonstrates Callum's teacher at Cedarland needing help on how to submit a file to an assignment in content and he figured it out while on a call.

Ministry of Education Updates- Managing the Pandemic:

- Masks are now mandatory for students in Grades 1-3. This means that all Grand Erie students, from Grades 1-12, are required to wear masks when in school.
- Masking outdoors is required if staff and student can't maintain physical distancing.
- In-class instruction will continue for some Special Education students with complex needs.
- There are enhanced screening protocols for all staff as well as secondary school students. More information will be provided to Grand Erie staff, students and families on these new protocols soon.

Elementary Math Curriculum Resources:

- The elementary math curriculum, and supporting resources, are available to everyone on the new [Curriculum and Resources site](#).
- Additional resources for educators are available in the “Supports for Virtual Learning” e-Community in the ministry's Virtual Learning Environment (VLE). Resources will continue to be added throughout the school year, including webinar recordings, self-guided learning modules, as well as classroom-ready resources and lesson plans. If you are unsure how to login to the VLE, please visit www.d21.com/ontario or connect with your Technology Enabled Learning and Teaching (TELT) contact for support.
- Educators can also register for live webinars without a login at <https://ontario.educatorwebinars.ca/>. In addition to the new elementary math curriculum, webinar topics include anti-racism and anti-discrimination, mental health and well-being as well as, virtual teaching and learning.

Let's focus on the positive and #SharetheGood – School Mental Health Ontario:

- We all know the impact of the COVID-19 pandemic on those in our Ontario schools. And every day we see news about the pandemic that is hard to read and process. It is easy to see the challenges, to feel helpless.
- But at the same time, we know the truly amazing things happening in our schools each day and these are the stories that deserves to be told.
- SMH-ON has launched #SharetheGood. It is a new bilingual campaign with the hope of igniting a widespread movement of positivity.
- The campaign will reflect the “good” which includes and is not limited to English, French, geographic reach, diversity of voices, sharing a range of lived experience, and highlight small and large boards.
- Share your stories and find out more ways to help at: smho-smso.ca/SharetheGood.



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MS Teams

Caucus Session:

G. Anderson advised that the Board of Trustees will hold a Caucus session on Tuesday, February 16, 2021 from 5:00-7:00 p.m. to discuss our Multi-Year Plan moving forward for 2021 and beyond.

C.A. Sloat inquired about the return to school date and whether there been any discussion regarding this topic. J. Roberto advised that the Stay at Home Order is in place until midnight on February 10, 2021. If there are any changes in consultation with the Public Health Unit and the Ministry of Education this will be shared with Trustees.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Director's Report of January 25, 2021 as information.

Carried

(b) Managing the Pandemic

J. Richardson requests putting forth a motion for mandatory face coverings for Kindergarten students.

Motion by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve that mandatory face coverings or masks for students in kindergarten, with exceptions where applicable, apply to all kindergarten students following the return to school and the duration of the pandemic.

Carried

E - 1 Student Trustees' Report

(a) Student Senate:

We held our first Student Senate on January 14, 2021. The process of a Student Senate and the role of a Student Trustee was discussed. The upcoming election process was explained to the students in attendance. I Doxtator-Swamp provided and opening and closing for the Student Senate Meeting. A round table discussion was held, and everyone was in favour of having three meetings per year. For online learning, most students said that this was going well, and some students required additional supports and learning resource support. A lot of students preferred to have break-out sessions. Students identified that they prefer to have two classes per day instead of four. They also identified that paper packages are required for students that have connectivity issues.



(b) Menstrual Equity (ME) Project:

A survey was conducted following the Student Senate. Results were shared with the Trustees. 100% of students supported the ME Project and feel that this would benefit students. Some comments made were as follows:

- “We need [these products] free in all washrooms. Our school has a number of trans and non-binary students that need these products in all bathrooms.”
- “I think this would benefit students. If a student finds themselves in a situation where they do not have access to products, then they will have problems focusing in class and with things like hygiene and bleeding through clothing.”

Moved by: T. Waldschmidt

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Student Trustees’ Report as information.

Carried

Moved by: S. Gibson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Menstrual Equity project.

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – January 11, 2021

G. Anderson declared a conflict of interest for the following item and left the meeting.

C.A. Sloat requested to divide item 1 (b) and item 5. These motions are approved by the Board.

G. Anderson returned to the meeting and requested to divide item 12.

D. Werden expressed that this is not the appropriate time to send this letter to the Ministry due to the pandemic. J. Richardson agreed that this is not the proper time to send this letter. It is agreed by the Board that this part of the motion will be removed, and we will not proceed with sending a letter to the Ministry at this time requesting the ending of moratorium on school closures.



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MS Teams

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approved the recommendations from the January 11, 2021 Committee of the Whole Board Meeting, as amended.

Carried

G - 1 New Business

(a) Major Construction Project Report

R. Wyszynski presented the Major Construction Project Report. It is advised that we are getting close to reaching substantial completion of the childcare centre at Central Public School and anticipate completion by April 2021.

Moved by: J. Richardson

Seconded by: B. Doyle

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

Carried

(b) Quarterly Budget Report

R. Wyszynski presented the Quarterly Budget Report.

Consistent with Board Policy F2, the Quarterly Budget Report for the three months ended November 30, 2020 is shared with Trustees. We have reviewed some financial data in January, and we believe there are no changes. We are still projected for a balanced budget for the 2020-21 school year.

R. Collver inquired about the increase of priority and partnership. This used to be referred to as EPOs. The majority of this funding is used for COVID-19 and was Provincially funded.

C.A. Sloat inquired about the staffing numbers. R. Wyszynski advised that we added six additional staff members including, three Administrators and three clerical staff members.

C. VanEvery-Albert inquired about federal funding and what other federal funding are you referring to? R. Wyszynski indicated that we received COVID-19 support funding.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the three months ended November 30, 2020 as information.



Carried

(c) **Request for Early Years Capital Program (EYCP) Funding**

R. Wyszynski presented the Request for Early Years Capital Program (EYCP) Funding report.

Priority one is the four-room childcare addition at Cobblestone Elementary School, Paris, Ontario. Priority two is the four-room childcare addition at Banbury Heights School, Brantford, Ontario.

The two business cases outlined above are in the process of being developed and, pending Board approval, will be submitted prior to the January 29, 2021 Ministry deadline.

R. Collver inquired if we have space to build in Haldimand and Norfolk if we determine need in those areas. R. Wyszynski advised that we do have space to build in Caledonia; however, no other needs were identified. In Norfolk, there was a request for Simcoe, and currently Grand Erie is sitting on approved funding to build a childcare centre in Simcoe (Elgin Avenue site). That project is still pending at this time.

C.A. Sloat expressed concern that we do not own the property at Banbury Heights. There is also a limited amount of space available. Has the community been spoken to about this? Parking has been identified as a major issue at this school. R. Wyszynski indicated that there are a couple of options available and student council will be invited to the meeting for their input.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the Early Years Capital Program Funding application for submission to the Ministry of Education.

Carried

(d) **Facility Renewal Plan 2020-21: Update**

R. Wyszynski presented the Facilities Renewal Plan 2020-21 update.

R. Wyszynski advised that the Teacher Resource Centre and Facility Services Building are not eligible for Ministry funding. Staff will require Board approval to proceed with these projects, classifying the required capital upgrades as unsupported capital. The estimated project cost for these projects is approximately \$250,000 to \$450,000 and would increase the Board's annual amortization gap by \$16,000 to \$30,000 assuming the projects extend the life of the assets by 15 years.



R. Collver inquired about the plan to bring the unsupported capital back down. R. Wyszynski advised that the plan is to bring that unsupported capital back down in the 2029-30 year. We will try to be more aggressive with paying this down.

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the roofing project at the Teacher Resource Centre and the HVAC Unit replacement at the Facility Services Building as unsupported capital.

Carried

(e) **Audio and Video Upgrades for the Boardroom**

R. Wyszynski presented the Audio and Video upgrades for the boardroom.

- The boardroom will have its audio-visual system upgraded to accommodate web conferencing functionality and to provide better quality audio.
- The existing microphone system, speakers, wall-mounted TV display, and equipment rack will be decommissioned.
- A new 86" display will be wall mounted in place of the one being removed. The existing TV will be relocated to the back for the gallery for a richer viewing experience.
- Three cameras will be wall mounted in the Boardroom. They will be integrated with a USB conference bridge which will be connected to the PC. Web conference applications such as Teams, Zoom, WebEx, etc. running on the PC will be able to access the camera and microphone feeds through this USB bridge.
- Voice capture for conferencing will be through two ceiling suspended beam-tracking microphones over the conference table, two beam-tracking microphones above the gallery area, and two wireless gooseneck microphones for the corner desks. This will include automated camera tracking which will trigger a specific camera dependent on who is speaking.
- Control of the system will be through a 10-inch touch panel at the table. It will provide control over features such as source selection, camera movement, volume, conference dialing, and system power.
- Procurement to installation timelines are approximately 8-10 weeks.
- Total cost: approximately \$73,000 (net of HST).

Although no budget was provisioned for this investment during the budget development process, the Board could utilize a portion of the 2020-21 Trustee budget, projected to be underspent by \$70,000, for this purchase.



Regular Board Meeting

Monday, January 25, 2021

MS Teams

Moved by: S. Gibson

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Global USS quote for the Audio and Video upgrades for the Boardroom.

Carried

(f) **Indigenous Education System Support**

D. Martins presented the Indigenous Education System Support report.

The Ministry of Education just released the 2020-21 Board Action Plan (BAP) for submission in early February. Conversations have occurred since November when a simplified version of the BAP was presented to the Board of Trustees along with Superintendent Wyszynski's report indicating there were other substantive unspent funds in Section 18 of the Grant for Student Needs funding from 2019-20.

D. Martins highlighted the responsibilities of the Principal Leader of Indigenous Education and Equity and the Elementary Indigenous Engagement and Support Teacher.

The Principal Leader of Indigenous Education and Equity position will be posted, and the Elementary Indigenous Engagement and Support Teacher will be posted internally no later than February 1, 2021. The positions will commence as soon as possible with the Principal Leader reporting to both the Superintendents with responsibility for Indigenous Education and Equity. Funding for the remainder of the 2020-21 year will come from the unspent Section 18 allocation from 2019-20. The revenue generated this year for 2020-21 was substantially increased. There are funds available to support these much-needed system supports.

Moved by: C. VanEvery-Albert

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Indigenous Education System Support plan as information.

Carried

H - 1 Other Business

(a) **Summary of Accounts – December 2020**

Presented as printed.

Moved by: B. Doyle

Seconded by: T. Waldschmidt



Regular Board Meeting

Monday, January 25, 2021

MS Teams

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of December 2020 in the amount of \$14,791,445.14 as information.

Carried

(b) **Special Education Advisory Committee Minutes – November 19, 2020**

Presented as printed.

Moved by: E. Dixon

Seconded by: J. Richardson

THAT the Grand Erie District School Board approved the Special Education Advisory Committee minutes of November 19, 2020.

Carried

(c) **Native Advisory Committee Minutes – December 1, 2020**

Presented as printed.

Moved by: R. Collver

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approved the Native Advisory Committee Minutes of December 1, 2020.

Carried

(d) **Joint Occupational Health and Safety Committee Minutes – December 17, 2020**

Presented as printed.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approved the Joint Occupational Health and Safety Committee minutes of December 17, 2020.

Carried

(e) **Indigenous Education Advisory Committee Minutes – December 10, 2020**

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Indigenous Education Advisory Committee minutes of December 10, 2020 as information.

Carried

(f) **Student Senate Meeting Minutes – January 14, 2021**



Regular Board Meeting

Monday, January 25, 2021

MS Teams

Presented as printed.

Z. Garbaty noted that the Student Senate minutes should be amended to reflect that A. Burtis was in attendance. This is approved by the Board.

Moved by: C. VanEvery-Albert

Seconded by: S. Gibson

THAT the Grand Erie District School Board approved the Student Senate Meeting minutes of January 14, 2021 as information, as amended.

Carried

I - 1 Correspondence

Nil

J - 1 Adjournment

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the meeting be adjourned at 9:25 p.m.

Carried

Board Chair, G. Anderson



Special Board Meeting

Monday, February 1, 2021

MS Teams

MINUTES

Present: G. Anderson (Board Chair), R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden

Administration: J. Roberto (Director), K. Giannini (Recorder)

Regrets:

Trustees:

Administration:

A - 1 Opening

(a) Roll Call

The meeting was called to order by Chair, G. Anderson at 6:30 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session (6:30pm)

Moved by: D. Werden

Seconded by: B. Doyle

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

Carried

(d) Welcome to Open Session / Land Acknowledgement Statement

B – 1 In-Camera Report

Nil

C – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the meeting be adjourned at 7:29 p.m.

Carried

Board Chair, G. Anderson



Committee of the Whole Board Meeting

Monday, February 8, 2021

MS Teams (Virtual)

MINUTES

Present: R. Collver – Committee Chair, G. Anderson, D. Dean, E. Dixon, B. Doyle, S. Gibson J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden, A. Burtis (Student Trustee), Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee)

Administration: Director – J. Roberto; Superintendents – W. Baker, D. Martins, L. Munro, S. Sincerbox, A. Smith, L. Thompson, R. Wyszynski; Recording Secretary – K. Giannini

Regrets:

Trustees: Nil

Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, R. Collver at 5:31 p.m.

(b) Declaration of Conflict of Interest

E. Dixon declared conflict of interest for in-camera item C-1-a.

(c) In Camera Session

Moved by: E. Dixon

Seconded by: C. VanEvery-Albert

THAT the Board move into In Camera Session to discuss personnel and legal matters at 5:32 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, R. Collver at 7:22 p.m.

J. Roberto introduced A. Smith, new Superintendent. R. Collver welcomes A. Smith to Grand Erie.

(e) Agenda Additions/Deletions/Approval

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Agenda be approved.

Carried



Committee of the Whole Board Meeting

Monday, February 8, 2021

MS Teams (Virtual)

(f) **In Camera Report**

Moved by: G. Anderson

Seconded by: D. Dean

THAT the Grand Erie District School Board ratify the three Collective Agreement Settlements on local terms between the Grand Erie District School Board and CUPE Local 5100 for the following bargaining units: Office, Clerical and Technical; Educational Assistants, Food Technicians and Communicative Disorders Assistants; and Facility Services, for the period September 1, 2019 up to and including August 31, 2022.

Carried

B - 1 **Business Arising from Minutes and/or Previous Meetings**

C - 1 **Director's Report**

(a) **Directors Highlights**

Secondary Virtual Learning Academy:

- For families that opted for in-person learning, students returned to school the week of January 25, 2021. The Secondary VLA began Quad 3 on Tuesday February 2, 2021. There are 1394 students enrolled for this quad and 110 teachers are scheduled into 228 sections for quads 3 and 4. All classes had teachers in place to start the quad and we are pleased to have the timetable complete for the rest of the school year.
- The addition of the help desk support for parents will be invaluable for our families as we move into quad 3.
- Secondary school Guidance staff have been great at reaching out to their students in the VLA to provide support in so many ways. Finally, our VLA teachers have been amazing, they've adapted to different ways of teaching and learning in such a short period of time, and they've done so while doing everything they can to support our students.

Returning Devices:

- Schools will begin collecting devices again. This process will be addressed in the coming week.

Elementary Switch:

- Elementary switch between learning models begins on February 15, 2021.

Return-to-School-Guides:

- The Grand Erie Return-to-School-Guides still available on our website and is regularly updated for families and staff.



Committee of the Whole Board Meeting

Monday, February 8, 2021
MS Teams (Virtual)

February is Black History Month:

- People in Canada celebrate the many achievements and contributions of Black Canadians and their communities who, throughout history, have done so much to make Canada the culturally diverse, compassionate, and prosperous nation it is today.
- Every February, people in Canada are invited to participate in Black History Month festivities and events that honour the legacy of Black Canadians and their communities.
- The 2021 theme for Black History Month is: "The Future is Now".
- "The Future is Now" is a chance to celebrate and acknowledge the transformative work that Black Canadians and their communities are doing now.

Have a Heart Day:

- Have a Heart Day invites people of all ages to support culturally based equity for First Nations children by sending letters and Valentine cards to the Prime Minister, by hosting an awareness raising event in their school or community, or by spreading the word through social media. For more information, follow the link:
<https://fncaringsociety.com/have-a-heart>

Family Day Holiday:

- All schools and board offices are closed to observe this holiday.

Student Elections:

- Applications were due to the Director's Office by Friday, February 5, 2021. At this time, Student Trustee Elections are scheduled for Thursday, February 18, 2021. Additional information to follow.

Niigaan Sinclair:

- The Grand Erie Indigenous Education Team and NTIP are pleased to invite ALL Grand Erie Staff to attend a presentation by Niigaan Sinclair. Re-envisioning Indigenous Student Success: A Path to the Future
- The presentation is on February 16, 2021 at 3:45 p.m.

Indigenous TPA:

- The Ministry has granted us a TPA for \$175,000 to support the Indigenous portfolio to further support Indigenous resources, speaker series and cultural training.

Special Education Update:

- L. Thompson provided an update regarding supports for Special Education during the shutdown. In Grand Erie an approach was taken to bring back students with pervasive special education needs to in-person learning during the Provincial lockdown. The students that were prioritized were students that received special incidents portion (SIP) funding to support their complex safety needs, and students attending Life Skills, Multi-Handicap, and Autism Spectrum Disorder (ASD) in self-contained classroom settings in both elementary and secondary. As well as vocational self-contained classroom settings in



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secondary schools. All of these students and their families were offered the opportunity to return to in-person learning first as these students work on alternative curriculum goals, not derived from the Ontario curriculum and received significant support from Educational Assistants. School Administrators were asked to reach out to these families to determine if remote learning was meeting the needs of their children and how they could support or reduce any barriers to the learning that was being experienced. Families that chose to send their children back to in-person learning started the week of January 11, 2021. Secondary students started on January 13, 2021. The next step in our approach was that School Administrators reach out to all of the families of each of the students with pervasive special education needs in all other classrooms. Administrators consulted families and inquired if they could provide additional support to the students and decrease barriers. The students that opted to return to in-person learning returned to school on January 25, 2021. A direct call was made to students in the gifted program to determine whether they required some in-person learning. School Administrators advised that these students were engaged in their online learning.

Moved by: J. Richardson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of February 8, 2021 as information.

Carried

(b) Managing the Pandemic

- The staff in Grand Erie each day are required to complete a COVID-19 screening assessment. This is to be completed on a daily basis.
- We are hoping that students will have this opportunity through their emails. This will be confirmed tomorrow.
- Valentine's Day festivities will be at the discretion at the Principals and they will follow the process in place.

C.A. Sloat inquired about Kindergarten registration. The new electronic signs are very welcoming and thank you to our Communications department.

C.A. Sloat inquired about the B1 Ministry memo and whether there is there a plan in place. R. Wyszynski advised that another \$81,000,000 from the Federal government has been issued out to School Boards. We have received \$50,000,000 dollars and Grand Erie has allocated \$764,100 to optimizing ventilation and air supply. We have also received Health and Safety funding. Grand Erie will receive \$817,000 and this funding will be used to offset costs incurred by Boards in obtaining PPE. \$65,000 will be allocated to student



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transportation. This is help ensure that all of our health and safety measures are in place on all of our buses. \$10,000,000 was announced for student nutrition programs. This funding will support programs and to address delivery challenges that have arisen due to the pandemic. This funding will go to Board directly or indirectly. \$62,000,000 was announced Provincially for summer learning opportunities. \$60,000,000 was announced for online learning. Grand Erie also received just over \$1,000,000 for additional connectivity and technological devices. There's three additional announcements of funding for equity initiatives, mental health supports, and funding to address future pandemic needs.

D. Dean inquired if some of this funding could be used to launch the Menstrual Equity project. R. Wyszynski advised that this will be explored.

D - 1 New Business – Action/Decision Item

(a) Mileage Remuneration Review

Presented as printed.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the current mileage rate of \$0.59 per kilometer for the first 5,000 kilometers, and \$0.53 per kilometer thereafter effective September 1, 2021.

Carried

(b) Pride of Place and Community Partnership Incentive Plan Report

R. Wyszynski presented the Pride of Place and Community Partnership Incentive Plan Report.

C.A. Sloat inquired about the two items on the CPIP that we are not proceeding with. R. Wyszynski gave rational behind the two projects that we are not proceeding with. The first project would have a negative impact on our OPG. The second one could not be accommodated as we require the sign to face Erie Avenue. However, we will work with the school to obtain signage/branding on the front of the school.

C.A. Sloat inquired whether Ryerson Heights was completed last year. Lansdowne is in both CPIP and Pride of Place and Caledonia Centennial is the exact same request. Were these things completed last year. R. Wyszynski advised that the Caledonia Centennial project will be completed over the next few years in phases due to the size of the project. There was no design submitted for the Ryerson Heights project. Lansdowne was short with funding and they are trying to use some Pride of Place funding for this.



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J. Richardson inquired if the goal is to have digital signs at all school locations and how many do we currently have. R. Wyszynski advised that he would gather that information and report back to the Trustees.

R. Collver inquired about the community partnership initiative program. When this was brought to the Board in November, the fundraising issue was highlighted. R. Wyszynski was going to take that away and report back to see if we could do anything to support these schools in place of fundraising. R. Wyszynski advised that we will look at options when we complete our capital plan for 2021-22.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2020-21.

Carried

(c) **Draft Proposed School Year Calendars 2021-22**

W. Baker presented the draft proposed school year calendars 2021-22.

No direction has been received from the Ministry with respect to the development of the school year calendars for 2021-22. The draft calendars were developed by following past practices. The plan will be to bring this back to the Trustees if there are any amendments made to these calendars.

Motion by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "Draft Proposed School Year Calendars 2021-22".

Carried

D – 2 New Business – Information Items

(a) **Employee Assistance Program Report – 2019-2020 School Year**

S. Sincerbox presented the Employee Assistance Program Report – 2019-2020 School Year. Two new organizations are being considered to become an EAP provider with the School Board: Lux Counselling and BSL Counselling. Two of our current providers have changed their names. Family Counselling of Brant has become Willow Bridge Community Services and Human Solutions has become Homewood Health Inc. The EAP brochure will be revised to reflect the changes and distributed in early 2021.



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Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2019-2020, as information.

Carried

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

(a) **FT10 Green Schools Construction and Renovation**

Policy FT10 Green Schools Construction and Renovation was circulated to all appropriate stakeholders for comments and a number of amendments were made based on comments received.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve Policy FT10 Green Schools Construction and Renovation.

Carried

(b) **FT11 Community Planning and Facilities Partnerships**

Policy FT11 Community Planning and Facilities Partnerships was circulated to all appropriate stakeholders for comments and a number of amendments were made based on comments received.

C.A. Sloat inquired about section 3.5 and requested that a specific timeline for retention be added to the Policy. This amendment will be made to the Policy.

Moved by: J. Richardson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Policy FT11 Community Planning and Facilities Partnerships, as amended.

Carried

(c) **SO2 School Councils**

Policy SO2 was circulated to all appropriate stakeholders for comments and a number of amendments were made based on comments received.



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Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy SO2 School Councils.

Carried

(d) **SO4 Distribution of Materials in Schools**

Policy SO4 was circulated to all appropriate stakeholders for comments and a number of amendments were made based on comments received.

Moved by: S. Gibson

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Policy SO04 Distribution of Materials in Schools.

Carried

(e) **HR6 Principal/Vice Principal Selection Process**

Policy HR6 Principal/Vice Principal Selection Process was approved by the Board in January 2017 and has been identified for review. S. Sincerbox suggests that Trustees are removed from the Interview Team to align with Ministry recommendations.

D. Dean expressed that he feels that it is important to have Trustees on the interview panel. B. Doyle, G. Anderson, C.A. Sloat and D. Werden also agree with D. Dean's statement.

D. Werden indicated that the 2017 report states it "should". He stated that the regulation is fairly clear, and the Trustees have a lot to offer to the process. He expressed that he is more worried about some of the things that are said by Superintendents during the interview process. The interview process should be solely based on the interview itself and Trustees bring a balance to the interview panel.

S. Gibson stated that this is an operational piece and feels that Trustees should be removed from the Interview Team.

C. VanEvery-Albert stated that we are part of the Director's hiring process, but all other positions are operational.

It is agreed upon that Trustees will remain on the interview team at this time. HR6 will be amended to reflect this change.



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Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board forward Policy HR6 Principal/Vice Principal Selection Process to all appropriate stakeholders for comments to be received by March 31, 2021, as amended.

Carried

(f) **HR7 Replacement/Casual Principal/Vice Principal Selection Process**

Policy HR7 Replacement/Casual Principal/Vice Principal Selection Process was approved by the Board in January 2017 and has been identified for review.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Policy HR7 Replacement/Casual Principal/Vice Principal Selection Process to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried

(g) **P02 Honouring Indigenous History, Cultures and Traditions**

Policy P02 Honouring Indigenous History, Cultures and Traditions was approved by the Board in January 2017 and has been identified for review. Suggested revisions have been made to the Policy.

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Policy P02 Honouring Indigenous History, Cultures and Traditions to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried

E – 2 Procedure Consideration – Information Items

(a) **FT104 Reporting Vandalism and Unusual Occurrence Incidents**

Presented as printed.



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Moved by: S. Gibson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Procedure FT104 Reporting Vandalism and Unusual Occurrence Incidents to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried

(b) **FT111 School Initiated Facility Upgrades**

Presented as printed.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Procedure FT111 School Initiated Facility Upgrades to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried

(c) **HR101 Fragrance Scent – Safe Workplace**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Procedure HR101 Fragrance Scent – Safe Workplace to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried

(d) **HR113 Teacher Performance Appraisal**

Presented as printed.

Moved by: G. Anderson

Seconded by: S. Gibson

THAT the Grand Erie District School Board forward Procedure HR113 Teacher Performance Appraisal to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried

(e) **HR122 Cell Phones Mobile Devices**

Presented as printed.



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Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board forward Procedure HR122 Cell Phones Mobile Devices to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried

(f) **SO102 Student Admission/Registration**

R. Wyszynski requested that this is deferred until May 10, 2021 to allow for the internal working group to meet and further review the draft procedure.

Moved by: J. Richardson

Seconded by: S. Gibson

THAT the Grand Erie District School Board defer Procedure SO102 Student Admission/Registration to the May 10, 2021 Committee of the Whole Board Meeting.

Carried

(g) **SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields**

L. Thompson presented SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields.

Senior Administration has suggested that this procedure be made into a Policy, which will be owned by the Board of Trustees. The Policy will be brought to the February Regular Board Meeting. In the interim, schools will continue to follow Procedure SO115.

Moved by: D. Werden

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive Procedure SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields as information.

Carried

(h) **SO133 Signing Authority for Short Term Agreements**

Presented as printed.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board forward Procedure SO133 Signing Authority for Short Term Agreements to all appropriate stakeholders for comments to be received by March 31, 2021.

Carried



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F - 1 Other Business

Nil

(a) OPSBA Report

Nil

G - 1 Correspondence

(a) Letter of Support – Teacher Education Program at Wilfrid Laurier

J. Roberto presented the Letter of Support – Teacher Education Program at Wilfrid Laurier. The request is to have the Director and the Chair of the Board sign the letter to the Ministry of Education in support of the teacher education program.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the Letter of Support – Teacher Education Program at Wilfrid Laurier.

Carried

H - 1 Adjournment

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the meeting be adjourned at 9:17 p.m.

Carried

Committee of the Whole Board Chair, R. Collver



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair S. Gibson, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden

Administration: Director – J. Roberto; Superintendents –L. Munro, R. Wyszynski; Recording Secretary – K. Giannini

Regrets:

Trustees:

Administration:

A - 1 Opening

(a) Roll Call

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

(b) Declaration of Interest

Nil

(c) Welcome to Open Session/Land Acknowledgement Statement

B - 1 Purchase of Laptops

R. Wyszynski presented the Purchase of Laptops report.

The Board signed an agreement with OECM and Compugen Inc. on December 22, 2017, the Contract expiry is November 1, 2023. These additional devices are supporting staff and students in either the Virtual Learning Academy or a remote learning environment. These devices will also provide Grand Erie with the ability to pivot to remote learning, which is a key priority given the uncertain nature of this pandemic.

This investment in technology is fully supported by the additional funding announced by the Federal government in the February 1, 2021 memo to school boards; 2021: B01 - Federal Safe Return to Class Fund and Expanded Targeted Testing in Schools, for which Grand Erie received \$1,005,330.

C.A. Sloat inquired about the report in August. Is this a lease or an outright purchase? R. Wyszynski advised that it is a purchase.

C.A. Sloat inquired about where these computers are needed. L. Munro advised that they will be used to continue to support online learning needs. The devices removed from classrooms would be replaced. We have potential devices that will come back no longer



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functional. They would also be used in other areas of the Board that have not been on the device refresh cycle.

C. VanEvery-Albert stated that this looks like a good deal and inquired how much memory capacity they have. L. Munro advised that they are the same devices that we currently use, and they have 4 gigabytes of memory and 128 gigabytes of hard drive.

E. Dixon inquired whether we have a good warranty. R. Wyszynski advised that the warranty is three years.

R. Collver inquired if these devices will get distributed to staff and students right away. L. Munro advised that we have become more efficient in getting these devices out to staff and students.

D. Werden inquired about a timeline on delivery. R. Wyszynski advised that we have not been provided with those details at this time.

G. Anderson commented that this is a good use of our funds and will benefit our staff and students.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Purchase of 1,268 HP Laptops from Compugen Inc. in the amount of \$684,720.00 plus HST.

Carried

C - 1 **Adjournment**

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the meeting be adjourned at 7:25 p.m.

Carried

Board Chair, G. Anderson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks**
DATE: February 22, 2021

| |
|---|
| Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board waive By Law 9 and the necessity to circulate this policy out for comment. |
| Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO17 – Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks. |
| Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board rescind Procedure SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields. |

Background

As per the Ministry of Education's Guide to Reopening Ontario's Schools, mandatory masking will be in place for students in Grades 4 to 12. In January 2021, the Addendum to the reopening guidance document, Guide to Reopening Ontario's Schools, requires mandatory masking for students in Grades 1- 3, indoors in school, including in hallways and during classes and transportation. The Grand Erie District School Board has also mandated masking for students in the Kindergarten Program, indoors in school, including in hallways and during classes and transportation.

The Grand Erie District School Board continues to recognize that there are students with medical restrictions that may require the student to attend school without the use of a mask. These students will be accommodated up to and including an exemption from wearing a mask if appropriate.

Grand Erie continues to demonstrate due diligence and will expect all students to wear masks subject to reasonable accommodation in accordance with the policy and guidelines.

Additional Information

Due to the requirement for this policy to be enacted immediately, respectfully requesting waiving Board By-Law 9 and the necessity to circulate this procedure out for comment.

This policy also replaces Procedure SO115 – Guidelines for Student Exemptions from Non-Medical or Cloth Masks and Face Shields. As a result, respectfully requesting that we rescind this procedure.

Communication Plan

This Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Policy

SO17

Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks

Board Received: February 22, 2021 Review Date: _____

Policy Statement

As per the Ministry of Education's Guide to Reopening Ontario's Schools released in the Fall of 2020, mandatory masking will be in place for students in Grades 4 to 12. In January 2021, the Addendum to the reopening guidance document, Guide to Reopening Ontario's Schools, requires mandatory masking for students in Grades 1- 3, indoors in school, including in hallways and during classes, outside when physical distancing cannot be maintained, and on transportation. The Grand Erie District School Board has also mandated masking for students in the Kindergarten Program, indoors in school, including in hallways and during classes, outside when physical distancing cannot be maintained, and on transportation.

Accountability

1. Frequency of Reports – As needed.
2. Criteria for Success – All students will wear masks subject to reasonable accommodation in accordance with the policy and guidelines.

1.0 Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks

Background

As per the Ministry of Education's Guide to Reopening Ontario's Schools released in the fall of 2020, mandatory masking will be in place for students in Grades 4 to 12. In January 2021, the Addendum to the reopening guidance document, Guide to Reopening Ontario's Schools, requires mandatory masking for students in Grades 1- 3, indoors in school, including in hallways and during classes, outside when physical distancing cannot be maintained, and on transportation. The Grand Erie District School Board has also mandated masking for students in the Kindergarten Program, indoors in school, including in hallways and during classes, outside when physical distancing cannot be maintained, and on transportation.

(reference Policy SO17 – Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks)

Both masks and face shields are types of personal protective equipment (PPE). Measures that are used for **source control** attempt to prevent the spread of infection from the wearer to those around them. Source control can include covering your sneezes and coughs, hand hygiene, and wearing a mask in public. **Masks** are both used for source control and to protect oneself from others (as PPE). Cloth masks are for source control and higher-grade disposable masks are for both for source control and PPE. **Face shields** are considered PPE but are not meant to function as a primary device for respiratory protection. To date, there is no evidence that face shields alone are effective either as source control or as PPE but are effective to augment other more effective PPE.

Public Health Ontario does not recommend the use of face shields as a substitute for cloth face coverings. Although face shields would not replace masks, in some cases, face shields, in combination with other protective measures, may be considered an appropriate accommodation.

The Grand Erie District School Board recognizes that there are some students with medical restrictions that may require the student to attend school without the use of a mask. Reasonable accommodations, up to and including exemptions, will be permitted for some students. Parents/guardians are encouraged to consult their physician for guidance about a mask accommodation/exemption for their child, if necessary, however a physician note is not required for a student mask accommodation/exemption under the following situations that are previously known to the school:

- ☐ child with a medical or cognitive condition that prevents wearing a mask (severe sensory processing disorder, cognitive impairment, longstanding agoraphobia, Post Traumatic Stress Disorder triggered by a face covering),
- ☐ child unable to apply or remove a face covering without help
- ☐ children less than 5 years of age (cognitively or developmentally) who refuse to wear a face covering and cannot be persuaded to
- ☐ accommodations under the Ontario Human Rights Code or other legislation

We note that discomfort or acne would generally not constitute a basis for NOT wearing a mask.

2.0 School Procedure

1. The parent/guardian contacts the principal/designate to request an accommodation/exemption for their child.
2. The parent/guardian completes the form and returns it to principal/designate.
3. The principal/designate reviews the mask accommodation/exemption request with the parent/guardian. (The principal/designate will review if there are any solutions other than a complete exemption such as frequent breaks, only wearing during certain activities, avoiding during exertion, gradual build up to full day masking, if allergy, provide a different one. Such options should be considered before a complete exemption will be considered.) While the request is being considered, the student will be expected to follow the policy laid out by the Ministry of Education or the Board of Trustees.
4. 4. The school provides the attached Form: Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks Form. The principal/designate communicates the mask accommodation/exemption outcome to school staff and transportation services.
5. The principal/board reserves the right to ask further questions or request more information and to modify its decision as may be needed for the health and safety of others.

Original Filed in Office
Retention: CY (CY = current year)

Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks**Parent Application Form**

This form is to be used when a student applies for a mask exemption or accommodation.

Steps for Mask Accommodation/Exemption:

1. A physician note is not required if the medical concern is apparent and known to the school; however, parents/guardians are encouraged to consult their physician for guidance if requesting an accommodation/exemption to wearing a mask for their child.
2. Provide student information, reason(s) for accommodation/exemption and sign the acknowledgement.
3. Return the completed form to the school principal/ designate.

Child's First and Last Name: _____ Grade: _____

Reason for requesting mask accommodation/exemption:

- ☐ child with a medical or cognitive condition that prevents wearing a mask (severe sensory processing disorder, cognitive impairment, longstanding agoraphobia, Post Traumatic Stress Disorder triggered by a face covering)
- ☐ unable to apply or remove a face covering without help
- ☐ children less than 5 years of age (cognitively or developmentally) who refuse to wear a face covering and cannot be persuaded to
- ☐ accommodations under the Ontario Human Rights Code or other legislation

Parent/Guardian Acknowledgement:

- ☐ I understand the potential health risks for my child and to others when a non-medical or cloth mask is not worn during a pandemic.
- ☐ I approve of my child not wearing a non-medical or cloth mask, knowing these inherent health risks.
- ☐ I give permission for my child to attend school without wearing a non-medical or cloth mask.

Parent/Guardian

Signature: _____ Date: _____

Print Name: _____

Email: _____ Telephone: _____

For the safety of all, each school principal will alert the school staff of any students with an approved accommodation/exemption.

At this time that you can opt for remote learning for your child if you feel it would be in the best interest of their safety and wellbeing. If you choose to opt for remote learning, please contact your school principal for more information.

Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth MasksPrincipal Response Form

Child's First and Last Name: _____ Grade: _____

Outcome:

- ☐ Your child is not required to wear a mask. Where a full exemption is granted, other safety measures will be put in place.
- ☐ Your child is not exempt from wearing a mask, but the school will make the following other accommodations:

Principal/Designate
Signature

Date: _____

Print Name: _____



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Ia'teieká:nereh Doxtador-Swamp, Student Trustee
RE: **Student Trustee Report**
DATE: February 22, 2021

A number of the ideas that I will be talking about come from Grand Erie Six Nations students, myself and in consultation with Grand Erie Trustees, Claudine VanEvery-Albert and Susan Gibson, both of whom have agreed to work with me in my time on the Grand Erie District School Board. Some of these items have already been discussed at this Board's Native Advisory Committee (NAC) and the Indigenous Education Advisory Committee (IEAC).

Board Policy P2 - Honouring Indigenous, History, Cultures and Traditions

This policy will be put up for revision soon and it has been the thoughts of several people that the **Land Acknowledgement Statement** within this policy needs review and revision. I will be bringing this forward to the agenda of the Native Students Council and we will be sharing our thoughts regarding revision to the policy as a whole and more specifically to the Land Acknowledgement.

Prior Learning Assessment and Recognition (PLAR)

I am aware that Grand Erie offers a number of First Nations (second) language programs within our schools and I am also aware that the Ontario Ministry of Education has a policy that offers credit for prior learning.

My request today is that the Grand Erie Board work with Six Nations to develop a standard and process for offering language credits under PLAR to those students who have spent a number of years in the Mohawk or Cayuga immersion programs and who are both literate and fluent to a specific degree. Consideration might be given to using the American Council on the Teaching of Foreign Languages (ACTFL) as a standard assessment as there are a few Mohawk and/or Cayuga speakers in our community who are trained in ACTFL assessment. A process such as this would go far to truly honour our language and our culture. It would also be equitable to consider this as these students are coming out of half or full language immersion programs and are knowledge holders. These language immersion students should be treated up to the same degree as French immersion students and should have those assessments incorporated into the secondary school system and be readily available to ease the pathway into high school for these students who will be learning English full time possibly for the first time.

Secondary School Social

Socials in the Six Nations community are meant to bring everyone together and uplift the people. One or two Rotinonhshión:ni Socials minimally in a school year would provide that opportunity for students to gain an inclusive and cultural experience that would be open to all students. I would suggest an early one around the Thanksgiving weekend and a second during the month of March or April. I would love to bring this cultural event to Grand Erie schools to provide Indigenous students with the opportunity to have more cultural involvement and exposure to a welcoming environment. I will be bringing this idea to the Native Students Council and I am hoping that Grand Erie can partner with community agencies who may be willing to help.

Ohén:ton Karihwaterhkwen (Thanksgiving Address)

To the Haudenosaunee people, the Ohén:ton Karihwaterhkwen is our “words before all else” that is spoken to give thanks to all that we have here today and to be thankful that we are all healthy and safe. It is meant to bring our minds together as one to accomplish our goals and ensure the survival of all living creation.

We play O Canada every morning for the same purpose of representing all students. The GEDSB vows to promote a learning environment that is inclusive of all students. Including the Thanksgiving Address alongside O Canada would be beneficial as it is an important and meaningful part of our culture. We currently have a land acknowledgement which is also a step forward in representing Indigenous students. Why not take that extra step and include the Thanksgiving Address to be played on the announcements to acknowledge our Indigenous students who attend all Grand Erie schools in both, elementary and high school. Ideally, it should be played every morning. Being both a Mohawk and Cayuga speaker myself, I think that it would honour both our languages and culture if we could hear the Opening Address daily at all schools in Grand Erie alongside the playing of O! Canada. I am prepared to work on this along with my two mentor Trustees and Six Nations speakers to ensure that we have voice recordings of the Opening in Mohawk, Cayuga and perhaps Onondaga as well as an English translated copy to be read.

I ask that the Trustees consider what I have put forward here today as information for possible future projects.

Niá:wen, Thank you.

Respectfully submitted,

Ia'teieká:nereh Doxtador-Swamp
Student Trustee



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Rita Collver, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: February 22, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the February 8, 2021 Committee of the Whole Board meeting as follows:

1. In Camera Report

THAT the Grand Erie District School Board ratify the three Collective Agreement Settlements on local terms between the Grand Erie District School Board and CUPE Local 5100 for the following bargaining units: Office, Clerical and Technical; Educational Assistants, Food Technicians and Communicative Disorders Assistants; and Facility Services, for the period September 1, 2019 up to and including August 31, 2022.

2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of February 8, 2021 as information.

3. Mileage Remuneration Review

THAT the Grand Erie District School Board approve the current mileage rate of \$0.59 per kilometer for the first 5,000 kilometers, and \$0.53 per kilometer thereafter effective September 1, 2021.

4. Pride of Place and Community Partnership Incentive Plan Report

THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2020-21.

5. Draft Proposed School Year Calendars 2021-22

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "Draft Proposed School Year Calendars 2021-22".

6. Employee Assistance Program Report – 2019-2020 School Year

THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2019-2020, as information.

7. FT10 Green Schools Construction and Renovation

THAT the Grand Erie District School Board approve Policy FT10 Green Schools Construction and Renovation.

8. FT11 Community Planning and Facilities Partnerships

THAT the Grand Erie District School Board approve Policy FT11 Community Planning and Facilities Partnerships, as amended.

9. SO2 School Councils

THAT the Grand Erie District School Board approve Policy SO2 School Councils.

10. SO4 Distribution of Materials in Schools

THAT the Grand Erie District School Board approve Policy SO04 Distribution of Materials in Schools.

11. HR6 Principal/Vice Principal Selection Process

THAT the Grand Erie District School Board forward Policy HR6 Principal/Vice Principal Selection Process to all appropriate stakeholders for comments to be received by March 31, 2021, as amended.

12. HR7 Replacement/Casual Principal/Vice Principal Selection Process

THAT the Grand Erie District School Board forward Policy HR7 Replacement/Casual Principal/Vice Principal Selection Process to all appropriate stakeholders for comments to be received by March 31, 2021.

13. PO2 Honouring Indigenous History, Cultures and Traditions

THAT the Grand Erie District School Board forward Policy P02 Honouring Indigenous History, Cultures and Traditions to all appropriate stakeholders for comments to be received by March 31, 2021.

14. FT104 Reporting Vandalism and Unusual Occurrence Incidents

THAT the Grand Erie District School Board forward Procedure FT104 Reporting Vandalism and Unusual Occurrence Incidents to all appropriate stakeholders for comments to be received by March 31, 2021.

15. FT111 School Initiated Facility Upgrades

THAT the Grand Erie District School Board forward Procedure FT111 School Initiated Facility Upgrades to all appropriate stakeholders for comments to be received by March 31, 2021.

16. HR101 Fragrance Scent – Safe Workplace

THAT the Grand Erie District School Board forward Procedure HR101 Fragrance Scent – Safe Workplace to all appropriate stakeholders for comments to be received by March 31, 2021.

17. HR113 Teacher Performance Appraisal

THAT the Grand Erie District School Board forward Procedure HR113 Teacher Performance Appraisal to all appropriate stakeholders for comments to be received by March 31, 2021.

18. HR122 Cell Phone Mobile Devices

THAT the Grand Erie District School Board forward Procedure HR122 Cell Phones Mobile Devices to all appropriate stakeholders for comments to be received by March 31, 2021.

19. SO102 Student Admission/Registration

THAT the Grand Erie District School Board defer Procedure SO102 Student Admission/Registration to the May 10, 2021 Committee of the Whole Board Meeting.

20. SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields

THAT the Grand Erie District School Board receive Procedure SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields as information.

21. SO133 Signing Authority for Short Term Agreements

THAT the Grand Erie District School Board forward Procedure SO133 Signing Authority for Short Term Agreements to all appropriate stakeholders for comments to be received by March 31, 2021.

22. Letter of Support – Teacher Education Program at Wilfrid Laurier

THAT the Grand Erie District School Board approve the Letter of Support – Teacher Education Program at Wilfrid Laurier.

Respectfully submitted,

Rita Collver, Chair
Committee of the Whole Board



POLICY

FT11

| |
|--|
| Community Planning and Facility Partnership |
|--|

Board Received: _____

Review Date: _____

Policy Statement:

The Grand Erie District School Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. Grand Erie District School Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Community Partnerships are encouraged

Background:

The Grand Erie District School Board owns and operates many educational facilities. The Board may, from time to time, have unused space in one or more facilities and recognizes the need for co-operative use of facilities. Offering space in a school to partners can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community. The intent of this policy is to:

- Improve services and supports available to students;
- Reduce facility operating costs for the Board;
- Strengthen relationships between the Board and community partners and the public;
- Maximize the use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

Guidelines:

Where available space has been identified for partnership opportunities or where co-build opportunities have been identified, the following principles will be the primary consideration when identifying suitable partnerships.

1. Partnerships will be encouraged if they meet the following criteria:
 - 1.1. Health and safety of students and staff is protected and not compromised;
 - 1.2. The Board student achievement strategy is not compromised;
 - 1.3. The partnership will respect the values of the Board;
 - 1.4. The partnership provides value to students/community
 - 1.5. The Partnership is in compliance with local bylaws, Board policies and the Education Act
 - 1.6. The Partnership is appropriate for a school setting
 - 1.7. The Partnership will not increase facility operating costs for the Board.
2. Operation and maintenance of the space will be carried out by the Board and should operate on a full cost recovery basis unless mutually beneficial and reciprocal to the Board and the partner. Any renovations required by the partner to effectively use the space must be approved by the Superintendent of Business & Treasurer and funded by the partner.

3. Entities that provide competing education services such as tutoring, JK-12 private schools or private colleges, and credit-offering entities that are not government-funded are not eligible.

Selection of Space in Schools:

Through the Quality Accommodations Committee planning process, Grand Erie DSB will be able to forecast which facilities may be suitable for facility partnerships.

In order for schools to be able to accommodate a partnership, they must meet the following criteria:

- 200 or more excess pupil places are forecast for at least the next five years and/or the facility is at 60% utilization or less for the next two years.
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available.
- Space is not required for Board programming.
- Separate access is available.
- Student safety is not compromised
- Accessibility needs of the partner can be accommodated
- The partners use is permitted by zoning and site use restrictions
- Any other criteria as determined by the Board.

Community Planning and Facility Partnership Notification Process:

Potential space available for partnership consideration will be identified from analysis within the Board's Quality Accommodations Planning. Available space will be identified on the Grand Erie DSB website and circulated to entities including, but not limited to, those listed in Ontario Regulation 444/98 and Grand Erie's community partners. Information will include timelines for facility partnership agreements.

Grand Erie District School Board will hold a public meeting annually to discuss potential planning and partnership opportunities with the public and community organizations. In addition to the annual public meeting, Grand Erie DSB will continue discussions with municipalities within the geographic area of the Board and other community partners to explore options to address underutilized space issues in schools.

These discussions will inform proposals that staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process. As part of the planning process, when considering building a new school or undertaking a significant addition or renovation, Grand Erie DSB will notify the entities including, but not limited to, those listed in Ontario Regulation 444/98 one to three years prior to the potential construction start date in order to provide these organizations with the opportunity to co-build with Grand Erie DSB.

Screening of Partners:

Due diligence is key to the screening of potential partners. Before entering into a facility partnership, the Board must assess the expectations of the partnering organization(s) and determine that the partnering organization(s) meet the community standard for a suitable association with the school and/or Board. Screening will include, but may not be limited to:

- the reason for the organization's interest in partnering with the school and/or the Board
- the organization's ownership and history
- the nature of product or service of the partnering organization
- the key contact within the partnering organization
- the authority of the key contact to bind that organization
- the financial status of the organization

Glossary of Key Policy Terms:**Community Partners**

Community non-profit or profit entities who express interest in participating in Facility Partnership Agreements that are deemed eligible by the Board.

Facility Partnership Agreement

A legal, contractual agreement outlining expectations between a school, the Board and a community entity. The legal document outlines the terms and conditions of the facility partnership and complies with all existing Grand Erie policies and procedures. The Agreement is signed by all parties prior to implementation.

Facilities

Buildings and properties owned by the Grand Erie District School Board.

For-Profit Organizations

Commercial entities, which by the nature of their business, generate a profit for an individual, groups of individuals or a corporation.

Entities

Businesses, associations, private and public sector organizations and institutions who express interest in becoming eligible partners.

Quality Accommodations Planning

A comprehensive planning document illustrating the condition and utilization of current facilities and possible accommodation solutions designed to enhance student achievement.

Non-Profit Organizations

Organizations that do not generate profit, or by the nature of their business function, generate profit on a cost-recovery basis.

Partnerships

Partnerships are mutually beneficial relationships and supportive arrangements between the Board and business, labour, community and government agencies. Partnerships are cooperative relationships in which partners share values, objectives and facility resources.

Procedures:**1.0 Identification of Potential Spaces:**

- 1.1 The Superintendent of Business & Treasurer will identify where new schools or additions may be needed, which schools will remain well-utilized, which open and operating schools may have unused space, and which schools may be candidates for consolidation or closure. The Superintendent of Business & Treasurer (or designate) will review projected enrolment and determine space in each school that is not anticipated to be required for educational purposes for the subsequent five-year period.
- 1.2 This information will be used to identify facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools. This information also provides an opportunity to consider potential surplus properties in which community partners may be interested.
- 1.3 The Superintendent of Business & Treasurer (or designate) will identify facilities that can accommodate partnerships based on the criteria set out in this policy.

- 1.4 Schools that have space considered suitable for a partnership opportunity will be identified and an annual report will be made to the Board of Trustees to approve the facilities for potential partnerships.
- 1.5 The school principal will advise the School Council that the Board has approved the school for potential partnership opportunities.

2.0 Communication to the Community:

- 2.1 The Superintendent of Business & Treasurer (or designate) will share the results of the Identification of Potential Spaces with community partners, including but not limited to, those listed in Ontario Regulation 444/98.
- 2.2 The Superintendent of Business & Treasurer (or designate) will have posted on Grand Erie's website information regarding:
 - any intention to build new schools;
 - any intention to undertake Major Construction/Renovation Projects;
 - information regarding unused space in open and operating schools and administrative buildings.
- 2.3 Information about available space in schools for facility partnerships will be updated on the website annually after the Board has received and reviewed the Quality Accommodations Committee Report each spring.
- 2.4 Information about co-building opportunities will be updated on the website, as needed.
- 2.5 The Superintendent of Business & Treasurer and the Community Use of Schools Coordinator will be listed on the website as the contact for information and questions regarding facility partnerships.

3.0 Annual Planning and Facility Partnership Meeting:

- 3.1 The Superintendent of Business & Treasurer will organize an annual public meeting to discuss potential planning and facility partnership opportunities.
- 3.2 Invitations will be sent directly to community entities including, but not limited to, those listed in Ontario Regulation 444/98.
- 3.3 When inviting entities on the notification list to the Annual Public Meeting, the invitation must clearly request that organizations be prepared to bring relevant planning information including, but not limited to:
 - population projections;
 - growth plans;
 - community needs; and
 - land-use and green space/park requirements.
- 3.4 The meeting will be posted on Grand Erie's website for the public.
- 3.5 The invitation list, the organizations in attendance at the Annual Public Meeting and all correspondence exchanged at the meeting will be formally documented, meeting minutes will be taken, and retained for current year plus three years (CY+3 year).

4.0 Notification to Community Partners:

- 4.1 The Superintendent of Business & Treasurer (or designate) will post information on the Board website and notify entities on the Notification List when the Grand Erie DSB is considering building a new school or undertaking a significant addition or renovation. Organizations interested in placement on the Notification List or organizations who are interested in partnering with the Board to use existing space within a school are encouraged to contact the Executive Assistant to the Superintendent of Business at extension 281134.

- 4.2 Entities on the Notification List will be notified of the consideration to build a new school or undertake a renovation one-to-three years prior to the potential construction start date.
 - 4.3 The Superintendent of Business & Treasurer (or designate) will evaluate all expressions of interest to select a partner(s) based on this Policy.
 - 4.4 The Superintendent of Business & Treasurer (or designate) will ensure that all timelines are clear to potential partners and will ensure that timelines are maintained.
 - 4.5 Partnership Agreements cannot be finalized until both Grand Erie and the partner(s) have an approved source of funding.
- 5.0 Sharing Space with Community Partners:
- 5.1 If identified space is both suitable for facility partnerships and is available for the long-term, the Superintendent of Business & Treasurer (or designate) will seek Board approval to declare the space surplus and circulate the space for lease through O. Reg. 444/98. In addition, the following community partners will be notified:
 - a. United Way;
 - b. existing childcare operators; and
 - c. other entities, as requested.
 - 5.2 If the space is suitable for facility partnerships, but is not surplus to the Board's needs, the Superintendent of Business & Treasurer (or designate) will follow the notification process as outlined in Section 4.0 of this policy.
 - 5.3 The Superintendent of Business & Treasurer (or designate) will provide information regarding the available space including, but not limited to, size, location, facility amenities and required renovations, if needed.
 - 5.4 The Superintendent of Business & Treasurer (or designate) will evaluate Expressions of Interest to select partners.
- 6.0 Facility Partnership Agreements and Cost-Recovery:
- 6.1 Partners will be provided with clear instructions regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or the lack thereof, of Board user policies, including accessibility and inclusiveness policies.
 - 6.2 On a cost-recovery basis, the fees charged to partners should cover the operations and capital costs, including administrative costs and property taxes (if applicable), to the space occupied by the partner unless otherwise approved by the Superintendent of Business & Treasurer.
 - 6.3 In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space.
 - 6.4 If a partner expresses interest in a space at an existing school, a draft lease will be prepared, including all fees and lease costs.
 - 6.5 The lease will include lessee covenants providing for:
 - a. term of the lease, which must be, at a minimum, two years but no more than five years;
 - b. Board named as an insured-on lessee's insurance;
 - c. use of the leased premises;
 - d. hours of operation;
 - e. compliance with legislation;
 - f. improvements or alterations to the building;
 - g. property taxes, if applicable;
 - h. maintenance;
 - i. circumstances in which the lease may be terminated by either party;

- j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
 - k. recovery of caretaking costs, if applicable;
 - l. administrative costs in the amount of 5% of the above;
 - m. major repairs and maintenance costs;
 - n. a conflict resolution process; and
 - o. other clauses, as deemed applicable.
- 6.6 The draft lease agreement will be reviewed by the Board's solicitor and the partner.

7.0 New Facilities and Significant Renovations:

- 7.1 When the Board is considering building a new school, an addition to a school or a significant renovation to a school, it will issue a Request for Interest (RFI) to potential partners through the Board's website and local media.
- 7.2 Site size, topography, and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case-by-case basis to determine whether a partnership may be appropriate and advantageous to the Board.
- 7.3 Parties expressing interest will be invited to an Information Session to discuss the project and their potential involvement.
- 7.4 Consideration must be given to the health and safety of students and staff, as well as the suitability of the partner and the proposed use.
- 7.5 The lease will include lessee covenants providing for:
- a. term of the lease, which must be, at a minimum, five years, but no more than ten years;
 - b. Board as a named insured on lessee's insurance;
 - c. use of the leased premises;
 - d. hours of operation;
 - e. compliance with legislation;
 - f. improvements or alterations to the building;
 - g. property taxes, if applicable;
 - h. maintenance;
 - i. circumstances in which the lease may be terminated by either party;
 - j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
 - k. recovery of caretaking costs, if applicable;
 - l. administrative costs in the amount of 5% of the above;
 - m. major repairs and maintenance costs;
 - n. a conflict resolution process; and
 - o. other clauses, as deemed applicable
- 7.6 Ministry of Education approval may be required under the Education Act, authorizing the transaction.
- 7.7 Co-building partners will be required to pay for and finance their share of construction costs, including a proportional share of joint-use or shared space.
- 7.8 The draft lease agreement will be reviewed by the Board's solicitor and the partner.
- 7.9 When the Superintendent of Business & Treasurer and the partner are satisfied with the terms of the lease/facility partnership agreement, it will be submitted to the Board of Trustees for approval.

8.0 Decision to Proceed/Not or Proceed with the Facility Partnership:

- 8.1 If there is a decision not to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will inform the applicant.
- 8.2 If there is a decision to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will prepare the required documentation (i.e., construction agreement, lease agreement, etc.).

9.0 Terminating Partnership Agreements:

- 9.1 Partnership Agreements can be terminated by any of the partnering organizations with appropriate notice of termination. Specifics related to the termination of partnerships must be detailed in the Partnership Agreement. Termination will be entertained only after the conflict resolution process has been exhausted.
- 9.2 The process and time frame for termination of a partnership will be included in the Partnership Agreement.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **Workforce Report**
DATE: February 22, 2021

| |
|---|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Workforce Report with data as of January 31, 2021.</p> |
|---|

Rationale/Background

- 1.0 The Board receives information three times a school year – November, February and April - that provides totals by employee group/position, relative to the budget. The Report also includes retirement and resignation names.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)

GRAND ERIE DISTRICT SCHOOL BOARD

WORKFORCE REPORT 2020-2021

| | | Budget | Funding | Oct 31/20 | Jan 31/21 | Mar 31/21 |
|----|--|----------------|--------------|----------------|----------------|-------------|
| | | | Adjustments | | | |
| 1 | Supervisory Officers | 8.00 | | 8.00 | 8.00 | |
| 2 | Consultants & Coordinators - Elementary | 26.00 | -1.00 | 25.00 | 25.00 | |
| 3 | Consultants & Coordinators - Secondary | 7.00 | 1.00 | 8.00 | 8.00 | |
| 4 | Principal Leaders - Elementary | 3.00 | | 3.00 | 3.00 | |
| 5 | Principal Leaders - Secondary | 1.00 | | 1.00 | 1.00 | |
| 6 | Principals & Vice-Principals – Elementary | 73.00 | | 73.00 | 73.00 | |
| 7 | Principals & Vice-Principals – Secondary | 30.50 | | 30.50 | 30.50 | |
| 8 | Teachers – Elementary | 1100.50 | | 1100.50 | 1100.50 | |
| 9 | Teachers – Secondary | 524.17 | 19.67 | 570.00 | 554.00 | |
| 10 | Psycho-Educational Consultants | 7.00 | | 7.00 | 7.00 | |
| 11 | Speech Pathologists | 7.00 | | 7.00 | 7.00 | |
| 12 | Social Workers | 7.00 | 2.5 | 9.50 | 9.50 | |
| 13 | Child and Youth Workers | 17.00 | 1.00 | 18.00 | 18.00 | |
| 14 | Attendance Counsellors | 7.00 | 0.5 | 7.50 | 7.50 | |
| 15 | Behaviour Counsellors | 7.00 | | 7.00 | 7.00 | |
| 16 | Communicative Disorders Assistants | 7.00 | | 7.00 | 7.00 | |
| 17 | Educational Assistants | 301.50 | 18.00 | 319.50 | 319.50 | |
| 18 | Educational Assistants - Indigenous | 9.00 | | 9.00 | 9.00 | |
| 19 | Other EA Funding | 21.50 | 1.00 | 22.50 | 22.50 | |
| 20 | Library Technicians | 12.79 | | 11.73 | 11.73 | |
| 21 | Elementary Clerical | 74.50 | 1.00 | 75.50 | 75.50 | |
| 22 | Secondary Clerical | 47.00 | 1.00 | 48.00 | 48.00 | |
| 23 | Support Centre, Service Dept, Clerical/Technical | 61.00 | 1.00 | 61.00 | 62.00 | |
| 24 | Non-Union | 50.00 | 2.00 | 50.00 | 52.00 | |
| 25 | Early Childhood Educators | 124.00 | 1.00 | 125.00 | 125.00 | |
| 26 | Plant Operations & Maintenance | 192.13 | 7.23 | 199.36 | 199.36 | |
| 27 | Food Services | 6.00 | | 6.00 | 6.00 | |
| 28 | Transportation | 6.00 | | 6.00 | 6.00 | |
| 29 | Noon-Period Supervisors | 34.90 | 43.20 | 75.15 | 78.10 | |
| | TOTAL | 2772.49 | 99.10 | 2890.74 | 2880.69 | 0.00 |

| | | | | | |
|--------------------------|--|--|---------------|-----------------|--|
| Resignations/Retirements | | | L. Almeida | J. Aikens | |
| | | | J. Boyer | J. Bartlett | |
| | | | D. Collin | C. Bates | |
| | | | T. Govedarica | A. Beecraft | |
| | | | R. Hill | J. Breedyk | |
| | | | G. Hunter | A. Bush | |
| | | | R. Knuckle | J. Daniel | |
| | | | K. Mannen | L. De Vos | |
| | | | D. McCoy | J. DeFreyne | |
| | | | J. Mulholland | T. Dymont | |
| | | | D. Murray | S. Hadow | |
| | | | T. Nurse | B. Hazlewood | |
| | | | W. Schaffels | L. Henson | |
| | | | J. Shantz | M. Herczeg | |
| | | | W. Shull | J. Herron | |
| | | | I. Smith | J. Hewson | |
| | | | J. Tanaszczuk | J. Hill | |
| | | | A. Vanderlee | J. Hodgson | |
| | | | M. Volgelzang | M. Kline | |
| | | | | S. LeGros | |
| | | | | M. Maracle | |
| | | | | E. Melfi | |
| | | | | C. Miles | |
| | | | | L. Moerman | |
| | | | | J. Neal | |
| | | | | D. Neumann | |
| | | | | D. Nixon | |
| | | | | T. Papadopoulos | |

GRAND ERIE DISTRICT SCHOOL BOARD

WORKFORCE REPORT 2020-2021

| | | | | | |
|--|--|--|--|------------------|--|
| | | | | M. Sangarapillai | |
| | | | | J. Schonberger | |
| | | | | C. Shaheen | |
| | | | | R. Sharpe | |
| | | | | D. Shaver | |
| | | | | V. Slawich | |
| | | | | R. Werger | |

| | | | | | |
|-------------------------------------|--|--|--------|--------|--|
| Elementary Occasional - Qualified | | | 314.00 | 322.00 | |
| Elementary Occasional - Unqualified | | | 0.00 | 20.00 | |
| Secondary Occasional - Qualified | | | 224.00 | 199.00 | |
| Secondary Occasional - Unqualified | | | 1.00 | 1.00 | |
| Clerical/Technical - Casual | | | 42.00 | 33.00 | |
| Educational Assistants - Casual | | | 76.00 | 70.00 | |
| Casual Caretakers | | | 41.00 | 42.00 | |
| Casual ECE | | | 57.00 | 56.00 | |



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
 FROM: Wayne Baker, Superintendent of Education
 RE: **Count Us In! – Student Census Reports (Achievement and Suspensions)**
 DATE: February 22, 2021

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive as information “Count Us In! – Student Census Reports (Achievement and Suspensions).”

Background

In 2017, the Ministry of Education established the *Education Equity Action Plan*, in response to the persistent underachievement of marginalized student subgroups since implementation of *Equity and Inclusive Education in Ontario Schools (2009)*. The Equity Action Plan was scheduled to last three years, with the goal of eliminating systemic barriers to educational equity for marginalized students, as measured by academic achievement and sense of belonging.

The Ministry provided funding to support the collection of identity-based student demographic data.

Additional Information

Grand Erie staff created an electronic student census that was administered from March 19-28, 2019. 84% of our students in grades 4-12 voluntarily participated in the census. Students in grades 9-12 completed a slightly expanded version of the census, with two additional questions addressing sexual orientation and gender identity, topics deemed problematic for younger students.

In Fall 2019, school administrators received demographic reports for their individual schools. They later received student satisfaction reports for their schools. The plans to roll out additional reports on measures of success, in conjunction with data-literacy training for administrators, were put on hold during the labour action of 2019 and the closure of schools due to COVID-19. This report signals the release of measures of success as they relate to historically marginalized student subgroups.

The achievement data indicate that certain subgroups had consistently lower or higher achievement levels than the Grand Erie average; specifically, students who identify as Black and Indigenous had lower achievement levels, as did students from lower socioeconomic situations and students from the LGBTQ+ community. Students who identified as South Asian or Southeast Asian had higher achievement levels, as did students from higher socioeconomic situations.

The suspension data indicate that Black, Latino, Indigenous, Jewish, LGBTQ+ and students from lower socioeconomic backgrounds were more likely to be suspended from school.

Next Steps

1. Equity and inclusion needs to be a commitment from the highest level of the Board. To enact change, we need to see this work as critical and foundational to the success and well-being of our students served by the Grand Erie District School Board.

2. Development of an Equity and Inclusion Action Plan with measurable outcomes and lines of responsibility. A three to five-year plan should to be developed that includes our strategies for addressing identified gaps as well as a system of accountability to ensure we are on track to make changes for now and into the future. This plan needs to include community stakeholders, parents, and students.
3. Provide ongoing professional development for leaders. We need to understand how disproportionality in Grand Erie is perpetuated through leading a critical examination of both our systems (e.g.: systemic racism, heteronormativity) and ourselves (e.g., awareness of power, privilege and bias). We need to have courageous conversations with staff about racism and anti-racism, particularly anti-Indigenous and anti-Black racism.
4. Educate staff, particularly those who work directly with students, to be more aware of our student's social location, the impact of intersectionality, and their roles as allies and change agents. We need to make sure all our staff, particularly teachers, have the resources they need to support change.
5. There needs to be consideration of equity as it relates to Grand Erie employees. Through conducting a staff census later this school year, we will have data about the identities of our staff as well as information as to their sense of well-being and belonging related to the workplace. This data will help inform equity strategies that include staff.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Wayne Baker
Superintendent of [Position]



2019 Student Census Student Suspensions

Executive Summary

In accordance with Ontario's Equity Action plan Grand Erie's 2018-2019 **Count Us In!** student census was linked to student suspension data from the same year. This report examines two outcomes:

1. Whether or not a student received a suspension during the school year
2. Of the students that were suspended, where they suspended multiple times during the same year

The rate of suspensions varied greatly between the different identities. Students who identified as Black, Latino, Indigenous, Jewish, LGBTQ and students from lower socio-economic backgrounds were more likely to be suspended from school.

Background

Ontario's Education Equity Action Plan is the province's road map to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience.

Using data from the student census, this report will focus on the different factors related to student suspensions including number and length of suspensions.

Methodology

The data from the 2018-2019 Count Us In student census was linked to the student suspension data from the same school year. The data was split between Grades 4-8 and Grades 9-12 as students in the secondary panel received additional identity questions related to their gender identity and sexual orientation.

How to read the charts

The blue bars represents the percentage of students for each identity from the student census that received a suspension or multiple suspensions during the 2018-2019 school year. The vertical grey line is the percentage of all students (Elementary or Secondary) that were suspended. The black horizontal lines show the confidence interval for that group - this is the same concept we see in polling results where, for example, the result is plus/minus a certain percentage 19 times out of 20. For some results, the error bar is very small, indicating more responses. Other groups have a much

larger bar showing that, since we didn't get a lot of responses, there is a possibility that the results could be much higher or lower if more people participated. A particular group is considered to have a statistically significantly score from the average where the vertical black lines fall outside of the horizontal grey line representing the overall average score.

Results

Students who Receive One or More Suspensions

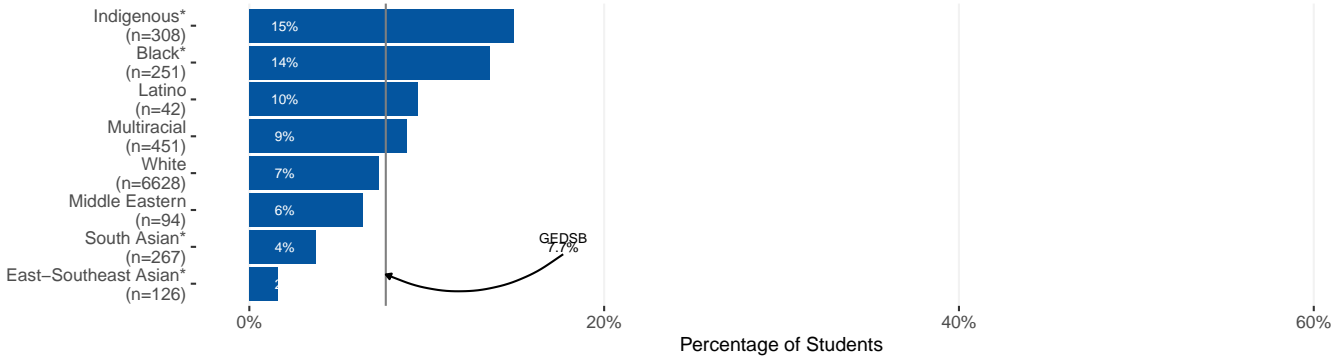
All 14,278 responses to the student census were linked to the suspensions that occurred in the 2018-2019 school year. Out of these students, 1217 (8.5%) received a suspension of at least one day. The following charts show the percentage of students within each identity (Race, Religion, Socio-Economic Status, Sexual Orientation and Gender Identity) that received a suspension during that school year.

DRAFT

Elementary

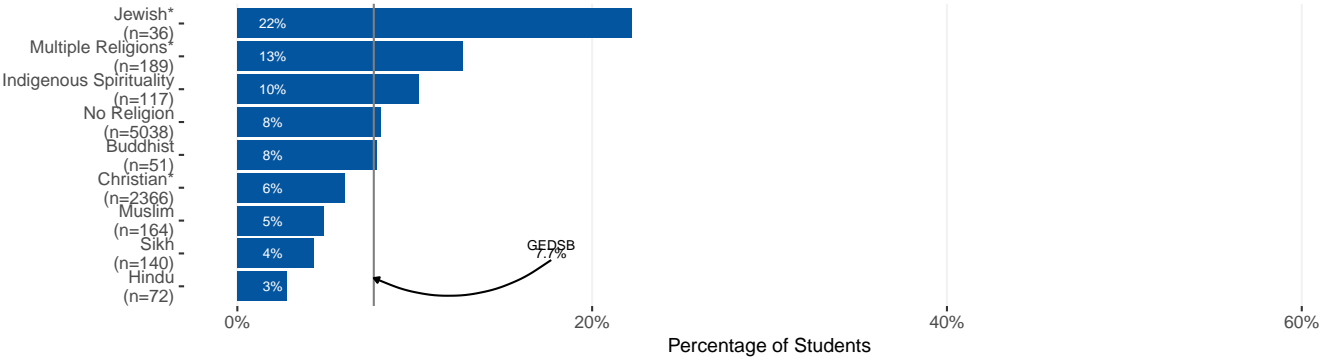
Elementary Students
Groups with n<15 clustered as 'Other'

Suspension by Race



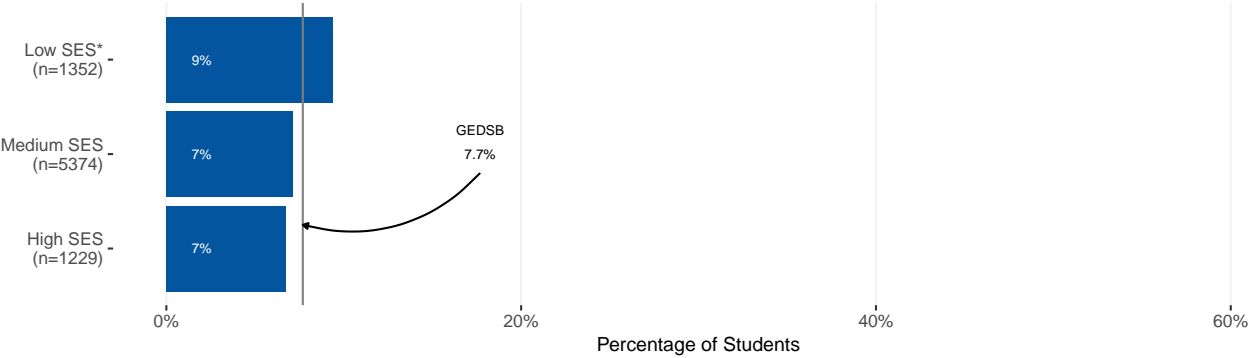
* significantly different from GEDSB

Suspension by Religion



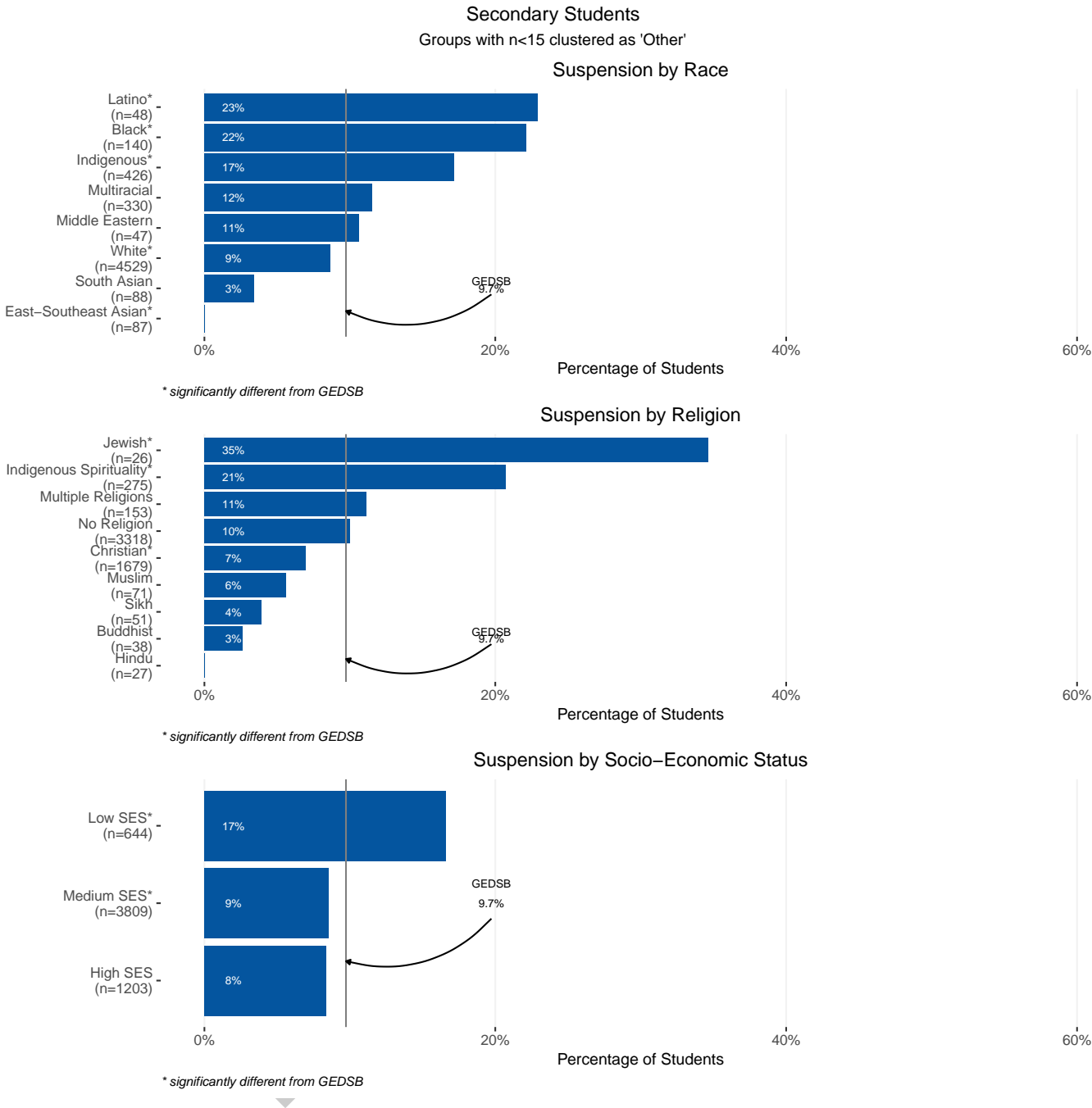
* significantly different from GEDSB

Suspension by Socio-Economic Status



* significantly different from GEDSB

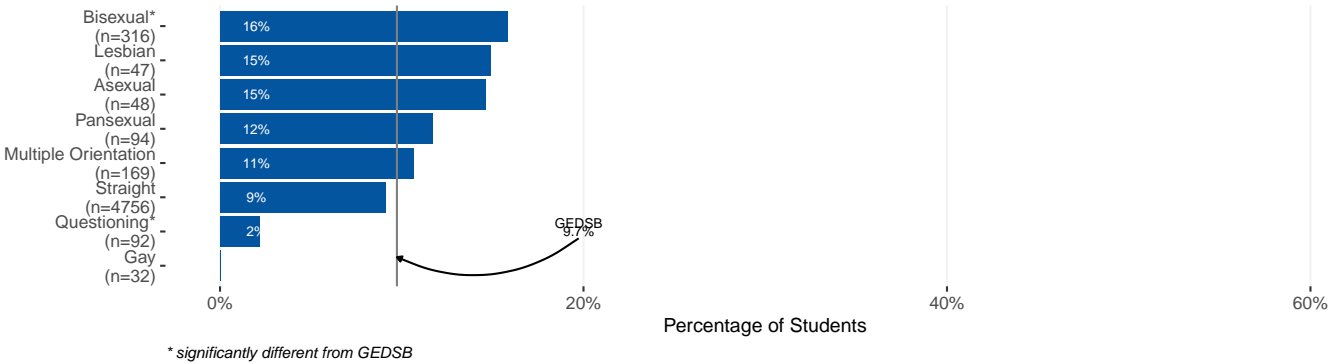
Secondary



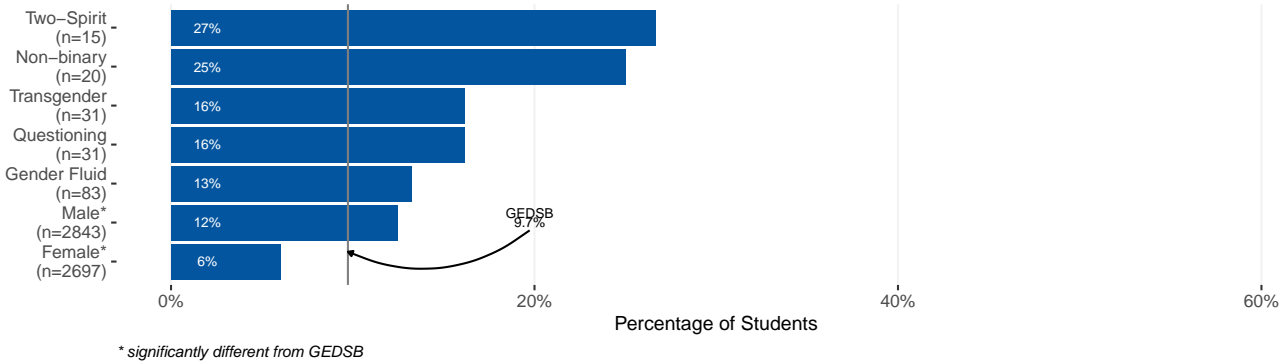
Secondary Students

Groups with n<15 clustered as 'Other'

Suspension by Sexual Orientation



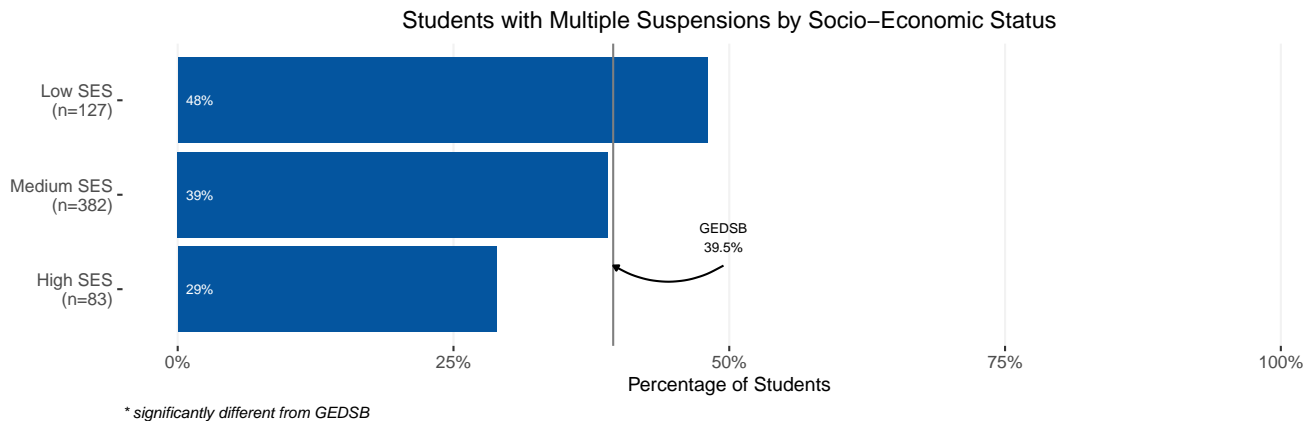
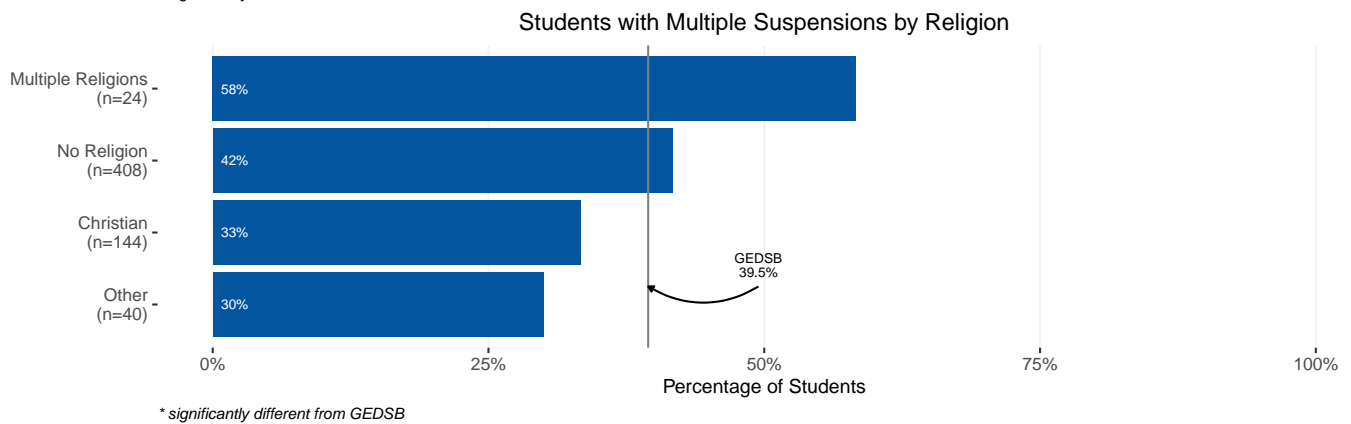
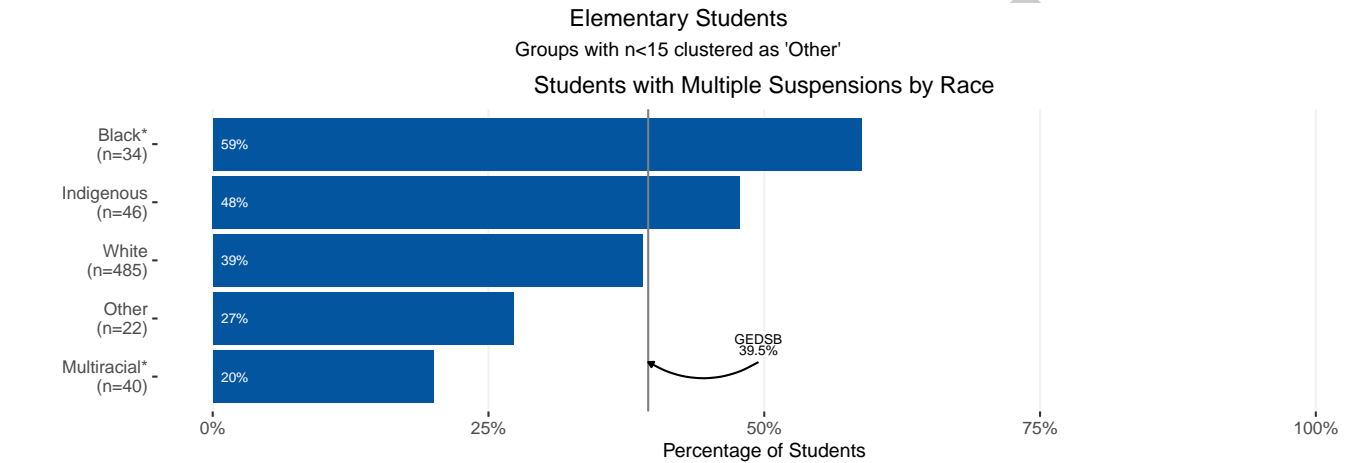
Suspension by Gender Identity



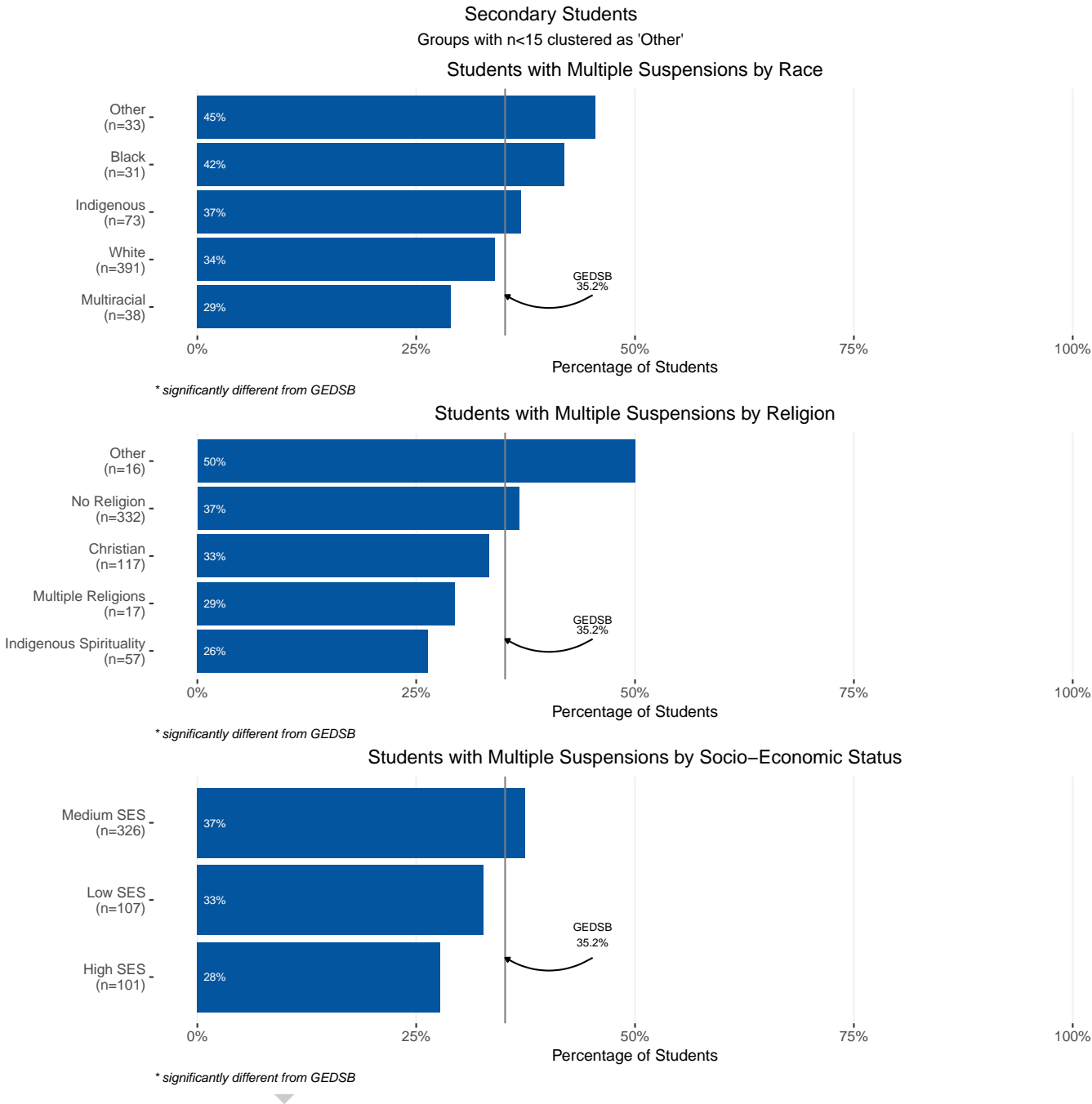
Students who Receive Multiple Suspensions

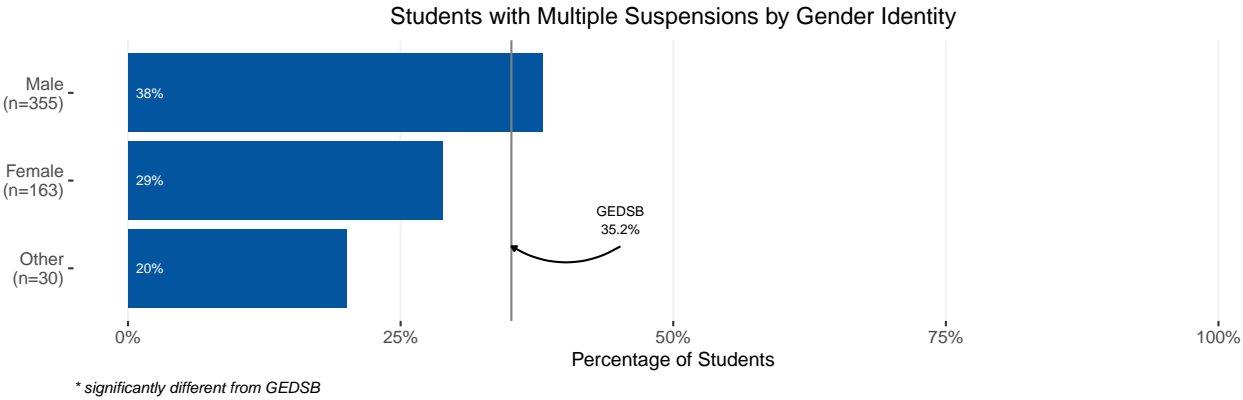
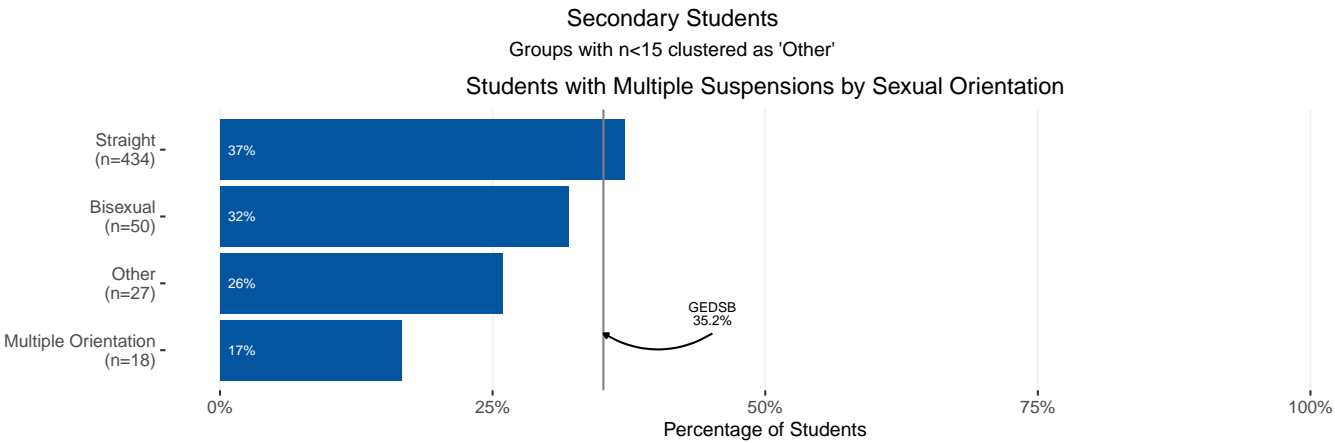
Of the 1217 students who received at least one suspension in the 2018-2019 school year (and were matched to the student census data), 37.5% were suspended multiple times during that school year. The following charts show the percentage of these students within each identity (Race, Religion, Socio-Economic Status, Sexual Orientation and Gender Identity) that received multiple suspensions during that school year.

Elementary



Secondary





DRY



2019 Student Census Student Achievement

Executive Summary

In accordance with Ontario's Equity Action plan data from Grand Erie's 2018 **Count Us In!** student census was linked to various achievement outcomes including EQAO assessments (Grades 6, 9 and OSSLT), Grades 7 and 8 report card marks and Grades 9 and 10 credit accumulation. Students who identify as black and indigenous as well as students in a lower socio-economic situations consistently had lower achievement levels regardless of grade of the students or measure of academic achievement. Students who identified as South Asian or East-Southeast Asian and students from higher socio-economic situations tended to have higher achievement. Grand Erie students from the LGBTQ+ community had lower overall academic achievement however not all results were statistically significant.

Background

Ontario's Education Equity Action Plan is the province's road map to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience.

Using data from the student census, this report will focus on students' school achievement and examine the different factors related to student outcomes on a variety of measures.

Methodology

The data from the 2019 Count Us In student census was linked to different outcomes across several grades. These include Grade 6 results on the Education Quality and Accountability Office (EQAO) assessments of Reading, Writing and Mathematics, students' average marks in Grades 7 and 8, results from the Grade 9 EQAO assessments of Applied and Academic Mathematics, Ontario Secondary School Literacy Test (OSSLT) and Grades 9 and 10 credit accumulation.

How to read the charts

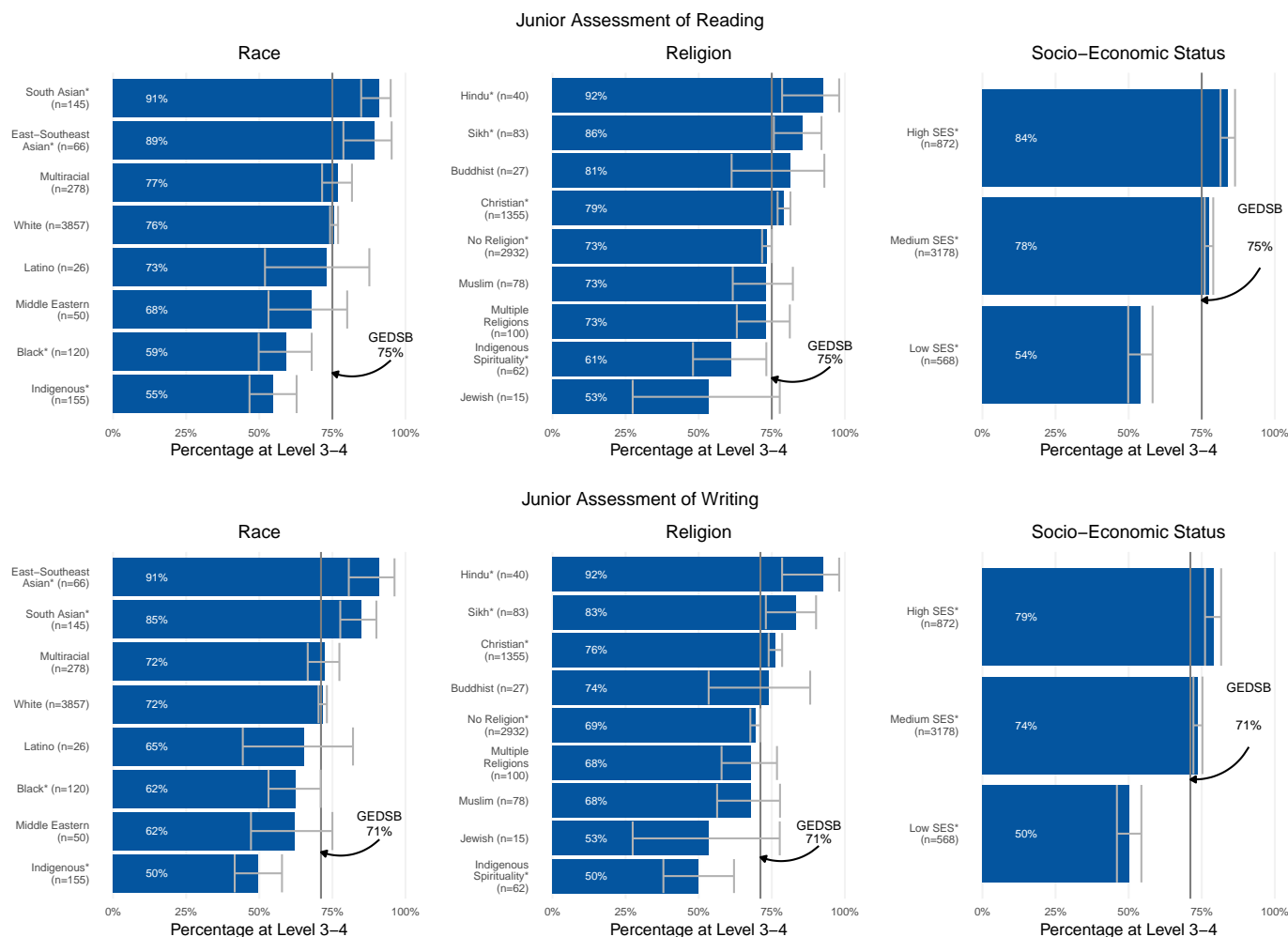
The blue bars represents the percentage of students for each identity from the student census that met the academic criteria, i.e. Provincial Standard (EQAO), Grade Point Average (report card marks) or credits achieved (credit accumulation). The horizontal grey line is the average score for all students on that metric. The black horizontal lines show the confidence interval for that group -

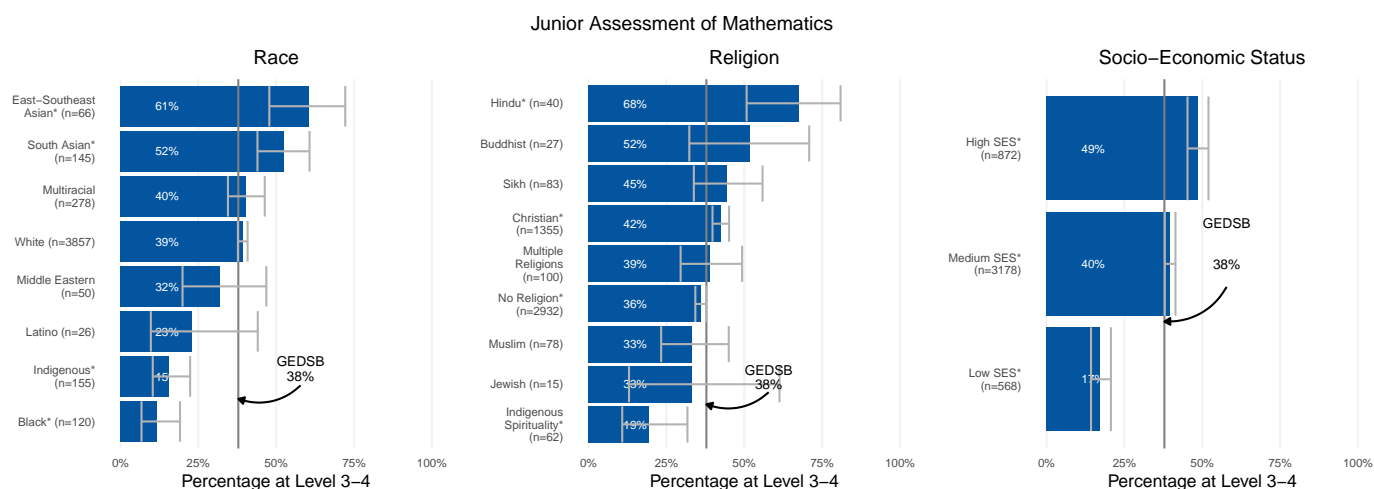
this is the same concept we see in polling results where, for example, the result is plus/minus a certain percentage 19 times out of 20. For some results, the error bar is very small, indicating more responses. Other groups have a much larger bar showing that, since we didn't get a lot of responses, there is a possibility that the results could be much higher or lower if more people participated. A particular group is considered to have a statistically significantly score from the average where the vertical black lines fall outside of the horizontal grey line representing the overall average score. Groups that statistically different from the average score are noted with an asterisk *.

Results

Grade 6 EQAO

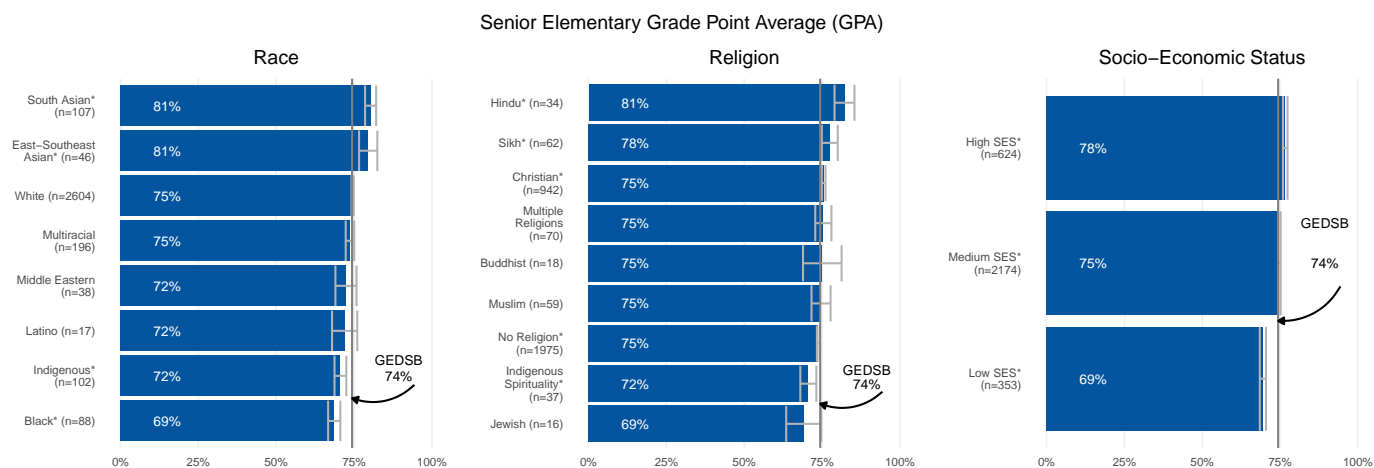
Three years of Grade 6 EQAO data (2017, 2018 and 2019) was linked to the student census data. Of the initial 5441 students from the EQAO file 4839 students were matched with their census responses.





Grades 7 and 8 Report Card

Students in Grades 7 and 8 during the 2018-2019 school year were linked to the student census. Of the 3643 students, 3317 were matched to their student census responses. Using students' final report card marks a Grade Point Average (GPA) was calculated using Reading, Writing, Mathematics (all five strands), Science and Technology, History and Geography.



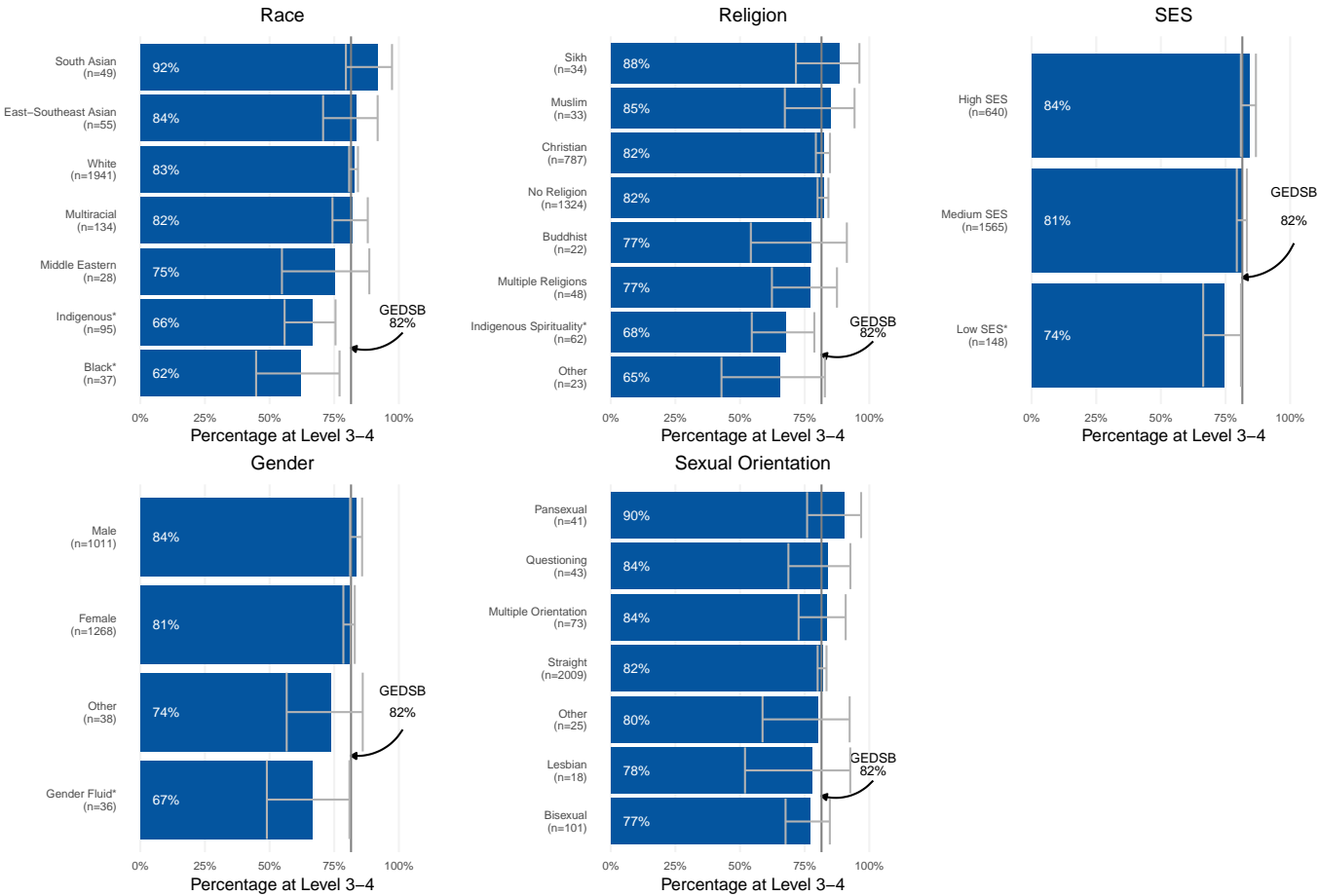
Grade 9 EQAO Assessment of Mathematics

Three years of Grade 9 EQAO data (2017, 2018 and 2019) was linked to the student census data. The initial data files had 2021 students that wrote the Applied assessment and 2855 students that wrote the Academic assessment. When matched with the student census the final Applied data set contained 1463 students while the final Academic data set contained 2396 students.

Academic

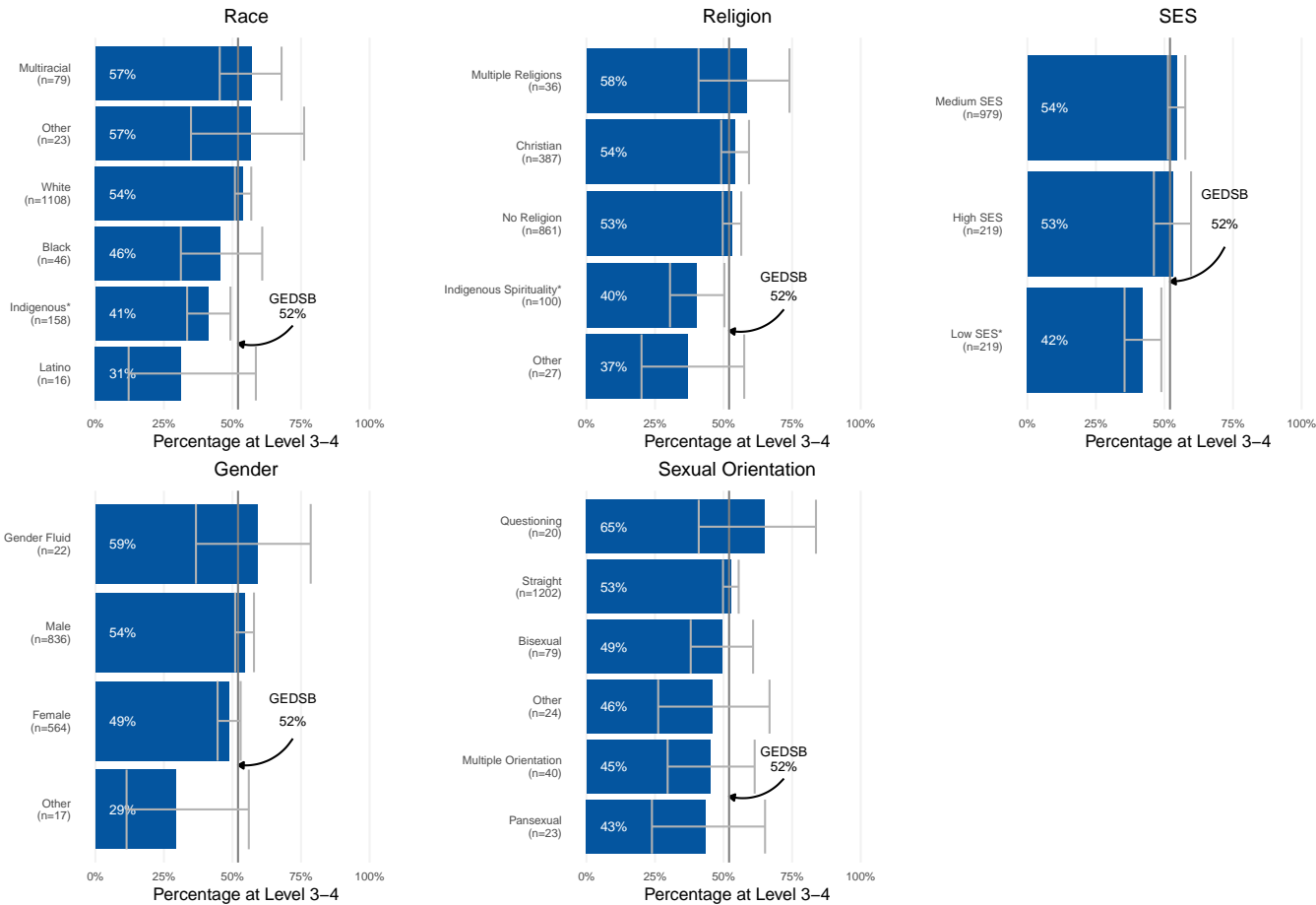
Grade 9 Assessment of Academic Mathematics

Groups with n<15 clustered as 'Other'



Applied

Grade 9 Assessment of Applied Mathematics
Groups with n<15 clustered as 'Other'

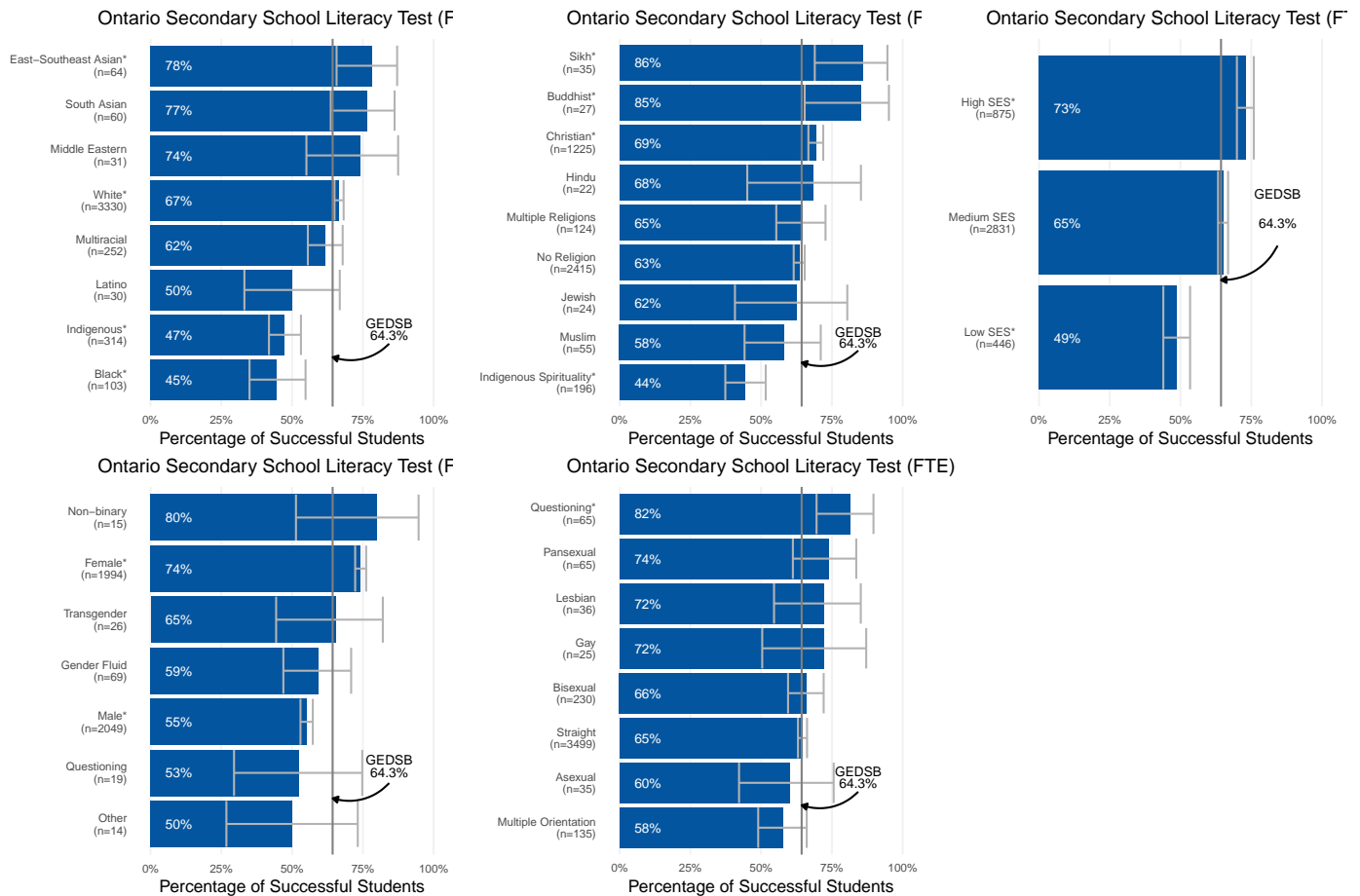


Ontario Secondary School Literacy Test (OSSLT)

Three years of First-Time Eligible OSSLT (2017, 2018 and 2019) data was linked to the student census data. The initial data files had 6446 students. When matched with the student census the final data set contained 4269 students.

Ontario Secondary School Literacy Test

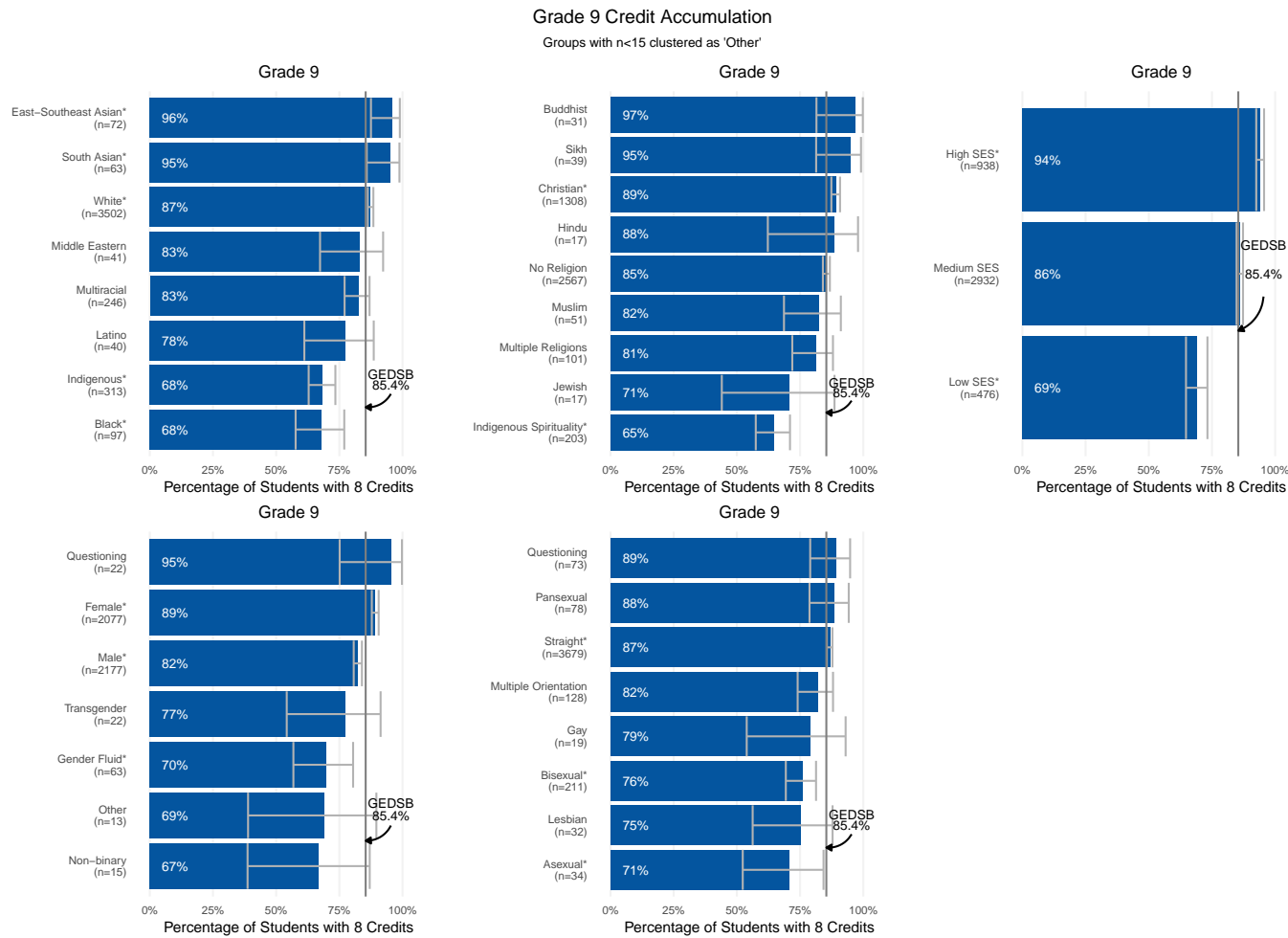
Groups with n<15 clustered as 'Other'



Credit Accumulation

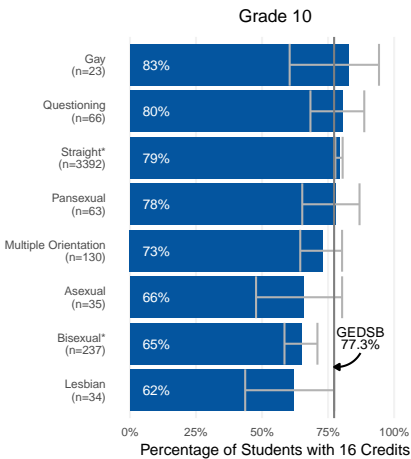
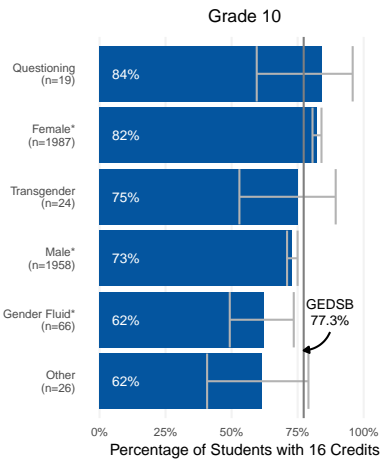
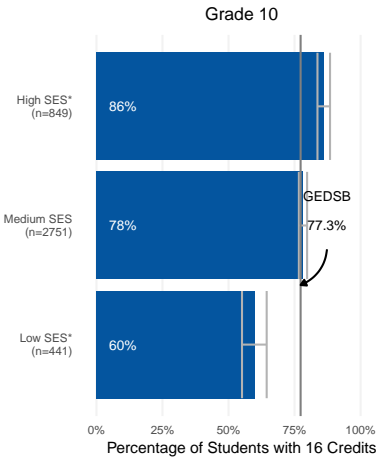
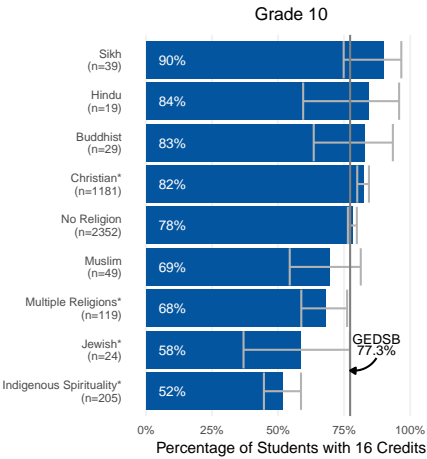
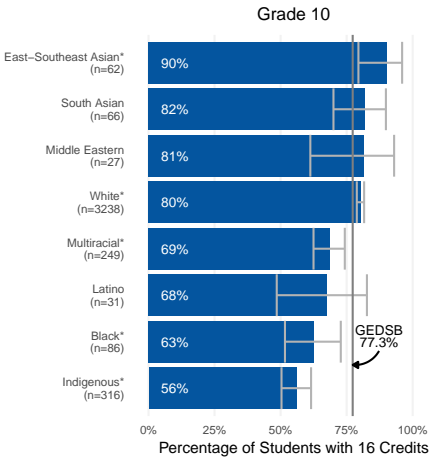
Three years of Credit Accumulation (2017, 2018, 2019) was linked to the student census data. Analyses was completed for both students in Grade 9 (percentage of students who achieved 8 credits by the end of the year) and Grade 10 (percentage of students who achieved 16 credits by the end of the year). When matched with the census data there were 4467 Grade 9 students and 4152 Grade 10 students.

Grade 9 (8 or more credits)



Grade 10 (16 or more credits)

Grade 10 Credit Accumulation
Groups with n<15 clustered as 'Other'





GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Window and Exterior Door Replacement at Tollgate Technological Skills Centre**
DATE: February 22, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the contract for the purchase and installation of windows and exterior doors at Tollgate Technological Skills Centre from **Windspec Inc.** in the amount of \$768,894.00 plus HST.

Background:

The Board issued Tender 2021-5-T on January 7, 2021, for the replacement of windows and exterior doors at Tollgate Technological Skills Centre, with a closing date of February 10, 2021. The scope of the project focuses on the replacement of 205 windows and 31 exterior doors.

Bids were received from six (6) firms and the results are listed in the table below:

| Proponent | Stipulated Bid Price (Excl. HST) |
|------------------------------|-------------------------------------|
| Mega Group Construction Ltd. | \$1,065,000 |
| Mishay Construction Inc. | \$878,649 |
| MJK Construction Inc. | \$1,241,872 |
| Paulsan Construction Inc. | \$2,848,565 |
| Universal Aluminum Inc. | \$1,353,000 |
| Windspec Inc. | \$768,894 |

Additional Information:

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **Windspec Inc.** being the lowest bidder for the Unit Price Bid. This aligns closely with the amount estimated for this project presented in the capital budget and is fully supported by the School Condition Improvement (SCI) grant.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Multi-Year Strategic Plan Process**
DATE: February 22, 2021

| |
|---|
| Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Multi-Year Strategic Plan process. |
|---|

Background:

The Grand Erie District School Board's Multi-Year Plan was previously approved by Trustees for 2015-2020. Over the last five years, the plan has served to provide a focused direction for system growth and improvement for staff and programs at all levels of the organization. The creation and monitoring of a multi-year strategic plan was first mandated by the passing of Bill 177, which states there must be an annual review of the plan. Each year elements of the plan were reviewed and monitored by Trustees. In the spring of 2020 some, but not all Trustees provided survey feedback in regards to the development of the 2020-2025 Multi-Year Plan. Trustees play an active role in the development of the new multi-year plan, hence there will be further opportunities for Trustee input during that process. On February 16, 2021, a caucus session was held to review information and discussion ensued regarding the launch of the Grand Erie Strategic Plan renewal process for 2021-2025.

Strategic Planning Process will include:

- A retired Director of Education to facilitate the process;
- ThoughtExchange to obtain feedback from stakeholders and the community;
- Strategic planning working group would participant in three half day strategic planning sessions held virtually and recorded to include opportunities to listen to the thoughts and feedback of participant stakeholders by trustees;
- A Strategic Plan working component added to the Chair's Meeting whereby updates and information can be reviewed and then shared with the Board of Trustees. This group will work on a collaborative process and meet approximately six times in between the process and would include Chair Anderson, Vice Chair Gibson, Trustee Collver and Trustee Waldschmidt. Regular updates will be provided at the Committee of the Whole through the Chair.

The Strategic Plan renewal process would include representation from all Grand Erie stakeholder groups, in addition to the broader community, to ensure that all voices are heard. A list of participants would be developed and shared with the Board of Trustees.

Strategic Planning Committee Sessions:

Approximately, eighty participants would be invited to attend the three half-day Strategic Planning Committee sessions. Invitations will be issued in March. The committee would include but not be limited to representation from: elementary/secondary students, principals, vice principals, teachers, support staff, central staff, managers and department representatives, First Nation Métis Inuit, SEAC, unions/federations, Trustees, senior team, staff, GEPIC and school council parents.

The goal of the sessions is to provide an opportunity for all participants to share their thoughts and ideas on what our priorities should be and how we can continue to best move Grand Erie forward in a positive way. Note, additional information regarding the sessions are included in the Strategic Planning Facilitator Session Overview - ThoughtExchange: section below.

Proposed Dates/Timelines for Strategic Planning Committee Sessions:

- Thursday, April 22 (pm)
- Thursday, May 6 (pm)
- Thursday, May 13 (pm)

Strategic Planning Facilitator - Session Overview -ThoughtExchange:

Catherine McCullough, founder of CMC Leadership, retired Director of Education, will facilitate the sessions. The sessions will include a review of the current Multi-Year Strategic Plan, engage in dialogue based on guiding questions and feedback will be collated by all stakeholders to inform next steps. These interactive sessions will validate the consultation, review data unique to the profile of our community, empower and leverage voice to create priorities. Agendas will be shared in advance of the sessions and updates to the Board will occur on a monthly basis. As part of the process, ThoughtExchange will provide a link that will be shared to all staff, Trustees, students and community partners to invite individuals to provide feedback by responding to and gathering community input as part of a critical element to the strategic plan development process.

The ThoughtExchange process includes three stages: *Share* – participants share answers to an open-ended question; *Star* – participants consider ideas from others and add stars to the ones they feel are most important; *Discover* – everyone discovers what is important to participants. The end result of the online feedback/consultation will reveal unique participants' thoughts, and stars assigned to help prioritize areas of focus.

The launch of the Renewed Multi-Year Strategic Plan will ensure that everyone's thoughts are met in the spirit of collaboration.

Additional Information

[Multi year strategic planning guidelines for School Boards](#)

<https://cmcleadership.ca/>

<https://www.thoughtexchange.com/>

<https://granderie.ca/board/about/multi-year-plan>

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – January 2021**
DATE: February 22, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of January 2021 in the amount of \$17,879,116.28 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,

Rafal Wyszynski
Superintendent of Business & Treasurer



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair T. Waldschmidt, L. Boswell, P. Boutis, T. Buchanan, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, W. Rose, L. Scott, J. Trovato, T. Wilson.

Regrets: C. Brady, B. Caers-Bruce, M. Carpenter, R. Winter.

Resource Staff

Present: P. Bagchee, L. Boudreault, D. Martins, K. Mertins, J. White.

Regrets: S. Slaman, L. Thompson

Recorder: P. Curran.

Guests: W. Baker – Superintendent Safe Schools, J. Gemmill – ITS Staff. C. A. Sloat – Alternate Trustee.

A-1 Opening **T. Waldschmidt**

(a) Welcome **T. Waldschmidt**

Chair Waldschmidt welcomed everyone, called the meeting to order at 6:00 PM and read the Land Acknowledgement Statement.

He noted C. Brady is absent due to the loss of her husband and advised anyone wishing to send a card to contact the Recording Secretary for her address. He asked members to keep her in our thoughts.

Chair Waldschmidt also welcomed Superintendent Martins and thanked her for supporting SEAC in Superintendent Thompson's absence.

L. Boudreault will monitor the chat.

(b) Agenda Additions / Deletions / Approvals **T. Waldschmidt**

i. Remove D-1 (a) OnSIS as admission dates were extended delaying the submission of data to the March meeting – J. White

Moved by: M. Gatopoulos

Seconded by: L. Boswell

THAT the SEAC 20-04 Agenda for Thursday, December 17, 2020 be approved as amended.

CARRIED



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

| | | |
|-----|-------------|----------------|
| B-1 | Timed Items | T. Waldschmidt |
|-----|-------------|----------------|

| | | |
|-----|--|--|
| (a) | Suspension, Expulsion and Exclusion Report for Students with Special Education Needs 2019-20 | |
|-----|--|--|

W. Baker

Due to the closure of schools in March 2020, disciplinary measures involving suspension were greatly reduced which impacts accurate trend reporting.

Generally, approximately 95% of suspensions for all students including those with special needs are five or less days with academic support provided by the school. When the period exceeds five days, legislation requires boards to ensure academic support is available and at 11 days, counselling supports are added.

Although identified categories for special education students are a small sample size, the data matches overall outcomes.

Across grades and over time, suspensions are dominated by male students with about 56% of all suspensions being a single day duration. At the elementary level the ratio of suspension for boys to girls is 4:1 and at the secondary level the ratio reduces to 2:1.

Behaviour Management is critical to the reduction of suspensions and school principals play a huge role in helping students self regulate. This skill is integral to promote and ensure a safe and healthy environment.

The Education Act requires that mitigating circumstances are considered which can lead to different consequences for two students who exhibit the same behaviour. The student with special needs may not be able to understand the consequences of the behaviour they are about to commit or underlying medical conditions, e.g., Tourette's Syndrome may explain aspects of behaviour.

From last year's data, only two students were expelled, and neither were special needs students. The seven students who were excluded all were identified but their behaviour would have resulted in expulsion even without a special education designation.

Expulsion is addressed under Grand Erie policy SO7 Student Expulsion. School administrators can recommend expulsion, but the Student Discipline Committee has the authority to make the decision.

Legislation requires expelled students receive academic support.



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

Exclusion is not considered disciplinary or a behavioural consequence. It is under the authority of the school administrator who may deem a student's behaviour as a risk to others.

Discussion:

Students do not have to be identified for mitigating circumstances to be considered, their IEP may provide information for consideration.

Ratio of boys to girls is a result of different developmental differences such as earlier oral language development by girls which is a skill that usually reduces aggressions. Boys behaviour is more often physical and impulsive at the elementary age. Verbal aggression is more common in all students in the secondary panel.

When students are having a bad day and parents are asked to pick them up early, the school would always make note of the information, but senior administration does not record this data. Formal suspensions are a minimum of one day and school administrators will always try to work collaboratively with students and parents. In certain circumstances, parents may choose to take the child home under a voluntary withdrawal rather than have a suspension imposed.

In response to members' questions about supports for teachers to help continue the reduction of suspensions they were told classroom composition has changed over the years with a view to balance the needs of the individual against the needs of the group.

Classroom teachers and educational assistants are helping mitigate the behaviours that would previously have led to suspensions. Important to understand that students with visible needs will elicit assistance, rather than a student with a behaviour problem whose actions can be deemed as deliberate.

Members acknowledged the great work being done by classroom teachers, educational assistants, school administrators, special education staff and safe schools staff.

Links:

[Ministry of Education - Safe Schools Suspension Expulsion](#)

[Grand Erie DSB SO7 Student Expulsions](#)

[Education Act RSO 1990](#)

*Education Act RSO 1990 / Section 265 / Duties of a Principal
access to school or class*

- (m) "...subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils; ..."



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

(b) Shanker and Hopkins Self-Regulation Professional Development P. Bagchee

Self Regulation is not a program, but a framework for understanding stress and self regulation, which impacts us all. As well, some self regulate in maladaptive ways.

Key topics include Understanding the Triune Brain; Understanding the Difference Between Self Control and Self Regulation; Calm Begets Calm; Stress Behaviour vs Misbehaviour; the Five Domains; and The Five R's.

Once there is understanding of the five domains and stressors it is possible to move on to the application.

Ms. Bagchee explained she completed the Self Regulation Facilitator Course last year and that the Child and Youth Workers were trained in the MEHRIT course so will be taking the lead in introducing this to the 16 participating schools. Training includes discussion and review of the Shanker Hopkins Self Regulation material at each school staff meeting learning how to reframe children's behaviours. Supporting materials include videos and articles, as well as the "Self Regulation in Schools" handbooks which were purchased by the board.

The board is exploring more professional development in this area for use in classrooms with students who have learning difficulties. A key belief is that if you see a child differently, you will see a different child. There is also an excellent article on coregulation which really helps educators understand the topic at a much deeper level.

This is a strongly empathic way of viewing people.

All New Teachers will participate in a Shanker Hopkins Self Regulation workshop as part of their New Teacher Induction Program.

Discussion:

The applications can be utilized at any grade. There is specific course work for staff, parents/caregivers and seniors. Also, there is a built in Kindergarten section.

Participating schools were permitted to choose who wanted to use this framework, but in smaller schools all staff are using it. In the larger schools usually four to six staff plus the principal and the Learning Resource Teacher are participating.

Staff will investigate if parent / caregiver training can be made available.

Trustee Collver thanked Ms. Bagchee for introducing the framework to our schools and for making Mental Health resources available over the holidays.



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

(c) SEAC Orientation Guide – Review for Members

J. White

With the election process approaching Superintendent Thompson suggested members and staff review the orientation handbook together to ensure a good understanding of the roles and responsibilities of SEAC and how the committee is structured under Ontario legislation.

The handbook will also provide guidance for anyone wishing to become more active in SEAC. Bylaw 8 includes Terms of Reference for SEAC which contains communication tips and guiding principles.

Community or agency representatives may bring motions forward for recommendations on improvements or changes to special education programs or services within our board. Members also participate in the annual review of the special education plan of selected standards, although questions on any of the standards may be brought to the committee and if appropriate placed on the agenda. SEAC also reviews special education funding and budget proposals.

Community members from the public may reach out to any SEAC member with questions or concerns by finding SEAC contact information on our website.

Ten meetings are required annually and are open to the public who are required to contact the Chair prior to attending. Meetings are usually held at the Education Centre but have been conducted via MS Teams since September 2020. Virtual meetings are live streamed for public viewing.

Additional SEAC references are available using the hyperlink provided in the handbook.

Ms. White wanted to highlight the piece on communication tips and guiding principles as she reflected on her own presentations at meetings where she tries to read the room to make the meeting experience comfortable for everyone. These guidelines apply to SEAC meetings as well to ensure we have an inclusive collaborative meeting that allows positive discussions and fosters an atmosphere where everyone feels they have a place.

Members were invited to ask questions if anything in the handbook or Terms of Reference caught their attention.



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

| | | |
|------------|---|-----------------------|
| C-1 | Business Arising from Minutes and/or Previous Meetings | T. Waldschmidt |
|------------|---|-----------------------|

| | |
|-----|---|
| (a) | Ratification of Minutes November 19, 2020 |
|-----|---|

Moved by: R. Collver
Seconded by: W. Rose

THAT the Minutes of SEAC 20-03 held November 19, 2020 be approved as distributed.

CARRIED

| | | |
|------------|---------------------|-----------------------|
| D-1 | New Business | T. Waldschmidt |
|------------|---------------------|-----------------------|

| | | |
|-----|---|----------|
| (a) | Special Education Self-Contained Planning 2021-2022 | J. White |
|-----|---|----------|

The annual process for planning self-contained classrooms begins with special education teachers, L. Boudreault and herself to review the students who may need special placements in the coming year.

Self contained classrooms are provided in a variety of locations to allow alternative options for students who are most successful in an environment with a smaller ratio of students.

The overall goal is to minimize the number of changes for students during the school year as well as during their academic career but capacity will be impacted by students entering Grand Erie from another board, students moving from elementary to secondary, graduating from or leaving secondary and the influx of students from alternative programs, students from Six Nations Grand River and students from Mississauga of the Credit Nation.

The current plan is in draft form with numbers projected for September 2021 and the information contained within is confidential.

Members expressed concern that the removal of the enrichment programs caused the gifted numbers to fall below capacity and believe there is a responsibility to provide programming for these students.

Ms. White explained the numbers were declining before the renewed model was developed in which enrichment is delivered in the classroom rather than through a withdrawal model. Staff is currently reviewing programs to support enrichment.

Many families indicated they don't want the gifted designation as they believe it places unreasonable expectations on their children. The board's vast geography also creates challenges in transporting children to gifted programs.



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

Ms. White also explained the Canadian Cognitive Abilities Test (CCAT) is often used as a tool that draws educators' attention to the fact a student may need more support, but its initial intent was to focus closer on the gifted population. Ms. Backus-Kelly, Teacher Consultant – Gifted is currently having discussions with schools and families to ensure they know the program is available.

Designations for enrichment come from a students CCAT results and are initiated through parent or teacher consultant request.

Members questioned if locally developed curriculum was an option for students not in a life skills course if parents did not want their child in a self-contained class.

Superintendent Martins explained in grade 9 and 10 there are three pathways. Locally Developed Courses traditionally takes students to the workplace or college. Applied Level Courses take students to college level or university study. The Academic Level Courses typically takes students to a university pathway.

Ms. White indicated any self contained is K or not for credit but last year they focused on expanding options for students in self contained to encourage movement.

The Life Skills is fully contained program where students work in an alternative program toward a certificate of accomplishment but not OSSD, they do not earn credits. Vocational Skills students are in workplace skills periods for most of day but have options for integration in a credit course. The Bridge Program students work between modified programming, alternative programming and integrated programming. Students in the Bridge Program would be placed following identification through the IPRC (Identification, Placement, Review Committee).

One member requested clarification between the Strategies Class and the Transition Class.

Ms. White explained the strategies class was initially meant to be a short-term intervention to help students learn self regulation and behaviour strategies so they could transition back to their home school classroom. Staff discovered over the years many students tended to remain in the strategies class as they continued to struggle with their behaviour which delayed or prevented their return to a regular classroom. Currently they are now placing upper junior and intermediate students who despite all the interventions in a regular class still require more support and smaller class ratios before they transition to secondary school.

The transition class is for grades 7 and 8 (intermediate) students with a focus on their successful transition to grade 9 and to ensure their



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

placement in secondary is correct. The transition self contained class also provides more focus on students who may require some form of modified program.

Transition happens naturally as students are placed in age appropriate settings. Where a self-contained class is not available, students will be accommodated in a light filled class or in their home school classroom.

Secondary data is presented in the same format as elementary and Ms. White noted they will require some additional spaces for next year. In Haldimand particularly where the number of students with complex needs in Autism is increasing and the two group homes for adults will be sending students to the Cayuga Secondary School Life Skills program.

Staff began renaming the programs last year to indicate the purpose rather than identify the exceptionality but have found parents and some staff have not yet adapted to this process. Staff will continue to inform families and will also continue to update names.

The process for decisions on self contained classrooms includes a responsibility to stay within the prescribed budget. The opening of an additional class requires the closing of another. When there are strong feelings about opening or closing classes, it is important to keep the budget restrictions in mind.

One member noted a school board who had closed all special education classes other than the Transition class which was being phased out and suggested it may be helpful to review the success of removing self contained classes. Ms. Boudreault explained special education staff previously took a delegation to Avon Maitland DSB to view their inclusive model. AMDSB staff shared they had to increase the additional support to sustain the shift. This is something that must be considered.

One agency representative mentioned she counsels parents to look at the whole picture and to make sure they understand their child will not always stay in the self-contained class but is evaluated regularly along the way and moved based on the child's skills.

Ms. White closed by informing members this report is going to the Board on January 11 which is much earlier this year so that grade 8 students could be informed of their school and class for September at the same time as their cohorts.



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

E-1 Other Business T. Waldschmidt

(a) SEAC Chair and Vice-Chair Election Process -January 2021 P. Curran

This year will look different as we will conduct the election virtually. Beginning with the Superintendent calling for nominations for Chair from the floor. She will ask three times before closing the nomination.

If one candidate was nominated the candidate will be asked if they accept and agree to stand; if so, there is no vote required, the candidate is acclaimed. If the candidate does not wish to stand, the Superintendent will call again for nominations.

If more than one candidate is nominated, we will move to a vote via MS Forms. I will have the forms prepared and will email to each of you for a confidential vote.

Once the Chair is elected, the same process follows for Vice-Chair.

Members are allowed to self nominate if interested in either position.

Trustees may hold only one of the positions, either Chair or Vice-Chair, but both positions may not be held by trustees.

K. Mertins and the Recording Secretary will act as scrutineers, if necessary.

F-1 Standing Items T. Waldschmidt

(a) Policy/Procedures Out for Comment J. White

Members are advised to check the board's website <https://www.granderie.ca/board/about/bylaws-policies-procedures-protocols> to determine how to provide input, the timeframe, and to know which documents are currently available for comment.

January 8, 2021 is the deadline for comments on the following policies.

- [FT11 Community Planning and Facility Partnership](#)
- [SO2 School Councils](#)
- [SO4 Distribution of Materials in Schools](#)

G-1 Information Items T. Waldschmidt

(a) Lansdowne Children's Centre – L. DeJong J. White Shared their Autism Services Newsletter



Special Education Advisory Committee SEAC 20-04

Virtual MS Teams

Thursday, December 17, 2020 – 6:00 p.m.

(b) Community Living Ontario – T. Buchanan J. White
Provided a Children's Contest 'Together, We're Better'
Special Education sent this to school resource teachers.

(c) Woodview MH & Autism Services – A. Detmar J. White
Announced Autism Services coming to Brantford 2021

H-1 Community Updates T. Waldschmidt

(a) None

I-1 Correspondence T. Waldschmidt

(a) None

J-1 Future Agenda Items and SEAC Committee Planning T. Waldschmidt

(a) SEAC Chair and Vice Chair Election January 21, 2021– P. Curran

(b) Special Education Budget for January 2021 – R. Collver

K-1 Next Meeting T. Waldschmidt

(a) Thursday, January 21, 2021 | MS Teams | 6:00 p.m.

L-1 Adjournment T. Waldschmidt

Chair Waldschmidt thanked J. White and P. Bagchee for their hard work at tonight's meeting. He thanked Superintendents Martins and Baker for attending and sharing their wisdom, for W. Rose for being ready to fill in during his internet drop and he thanked L. Boudreault for running the chat room.

He also asked that we please keep Superintendent Thompson and C. Brady in our thoughts and prayers over the holiday season.

He wished all SEAC members a wonderful holiday a Merry Christmas and a Happy New Year on behalf of himself and his wife Nancy.

Moved by: J. Trovato

Seconded By: K. Jones

"THAT the SEAC 20-04 meeting of December 17, 2020 meeting be adjourned at 8:05 p.m."

CARRIED



Joint Occupational Health and Safety Committee

January 21, 2021
Online Teams Meeting

AGENDA
(Chair – Amanda Baxter)1.0 Roll CallEmployer Representatives:

| | |
|----------------|--|
| Lena Latreille | Business Services (Certified Member) (<i>Co-Chair</i>) |
| Griffin Cobb | Secondary School Administration (Certified Member) |
| Cheryl Innes | Elementary School Administration (Certified Member) |
| Tom Krukowski | Facility Services |
| Philip Kuckyt | Transportation Services |

Employee Representatives:

| | |
|---------------------|--|
| Paul Keresturi | Secondary Occasional Teacher- |
| Angela Korakas | Designated Early Childhood Educator (Certified Member) |
| Elizabeth Armstrong | CUPE Clerical/Technical |
| Laura Adlington | Professional Student Services Personnel |
| Katie Hashimoto | Non-Union |
| Amanda Baxter | Elementary Occasional Teachers (Certified Member) (<i>Chair</i>) |
| Denise Kelly | CUPE Facility Services |
| Nancy Hondula | CUPE Educational Assistants (Certified Member) |
| Jennifer Orr | Elementary Teachers (Certified Member) |
| Maria Colitti | Alternate Secondary Teachers |

Resource:

| | |
|---------------|---------------------------|
| Hilary Sutton | Health and Safety Officer |
|---------------|---------------------------|

Recording Secretary:

| | |
|---------------|-------------------------|
| Hilary Sutton | Health & Safety Officer |
|---------------|-------------------------|

2.0 Minutes of Last Meeting

The minutes of the December 2020 meeting were reviewed.

3.0 Approval of Last Meeting Minutes (December 17, 2020)

The minutes of the December 2020 meeting were approved with minor spelling and date changes.

4.0 Agenda Additions

- 6.5 Marijuana at GELA Rawdon
- 6.6 Ventilation concerns
- 6.7 Ergonomics
- 6.8 Access card status

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

January 21, 2021
Online Teams Meeting

5.0 Unfinished Business – Discussion

5.a Covid-19 Updates

A concern was raised regarding extended hours and workload for virtual learning negatively affecting workers mental and physical health. The member emphasized that workers are under stress from the long hours working on the computer. A question was raised regarding the effectiveness of the Personal Protective Equipment provided for those workers who have returned to in-person instruction and support for students in self-contained classrooms. The Division Manager of Operations and Health & Safety stated that all Personal Protective Equipment provided for those workers working with Special Education students has been approved for use by the Local Health Unit and the Ministry of Labour.

5.1 Workplace Violence Reporting

November 2020: A committee member brought forward a concern regarding the completion of Workplace Violence Forms. She indicated that some staff do not understand the purpose of the forms or find them to lengthy to complete. The Division Manager of Operations and Health and Safety indicated that the Workplace Violence Form was developed with input from the Unions, Ministry of Labour and Ministry of Education. The worker committee group indicated they will continue to look into options to streamline the reporting process and present it to the JOHSC committee as a whole. This item will remain on the next agenda.

December 2020: Not all worker members were present at the December meeting. The committee will continue to work towards ideas about streamlining the process at the January meeting. This item will remain on the next agenda.

January 2021: The worker members of the committee decided to table this discussion until after all workers return to their work locations. This item will remain on the next agenda.

5.2 Ministry of Labour Report - Occasional Teachers - December 2020

December 2020: A complainant was received by the Ministry of Labour in regard to elementary occasional teachers working that have not completed Covid-19 Health and Safety training. A field visit was conducted, and one order was issued to the Board to ensure all elementary occasional teachers have completed the Covid-19 training by January 4, 2021. The Health and Safety Department is working through this to comply with the order by the due date.

January 2021: Covid-19 Health and Safety training for Occasional Elementary teachers has been completed and the Notice of Compliance has been signed and forwarded to the Ministry of Labour. This item can be removed from the next agenda.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

January 21, 2021
Online Teams Meeting

5.3 Ministry of Labour Report- Tollgate Technological Skills Centre- November 2020

December 2020: The committee was provided with the field report from the Ministry of Labour relating to a work refusal by a staff member working with a specific student. One order was given to the Board to take every precaution reasonable in the protection of employees with regards to injuries to the head. The Health and Safety Team, Principal Lead for Special Education and CBIT developed a return plan that includes the use of a new helmet. The committee was asked if they would support this plan to be implemented to bring the student back and be able to work with the CBIT team to be able to evaluate the new helmets and the new behaviour plan. The committee supported this plan.

January 2021: The work refusal has been completed and the return plan has been implemented as approved at the last meeting. The student had returned to the classroom for a short period of time working with the CBIT team. The CBIT workers working with the student were provided new helmets and have positive feedback to date. This item can be removed from the next agenda.

5.4 Annual Inspection Status during Covid-19

An annual inspection blitz will be completed by the certified worker members of the committee prior to the students returning to the classroom. A schedule of inspections will be drafted and provided to the Division Manager of Operations and Health and Safety for Senior Administration approval.

New Indoor Air Quality Reports

No new reports.

6.0 New Business

6.1 VTRA and Threat Risk Assessment Process- Safe Schools Presentation

Christine Bibby, Safe and Inclusive Schools Lead, spoke to the committee and provided an overview of the process and protocols involved in the creation of a Violence Threat Risk Assessment. This item can be removed from the next agenda.

6.2 Asbestos Management System Program Document and Procedure FT107 Asbestos

A copy of the Asbestos Management System Program document and Procedure FT107 Asbestos were provided to the committee. Small adjustments were made to the documents to include adding information regarding MOL Notice of Project information. This item will be forwarded to Senior Administration for approval. This item will be removed from the next agenda.

6.3 Ministry of Labour Report- Port Rowan- December 2020

The committee was provided with the field visit report from the Ministry of Labour relating to the confirmed positive Covid-19 case at Port Rowan Public School. No orders were issued. This item can be removed from the next agenda.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

January 21, 2021
Online Teams Meeting

6.4 Ministry of Labour Report- Education Centre- January 2021

The committee was provided with the field visit report from the Ministry of Labour relating to an anonymous complaint concerning custodial COVID-19 work practices. No orders were issued. This item can be removed from the next agenda.

6.5 Marijuana at GELA Rawdon

A concern was raised by a committee member again, regarding the smell emitting from the marijuana processing plant in close proximity to GELA Rawdon. The committee was reminded that the Board has no control over the processing plant and although the smell is displeasing, it is not a health hazard. This item can be removed from the next agenda.

6.6 Ventilation Concerns

A question was raised by a committee member regarding ventilation, HVAC filter changes and the what upgrades will take place in the older school buildings. The Division Manager of Maintenance, Energy and Capital provided an update on plans once ministry approval has been provided. The maintenance team are currently working on changing HVAC filters at all schools. Updates are being sent to the Division Manager of Maintenance, Energy and Capital as filter changes are completed. This item can be removed from the next agenda.

6.7 Ergonomics

A concern was raised by a committee member regarding workers suffering from musculoskeletal disorders while working from home on board approved tablets and devices. The Division Manager of Operations and Health and Safety mentioned that some information can be sent out to staff on how to set up an ergonomically friendly work area at home. This item will remain on the next agenda.

6.8 Access card status

A concern was raised by a committee member regarding access cards for Turning Point workers who work at Gela Rawdon and GELA Rawdon staff who work out of TTSC. Access cards have been assigned to these staff and have been given to the school administrators for distribution. This item can be removed from the next agenda.

7.0 Information Items

7.1 Asbestos Abatement Site Report No. 01 – Valley Heights Secondary School – eBase 1085 (Cafeteria) and 1086 (Stage) – January 18, 2021

An asbestos abatement was performed at Valley Heights Secondary School to remove light fixtures installed in an asbestos-containing drywall ceiling and the removal of asbestos-containing wire insulation associated with the stage lights. All work was completed according to regulation. This item can be removed from the next agenda.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

January 21, 2021
Online Teams Meeting

8.0 Review of Reports

8.1 Employee Accident Reports Summary – December 2020
Workplace Safety and Insurance Board Reportable – December 2020
Student Aggression Summary Table for December 2020
All reports were reviewed by the committee.

8.2 Status of Workplace Inspections including Non – Academic Sites –December 2020
All December workplace inspections were completed.

8.3 Health and Safety/Facility Services Committee- (next meeting - TBD)

8.4 Critical Injuries
No worker or student critical injuries for the month.

8.5 Focus Group Meeting Minutes (next meeting- TBD).
A tentative date Online Teams Meeting has been scheduled for February 18, 2021.

8.6 Review of On-going Project Items

8.7 Work Orders

9.0 Health and Safety Training

Training dates will be scheduled and provided to the committee.

10.0 Recommendations to Executive Council

None

11.0 Adjournment / Next Meeting(s):

Meeting adjourned at 12:41PM.

Next meeting: February 18, 2021 – Online Teams Meeting.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

January 21, 2021
Online Teams Meeting

As of January 2021

Procedure Review:

| Date item initiated | Item | Dates Discussed | Latest Update | Status and Timeframe |
|---------------------|---------------------------|-----------------|---|-----------------------|
| April 2017 | Terms of Reference Review | 2020 - November | The Terms of Reference appendices will be updated for locations and staffing numbers. The current Terms of Reference agreement expires in September 2022. No changes were brought forward by the committee. | Review September 2021 |
| December 2019 | Health and Safety Eblast | 2021 – January | A COVID reminder email will be sent to all staff prior to schools reopening. | Review February 2021 |
| March 2020 | Ministry of Labour-TTSC | 2020-November | The Board continues to work on the delivery of the two-tiered BMS training. The committee was provided with the draft document. This draft plan will now be forwarded to Executive Council for review and approval. Lena to get an update from Executive Council. | |

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

January 21, 2021
Online Teams Meeting

| | | | | |
|---------------|-------------|---------------|--|--|
| November 2020 | Ventilation | 2021- January | Filter changes are currently being completed at all locations. | |
|---------------|-------------|---------------|--|--|

| Policy/Procedure | Out for Comment | Board Approval | Board Review Date | Committee Review Date | Comments |
|--|-----------------|---------------------------------|-------------------|-----------------------|---|
| HR4 – Health and Safety Policy and Appendix Guidelines | | Board approved September 2015 | February 2024 | October 2021 | No changes noted by the committee November 2020 |
| HR5 – Harassment | | Board approved September 2015 | February 2024 | October 2021 | No changes noted by the committee November 2020 |
| HR8 – Workplace Violence | | Board for approval January 2015 | November 2023 | October 2021 | No changes noted by the committee November 2020 |

SUCCESS for Every Student



MINUTES

Chairs: C. Bibby and J. Benner

Present: A. Andratis, G. Ash, P. Bagchee, W. Baker, J. Benner, C. Bibby, R. Collver, J. Faulkner, T. Haist, M. Hodges, K. Kitchen, C. Krueger, S. Martin, A. Mitchell, J. Tice, R. Mulling, P.S. Rasokas, J Senior, A. Cole, D. Atanas, J. Atanas, A. Cooke, J. Cottam, J. Poulimenos, D. Cherriere

Regrets: N. Rose S. Martin, J. Seldon, T. Vankuren

Recorder: Heather-Jo Causyn

A - 1 Opening

(a) **Welcome**

The meeting was called to order by Committee Chairpersons, J. Benner and C. Bibby at 1:00 pm.

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

Nil

B - 1 Timed Item

(a) **Student Census Data and "Turn the Curve" Exercises**

G. Rousell provided information on the suspension data collected as it relates to our students. Work will begin on turning the curve by addressing the stories behind the baseline of the five groups recognized - Indigenous, Black, LGBTQ, LatinX and lower socially economic background. The collection of data will assist with providing results-based accountability, determining what the story behind the baseline is and next steps.

Data will be tracked, data trends reviewed, ideas generated around what works and how the Board can support students with the outcome of changing the surjective placement.

Meetings are being held with the various groups to identify barriers, needs, challenges and changes required to support students.

C - 1 Policies and Procedures Out for Comment

Nil



D - 1 **Operational Matters**

(a) **"Just in Time" Strategies: What Are Some Quick and Simple Ways We Can Promote Equity and Inclusion**

Discussion focused around:

- how to make safe virtual spaces
- just in time best practices
- equity and inclusion information provided by the Safe School Team
- Child Nutrition Network and Brant Food for Thought - protocol for getting food into the hands of people who need it while in a lock down situation
- support from community agencies and through principals
- Unlearn posters
- classroom discussion
- media stories
- addition of towers on Six Nations to improve connectivity
- establishment of an online intake procedure for ELL – meet virtually, issues relating to accessing devices, creation of a system similar to the distribution of special education equipment, subsidize cost of equipment for newcomers in order that they can access technology, extra support targeted to newcomers, easy access to technology and clearer communication available through the Board
- accessibility points to online communities and teaching spaces
- need to normalize – use days of significance calendars – throughout different holidays and celebrations with a one line suggested so that students that do celebrate those festivals are included
- cultural mentors
- extra support for students that need it, partner with volunteers in the community
- food for families, partnered with stores (ie., Zehrs) to provide shopping and delivery
- retired teachers have been making desks and delivering to those in need
- recognizing community partners

A sub-group will work on compiling an email and resources that will be sent to teachers.

(b) **Equity Champions Update**

A virtual meeting was held with the elementary Equity Champions. 37 people were in attendance. The purpose was to review the work of Safe and Inclusive Schools and invite staff into a discussion about resources for “Black History Month”. This meeting provided a unique opportunity to get together and



discussion focused around helpful resources. A meeting with Secondary Equity Champions is planned for today at 3:30 p.m.

(c) **Black History Month/Newsletter**

A newsletter will be distributed in February which will be in line with Black History Month. The newsletter will provide for classroom discussions, identify resources and answer frequently asked questions.

(d) **Video Project and Resources (Christine Bibby)**

In order to provide a much deeper and broader view of Anti Black Racism it has been determined that a person of colour is required to be the script writer for the video. The hope is that the video will provide an opportunity for staff and students to have conversations of awareness of their own identities, build awareness of white privilege and that it cannot be about centering white voices on this issue.

(e) **Staff Training Opportunities**

- Imam Tarek from the Brantford Mosque and Equity Educator Jean Samuel's presentations in December on Microsoft Teams were well attended and feedback from the group was positive
- Level One Violence Threat Risk Assessment training is currently being offered by Safe and Inclusive Schools, 40 people are participating virtually over 4 sessions
- February 16, 2021 – J. Tice shared that Indigenous Education has a speaker event planned
- February 17th, 2021 - Dr. Tara Bruno will be doing a session for teachers and educational staff around substance abuse and youth amidst COVID
- February 24th, 2021 - Dr. Tara Bruno will be presenting a session for parents on the same topic, this event will be co-hosted with the BHNCD SB
- March, 2021 there will be a presentation by Joanna Brant on "Why Gender Matters"

(f) **LGBTQ2S+ Resources for Schools Update - K. Kitchen/J. Benner**

Looking at creating visual resources that would promote safer spaces for LGBTQ2S+ students and also educate students and staff regarding supports. Have reached out to community partners. Reviewing resources. Would like to put something together for Pride Week in conjunction with other groups but on hold, because of COVID, until a decision to move forward is made. Will continue communication with community members and putting resources together. Committee members were asked to reach out to K. Kitchen and J. Benner to get involved.

(g) **School Resource Officers Program Review – Working Group**

A sub-committee has been established to evaluate the School Resource Officers Program. The committee will evaluate the program to ensure quality of service and removal of any systemic barriers from having officers in the schools which may have a negative impact on racialized students. The potential for broadening the program to include community members will also be discussed.



(h) **Islamophobia Is... A Canadian Resource for Educators**

Islamophobia Is...A Canadian Resource for Educators has been distributed to the group for opinions. The committee was asked to review the resource. Feedback from teachers was that the videos are thought provoking and there are corresponding lesson plans as well as curriculum connections. This resource is free and teachers are able to download it from the link provided.

E - 1 **Adjournment**

The meeting was adjourned at 2:55 pm.

Draft



Grand Erie Parent Involvement Committee

January 14, 2021, 6:30 pm
MS Teams Meeting

MINUTES

Present: S. Nichol (Chair), J. Roberto (Director of Education), L. Alliston, L. Campbell, T. Knight, J. Maillet, K. Newhouse, D. Sararas, M. Sararas, N. Waldschmidt, R. Collver, E. Dixon, S. Gibson, C.A. Sloat, T. Waldschmidt

Regrets:

Recorder: Kathryn Giannini

A- 1 Opening

- (a) Roll Call
- (b) Welcome to Open Session / Land Acknowledgement Statement

B- 1 Minutes

- (a) Approval of Minutes
- (b) Business Arising from the Minutes

C- 1 Financial Report

- (a) GEPIC Budget
\$9,299 and each school also receives \$500 for parent engagement.
- (b) PRO Grants for 2020-21
Predetermined again this year by MoE at \$15,958.38.

D- 1 Updates from the Board Table

1500 devices were distributed within the District, thanks to ITS. S. Gibson spoke to the Human Rights Session/Presentation, which was a great learning opportunity. T. Waldschmidt welcomed everyone to the meeting.

E- 1 Director's Update

J. Roberto shared a PowerPoint presentation with the Committee. The elementary declaration closed on January 13, 2021. The secondary declaration closed on January 6, 2021.

Managing the Pandemic

Grand Erie continues to work closely with the Public Health Unit. We will receive an update by January 20, 2021 from the Ministry and will align our process with the Public Health Unit recommendations. Emergency childcare remains open and there will be an update in the upcoming weeks. Masking is compulsory for students in grade 1-3. Masks are also required outdoors when social distancing is not possible.

Kindergarten registration has started, and Grand Erie has posted on social media websites. This will be virtual.

SUCCESS for Every Student



Grand Erie Parent Involvement Committee

January 14, 2021, 6:30 pm

MS Teams Meeting

There is a one-time funding available for parents and the deadline to apply for this funding has been extended to February 8, 2021. \$200 is available for each child up to the age of 12. \$250 is available for each child or youth up to age 21 with special education needs. This funding is also available for students age 13-grade 12, including those in secondary schools over the age of 21.

Remote learning resources are available at the following link:

<https://www.granderie.ca/board/parentportal/remote-learning-resources-families>.

TVO Learn is also a great link for families: <https://www.tvolearn.com/>.

F- 1

GEPIIC Chair's Update

- (a) GEPIIC Grants 2020-21 Summary

This was discussed at the previous meeting.

- (b) GEPIIC Grant Application and Deadline 2020-21

How can grants be used during the pandemic? Could we offer activities through a virtual platform? Self-care and wellness are identified as essential areas of focus. As we continue to be under a Provincial Stay at Home Order, and it may not be safe to drop-off materials at people's homes in order for them to participate in a virtual activity. There may be an opportunity to have guest speakers present virtually regarding some important, key topics. There are books that could be recommended, and we could have authors present as guest speakers. There also may be the option to pool all of our resources and grant funding and allocate this towards library and technology resources. \$350 could be allotted to each school. This may not qualify for grant funding and will need to be explored further. It is also recommended that we look into meditation websites and apps that could be made available to families to promote wellness and self-care. K. Newhouse shared that LifeSpeak is available to staff and we may be able to make this available for families as well. This will be brought back to the next GEPIIC meeting.

- (c) GEPIIC Video Update

This item was not followed up on. Production companies will continue to support people during the pandemic. This can be discussed next year.

G- 1

Planning, Discussion and Sharing

- (a) School Council Start-up Review

The 2021-21 School Council Start-up Survey Results are shared by K. Newhouse. There was a glitch in the system and only 26 surveys were collected. 100 people participated in the survey.

- (b) Spring Speakers Series

The next step will be to partner with the Safe and Inclusive Schools Committee and have a joint guest speaker.

SUCCESS for Every Student



Grand Erie Parent Involvement Committee

January 14, 2021, 6:30 pm

MS Teams Meeting

H- 1

Other Business

- (a) School Year Calendar Committee is looking for School Council representatives for 2021-2022

There are currently two parent representatives. These individuals have done a wonderful job.

I- 1

Future Meetings

- (a) March 4, 2021; May 13, 2021

The meeting was adjourned at 8:01 p.m.

Draft

SUCCESS for Every Student



MINUTES

Present: S. Bell, E. Dixon (joined at 3:20 pm), J. Ecklund, L. Howells, J. Gladish (for K. Newhouse), L. Munro, S. Noort, G. Rousell, C.A. Sloat, A. Smith.

Regrets: Nil

Recorder: L. Howells

A - 1 Welcome **L. Munro**
The Privacy Information Management meeting was called to order at 3:03 p.m. L. Munro welcomed participating members.

B - 1 Review of Previous Minutes **All**
The minutes of the November 11, 2020, Privacy Information Management meeting were reviewed and accepted as presented.

C - 1 Privacy

(a) Updates

(i) Privacy Audit – Update on Actions **All**
At this time, there are no particular updates, many of the outstanding items are at a stand still.

(ii) Cyber Security **L. Munro**
In early November a bulletin was sent out to the system called Ensuring Educator and Student Security During Remote Learning which provided tips on how to make classroom safer during remote learning.

C.A. Sloat asked some of the best practices identified on this bulletin, are they easy for our teachers/staff to find? L. Munro responded that through our previous communications that have been sent out we have included hyperlinks; reminders are included in the weekly news sent to Administrators and within Brightspace we have included information about privacy and digital citizenship.

(iii) Training Videos **L. Munro/L. Howells**
The draft Cyber Security training video was shared with the committee. The video was brought together from material that Educational Computer Network of Ontario (ECNO) had developed. After each module, a short quiz will be incorporated. The goal is to have the module completed in the near future and have it accessed across the system and included in PD Place by the end of the school year.

Some feedback on the draft was shared. L. Munro requested committee members forward any comments/feedback to herself and J. Gladish. L. Munro noted the content is intended to be used across the province and does generalize in a few areas.

SUCCESS for Every Student



H-1-f Privacy and Information Management

February 11, 2021
Microsoft Teams Virtual Meeting

(iv) **Resources**

L. Munro

L. Munro reviewed the recent Grand Erie Privacy Bulletins that have been shared:

- Sharing OneDrive Files (staff)
- Privacy and Cyber Security When Working Remotely (staff)
- Supporting and Securing Students Online and at Home (students/families)

(v) **Notice of Collection**

L. Munro

No update at this time and hope to have this completed by the end of the year.

(b) **Emerging Issues**

No emerging issues were brought forward.

D - 1 **Next Meeting**

The next meeting of the Committee is scheduled for Thursday, May 13, 2021 @ 3:00 p.m.

E - 1 **Adjournment**

Meeting adjourned at 3:30 p.m.

SUCCESS for Every Student

Minutes

Present: **GEDSB:** R. Wyszynski, Superintendent of Business & Treasurer – Director
J. Richardson, Trustee - Director
BHNCDSB: S. Keys, Superintendent of Business & Treasurer – Director
M. Watson, Trustee – Director
CSC MonAvenir: M. Nantel, Director of Transportation – President

Regrets: **GEDSB:** J. Roberto, Director of Education
BHNCDSB: M. McDonald, Director of Education
CSC MonAvenir: A. Blais, directeur de l'éducation CSC MonAvenir
D. Chin, Chief of Business CSC MonAvenir – Director

STSBHN P. Kuckyt, Manager of STSBHN – Secretary & Treasurer

Recording Secretary: L. Howells, Executive Assistant to the Superintendent of Business, GEDSB

A - 1 Opening

(a) **Roll Call**

The meeting was called to order at 8:00 a.m.

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

Presented as printed.

Moved by: R. Wyszynski

Seconded by: J. Richardson

THAT the STSBHN Board of Directors approve the February 4, 2021 agenda.

Carried

(c) **Declaration of Conflict of Interest**

Nil

B - 1 New Business

(a) **Masking Requirements for Students riding school purpose vehicles**

P. Kuckyt spoke to the need to minimize the transmission of COVID-19 between occupants on school purpose vehicles, where physical distancing is a challenge, that masking of all students (K-12) occur effective February 8th, 2021.

Moved by: M. Watson

Seconded by: J. Richardson

THAT the STSBHN Board of Directors approve the requirement for all students, where medical exceptions do not exist, to wear a face covering while riding on school purpose vehicles and while transferring between school buses, effective February 8, 2021.

Carried

C - 1 Adjournment

Moved by: M. Watson

Seconded by: S. Keys

THAT the February 4, 2021 STSBHN Board of Directors the meeting be adjourned at 8:08 a.m.

Carried

D - 1 Next Meetings

- February 23, 2021-2:00 p.m.
- May 25, 2021-9:00 a.m.

Draft