



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
 - (i) Maria McPherson D. Werden
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 **Approval of Minutes**
- * (a) April 29, 2019 (Regular Board)
 - * (b) May 13, 2019 (Committee of the Whole)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) 2017-20 Strategic Communication Plan Evaluation Update B. Blancher
- D – 1 **Director's Report**
- E – 1 **Student Trustees' Report**
- F – 1 **Committee Reports**
- * (a) Committee of the Whole – May 13, 2019 R. Collver
- G – 1 **New Business**
- * (a) Annual Operating Plans – School Year (2018-19)
 - (i) Community B. Blancher
 - (ii) Environment R. Wyszynski
 - (iii) Equity W. Baker
 - (iv) Technology D. Abbey
 - (v) Well-Being L. Thompson
 - * (b) Major Construction Update R. Wyszynski
- H – 1 **Other Business**
- * (a) Summary of Accounts - April 2019 R. Wyszynski
 - * (b) Joint Occupational Health & Safety Committee Minutes - April 18, 2019 R. Wyszynski
 - * (c) Special Education Advisory Committee Minutes – April 23, 2019 L. Thompson
 - * (d) Indigenous Education Advisory Committee Minutes (Draft) – April 25, 2019 D. Martins

SUCCESS for Every Student



Regular Board Meeting

Monday, May 27, 2019
Board Room, Education Centre

- * (e) Privacy and Information Management Committee Minutes (Draft) – May 02, 2019 D. Abbey
- * (f) Grand Erie Parent Involvement Committee Minutes (Draft) – May 02, 2019 B. Blancher
- * (g) Joint Use Task Force Minutes – March 19, 2019 R. Wyszynski

I – 1 Correspondence

J - 1 Adjournment

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

Student Transportation Services Brant Haldimand Norfolk	May 28, 2019	9:00 AM	Brant Room
Native Advisory Committee	June 4, 2019	9:00 AM	McKinnon Park SS
Budget Review	June 4, 2019	5:30 PM	Board Room
Committee of the Whole	June 10, 2019	7:15 PM	Board Room
Indigenous Education Advisory Committee	June 12, 2019	6:00 PM	Lloyd S. King ES Hagersville
Special Education Advisory Committee	June 13, 2019	6:00 PM	Board Room
Audit Committee	June 18, 2019	4:00 PM	Brant Room
Chairs' Committee	June 24, 2019	5:45 PM	Norfolk Room
Board Meeting	June 24, 2019	7:15 PM	Board Room
Chairs' Committee	August 26, 2019	5:45 PM	Norfolk Room
Board Meeting	August 26, 2019	7:15 PM	Board Room

SUCCESS for Every Student

Memorial Statement

Maria McPherson

It was with great sadness that the Facility Services Department and Grand Erie community learned of the death of Maria McPherson. Maria had been with the Board for many years beginning as a casual caretaker. She worked in various schools throughout the Board in her career with Grand Erie most recently as a caretaker at Boston and Waterford District High School.

Maria had battled cancer for over thirteen years before passing away on Wednesday, April 24, 2019 at the Brantford General Hospital.

Maria was the loving wife to Bruce and mother to Corey and Laird, adoring grandmother to Luke and Marko.

It was shared that Maria loved her family, her home, flowers and sunshine.

Maria will be dearly missed by all her knew here at Grand Erie.

Respectfully submitted,

Lena Latreille
Division Manager of Operations and Health & Safety



MINUTES

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

Administration: Director - B. Blancher; Superintendents – D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees:	C. Speers, A. Cattrysse (Student Trustee),
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

Nil

(c) In Camera Session

Moved by: S. Gibson

Seconded by: C. VanEvery-Albert

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

Carried

(d) Welcome to Open Session

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

(e) Memorials

Memorial Statement for Larry Hotte, Brantford Collegiate Institute and Vocational School, was read by S. Gibson.



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

Presented as printed.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Agenda be approved.

Carried

(g) **In Camera Report**

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board confirms the appointments to the Elementary Principals' pool.

Carried

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board confirms the appointments to the Elementary Vice-Principals' pool.

Carried

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board confirms the appointments to the Secondary Vice-Principals' pool.

Carried

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board approve C-1-c.

Carried

Moved by: D. Werden

Seconded by: D. Dean

THAT the Grand Erie District School Board approve D-1-a.

Carried



(h) **Presentations**

(i) **Student Recognition Awards**

The recognition program is Grand Erie District School Board's way to honour and celebrate students who have accomplished excellence in the areas of academics, athletics, and the arts, as well as excellence in the community. All recipients receive a certificate signed by B. Blancher and G. Anderson, Chair of the Board. Trustee Richardson and Director Blancher presented the certificate.

Jacob Potts – Tollgate Technological Skills Centre – Athletics – In March, Jacob returned home to Brantford from the Special Olympics World Games in Abu Dhabi with a silver medal. Jacob placed second in the team relay event and also finished sixth in the 800 metres and seventh in long jump. The international competition in the United Arab Emirates followed first-places finishes last summer during the National Games in Nova Scotia, where Jacob brought home gold medals in the 100 metres, 110-metre hurdles, long jump and the team relay. In addition to being a decorated international athlete, Jacob is recognized by teaching and administrative staff as Tollgate Technological Skills Centre for his incredible perseverance, sense of humility and cooperative attitude.

Jacob was congratulated by the trustees and responded to questions and comments.

(j) **Delegation**

Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – March 25, 2019**

Presented at printed.

Moved by: C. A. Sloat

Seconded by: R. Collver

THAT the Minutes of the Regular Board Meeting, held March 25, 2019 be approved.

Carried



(b) **Committee of the Whole Board – April 08, 2019**

Presented as printed. S. Gibson noted one minor revision to E-1-b.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Minutes of the Committee of the Whole Board Meeting, held April 08, 2019, be approved, as amended.

Carried

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

Nil

D - 1 **Director's Report**

Director's highlights:

- **Speak Up Grants** - The Grand Erie DSB has allocated the \$5,000 EPO funds received to the following projects:
 - Students Can Career Day \$2,000– a joint initiative between 4 Haldimand Elementary Schools (River Heights, JL Mitchener, Rainham Central, Seneca Central) – on track for completion
 - Speaking Up for Positivity \$1,000 – empower intermediate students through positivity both online and in person using SocialMedia resource – Delhi PS – event has already occurred
 - Equity & Inclusion- We're All in This Together \$1,000 – Symposium on Equity and Inclusion using Unlearn- Ryerson Heights – on track for completion
 - The Pathways Are Boundless \$1,000 – School Based Career Day with community partners – Hagersville ES – event has already occurred
- **Honour for Grade 7 and 8 students from Echo Place and Onondaga Brant Public Schools** who hosted and participated in an Intermediate Social Justice Geography Summit this past January will be honoured by the City of Brantford's Environmental Policy Advisory Committee Tuesday, April 30 at 6 p.m. during the Brantford City Council meeting. As part of the honour, both schools will receive an Environmental Recognition Award. The theme of their 2019 Summit was *Global Issues: Resource Use and Global Inequalities*. During the Summit, the students brought to light issues that go unnoticed by most of society. Both schools also worked on an extensive three-phase inquiry research project related to Geography and joined together to present their findings. The purpose of the project was to have students use the inquiry process to investigate global issues of



- political, social, economic, and/or environmental importance, their impact on the global community, and possible responses to the issues.
- **Education Week Gala** – our Education Week Kick Off takes place this Thursday, May 2nd at the Sanderson Centre showcasing the talents of our Grand Erie students – 11:30 am – 1:30 pm, MC'd by our Student Trustees Ashley, Alex and Jayden.
 - **Education Week – May 6 – 10** – the theme is Feeling Well, Mind, Body and Spirit to coincide with Mental Health Week. There will be lots of events and activities taking place across Grand Erie and we look forward to celebrating the opening of the Central Public School Learning Commons on May 6th to start Education Week and then the grand opening of Mapleview Elementary School in Dunnville on May 10th to end to Education Week.
 - **Rainbow Ball** – this Thursday, the fifth annual Rainbow Ball will be held. Building on the positive momentum of previous years, Delhi District Secondary School will be host to this event, welcoming LGBTQ students and allies from across Grand Erie to the semi-formal dance for an evening to reinforce to all students that they are celebrated, supported and appreciated.
 - Director Blancher asked R. Wyszynski to speak to two matters:
 - **B Memo – 2019: B14 Grants for Student Needs (GSN) Funding for 2019-20** - R. Wyszynski went over some of the highlights of the GSN Memo.

Moved by: D. Werden

Secondary by: R. Collver

That the Grand Erie District School Board direct staff to seek the 4-week extension for submitting the 2019-20 Board Estimates with the Ministry of Education through their Finance Officer.

Carried

- **Elgin Ave PS** – R. Wyszynski noted that the Ministry has responded back and requested a shorter report to identify the main cost factors for Elgin Avenue PS. R. Collver commented that this is a red flag for her. R. Wyszynski responded that he believes the Ministry can't deem the renovation impracticable until they fully understand the cost difference between what was requested and what the actual construction could end up costing.

D. Werden noted it seems that things are beginning to move at the Ministry.

C.A. Sloat commented that Ramadan is May 5 to June 5 and shared her concerns about the physical toil of fasting and not drinking water on hot pre- summer days and asked does the system need to send a reminder out around this? B. Blancher responded that this will be discussed at Executive Council.



Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of April 29, 2019 as information.

Carried

E - 1 Student Trustees' Report
Nil

F - 1 Committee Report

(a) Committee of the Whole Board – April 08, 2019

Moved by: R. Collver

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the recommendations from the Committee of the Whole Board meeting dated April 08, 2019 as follows:

1. Allocations of Self-Contained Classroom for 2019-20 - Revised

- a) THAT the Grand Erie District School Board re-introduce the motion approved at the March 25, 2019 Board meeting regarding the locations and number of self-contained classrooms for the 2019-20 school year.
- b) THAT the Grand Erie District School Board approve the locations and numbers of self-contained classrooms for the 2019-20, as outlined, pending budget deliberations

2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of April 8, 2019 as information.

3. International Students – Fee Structure

THAT the Grand Erie District School Board approve the 2019-20 Tuition Fees for International Students.



4. Mileage Remuneration Review

THAT the Grand Erie District School Board approve a revised mileage rate to \$0.58 per kilometer for the first 5,000 kilometers, and \$0.52 per kilometer thereafter effective September 1, 2019, subject to final budget approval.

5. Quality Accommodations Update

THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.

6. Education Week 2019

THAT the Grand Erie District School Board receive the Education Week 2019 Report as information.

7. Education Technology Initiative Update

THAT the Grand Erie District School Board receive the Education Technology Plan Update as information.

8. IBM Report

THAT the Grand Erie District School Board receive the Grand Erie District School Board Learning Plan Leveraging Digital report as information.

9. Summer School Report

THAT the Grand Erie District School Board receive the Summer School Report as information.

10. e-Learning Annual Report

THAT the Grand Erie District School Board receive the eLearning Annual Report as information.



11. Before and After School Programs 2019-20

THAT the Grand Erie District School Board receive the report on Before and After School Programs 2019-20 as information.

12. Trustee Expenses Report

THAT the Grand Erie District School Board receive the Trustees' Expense Report as information.

13. Bylaw 31 Bridge Financing – Coronation School Renovation Project

THAT the Grand Erie District School Board rescind Bylaw 31 – Bridge Financing – Coronation School Renovation Project.

14. SO28 Student Concussion and Head Injury

THAT the Grand Erie District School Board forward Policy SO28 – Student Concussion and Head Injury to all appropriate stakeholders for comments to be received by May 30, 2019.

15. F6 Purchasing

THAT the Grand Erie District School Board approve Policy F6 - Purchasing.

16. FT1 – Major Construction Projects

THAT the Grand Erie District School Board approve Policy FT1 – Major Construction Projects.

17. Bylaw 29 Student Trustees

THAT the Grand Erie District School Board approve Bylaw 29 – Student Trustees, as amended.

18. FT103 Temporary Closure of Board Buildings

THAT the Grand Erie District School Board forward Procedure FT103 – Temporary Closure of Board Buildings to all appropriate stakeholders for comments to be received by May 30, 2019.



19. FT110 Recorded Surveillance: Board Buildings & School Transportation Vehicles

THAT the Grand Erie District School Board forward FT110 – Recorded Surveillance: Board Buildings & School Transportation Vehicles to all appropriate stakeholders for comments to be received by May 30, 2019.

20. HR103 Duties and Expectations of Teachers

THAT the Grand Erie District School Board forward HR103 – Duties and Expectations of Teachers to all appropriate stakeholders for comments to be received by May 30, 2019, as amended.

21. HR105 Term Appointments – Central Support Staff

THAT the Grand Erie District School Board forward HR105 Term Appointments – Central Support Staff to all appropriate stakeholders for comments to be received by May 30, 2019.

22. HR117 Re-evaluating Existing Non-Union Positions

THAT the Grand Erie District School Board forward HR117 Re-evaluating Existing Non-Union Positions to all appropriate stakeholders for comments to be received by May 30, 2019.

23. F107 Purchasing

THAT the Grand Erie District School Board rescind Procedure F107 - Purchasing.

24. P104 Supervised Alternative Learning (SAL)

THAT the Grand Erie District School Board receive P104 – Supervised Alternative Learning (SAL) as information.

25. SO103 Safe Arrivals

THAT the Grand Erie District School Board receive SO103 – Safe Arrivals as information.



26. SO106 Field Trips/Team Travel Booking

THAT the Grand Erie District School Board receive SO106 – Field Trips/Team Travel Booking as information, as amended.

R. Collver requested to divide Recommendation #5.

A voted was taken on Recommendations 1 to 4 and 6 to 26 - **Carried**

R. Collver spoke to the letter that has been recently sent to MPP Willem Bouma that supports the recommendations from Quality Accommodation Report and thanked Chair Anderson for co-authoring this letter.

A voted was taken on Recommendation 5. **Carried**

G - 1 New Business

(a) Enrolment Update

R. Wyszynski referred to the Enrolment Update report noting the Average Daily Enrolment (ADE) is report to the Ministry of Education on October 31 and March 31 each year and provided an overview on the following:

- Original enrolment projections for budget
- Preliminary enrolment reported as at September 7, 2018
- Preliminary enrolment reported as at September 28, 2018
- Enrolment report as at October 31, 2018
- Actual OnSIS enrolment as at October 31, 2018 and enrolment reported as at March 31, 2019
- Graph illustrating four years of actual enrolment history plus current year enrolment.

S. Gibson asked what is the difference between regular and high credit pupils of the board.

R. Wyszynski responded high credit are students who have obtained 34+ secondary credits.

Moved by: C.A. Sloat

Seconded by: E. Dixon

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

Carried



(b) **Quarterly Budget Report**

R. Wyszynski referred to the Quarterly Budget report for the six months ended February 28, 2019 and highlighted some financial data for the second quarter.

C.A. Sloat asked how does transportation have a decrease and can you explain how that happens? R. Wyszynski responded it is due to less expenditures as a result of a high number of inclement weather days.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Quarterly Budget report for the six months ended February 28, 2019 as information.

Carried

(c) **Workforce Report**

S. Sincerbox referred to the Workforce Report which is received by Trustees three times a school year, November, February and April. The report provides totals by employee group/position, relative to budget.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the Workforce Report with data as of March 31, 2019.

Carried

(d) **Contract Award – Roofing – Onondaga-Brant Public School**

R. Wyszynski referred to the Contract Award – Onondaga-Brant School Roofing Project report noting Tender 2019-20-T was issued on February 28, 2019 and closed on April 6, 2019. R. Wyszynski noted 8 firms submitted and Purchasing Services completed all the necessary evaluation steps and recommends the award of contract to Flynn Canada Ltd.

C.A. Sloat asked what is the proposed timeframe? R. Wyszynski responded the work will be begin as soon as school breaks for the summer with a 30 working days timeline.



Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the award for the roof replacement at Onondaga-Brant School as set out in Tender 2019-20-T to Flynn Canada Ltd. in the amount of \$506,100 plus HST.

Carried

(e) Contract Award – Roofing – Paris District High School

R. Wyszynski referred to the Contract Award – Paris District High School Roofing Project report noting Tender 2019-20-T was issued on February 28, 2019 and closed on April 6, 2019. R. Wyszynski noted 8 firms submitted and Purchasing Services completed all the necessary evaluation steps and recommends the award of contract to Semple Gooder.

Moved by: D. Dean

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the award for the roof replacement at Paris District High School as set out in Tender 2019-20-T to Semple Gooder in the amount of \$550,770 plus HST.

Carried

H - 1 Other Business

(a) Summary of Accounts – March 2019

Presented as printed.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of March 2019 in the amount of \$9,086,024.42 as information.

Carried

(b) Special Education Advisory Committee Minutes – February 14, 2019

Presented as printed. L. Thompson noted there is one required amendment to D-1-a.



Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – February 14, 2019 as information, as amended.

Carried

R. Collver noted that part of the role of Trustees that sit on the committees is to respond to Trustee questions regarding what has occurred at meetings and/or arising from the minutes of the committee. R. Collver asked if we agree with this? B. Blancher responded that this was discussed during the Bylaw 8 sub-committee review and the sub-committee agreed with that direction.

R. Collver advised Trustee of the upcoming Grand Erie Games dates:

- Elementary is scheduled for May 15 at Cayuga Secondary School
- Secondary is scheduled for June 6 at Pauline Johnson Collegiate

(c) **Joint Occupational Health & Safety Committee Minutes – March 21, 2019**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – March 21, 2019 as information.

Carried

(d) **Audit Committee Minutes (Draft) - March 19, 2019**

Presented as printed.

C.A. Sloat noted that the Internal Audit motion under F-1- should be approved by Board as the Board is responsible for the Internal Audit Plan.

R. Collver

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Audit Committee Minutes (Draft) - March 19, 2019 as information.

Carried



Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the recommendations from the Audit Committee meeting dated March 19, as follows:

1. That the Audit Committee approve the removal of (1) the Annual Risk Assessment and Internal Audit Plan Update and (2) the Annual Management Action Plan Validation activities from the currently approved plan due to cost/effort constraints.

Carried

(e) Safe and Inclusive School Committee Minutes (Draft) - March 21, 2019

Presented as printed.

Moved by: D. Werden

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Safe and Inclusive School Committee Minutes (Draft) - March 21, 2019 as information.

Carried

(f) Native Advisory Committee Minutes (Draft) - April 09, 2019

Presented as printed.

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes (Draft) - April 09, 2019 as information.

Carried

(g) Special Education Advisory Committee Minutes - March 21, 2019

Presented as printed.

C.A. Sloat asked about the Grand Erie DSB Draft Exclusion Policy and when that will be coming to the board and will it cover students with reduced timetables. W. Baker responded the document is almost finished, will include students with reduced timetables and should be coming to the Board shortly.



C.A. Sloat asked what are our thoughts going forward regarding toileting students. L. Thompson responded we will meet the needs of all students based on individual requirements.

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes - March 21, 2019 as information.

Carried

I - 1 Correspondence

Nil

J – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the meeting be adjourned at 8:11 p.m.

Carried

Board Chair, G. Anderson



MINUTES

Present: R. Collver – Committee Chair, G. Anderson, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. Speers, C. VanEvery-Albert, D. Werden, A. Cattrysse (Student Trustee),

Administration: Director - B. Blancher; Superintendents – D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees:	A. Hauser (Student Trustee), J. Hsiao (Student Trustee)
Administration:	NIL

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, R. Collver at 6:30 p.m.

(b) Declaration of Conflict of Interest
Nil

(c) In Camera Session

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 6:32 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, R. Collver at 7:25 p.m.

(e) Agenda Additions/Deletions/Approval

Presented as printed. An error was noted on the agenda, D-1-a will become D-1-b and D-1-b will become D-1-a. It was requested that D-2-a & b be moved up on the agenda and be presented before C-1-a.



B-1-b Committee of the Whole Board Meeting

Monday, May 13, 2019
Education Centre, Board Room

Moved by: C. Speers
Seconded by: G Anderson
THAT the Agenda be approved, as amended.
Carried

- (f) **In Camera Report**
NIL

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

- (a) **Update on French Immersion Secondary School Locations**

L. De Vos referred to the Update on French Immersion Secondary School Locations report providing background and noted that this is an update from the report presented at the March 4, 2019 Committee of the Whole Board meeting. L. De Vos noted that on March 25, 2019 a survey was sent to all parents of French Immersion dual track students. The survey closed on April 12th.

L. De Vos reviewed the survey questions and results and noted based upon data from the March 4, 2019 report and healthy survey results, Senior Administration recommends:

1. Burford/Paris Central students attend an existing secondary school French Immersion program at North Park CVS; and
2. Caledonia Centennial/River Heights/Lakewood/Walsh attend a secondary school French Immersion program at Simcoe Composite.

L. De Vos further reviewed the next steps.

C.A. Sloat asked for further information regarding the statement under next steps regarding review of secondary school French Immersion and other programs of choice? D. Martins responded that she currently does not have the answers and will look at what we have in place already and review best practices over the next school year to determine what is required.

C. A. Sloat further asked if Trustees will be involved. B. Blancher responded that the process as mentioned has not yet been determined.

G. Anderson asked if we have a good sense if the Caledonia students will continue on to the secondary program? L. De Vos responded that she was contacted by a parent asking if busing would be available. L. De Vos further noted that although a number of Caledonia Centennial



B-1-b Committee of the Whole Board Meeting

Monday, May 13, 2019
Education Centre, Board Room

families did not complete the survey there are currently 90 French Immersion students registered to transfer from Caledonia Centennial to River Heights for September 2019.

R. Collver commented that we need to consider the impact that this will have to our schools in Haldimand & Norfolk and would recommend we think about busing students out of their home school boundaries.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the Paris Central French Immersion students be directed to the existing secondary school French Immersion program at North Park CVS.

Carried

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the implementation of a secondary French Immersion program at Simcoe Composite School commencing September 2020 and the French Immersion students from River Heights, Lakewood and Walsh be directed there.

Carried

(b) **Open Concept Classroom Report**

R. Wyszynski referred to the Open Concept Classroom report providing background and noted Grand Erie engaged an engineering firm to perform a visual condition survey to determine the scope, options and capital cost of eliminating the open concept design at Cedarland Public School. R. Wyszynski commented while Grand Erie has multiple open concept schools, only one was chosen to provide an initial idea of scope and cost and that the results for Cedarland may not apply directly to the other sites.

R. Wyszynski provided a high-level overview of what the report summarized and reviewed the cost summary of the options. R. Wyszynski noted that due to the temporary displacement of students and associated costs, Senior Administration does not recommend any of the scenarios.

G. Anderson appreciated the report and noted Cedarland PS is not the only location with open concept and would we do them all or just one? G. Anderson further added that he would have difficulty putting funds towards Cedarland PS.



B-1-b Committee of the Whole Board Meeting

Monday, May 13, 2019
Education Centre, Board Room

D. Dean asked would option A & B include building the wall up to the ceiling or would there still be the potentially for gaps due to HVAC requirements? R. Wyszynski responded there would be a gap. D. Dean appreciated the report and noted that he could not support putting the funds to this work if it is not a complete closure, as gap still provides the potential of noise.

Moved by: D. Werden

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Open Concept Classroom Report as information.

Carried

D-2- New Business

(a) Student Senate Minutes/Report

B. Blancher referred to the Student Senate Meeting Minutes which is the election meeting.

Moved by: J. Richardson

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Student Meeting Report – April 26, 2019 as information.

Carried

(b) Student Trustee Selection

B. Blancher referred to the Student Trustee Selection Report and introduced the new Student Trustees for 2019-20 from the North and from Indigenous students who were in attendance at the meeting

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2019-20:

Grand Erie North: Zachary Garbaty

Grand Erie South: Alexandra Hauser

Grand Erie Indigenous: la'teieka:nereh Doxtader-Swamp.

Carried



C - 1 Director's Report

Director's highlights:

- **Elementary Grand Erie Games** –originally scheduled for this Wednesday, May 15 at Cayuga Secondary has been postponed due to rain/soggy field conditions. The Games will now take place (same time/location) on Wednesday, May 29th.
- **City of Brantford Honours 'The Future' from Russell Reid Public School** - At the April 30 City of Brantford Council Meeting, the students who dubbed themselves 'The Future' received an Environmental Recognition Award from the City's Environmental Policy Advisory Committee. 'The Future' is a group of Intermediate students at Russell Reid who want a serious reduction in the burning of fossil fuels and are trying to eliminate plastic products in Brantford, including single-use plastic straws. These students are committed to the global youth movement calling for government action on Climate Change. They call themselves 'The Future' because they believe that the earth needs protection for their future and the future of all generations. Earlier this year, this group of students held a rally outside their school to draw attention to the need for action on Climate Change. They also encouraged all Grand Erie Schools to participate in Climate Action on April 26 as part of Earth Week celebrations
- **School Year Calendar Approval** – received an email confirmation of approval of our 2019-20 School Year Calendars on May 3rd. We did have a lot of schools asking about the approval so we felt we needed to send this out to the system prior to today's meeting. Our Manager of Communications and Community Relations sent a system message out on May 6th and Trustees were included on that email
- **Request for Extension to Submit the 2019-20 Board Estimates** – at the April 29th Board Meeting, Trustees approved a motion directing staff to seek the 4-week extension for submitting our 2019-20 Board Estimates with the Ministry of Education –we received an email on May 9th to let us know that our request for the extension was approved
- Director Blancher asked L. Thompson to speak about the **Rick Hansen Foundation – Work of Accessibility Committee**
 - L. Thompson provided Trustees with a high-level overview noting this will be a new partnership for the 2019-20 school year next school. The Rick Hansen Foundation is dedicated to improving accessibility where we live, work, play and learn. The Rick Hansen Foundation School Program has developed educational resources that raise awareness about disability and celebrate the importance of creating accessible and inclusive communities. L. Thompson noted the education materials are free, ready-made and incorporate the Universal Design principles; developed by educators, for educators and connected to the provincial curricula used by teachers. Grand Erie will collaborate with the foundation to launch a free online account for each our schools and each school can access and download the activities



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and lessons. The foundation also provides an Ambassador's Speakers Bank that each school may access without further approved. L. Thompson indicated we will provide information to school administrators at the June Director's meeting.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Director's Report of May 13, 2019 as information.

Carried

D - 1 New Business – Action/Decision Items

(a) Revised 2018-19 Committee/Board Meeting Schedule

B. Blancher referred to the Revised 2018-19 Committee/Board Meeting schedule report noting the recommendation that the Committee of the Whole Board currently scheduled for August 19, 2019 be combined with the Board meeting scheduled on August 26, 2019.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the revised 2018-19 Committee/Board Meeting Schedule.

Carried

(b) 2019-20 Committee Board Meeting Schedule

B. Blancher referred to the 2019-20 Committee/Board Meeting Schedule report noted this is presented annually.

R. Collver suggest that we set the calendar without the Committee of the Whole Board in August to avoid the Director having to bring the previous report every year. D. Dean noted that he would support that direction.

C.A. Sloat noted her hesitancy to having a Board meeting without having Committee of the Whole meetings beforehand.



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Moved by: D. Dean

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approve the 2019-20 Committee of the Whole Board and Regular Board Meeting Schedule, as amended to remove the August 24, 2020 Committee of the Whole Board Meeting.

Carried

(c) **Allocation of Educational Assistants**

L. Thompson referred to the annual Allocation of Education Assistants 2019-20 report providing Trustees with background on the Guiding Principles in Special Education and noting Educational Assistants are allocated to schools to support students who display needs in medical/physical, safety/supervision, and communication/Autism Spectrum Disorder. L. Thompson further reviewed the allocation criteria, current model of support, current education assistant allocations criteria, Education Assistant Allocations – trend data, proposed Education Assistant Allocation Criteria, additional information, budget implications and next steps.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the allocation of 303 Educational Assistants, as outlined in the report, pending final budget approval.

Carried

D – 2 **New Business – Information Items**

(a) **Student Senate Minutes/Report** – presented before C-1.

(b) **Student Trustee Selection** – presented before C-1.

(c) **Managing Information for Student Achievement (MISA) Update**

B. Blancher invited G. Rousell, System Research Lead to the table. B. Blancher referred to the MISA Update report which is an annual report and provided a high-level overview on how Grand Erie's 2018-19 priorities aligned with the Ministry of Education's four priority funding areas.



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C.A. Sloat asked for clarity regarding using the data from the student census, and beginning to develop machine learning algorithms to predict student outcomes? G. Rousell responded that the algorithms help to identify factors that affect student achievement and outcomes.

C.A Sloat further asked how can you show us that it's working and/or what we are doing is working? G. Rousell responded as we identify factors that influence student achievement we can target interventions based on these factors. If those interventions are successful then influence of those factors decreases the next time we run the algorithm.

C. VanEvery-Albert noted she can see that building a data set will be valuable and further asked are we able to get student data from the Six Nations Federal schools to build datasets for those students? B. Blancher responded that reciprocal data sharing is part of the Six Nations Educational Services Agreement. C. VanEvery-Albert asked is it fulsome data or basic data? B. Blancher stated that we would need to look at that.

C.A. Sloat asked are you able to track back to the student and student census. G. Rousell responded yes, we are able to link the census data to other data that we have. C.A. Sloat asked are we going to get a report on the student census? B. Blancher responded yes, next fall.

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the MISA Update as information

Carried

(d) **Community Planning and Facility Partnerships – Annual Facility Status Report**

R. Wyszynski referred to the Community Planning and Facility Partnership – Annual Facility Status Report providing an overview on the background, schools suitable for facility partnership - unused space, schools suitable for facility partnerships – new construction, Surplus Space for Lease, and communication with community.

C.A. Sloat stated that policy FT11 notes an Annual Public Meeting and asked how do we ensure attendance of the appropriate people at the public meeting? R. Wyszynski responded that he is open to anyone attending and would will be willing to add the meeting notification to our website.

D. Werden asked if the counties are invited to these meetings? R. Wyszynski responded invitations are sent to community entities listed in Ont. Reg. 444/98.



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R. Collver requested clarification regarding the Ministry of Education Memo 2019:EYCC3 child care. R. Wyszynski responded this is at the ministry level. L. De Vos further added that although we submitted a joint application initially, Consolidated Municipal Service Manager's (CMSMs) are now required to commit to offsetting the operational costs.

Moved by: J. Richardson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

Carried

(e) **Learner Intervention Tracking for Excellence (LITE)**

L. Thompson referred to the Data report – Learner Intervention Tracking for Excellence (LITE) and provided a high-level overview on background and the data collected in various LITE modules being used in Grand Erie which consists of:

- Individual Education Plan Writer (IEP Writer)
- Interventions – Profession Support Services Personnel (PSSP) Referral Data
 - Total number of Referrals and total number students by Discipline
 - Total number of Referrals for Elementary and Secondary Schools
- Meeting Management (MMM Module)
- Supervised Alternative Learning (SAL)
- Student Support and Transportation Plans (SSTP)
- Special Education Export (SPEX)
- Student Dashboard (formerly the Student Services Forms)
- Special Education Referrals
- Behaviour/Safety Plan

L. Thompson also provided an overview of What's New in LITE 2018-19.

C. VanEvery-Albert asked if there is any way that this information or part of it can be shared with Six Nations. L. Thompson responded any referrals are at the consent of the parents and that information would be shared with the parents. B. Blancher responded as noted previously Reciprocal Data sharing is part of the Educational Services Agreement and will need to confirm if this data is included.



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Moved by: S. Gibson

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Learner Intervention Tracking for Excellence report as information.

Carried

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

(a) Bylaw 2 – Role of the Board

B. Blancher referred to the Bylaw 2 – Role of the Board report noting it was identified for review and sent to Trustees for comments to be received by April 15, 2019. B. Blancher reviewed the minor revisions based on the comments received.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve Bylaw 2 - Role of the Board.

Carried

(b) Bylaw 12 – Information Reports

B. Blancher referred to the Bylaw 12 – Information Reports noting it was identified for review and sent to Trustees for comments to be received by April 15, 2019. B. Blancher reviewed the minor revisions based on the comments received.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Bylaw 12 – Information Reports.

Carried

(c) Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project.

R. Wyszynski referred to the Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project report.

D. Werden asked when will it be paid in full? R. Wyszynski noted there is one payment left and will be paid in full by the end of May.



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Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board rescind Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project.

Carried

(d) **Bylaw 8 – Committees of the Board – Amendments to the Native Advisory Committee Terms of Reference**

D. Martins referred to the Bylaw 8 – Committees of the Board – Amendments to the Native Advisory Committee (NAC) as a Standing Committee report noting as a result of the Grand Erie and Six Nations Ad Hoc Committee Action Plan report which was presented to the Board on November 2018, it was recommended the NAC Terms of Reference be reviewed. D. Martins reviewed the recommended amendments.

Moved by: C. VanEvery-Albert

Seconded by: C. Speers

THAT the Grand Erie District School Board approve the amendments to the Terms of Reference for the Native Advisory Committee (NAC).

Carried

(e) **FT6 Student Transportation**

R. Wyszynski noted Policy FT6 Student Transportation was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and amendments made.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy FT6 – Student Transportation.

Carried

(f) **FT7 Inclement Weather**

Trustee Dean has declared a conflict of interest on this matter.

R. Wyszynski noted Policy FT7 Inclement Weather was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and amendments made.



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D. Werden asked what is the reason for cancellation for transportation for -30 cold weather?
R. Wyszynski responded it is for the safety of the students waiting outside for buses and buses are unable to start due the -30-degree ambient air temperature.

G. Anderson stated that most of the boards in Southern Ontario do not have the same policy, we have typically closed schools when we had cold weather and believe Hamilton is the same. B. Blancher responded that in Hamilton the two boards have different policies.

G. Anderson further added that there was confusion this year around zone closures, specifically around Brant and Brantford and stressed we need to ensure clearer communication when there is a zone closure.

C.A. Sloat requested that we add "meetings" to a couple of areas in the policy and believe this is one policy that should have a severity threshold. C.A. Sloat also noted that closing the schools is not the right answer.

C. Speers commented we need to have the opportunity to keep schools open, and asked could we notify the public earlier regarding closures? R. Wyszynski responded that the absolute deadline is 6:30 a.m. and that we try to communicate as early as possible.

Moved by: C. Speers

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Policy FT7 Inclement Weather, as amended.

Carried

(g) **FT13 Pride of Place and Community Partnership Incentive Programs**

R. Wyszynski noted Policy FT13 Pride of Place and Community Partnership Incentive Programs was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and amendments made.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Policy FT13 Pride of Place and Community Partnership Incentive Programs.

Carried



(h) **FT14 Environmental Standards for Facility Operations and Maintenance**

R. Wyszynski noted Policy FT14 Environmental Standards for Facility Operations and Maintenance was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and amendments made.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy FT14 Environmental Standards for Facility Operations and Maintenance.

Carried

(i) **HR1 Bereavements**

S. Sincerbox noted Policy HR1 Bereavements was circulated to all appropriate stakeholders for comments. S. Sincerbox referred to the comments and amendments made.

C.A. Sloat suggested that under 4 a i) change add (s) to flag

Moved by: D. Dean

Seconded by: G. Anders9on

THAT the Grand Erie District School Board approve Policy HR1 Bereavement, as amended.

Carried

(j) **HR8 Workplace Violence**

R. Wyszynski noted in revising HR8 and the proposed changes in response to the MOL order we realized that we cannot rush this and need to select some schools for a pilot and felt it was better to release in September 2019 and align communication and training.

G. Anderson stated this is a wise and supports the direction.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approves that Policy HR8 Workplace Violence be brought back to Board in September 2019.

Carried



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(k) SO7 Student Expulsion

W. Baker noted Policy SO7 Student Expulsion was circulated to all appropriate stakeholders for comments. W. Baker referred to the comments and amendments made.

C.A. Sloat requested on the suspension form, adding a phone number? It was agreed that we will add the general Grand Erie phone number.

G. Anderson asked if the Trustees on Student Disciplinary Committee could receive the information ahead of time. D. Werden responded that the process is to be unbiased.

R. Collver asked if the Trustees could receive the information together in a room?

D. Werden noted that that if Trustees are getting the school board side ahead of time, then we need the student to have the opportunity to give their case in advance.

B. Blancher noted that information is available in the meeting room 30 minutes prior to the meeting and Trustees have the opportunity to review the information.

B. Doyle commented that as a member of this Committee that we may need to make Trustees aware of the school as there may be conflict of interest. B. Doyle further commented that if the packages are available 30-minutes prior to the meeting that is sufficient time.

Moved by: G. Anderson

Seconded by: D. Dean

THAT the Grand Erie District School Board approve Policy SO7 Student Expulsion, as amended.

Carried

(l) SO21 School Food and Beverages

L. De Vos noted Policy SO21 School Food and Beverages was circulated to all appropriate stakeholders for comments. L. De Vos noted no comments were received.

Moved by: E. Dixon

Seconded by: C. Speers

THAT the Grand Erie District School Board approve Policy SO21 School Food and Beverages

Carried



(m) **SO29 Violence Threat Risk Assessment and Intervention**

W. Baker invited C. Bibby to the table. W. Baker noted Policy SO29 Violence Threat Risk Assessment and Intervention was circulated to all appropriate stakeholders for comments. W. Baker referred to the comments and amendments made.

C.A. Sloat asked for clarity if we need to include the “Student who have experience ongoing harassment...” statement after the High-Rick Behaviour: When to enact the Violent Risk Assessment Protocols bulleted list? C. Bibby responded that this was written to identify that an individual who has a history of perceived victimization may feel justified to carry out a violent behaviour.

R. Collver asked why do we call it Violence? C. Bibby stated that this is to distinguish student behaviour that is evolving on a on a pathway of violence who may have the potential to follow through on threats vs. students who demonstrate worrisome behaviour such as lower level aggression or poor self-regulation.

C.A. Sloat asked for clarity regarding the response to comment #6 and why the Violent Threat Risk Assessments (VTRA) are kept in two locations. C. Bibby responded that copies are forwarded to Safe Schools for review by the Safe and Inclusive Schools Lead, to ensure a standard of practice for VTRA in Grand Erie, and the copy is maintained in an electronic file in Safe Schools so that we have a database of all Grand Erie students who have had a VTRA. This information is confidential and is only accessible to the Safe and Inclusive Schools Lead and secretary.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Policy SO29 Violence Threat Risk Assessment and Intervention.

Carried

E – 2 Procedure Consideration – Information Items

(a) **SO112 Student Dress Code**

L. Thompson noted Procedure SO112 Student Dress Code was circulated to all appropriate stakeholders for comments. L. Thompson referred to the comments and amendments made.

C. Speers asked if full camouflage is allowed? L. Thompson responded this would be covered under #4 of the Procedure.



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C.A. Sloat noted that she is intrigued by the 95-100% return rate noted under #10 of the Procedure. L. Thompson responded that this requires community input and if you don't have a high level of approval, it would take a lot of work for Administrators to implement school uniforms.

Moved by: G. Anderson

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive Procedure SO112 Student Dress Code as information

Carried

(b) **SO118 Opening and Closing Exercises at School**

L. Thompson noted Procedure SO118 Opening and Closing Exercises at School was circulated to all appropriate stakeholders for comments. L. Thompson no comments were received.

C. VanEvery-Albert asked if a student can be exempt from the pledge of Citizenship? L. Thompson respond any student can been exempt and this is part of the Education Act.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive Procedure SO118 Opening and Closing Exercises at School as information

Carried

(c) **HR108 Police Record Checks for Employees**

S. Sincerbox noted Procedure HR108 Police Record Checks for Employees was circulated to all appropriate stakeholders for comments. S. Sincerbox referred to the comments and amendments made.

S. Sincerbox noted a further amendment under 3. Adjudication

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive Procedure HR108 Police Record Checks for Employees as information, as amended.

Carried



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(d) FT116 Building Security and Access

R. Wyszynski noted Procedure FT116 Building Security and Access was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and amendments made.

C.A. Sloat recommended that the \$20 amount be removed from 4.5 (d).

Moved by: C. Speers

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive Procedure FT116 Building Security and Access as information, as amended.

Carried

F - 1 Other Business

(a) OSPBA Report

D. Werden provided a verbal report noting the 10% membership of fees would be to establish a government Relations and Advocacy fund instead of giving members a discount this year.

G - 1 Correspondence

Nil

H - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 9:26 p.m.

Carried

Committee of the Whole Board Chair, R. Collver



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **2017-20 Strategic Communications Plan Evaluation – Year 2 (2018-19)**
DATE: May 27, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the 2017-20 Strategic Communications Plan for Year 2 (2018-19).

Background

In March 2017, Grand Erie District School Board approved its 2017-20 Strategic Communications Plan. Created by the Strategic Communications Ad Hoc Committee, the plan aligns with the Board's 2016-20 Multi-Year Plan, *Success for Every Student*.

Grand Erie's Strategic Communications Plan is a living document. Each September, the Manager of Communications and Community Relations provides an update on the plan to the Board. Each May, the Manager of Communications and Community Relations also offers an evaluation of the plan to the Board.

Four streams are identified in the Strategic Communications Plan: Leadership, Internal Communications, Marketing and Branding, and Public Relations. Within each stream, there are a number of objectives as well as a list of strategies/tactics.

Grand Erie's Strategic Communications Plan includes a process for evaluation. Specific questions were selected by the Ad Hoc Committee to evaluate the first two years of the plan to ensure that the desired objectives were achieved. During the evaluation, output objectives measure activities and outcomes specific to changes in awareness, opinions, behaviours and/or support. The evaluation measures and methodology are mixed, incorporating quantitative data and qualitative data.

Year 2 Evaluation Questions are answered at the end of this report, following an update/overview of each of the four streams. The evaluation questions include feedback received from School Administrators (Principals and Vice Principals), Program Leaders and Senior Administration.

Additional Information

The Year 2 evaluation of Grand Erie's Strategic Communications Plan begins with an update/overview of each of the four streams.

Stream 1 – Leadership:

Communications is an essential skill in building strong leaders and navigating changing environments. From administrators who build trust with school communities to students who are on their journey to be leaders of tomorrow, communication excels the vision of an organization, is an influencing factor to help motivate and inspire others, and creates positive environments that value open and two-way engagement.

Objectives:

- Maximize communication with trained leadership in various levels of Grand Erie
- Support communications with sufficient resources and ongoing training
- Ensure communication effectiveness through adherence to guiding principles
- Effective response and management during crisis communication situations

- Build parent leaders in order for them to effectively support student achievement, well-being and parent involvement

Year 2 Status Update/Overview:

Included below are the strategies and tactics selected to achieve the objectives for the Leadership Stream. Within the charts is a status update on each tactic in Year 2.

- 1.1 Embed topics of communications into the Leadership program and provide face-to-face learning opportunities to build capacity for shared communication leadership.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Trustees	Trustee Caucus	Trustee Caucus session with the new Board following the election	2018-19	A Trustee Caucus session on communications was not selected in 2018-19. A communications overview, however, was part of the New Trustee Orientation Session on November 7, 2018
Clerical, custodial and caretakers	Staff development and customer service	Customer service will be a topic at each Professional Development Day	2018-19	COMPLETED: Customer service was added to all Professional Development sessions for clerical, custodial and caretakers in 2018-19
Administrators	Management Clinics	Three Management Clinics; Topics may include: social media, crisis communications, media training	One per year	The Management Clinic on communications was cancelled in 2018-19 in order to support two other management clinics (Leading in a Unionized Environment and Issues Management)
Staff seeking leadership opportunities	Aspiring Leaders Session	Communications will be a topic included within the Aspiring Leaders program	One per year	COMPLETED: Communications was once again part of the Aspiring Leaders program in 2018-19
All staff	<i>Communicate 2020</i> Series	Shared with staff. Relevant topics include: social media, visual identity, and consistent communications	Twice per year	COMPLETED: All Grand Erie staff were provided with an overview of the Board's visual identity and general tips for consistent communications on September 13, 2018 and April 5, 2019. The second message also featured links to Grand Erie's social media handles

- 1.2 Create an environment where staff are encouraged to promote their personal well-being and feel supported.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
All staff	Review communication requirements for bereavements	HR1 Bereavement	February 2019	COMPLETED: The Communications and Community Relations Manager reviewed this policy in 2018-19.
All staff	Support the communications associated with the Staff Wellness portfolio	Events, initiatives, and information to staff	Ongoing	COMPLETED: The Communications Assistant continues to provide guidance and support for all staff wellness initiatives. In 2018-19, a video promoting staff wellness was launched. A new online platform, <i>LifeSpeak</i> , was also shared with all Grand Erie staff
All staff	In consultation with Safe Schools and Mental Health/Well-Being Lead, staff will receive key messages and resources during tragic events and critical incidents	As required	Ongoing	COMPLETED: Trustees, Senior Administration and Principals/Vice-Principals continue to receive key messages and information during crisis situations. Some examples from 2018-19 include: Spencer Edwards and Dawn Taylor deaths; Student Walk Outs; Ministry of Education Changes, French Immersion Program Relocation, and the Elgin Avenue Rebuild

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
All staff	Communicate staff recognition or appreciation initiatives to celebrate staff contributions	As needed (Patti McCleister Award, Retirement celebration, and other staff appreciation initiatives)	Ongoing	COMPLETED: Communications and Community Relations staff continue to provide support for a wide range of Board activities. Some examples from 2018-19 include: the Patti McCleister Award and the Retirement Dinner. Grand Erie received extensive traditional and social media coverage of the 2018 Patti McCleister Award winner thanks to a media release that was issued by the department
All staff	Create a web/portal presence and posters reflecting the four concepts of Be Well	One-time launch, updates as required	2017-18	COMPLETED: Grand Erie's website and the staff portal for mental health were updated in 2017-18 to align with the overall Mental Health Strategy. Additional updates were made, as required, in 2018-19

1.3 Help system leaders build trust in their communities by providing resources and generate consistent and timely communications.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Administrators	Principal's Communications Toolkit (includes key messages, key dates and template letters)	Resources for Principals	2018-19	COMPLETED: The toolkit was shared with Principals/Vice-Principals on April 5, 2019. It rests on the staff portal and includes resources such as key messages and examples of the most common letters sent by school administrators. It has been well received by administrators, particularly news ones who have enjoyed the new resources
Administrators Parents	Create standard communication resources, including best practices for administrators and a public awareness for parents	Working group of school administrators and input from the Grand Erie Parent Involvement Committee (GEPIC)	2018-19	Delayed until 2019-20 to align and compliment the new Parent Portal that is being created by Information Technology and the Ed Tech Team. Working Group will focus on messaging sent to parents (e.g., letters, school messenger, etc.) as well as school website content and recruitment efforts (Kindergarten, Grade 9)
Parents	Develop a Grand Erie App with the Information Technology department	Creation and development	2019-20	To be completed by the Information Technology team. The Communications and Community Relations team will provide support, as requested

1.4 Support parents who serve in leadership roles and advocate for parent involvement/engagement in our schools.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
School Council Chairs and Members	School council orientation events	Three sessions	One per year	COMPLETED: The 2018-19 School Council Start-up session took place on October 18, 2018. The event was attended by 52 school council chairs or members, representing 33 Grand Erie Schools. A total of 42 Exit Surveys were collected. On a scale of 1-5, with 5 being very useful, 38 attendees rated the evening either a 4 or 5 (90.4 per cent)

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
School Council Chairs and Members	Information session for parents based on interest/needs	Guest speaker	Spring 2019	COMPLETED: The 2019 Spring GEPIC session featured guest speaker Paul Davis. <i>Social Networking and Online Safety: What Parents Need to Know</i> was held on April 16, 2019 at North Park Collegiate and Vocational School. A total of 190 RSVPs were received for the event, representing 42 Grand Erie schools. In total, 139 attendees took part in the event, including representation from 38 Grand Erie schools. Of the 71 Exit Surveys collected, 91.5 per cent (or 65 respondents) ranked the event a five (on a scale of 1-5) for usefulness. That included both the guest speaker and the overall event.
Parents	Enhance parent section on the website with resources to support strategies for family involvement	Reviewed annually	Ongoing	COMPLETED: The <i>Strategies for Literacy & Numeracy</i> guide was added to Grand Erie's website in the Fall of 2017. This resource was also shared with school council chairs in the Fall of 2018
Parents	Deploy a parent portal with the Information Technology department to improve home-school communications	Creation and development	2019-20	To be completed by the Information Technology team. The Communications and Community Relations Team will provide support, as requested

- 1.5 Use a variety of events to support students as leaders engaged in the topics of four indicators related to the Multi-Year Plan (excluding Achievement and Community). The areas relate to the following: digital leaderships, equity/change-maker/global citizens, wellness advocates, and environmental champions.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students, Parents, Community, Media	Focus on Equity	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	2018-19	COMPLETED: Some of the initiatives, activities and/or events that were featured in 2018-19 include: Equity video series, Indigenous Education (Orange, Shirt Day, Treaties Week, Indigenous Peoples Day), Day of Dignity, Accessible Grand Erie, Rainbow Ball, and the Grand Erie Games
Students, Parents, Community, Media	Focus on Technology	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	2018-19	COMPLETED: Some of the initiatives, activities and/or events that were featured in 2018-19 include: the new Ed Tech website, Ed Tech Student Crew, and the Learning Commons at Major Ballachey Public School, Waterford District High School and Central Public School
Students, Parents, Community, Media	Focus on Environment	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	2018-19	COMPLETED: Some of the initiatives, activities and/or events that were featured in 2018-19 include: the opening of Mapleview Elementary School, the annual ECO Symposium, and students at Russell Reid Elementary School who are focused on climate change

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students, Parents, Community, Media	Focus on Well-Being	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	2018-19	COMPLETED: Some of the initiatives, activities and/or events that were featured in 2018-19 include: GELA's Personal Support Worker program, Bell Let's Talk Day, the Jack Talks Series and Mental Health Week

Stream 2 – Internal Communications:

Internal Communications is the function responsible for effective communications among participants within an organization. Fostering a strong channel of information to our internal audience, balancing between push-and-pull methods, will create staff ambassadors, knowledgeable on topics to better perform their duties in a culture of high expectations.

Objectives:

- Research and understand employee needs, expectations, opinions, attitudes and knowledge levels
- Support staff engagement and create staff ambassadors
- Staff alignment with the Grand Erie District School Board's vision and Multi-Year Plan
- Manage information overload
- Communicate with staff during a crisis

Year 2 Status Update/Overview:

Included below are the strategies and tactics selected to achieve the objectives for the Internal Communications Stream. Within the charts is a status update on each tactic in Year 2.

2.1 Use the portal as the trusted source of consistent information for all staff members.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
All staff	Enhance the News section on the staff portal	Align stories with the Multi-Year Plan	2018-19	COMPLETED: Relevant stories were shared on the staff portal in 2018-19.
Managers, system leaders	<i>On the Job With...</i> series	Highlights the work of Grand Erie staff, linking their efforts back to one of the indicators in the Multi-Year Plan	2018-19 – one per month	COMPLETED: The <i>On the Job with...</i> series was launched in September 2018 and the series has featured six staff as of May 7, 2019. The series has been well-received by Grand Erie staff as well as local media. The stories are posted on the Board's website and shared via social media. The staff featured have enjoyed generous support, with lots of likes, shares and retweets
All staff	Build a Classifieds sections for staff, including a buy and sell section, hobbies/interests, and employee incentives	One-time launch	TBC	To be completed by the Information Technology team at a later date. The Communications and Community Relations team will provide support, as requested
System leaders, key users/ webmasters	Create a governance model for the website outlined in an Admin Memo. Include a website, portal and school website review cycle process	Working group consisting of IT, Administration, and clerical staff	TBC	To be completed at a later date with the support of the Information Technology team

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
All staff	Staff pictures on Outlook	Email staff	2018-19	COMPLETED: on April 8, 2019, Grand Erie's leadership staff (Senior Administration, Principals/Vice-Principals, Managers) were encouraged to post their picture on Outlook. A similar message will be sent to all Grand Erie staff in 2019-20

2.2 Enhance products that are shared to internal audiences as key sources of information.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff	Standard email signature for all Grand Erie staff	Email staff	2018-19	COMPLETED: on April 8, 2019, Grand Erie's system leaders (Senior Administration, Principals/Vice-Principals, Managers) were provided with a standard email signature to use. A similar message will be sent to all Grand Erie staff in 2019-20
Staff	Develop a staff newsletter that reflects the Multi-Year Plan	Emailed staff	2018-19	COMPLETED: a staff newsletter was abandoned in 2017-18 as staff receive <i>The Blackboard</i> , which links all news and reports back to the Multi-Year Plan. In 2018-19, additional content was added to <i>The Blackboard</i> , with the most recent feature stories, media releases, and <i>Schools in the News</i> stories included
Staff, media, parents, and community	Enhance the delivery of <i>The Blackboard</i> and expand readership	<i>The Blackboard</i> is sent following each Board Meeting	Ongoing – 20 editions per year	COMPLETED: In 2017-18 media members were added to <i>The Blackboard</i> distribution list. Parents and community members are added upon request
Staff, community, parents, Trustees	Align Director's Blog with the Multi-Year Plan	3-4 per calendar year	Ongoing	COMPLETED: Each Director's Blog aligns with one of the indicators in the Multi-Year Plan. In 2018-19, there have been three Director's Blogs, with one more planned for June 2019. Additionally, on the first day of the 2018-19 school year, the Director participated in <i>The Great Grand Erie Road Trip</i> , a feature story and social media-driven story where she visited schools in all areas of the board and highlighted a wide range of programs (e.g., French Immersion, Special Education, Parent Involvement, Indigenous Education, etc.)

2.3 Develop with Senior Administration a procedure that strengthens the information flow of communications to various employee groups within the organization.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Senior Administration, Administrators	An Administrator Checklist	Checklist	2017-18	COMPLETED: a checklist for bringing in guest speakers was created to ensure all speakers align with the Board's Mental Health Strategy
Senior Administration, Administrators, Managers	Develop a process that articulates direction from Senior Admin to Managers and Administrators	Ongoing at Executive Council	2017-18	COMPLETED: <i>In the Loop</i> is an email sent by Principal representatives following each Executive Committee meeting to keep administrators up-to-date on information that is discussed or shared at these meetings

2.4 Support the ongoing training and orientation of Grand Erie employees.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff	Develop a resource to support the Communications and Customer Services standards of the Accessibility of Ontarians with Disabilities Act while promoting an Accessible Grand Erie experience	Accessible Grand Erie Day promotes awareness of accessibility in our schools	Annually	Accessible Grand Erie Day was celebrated on December 3, 2018. Communication staff generated a media release for the event and used the day to launch the Equity video featuring Brent Flicks. A poster alerting visitors to accessibility-related resources was created in 2018-19 as directed by Grand Erie's Accessibility Advisory Committee
Staff	Raise awareness related to the privacy and protection of staff and student information	Meet with Privacy and Information Management Committee to determine next steps	2019-20	To be completed as outlined in 2019-20
Staff	Support the communications related to the mandatory training programs legislated for staff to complete	One-time launch of a section on the portal that describes the mandatory training requirements in Grand Erie and the training matrix schedule	2019-20	Establish a working group with IT staff to find a solution that tracks training and pushes notifications to employees to complete training beginning in 2019-20. Review mandatory training requirements for staff
New employees	Develop a Communications 101 package for new employees to complement the HR orientation program	One time development of a resource for HR to use in their staff orientation	2019-20	To be completed as outlined in 2019-20

Stream 3 – Marketing and Branding:

Grand Erie District School Board reflects a brand that is publicly distinguished from others in the education community. Our brand promotes *Success for Every Student*, a defining statement that sets us apart. Through the process of branding, Grand Erie's corporate identity is disseminated by its vision, name and image throughout its communities. It is also associated with programs and services offered. There are expectations to promote and communicate Grand Erie programs and vision to current and potential students and families.

Objectives:

- Effectively tell the story of Grand Erie through existing channels, social media and traditional news media
- Advance the identity and brand of Grand Erie District School Board
- Deploy multiple and varied communication strategies, including accommodation for diversity
- Communicate Grand Erie's Multi-Year Plan with parents and families

Year 2 Status Update/Overview:

Included below are the strategies and tactics selected to achieve the objectives for the Marketing and Branding Stream. Within the charts is a status update on each tactic in Year 2.

3.1 Celebrate Grand Erie's brand, which reflects the 2016-20 Multi-Year Plan, through storytelling.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students, staff, parents, media, and community	<i>Schools in the News</i> (Align with the six indicators of the Multi-Year Plan)	75 school stories per year	Ongoing	COMPLETED: All <i>Schools in the News</i> stories in 2018-19 were linked to the Multi-Year Plan
Students, staff, parents and community	Feature Stories which align with the Multi-Year Plan	Ongoing	Ongoing	COMPLETED: All feature stories in 2018-19 were linked to the Multi-Year Plan. Each feature story was sent to local media generating a wide range of coverage for the Board
Students, staff, parents and community	Videos	Eight to ten videos per year	Ongoing	COMPLETED: Four high-quality, Equity-focused videos were created for 2018-19. The videos focused on staff and students sharing their experiences that reflect Grand Erie's Multi-Year Plan and Equity within the Board. Communications and Community Relations staff continue also continue to capture short cell phone videos at events/activities that are shared on social media
Students, staff, parents, media and community	Social Media (Twitter, Facebook and Instagram)	Increase followers/likes by 15 per cent on each platform each year	Ongoing	Twitter followers as of May 7, 2019: 7,464 Facebook likes as of May 7, 2019: 11,916 Instagram followers as of May 7, 2019: 1,896
Students, staff, parents, and community	Photos and graphic design with emphasis on inclusiveness/diversity	Two to three photo shoots per year to align with various initiatives	Ongoing	COMPLETED: Diversity is always top of mind when creating communication pieces. Photos are taken throughout the school year, as needed
Students	Create the Grand Erie Storybook in the Logo	75 schools = 75 pages Once complete, present to Board	2017-18	Abandoned in 2017-18. All stories are captured on Grand Erie's website and shared on social media.

3.2 Position the Multi-Year Plan as a strong brand to showcase Grand Erie.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff, parents, students and community	Continue to implement the Multi-Year Plan communications plans	Annually	Ongoing	COMPLETED: This was outlined in the Multi-Year Plan Communications Strategy, which was presented to the Board on August 27, 2018. For an evaluation of the 2018-19 plan, see Appendix A
Parents	Facebook ads	Ongoing, as required	Ongoing	COMPLETED: Facebook ads continue to be used successfully to target parents for events and activities. In 2018-19, Facebook ads were used to promote Future Grade 9 Student and Parent Information Nights, Kindergarten Registration and the GEPIC Spring Event
Staff	Create cheat sheets to enforce the visual identity program	Annually	2018-19	COMPLETED: Visual identity information was included in the Communicate 2020 series. See section 1.1 above
Parents, staff, students, and community	Use the website as the main feature of the Grand Erie brand and the main source of information	Staff training	2017-18	COMPLETED: In 2017-18, training for staff responsible for the website took place Individual, one-on-one training for schools was provided, as requested, in 2018-19

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff, parents, students, and community	Rebrand items (signs, forms, outdated website images etc.)	Establish a list of items	2017-18	COMPLETED: Grand Erie's website and staff portal were updated in 2017-18 along with all images and forms
Parents, teachers and Administrators	Review School Agendas and ensure there is consistent messaging related to the Multi-Year Plan	Conduct content audit and provide covers for all agendas	2017-18	COMPLETED: Grand Erie's Multi-Year Plan was the focus of all 2018-19 School Agenda covers. All agenda content was also reviewed and updated for the 2018-19 school year
Community	Wrap vehicles	29 vehicles will be wrapped	2017-18	Wrapping all 29 vehicles was abandoned in 2017-18 due to costs. The Facility Services Department did approve the placement of the Grand Erie logo on two vehicles in 2018-19
Community	Brand school facilities (logo plaque beside school name)	75 schools - Grand Erie logo fixed to its building	2018-19	Abandoned due to costs

3.3 Create a marketing strategy to focus on Early Years, Kindergarten Registration, Transitions and Student Success Programs.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Parents of children who are entering Kindergarten	Kindergarten Registration	Review guide, social media plan, website information and advertisements	2017-18	COMPLETED: All materials were reviewed and updated in 2018-19. A communications strategy focused on parents for Kindergarten Registration was developed and executed for all 2019-20 school year recruitment
Students, Parents	Develop a Student Success strategy that highlights the transition to Grade 9	Review guide, social media plan, website information, Future Grade 9 Student and Parent Information Night advertisements	2018-19	COMPLETED: All materials were reviewed and updated in 2018-19. A communications strategy focused on students and parents for Future Grade 9 Student and Parent Information Nights was developed and executed for 2019-20 school year recruitment
Students, Parents	Program promotion of GELA	To be determined in consultation with GELA	2019-20	All materials will be reviewed. A communications strategy focused on promoting GELA to the greater community will be created in 2019-20
Parents of children who are in child care	Early Years	To be determined	2018-19	Abandoned in 2017-18. Will focus on Kindergarten Registration

Stream 4 – Public Relations

Public relations establishes and maintains mutually beneficial relationships between an organization and the communities, groups and stakeholders on whom its success depends. This stream will identify specific initiatives that will shine a light on topics that will impact a specific group or groups. In addition, research and evaluation will be conducted on the intended audience to determine an understanding or change in awareness, attitude, or action.

Objectives:

- Manage communications through the RPIE (Research, Planning, Implementation and Evaluation) process
- Evaluate communication effectiveness to inform strategy and overall communication program

Year 2 Status Update/Overview:

Included below are the strategies and tactics selected to achieve the objectives for the Public Relations Stream. Within the charts is a status update on each tactic in Year 2.

- 4.1 Three specific public relations plans will be designed to raise awareness, change attitudes or generate action (behavior) to raise the profile of a given portfolio or topic, or to address opportunities within the system.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Parents, Students, Community	Indigenous Education Communications Strategy	Develop plan in conjunction with the Indigenous Education team	2018-19	A wide range of Indigenous-focused events and activities were highlighted via media releases and feature stories in 2018-19. The Communications and Community Relations Manager also assisted the Indigenous Education Team in placing three Grand Erie updates on the Indigenous Education Program in Two Row Times to build awareness in the community
Parents, Students, Community	Achievement/Renewed Math Strategy Communications Strategy	Develop plan in conjunction with system leaders	2019-20	A plan that showcases staff and student success in the area of achievement, including effective learning, instruction and assessment
Parents, Students, Community	Special Education Communications Strategy	Develop plan in conjunction with the Special Education team	2019-20	A plan highlighting the resources available for Special Education students at Grand Erie, including available supports for families

Year 2 Evaluation Questions:

1. Have we enhanced communications? (i.e., Are we better off?)

Based on survey results collected at the April 16, 2019 Director's Meeting (See Appendix B), 77 per cent of system leaders (Superintendents, Principals, Vice-Principals, Program Leads) felt Grand Erie had enhanced communications in 2018-19. This is a four per cent improvement from last year (73 per cent).

General comments received through the survey include:

- *The team and the processes in place are both supportive and effective*
- *I feel the Board has improved greatly in respect to communications!*
- *Always so appreciative of the support I receive from our communications department. Thank you!*
- *We are much more proactive in promoting our board and schools and all the great things we are doing*
- *Communications is clear and timely*
- *I love the newly developed resources found on the Portal for communicating with parents (i.e., the Principal's Toolkit). Very useful for all, but especially a newbie like me!*
- *Always appreciate the support, especially during "crisis" situations*
- *There is a lot of support around communications and this is a difficult area to manage due to social media*

Comments received through the survey noted the following for areas for improvement:

- *I would be grateful for some training on how to manage what is written about schools, staff, etc., on Facebook, etc.*
- *A simplified website would be appreciated*
- *Fewer emails, fewer media releases. Please improve transportation website regarding bus delays/cancellations*
- *Room to enhance school websites and push notifications from Board to school websites (i.e., school closures, PD Days, etc.)*
- *Be sure to include all staff, including secretaries and teachers when sharing information*

2. *Are system leaders being supported in their roles?*

Based on the April 16, 2019 survey results, 89 per cent of system leaders reported they felt supported in their role when it comes to communications-related matters. This is a 16 per cent improvement from 2017-18 when 73 per cent of system leaders said they felt supported.

As part of the Strategic Communications Plan Evaluation Survey, 79 per cent of system leaders reported they required assistance from the Communications and Community Relations team in 2018-19. Of those who reported they needed assistance, 82 per cent ranked the assistance they received as a four or five on a scale of 1-5 for usefulness.

Additionally, 44 per cent of system leaders reported they required crisis communications or issues management support from the Communications and Community Relations team in 2018-19. Of those who reported they needed this assistance, 88 per cent ranked the assistance they received as a four or five on a scale of 1-5 for usefulness.

a. *Do they know where to get information?*

Based on the April 16, 2019 survey results, 93 per cent of system leaders said they know where to get information if they have a communications-related issue. This is a 17 per cent improvement from 2017-18 when 76 per cent of system leaders said they knew where to get communications-related information.

b. *Are we building leadership capacity in communication tools?*

Based on the April 16, 2019 survey results, 61 per cent of system leaders believe Grand Erie is building leadership capacity when it comes to communications-related tools and resources. While 61 per cent is concerning, the phrasing of this question is vague and can be interpreted several ways. This may impact the effectiveness of the data collected. A more specific or targeted question is recommended in 2019-20.

c. *Do system leaders feel confident in delivering consistent messages?*

Based on the April 16, 2019 survey results, 92 per cent of system leaders feel confident that Grand Erie is delivering consistent communications messaging (e.g., the Multi-Year Plan).

d. *Are staff receiving the information they need?*

Based on the April 16, 2019 survey results, 79 per cent of system leaders feel staff are receiving the communications-related information they need. This is a one per cent improvement from 2017-18 when 78 per cent of system leaders felt staff were receiving the information they need.

3. *Are stakeholders aware of the Multi-Year Plan?*

Based on the April 16, 2019 survey results, 77 per cent of system leaders think Grand Erie staff are aware of the Board's Multi-Year Plan. This is a 14 per cent improvement from last year when 63 per cent of system leaders said they felt stakeholders were aware of the Multi-Year Plan.

There is much room for improvement, however, with parents as 58 per cent of system leaders do not believe parents are aware of the Multi-Year Plan. A strategy focused on making parents aware of the Board's Multi-Year Plan is recommended for 2019-20.

4. *Are we targeting the correct audiences based on the message?*

In delivering all of Grand Erie's messaging, the Communications and Community Relations team aims to be as strategic as possible to ensure the information reaches the correct audiences. Depending on the message, a wide range of communication tactics are available, including: letters home to parents, Grand Erie's website and social media channels (Twitter, Facebook, and Instagram), a media release, advertising, feature story, etc.

Communications and Community Relations staff always try to understand which audience(s) must receive the information before determining what communication tactics to use. Understanding how these audiences receive or search for information is key to knowing how to design a communication product to reach them.

In 2019-20, Communications and Community Relations staff will continue to look for new ways to connect Grand Erie's messages with new and expanded audiences.

Next Steps

Delivery of the strategies and tactics identified within each of the four streams of Grand Erie's Strategic Communications Plan will continue as the plan moves forward in 2019-20.

Each September, the Manager will provide the Board with an update on the plan for the current school year. Each May, the Manager of Communications and Community Relations will provide the Board with an evaluation of the plan.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Grand Erie's Multi-Year Plan and *Success for Every Student* through the following statements: "We will set high expectations of our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



2018-19 Multi-Year Plan Communications Strategy

Background:

- At the Centre of Grand Erie's Multi-Year Plan is *Success for Every Student*
- The six indicators that support Grand Erie's Multi-Year Plan are: Achievement, Well-Being, Equity, Environment, Technology and Community

Overview:

- Communicating Grand Erie's Multi-Year Plan is crucial to its overall success
- The 2018-19 Multi-Year Plan Communications Strategy will build on the success achieved through previous strategies, including buy-in and awareness amongst staff. It will also put a greater focus on building awareness and understanding of the plan with external stakeholders, including parents, media and community members
- Sharing Grand Erie's Multi-Year Plan, through stories and features on the work schools are doing in each of the six indicator areas, will be a priority in 2018-19

Objectives:

1. Build awareness and understanding of Grand Erie's Multi-Year Plan, especially with external audiences (i.e., parents, media, community members)
2. Ensure Grand Erie staff understand the important role they play in contributing to *Success for Every Student*
3. Showcase progress made on the Multi-Year Plan throughout the school year by highlighting a wide range of activities, events and initiatives that link to the six indicators (i.e., Achievement, Well-Being, Equity, Environment, Technology, Community)

Stakeholders:

- Internal: Trustees, staff, students
- External: Parents, media, community members

Tactics:

1. Build awareness and understanding of Grand Erie's Multi-Year Plan, especially with external audiences (i.e., parents, media, community members)
 - Create a series of Multi-Year Plan-focused communication resources that can be used to inform and educate internal and external audiences
 - 2018-19 school agendas for students – Multi-Year Plan featured on cover, with content inside to explain the Board's strategic direction
 - Completed, as outlined
 - Multi-Year Plan view book – updated for 2018-19, to be shared with schools for Future Grade 9 Student and Parent Information Nights, Kindergarten Registration events and activities as well as all Grand Erie Parent Involvement Committee (GEPIC) events
 - Completed, as outlined
 - Copies also sent to all schools in April 2018 for staff

- Find the 2018-19 Multi-Year Plan view book on the website here: <http://granderie.ca/board/about/multi-year-plan>
 - Multi-Year Plan videos – focus on Equity, four stories in total (LGBTQ+, physical disability, social-economic, newcomers)
 - Completed, as outlined
 - Shared at a wide range of events throughout the school year
 - Also shared with local media (via media releases) and on Grand Erie’s social media channels
 - Find the four videos on the website here: <http://granderie.ca/board/about/multi-year-plan>
 - School newsletters – content for monthly newsletters on the Multi-Year Plan or one of the six indicators
 - Content on the Multi-Year Plan was provided to all schools for their newsletters
 - Key messages on each of the six indicators of the Multi-Year Plan for Principals/Vice-Principals and Managers to share with staff
 - Completed, as outlined
 - Key messages can be found in the Principal’s Toolkit on the Portal
 - Multi-Year Plan content on website – update for 2018-19
 - Completed, as outlined
 - Find the Multi-Year Plan, including the six indicators here: <http://granderie.ca/board/about/multi-year-plan>
 - As bonus content in each edition of *The Blackboard*, provide website links to the most recent *Schools in the News* stories, feature stories and/or media releases. Organize stories by the six key indicators in the Multi-Year Plan. This ensures staff, media and community members who receive *The Blackboard* get the opportunity to review and read these stories that demonstrate how the Multi-Year Plan is being delivered across Grand Erie throughout the school year
 - Completed, as outlined, with very positive feedback
2. Ensure Grand Erie staff understand the important role they play in contributing to *Success for Every Student*
- Share Multi-Year Plan videos with staff at Professional Development Days and key meetings throughout the school year (i.e. Director’s Kick-off). Videos highlight the work of students and staff in promoting and celebrating Equity at Grand Erie
 - Completed, as outlined
 - Each edition of *The Blackboard* will provide website links to the most recent *Schools in the News* stories, feature stories or media releases
 - Completed, as outlined
 - Find all of the 2018-19 *Blackboards* on the website here: <http://granderie.ca/board/community/newsroom/blackboard>
 - Monthly series of stories called “*On the Job with...*” to highlight the work being done by Grand Erie staff. Each story will endeavour to link the efforts of the staff featured back to the Multi-Year Plan and one of the six indicators
 - Completed, as outlined
 - As of May 7, 2019, six stories have been written. See Appendix C for links to these stories

3. Showcase progress made on the Multi-Year Plan throughout the 2018-19 school year by highlighting a wide range of activities, events and initiatives that link to one of Grand Erie's six indicators (i.e., Achievement, Well-Being, Equity, Environment, Technology and Community)
- Multi-Year Plan indicators will play a key role in determining what events, activities or initiatives the Communications and Community Relations department feature in 2018-19 (e.g., Indigenous Education, PRIDE, Earth Week, Education Week, Mental Health Week, Art Soup, etc.)
 - Completed, as outlined. See Appendix C for a full list of stories created in 2018-19
 - Continue using the Multi-Year Plan indicator hashtags (e.g., #environment, #success4everystudent, #community) to link stories being told by Grand Erie schools to the Multi-Year Plan when retweeted by the Board
 - Completed, as outlined
 - Follow the retweets on Twitter by using the appropriate hashtag
 - Continue linking Grand Erie District School Board reports and stories included in *The Blackboard* to one of the indicators in the Multi-Year Plan
 - Completed, as outlined
 - Continue the themes for *Schools in the News*, linking the stories to one of the indicators in the Multi-Year Plan. New for 2018-19: share these stories with the media, in addition to Trustees, Senior Administration and Principals/Vice-Principals
 - Completed, as outlined
 - All *Schools in the News* stories were featured in *The Blackboard*, which is issued to Trustees, all staff and local media following each Committee of the Whole and Regular Board meeting
 - Continue linking feature stories and media releases, where possible, to the Multi-Year Plan and/or one of the six indicators. New for 2018-19: share feature stories with the media, in addition to Trustees, Senior Administration and Principals/Vice-Principals
 - Completed, as outlined
 - Feature stories generated a wide range of local media coverage. See Appendix C for an overview of some of this coverage
 - Continue to embed the Multi-Year Plan and/or one of the six indicators into the Director's Blog, the Annual Director's Report and the annual Message from the Chair of the Board
 - Completed, as outlined
 - Continue to incorporate the Multi-Year Plan and/or one of the indicators into greetings brought by the Chair of the Board, Trustees, the Director of Education, or Superintendents at events and activities hosted at Grand Erie
 - Completed, as outlined
 - Once a month, share the website links to the most recent *Schools in the News* stories, feature stories or media releases with School Council Chairs
 - School Council Chairs were given the option of signing up for delivery of *The Blackboard* where these stories are featured

Measurement:

- Number of stories created for *Schools in the News* and feature stories
 - As of May 7, 2019, a total of 95 stories were generated by the Communications and Community Relations Team through *Schools in the News*, feature stories and media releases
 - See Appendix C for a listing of all stories

- Media coverage generated from media releases, *Schools in the News* or feature stories
 - Appendix C includes a listing of some of the media interest generated by the stories
 - Important note: Grand Erie does not receive all local media newspapers. As a result, some stories may have been covered by the local media, but not noted in Appendix C
- Social media coverage – the number of likes/interactions on Twitter; the number of likes/total reach on Facebook – as a result of *Schools in the News*, feature stories or Multi-Year Plan hashtags
 - In 2018-19, Grand Erie's overall social media following grew rapidly – this is, in part, because of the stories generated through *Schools in the News* and feature stories created by the Communications and Community Relations Team
 - As of May 7, 2019, Grand Erie's followers on Twitter grew by 18 per cent from May 2018 to May 2019
 - May 2019 followers are 7,464 (+1,148 from 6,316 in May 2018)
 - As of May 7, 2019, Grand Erie's likes on Facebook grew by 35 per cent from May 2018 to May 2019
 - May 2019 likes are 11,916 (+3,049 from 8,867 in May 2018)
 - As of May 7, 2019, Grand Erie's followers on Instagram grew by 400 per cent from May 2018 to May 2019
 - May 2019 followers are 1,896 (+1,549 from 347 in May 2018)
- Survey results collected from Senior Administration and Principals/Vice-Principals at a Spring 2019 Director's Meeting
 - Find the complete results from the 2018-19 Strategic Communications Plan Survey Results in Appendix B
- Feedback received from the monthly emails sent to school council chairs as well as feedback gathered at GEPIC meetings
 - Upon further review, monthly emails were not sent to all school council chairs in 2018-19 as this would have overwhelmed them with information. Instead, school council chairs were given the opportunity to sign-up for *The Blackboard*, which includes all of the most recent stories generated by the Board



2018-19 Strategic Communications Plan Evaluation Survey Results

Notes:

- 91 Evaluation Surveys collected at the April 16, 2019 Director's Meeting

Do you believe Grand Erie enhanced its communications in 2018-19? (e.g., is the Board better off this year?)

YES – 70 (77%) NO – 16 (17.5%) N/A – 5 (5.5%)

Do you feel supported in your role when it comes to communications-related matters?

YES – 81 (89%) NO – 8 (8.8%) N/A – 2 (2.2%)

Do you know where to get information if you have a communications-related issue?

YES – 85 (93.4%) NO – 4 (4.4%) N/A – 2 (2.2%)

Do you believe Grand Erie is building leadership capacity when it comes to communications-related tools and resources?

YES – 56 (61.5%) NO – 27 (29.7%) N/A – 8 (8.8%)

As a System Leader, do you feel confident that Grand Erie is delivering consistent communications messaging? (e.g., the Multi-Year Plan)

YES – 84 (92.3%) NO – 6 (6.6%) N/A – 1 (1.1%)

Do you feel Grand Erie staff are receiving the communications-related info they need?

YES – 72 (79.1%) NO – 12 (13.2%) N/A – 7 (7.7%)

Do you think Grand Erie staff are aware of the Board's Multi-Year Plan?

YES – 70 (76.9%) NO – 6 (6.6%) N/A – 15 (16.5%)

Do you think parents are aware of the Board's Multi-Year Plan?

YES – 18 (19.8%) NO – 53 (58.2%) N/A – 20 (22%)

Did you require assistance from the Communications & Community Relations Team in 2018-19? (i.e., website, social media, letter home, key messages, etc.)

YES – 72 (79.1%) NO – 19 (20.9%)

On a scale of 1-5, how useful did you find the assistance you received?

Not very useful		Not sure		Very Useful
1	2	3	4	5
1 (1.3%)	2 (2.8%)	10 (13.9%)	29 (40.3%)	30 (41.7%)

Did you require crisis communications or issues management support from the Communications & Community Relations team in 2018-19? (i.e., serious issue, community impact, death, violence, etc.)

YES – 40 (44%)

NO – 51 (56%)

On a scale of 1-5, how useful did you find the assistance you received?

Not very useful

Not sure

Very Useful

1

2

3

4

5

1 (2.5%)

2 (5%)

2 (5%)

14 (35.6%)

21 (52.5%)

Additional Feedback for the Communications & Community Relations Team?

- The team and the processes in place are both supportive and effective
- I feel the Board has improved greatly in respect to communications!
- Always so appreciative of the support I receive from our communications department. Thank you!
- We are much more proactive in promoting our board and schools and all the great things we are doing
- Communications is clear and timely
- I love the newly developed resources found on Portal for communicating with parents (i.e., Principal's Toolkit). Very useful for all, but especially a newbie like me!
- Always appreciate the support, especially during "crisis" situations. Thanks Kim!
- There is a lot of support around communications and this is a difficult area to manage due to social media. I would be grateful for some training on how to manage what is written about schools, staff, etc., on Facebook, etc.
- Love Kimberly!
- Kim and Jenny are doing a great job, plus all the other people behind the scenes
- Gabe is great!
- A simplified website would be appreciated
- Fewer emails, fewer media release. Please improve transportation website regarding bus delays/cancellations. Overall, a good job communicating snow days this year with email to staff, twitter, news outlets
- Room to enhance school websites and push notifications from Board to school websites (i.e., school closures, PD Days, etc.)
- Be sure to include all staff, including secretaries and teachers when sharing information
- Principals need to communicate all information to staff as per Board directive so some of us aren't challenged by teachers and the union
- Sent in my "Schools in the News" – yet to see it posted
- The questions would have been easier to answer on a scale, rather than yes/no



2018-19 Communications and Community Relations Stories

* As of May 6, 2019

Achievement – 23

- Statement on Behalf of the Grand Erie District School Board Trustees and Director of Education Brenda Blancher
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/statement-behalf-grand-erie-district-school-board-trustees-and-director-education-brenda-blancher>
 - *Appeared in the Brantford Expositor*
 - *Appeared in the Simcoe Reformer*
 - *Appeared in the Haldimand Press*
 - *Appeared on MY FM 98.9*
- Grand Erie Set to Welcome Student Back on September 4
 - http://www.granderie.ca/application/files/3615/3488/3046/Media_Release_Back_to_School.pdf
 - *Appeared in the Brantford Expositor, including a picture on the front page of the paper*
- Experiential Learning at the Forefront at Valley Heights Secondary School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2017-18/experiential-learning-forefront-valley-heights-secondary-school>
- Camp SAIL Sets its Sights on Mathematics this Summer
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/camp-sail-sets-its-sights-mathematics-summer>
 - *Appeared in the Haldimand Press*
 - *Appeared in the Brantford Expositor, including a picture on the front page of the paper*
- Principal Tottle's Summer Learning in the Land Down Under
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/principal-tottles-summer-learning-land-down-under>
 - *Appeared in the Haldimand Press*
 - *Appeared in the Paris Chronicle*
- The Great Grand Erie Road Trip
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/great-grand-erie-road-trip>
- On the Job with... Tara McFarling, Elementary Teacher
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/job-tara-mcfarling-elementary-teacher>
- Grand Erie's EQAO Results Demonstrate Progress; Align with Goals of Multi-Year Plan
 - http://www.granderie.ca/application/files/4415/3747/1925/Media_Release_EQAO_Results_2018.pdf
 - *Appeared in the Brantford Expositor*

- BCI Teacher Librarian Recognized with Grand Erie's Highest Honour for Staff
 - http://www.granderie.ca/application/files/9615/3789/3555/Media_Release_Patti_McCleister_award.pdf
 - *Appeared in the Brantford Expositor*
- Ready, Set, Build at Walpole North
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/ready-set-build-walpole-north>
- Hands-on Learning at Grand Erie Learning Alternatives
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/hands-learning-grand-erie-learning-alternatives>
- Future Grade 9 Student and Parent Information Nights begin this week at Grand Erie
 - http://www.granderie.ca/application/files/5915/4144/1608/Media_Release_Grade_9_Parent_Information_Nights.pdf
 - *Appeared in the Haldimand Press*
 - *Appeared in the Simcoe Reformer*
 - *Covered by MY FM 98.9*
- Trustee Greg Anderson to Serve as Grand Erie District School Board Chair in 2018-19
 - http://www.granderie.ca/application/files/1615/4388/7076/Media_Release_Election_Results_2018-19_Board.pdf
 - *Appeared in the Port Dover Maple Leaf*
 - *Appeared in the Brantford Expositor*
- Inspiring Writers at Thompson Creek Elementary School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/inspiring-writers-thompson-creek-elementary-school>
- Ready, Set, Kindergarten! Grand Erie Gears Up for Registration Month
 - http://www.granderie.ca/application/files/7515/4421/4952/Media_Release_Kindergarten.pdf
 - *Appeared in the Haldimand Press*
 - *Covered by MY FM 98.9*
 - *Covered by The GRAND 92.9*
- On the Job with... Scott McDonald, Teacher Consultant, Special Education
 - <http://www.granderie.ca/board/news/job-scott-mcdonald-teacher-consultant-special-education>
 - *Appeared in the Haldimand Press*
- 2019 Art Soup Program Connects Grand Erie Students with Local Arts and Secondary Schools
 - http://www.granderie.ca/application/files/2715/4824/4508/Media_Release_Art_Soup.pdf
 - *Multiple stories appeared in the Haldimand Press*
 - *Appeared in the Brantford Expositor, including front page photo*
- Statement on Behalf of the Grand Erie District School Board from Greg Anderson, Chair of the Board – Impact of Ministry of Education Changes
 - <http://www.granderie.ca/board/news/statement-behalf-grand-erie-district-school-board-greg-anderson-chair-board>
 - *Appeared on the front page of the Brantford Expositor*
 - *Appeared on the front page of the Simcoe Reformer*
 - *Appeared in the Haldimand Press*
- Grand Erie District School Board Seeks Input from Community on 2019-20 Budget
 - http://www.granderie.ca/application/files/3215/5293/8666/Media_Release_Budget_Survey.pdf
 - *Appeared in the Simcoe Reformer*
 - *Appeared in the Haldimand Press*
 - *Appeared in the Brantford Expositor*

- Statement on Behalf of the Grand Erie District School Board from Greg Anderson, Chair of the Board – Staffing Impacts for 2019-20
 - http://www.granderie.ca/application/files/2815/5622/5802/Media_Release_Board_Statement_Staffing_Impacts.pdf
 - *Appeared in the Simcoe Reformer*
 - *Appeared in the Brantford Expositor*
 - *Appeared in the Haldimand Press*
 - *Covered by MY FM 98.9*
- Le Carnaval de Quebec at École Confédération
 - <http://www.granderie.ca/board/news/le-carnaval-de-quebec-ecole-confederation>
- Getting Creative by Retelling Traditional Fairy Tales at Branlyn Community School
 - <http://www.granderie.ca/board/news/getting-creative-retelling-traditional-fairy-tales-branlyn-community-school>
- BCI Ready to Break a Leg as Hosts of this Year's National Theatre School Festival Provincial Showcase
 - http://www.granderie.ca/application/files/9015/5715/9165/Drama_Festival_2019.pdf

Community – 19

- Parent Council Provides Community Link at École Dufferin
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/parent-council-provides-community-link-ecole-dufferin>
- Hagersville Secondary Partners with Haldimand Motors for Annual 'Stuff Kids in a Car Contest'
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/hagersville-secondary-partners-haldimand-motors-annual-stuff-kids-car-contest>
 - *Appeared in all local media*
- Learning From Terry at Cedarland Public School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/learning-terry-cedarland-public-school>
- Statement on Behalf of the Grand Erie District School Board Senior Administration Team and Board of Trustees: Death of McKinnon Park Student
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/statement-behalf-grand-erie-district-school-board-senior-administration-team-and-board-trustees-death-mckinnon-park-student>
- Grand Erie Schools Commemorating Remembrance Day with Special Events and Activities
 - http://www.granderie.ca/application/files/1215/4153/5593/Media_Release_Remembrance_Day.pdf
- Gretzky Griffins Live Up to their Namesake
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/gretzky-griffins-live-their-namesake>
- T'is the Season for Community and Caring as GELA Kicks Off Annual Event
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/tis-season-community-and-caring-gela-kicks-annual-event>
- Community Partners Help Fuel Student Learning at Graham Bell-Victoria Public School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/community-partners-help-fuel-student-learning-graham-bell-victoria-public-school>
- Bellview Public School Community Celebrates the Season at Annual Turkey Dinner
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/bellview-public-school-community-celebrates-season-annual-turkey-dinner>

- Grand Erie Schools Decking the Halls and Adding Holiday Cheer with a Variety of Events, Activities
 - http://www.granderie.ca/application/files/3515/4464/6133/Media_Release_Holiday_Activities.pdf
 - Coverage of the events listed in the media release appeared in:
 - Simcoe Reformer – multiple stories, multiple front page pictures
 - Haldimand Press
 - Port Dover Maple Leaf
- Annual Holiday Bonanza at Dunnville Secondary Makes it a Merrier Christmas for Many
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/annual-holiday-bonanza-dunnville-secondary-makes-it-merrier-christmas-many>
- Community Efforts Make a Mad Hatter of a Great Production at Onondaga-Brant
 - <http://www.granderie.ca/board/news/community-efforts-make-mad-hatter-great-production-onondaga-brant>
- Statement on Behalf of the Grand Erie District School Board Senior Administration Team and Board of Trustees: Death of Dawn Tanner, Hagersville Secondary School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/statement-behalf-grand-erie-death-dawn-tanner-hagersville-secondary-school>
- Group Project Broadens Classroom at Pauline Johnson Collegiate and Vocational School
 - <http://www.granderie.ca/board/news/group-project-broadens-classroom-pauline-johnson>
- Social Networking and Online Safety: What Parents Need to Know – Information Session for Set for Grand Erie Parents
 - http://www.granderie.ca/application/files/6315/5354/3613/Media_Release_GEPIC_Event_Spring_2019.pdf
 - Appeared in the Brantford Expositor
 - Covered by The GRAND 92.9
- Parent Councils Bring Renowned Speaker to Paris for Presentation on Brain Development of Children and Teens
 - http://www.granderie.ca/application/files/2115/5447/1648/Media_Release_Dr_Jean_Clinton.pdf
 - Appeared in the Brantford Expositor
- Delhi District Secondary School Breaks a Leg
 - <http://www.granderie.ca/board/news/delhi-district-secondary-school-breaks-leg>
- Grand Erie District School Board Set to Kick Off Education Week 2019
 - http://www.granderie.ca/application/files/7715/5664/3216/Media_Release_Education_Week_2019.pdf
 - Appeared in the Brantford Expositor
- Hagersville Elementary School's Grandparents Tea Event *Steeped* in Tradition and Love
 - <http://www.granderie.ca/board/news/hagersville-elementary-schools-grandparents-tea-event-steeped-tradition-and-love>

Environment – 12

- Custodians Work to Ensure Safe, Welcoming Environments Across Grand Erie
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/custodians-work-ensure-safe-welcoming-environments-across-grand-erie>
 - Appeared in the Haldimand Press
 - Appeared in the Sachem

- Teeterville Public School Students Proud to be Environmental Stewards
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/teeterville-public-school-students-proud-be-environmental-stewards>
- Mapleview Elementary School Opens its Doors
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/mapleview-elementary-school-opens-its-doors>
 - Covered by *The GRAND 92.9*
 - Appeared in the *Sachem*
 - Appeared in the *Haldimand Press*
- Woodman-Cainsville School Sets its Sights on Greener Pastures
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/woodman-cainsville-school-sets-its-sights-greener-pastures>
 - Appeared in the *Brantford Expositor*
- Oakland-Scotland Public School Clubs Working Together to Build Citizenship, Environmental and Global Awareness
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/oakland-scotland-public-school-clubs-working-together-build-citizenship-environmental-and-global-awareness>
- Waterford District High School Unveils New Learning Commons
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/waterford-district-high-school-unveils-new-learning-commons>
 - Appeared in the *Simcoe Reformer*, including a picture on the front page of the paper
 - Covered by *MY FM 98.9*
- Mapleview Elementary School Welcomes Community at Holiday Open House
 - http://www.granderie.ca/application/files/6715/4480/2486/Media_Release_Mapleview_Open_House.pdf
 - Appeared in the *Haldimand Press*
 - Appeared in the *Sachem*
- Students at Russell Reid Public School Demand Action on Climate Change
 - <http://www.granderie.ca/board/news/students-russell-reid-public-school-demand-action-climate-change>
 - Multiple stories appeared in the *Brantford Expositor*, including two front page photos
 - Appeared in the *Two Row Times*
- Community Partnerships at Bloomsburg Make the Great Outdoors the Classroom
 - <http://www.granderie.ca/board/news/community-partnerships-bloomsburg-make-great-outdoors-classroom>
- Grand Erie's Eco Conference Motivates Young People to Take Action Now
 - <http://www.granderie.ca/board/news/grand-eries-eco-conference-motivates-young-people-take-action-now>
 - Appeared in the *Brantford Expositor*
 - Appeared in the *Simcoe Reformer*
- City of Brantford Honours Students from Echo Place and Onondaga-Brant
 - <http://www.granderie.ca/board/news/city-brantford-honours-students-echo-place-and-onondaga-brant>
- City of Brantford Honours 'The Future' from Russell Reid Public School
 - <http://www.granderie.ca/board/news/city-brantford-honours-future-russell-reid-public-school>

Equity – 20

- Grand Erie Launches Video Series Showcasing Equity
 - http://www.granderie.ca/application/files/9715/3729/9000/Media_Release_Equity.pdf
 - *Appeared in the Simcoe Reformer*
- Grand Erie Prioritizing Equity, Embracing Truth and Reconciliation Calls to Action
 - http://www.granderie.ca/application/files/7515/3635/1568/Media_Release_Indigenous_Ed.pdf
 - *Covered by The GRAND 92.9*
- Grand Erie Participates in Orange Shirt Day; Residential Schools Resource Shared
 - http://www.granderie.ca/application/files/2315/3797/3090/Media_Release_Orange_Shirt_Day.pdf
 - *Covered by MY FM 98.9*
- Indigenous Student Leaders Come Together to Start the Year off Strong
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/indigenous-student-leaders-come-together-start-year-strong>
- Grand Erie Releases Second Video Highlighting Equity Focus of Multi-Year Plan
 - http://www.granderie.ca/application/files/1815/3859/9303/Media_Release_Equity_2nd_Video.pdf
- Grand Erie Honours Treaties Recognition Week
 - http://www.granderie.ca/application/files/5415/4145/1879/Media_Release_Treaties_Recognition.pdf
 - *Covered by MY FM 98.9*
- Grand Erie Teacher Honoured with Dreamcatcher Foundation Award
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/grand-erie-teacher-honoured-dreamcatcher-foundation-award>
 - *Appeared in the Brantford Expositor*
- On the Job with... Stacie Fehrman, Office Coordinator at McKinnon Park Secondary School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/job-stacie-fehrman-office-coordinator-mckinnon-park-secondary-school>
- Grand Erie's Day of Dignity Aims to Inspire Meaningful Action
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/grand-eries-day-dignity-aims-inspire-meaningful-action>
- James Hillier Public School Students Know There's More Than One Way to Reach a Goal
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/james-hillier-public-school-students-know-theres-more-one-way-reach-goal>
- Amazing Staff Ensures *Success for Every Student* at Caledonia Centennial Public School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/amazing-staff-ensures-success-every-student-caledonia-centennial-public-school>
- Grand Erie Celebrating Accessibility Awareness Day to Spur Important Discussions Around Equity and Inclusion
 - http://www.granderie.ca/application/files/7615/4352/8651/Media_Release_Accessibility_Awareness_Day.pdf
 - *Appeared in the Brantford Expositor*
- On the Job with... Joe Tice, Itinerant Teacher, Indigenous Engagement and Support
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/job-joe-tice-itinerant-teacher-indigenous-engagement-and-support>

- Grand Erie Honours National Indigenous Peoples Day by Adjusting its 2019 Exam Schedule for Secondary Students
 - http://www.granderie.ca/application/files/2815/4463/2022/Media_Release_Indigenous_Peoples_Day.pdf
 - *Appeared in the Brantford Expositor*
 - *Appeared in the Sachem*
 - *Appeared in the Haldimand Press*
 - *Covered by MY FM 98.9*
 - *Covered by The GRAND 92.9*
- North Park's Link Crew Takes Home a Peace Medal
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/north-parks-link-crew-takes-home-peace-medal>
 - *Appeared in the Sachem*
 - *Appeared in the Hamilton Spectator*
- Grand Erie Releases Final Video in Series Highlighting Equity
 - http://www.granderie.ca/application/files/9115/4932/4317/Media_Release_Equity_Final_Video.pdf
- *Count Us In!* Grand Erie's First Student Census Takes Place March 18-29
 - http://www.granderie.ca/application/files/6015/5060/4297/Media_Release_Student_Census.pdf
 - *Appeared in the Haldimand Press*
 - *Appeared in the Brantford Expositor*
 - *Appeared in the Simcoe Reformer*
 - *Covered by MY FM 98.9*
 - *Covered by The GRAND 92.9*
- Elgin Avenue Public School is 'Unlearning'
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/elgin-avenue-public-school-unlearning>
- Stronger Together Builds Inter-Cultural Understanding through Traditional Drum-Making
 - <http://www.granderie.ca/board/news/stronger-together-builds-inter-cultural-understanding-through-traditional-drum-making>
- Rainbow Ball Continues Tradition of Safe, Welcoming Event for LGBTQ+ Students
 - http://www.granderie.ca/application/files/7715/5613/6284/Media_Release_Rainbow_Ball.pdf
 - *Covered by MY FM 98.9*
 - *Covered by The GRAND 92.9*

Technology – 7

- Grand Erie's Ed Tech Team Launches Website to Help Students and Staff Make the Most of Technology
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/grand-eries-ed-tech-team-launches-website-help-students-and-staff-make-most-technology>
- Ed Tech Student Crews Expand Grand Erie's Learning Circuit
 - <http://www.granderie.ca/board/news/ed-tech-student-crews-expand-grand-eries-learning-circuit>
 - *Appeared in the Haldimand Press*
- Major Ballachey's Library Evolves into Learning Commons
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/major-ballacheys-library-evolves-learning-commons>

- Lakewood Elementary Takes Part in Hour of Code
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/lakewood-elementary-takes-part-hour-code>
- Minecraft Club at Lansdowne-Costain Makes Impact on Achievement, Well-Being
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/minecraft-club-lansdowne-costain-makes-impact-achievement-well-being>
- ‘What’s Your Plan’ Career Showcase Connects Youth to Opportunities in Technology and Trades
 - http://www.granderie.ca/application/files/3415/5361/9393/Media_Release_Whats_Your_Plan.pdf
- Central Public School Unveils Renovated Learning Commons
 - <http://www.granderie.ca/board/news/central-public-school-unveils-renovated-learning-commons>

Well-Being – 14

- GELA’s Personal Support Worker Students Prepare for Careers Helping Others
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/gelas-personal-support-worker-students-prepare-careers-helping-others>
 - *Appeared in the Port Dover Maple Leaf*
- Banbury Heights Celebrates International Day of the Girl
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/banbury-heights-celebrates-international-day-girl>
- Young Yogis Flexing Well-Being at Langton Public School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/young-yogis-flexing-well-being-langton-public-school>
- Jack Talks Help Start the Conversation on Mental Health
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/jack-talks-help-start-conversation-mental-health>
 - *Appeared in the Haldimand Press*
- Centennial-Grand Woodlands’ Ukulele Club Performs at Remembrance Day Assembly
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/centennial-grand-woodlands-ukulele-club-performs-remembrance-day-assembly>
- Growing Positivity at Courtland Public School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/growing-positivity-courtland-public-school>
- Getting Active, and Going in the Direction of Your Dreams
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/getting-active-and-going-direction-your-dreams>
- Day of Inclusivity Makes Nice the Norm
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/day-inclusivity-makes-nice-norm>
- Mental Health Team Encourages Grand Erie to ‘Talk’
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/mental-health-team-encourages-grand-erie-talk>

- Enhancing Lessons Through the Arts at Agnes G. Hodge Public School
 - <http://www.granderie.ca/board/community/newsroom/feature-stories/2018-19/enhancing-lessons-through-arts-agnes-g-hodge-public-school>
- On the Job with... Phillip Kuckyt, Manager of Transportation Services
 - <http://www.granderie.ca/board/news/job-philip-kuckyt-manager-transportation-services>
 - *Appeared in the Port Dover Maple Leaf*
 - *Appeared in the Haldimand Press*
- Helping Students Deal with High Anxiety at North Park Collegiate and Vocational School
 - <http://www.granderie.ca/board/news/helping-students-deal-high-anxiety-north-park-collegiate-and-vocational-school>
- On the Job with... Christine Bibby, Safe and Inclusive Schools Lead
 - <http://www.granderie.ca/board/news/job-christine-bibby-safe-and-inclusive-schools-lead>
- Mental Health Week 2019 Focuses on Wellness and Resiliency
 - http://www.granderie.ca/application/files/3915/5714/8749/Media_Release_Mental_Week_2019.pdf



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: May 27, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the recommendations from the May 13, 2019 Committee of the Whole Board meeting as follows:</p>

1. **Update on French Immersion Secondary School Locations**

- a) THAT the Grand Erie District School Board approve the Paris Central French Immersion students be directed to the existing secondary school French Immersion program at North Park CVS.
- b) THAT the Grand Erie District School Board approve the implementation of a secondary French Immersion program at Simcoe Composite School commencing September 2020 and the French Immersion students from River Heights, Lakewood and Walsh be directed there.

2. **Open Concept Classroom Report**

THAT the Grand Erie District School Board receive the Open Concept Classroom Report as information.

3. **Student Senate Minutes/Report**

THAT the Grand Erie District School Board receive the Student Meeting Report – April 26, 2019 as information.

4. **Student Trustee Selecton**

THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2019-20:

Grand Erie North: Zachary Garbaty

Grand Erie South: Alexandra Hauser

Grand Erie Indigenous: la'teieka:nereh Doxtader-Swamp.

5. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of May 13, 2019 as information.

6. **Revised 2018-19 Committee/Board Meeting Schedule**

THAT the Grand Erie District School Board approve the revised 2018-19 Committee/Board Meeting Schedule.

7. **2019-20 Committee Board Meeting Schedule**

THAT the Grand Erie District School Board approve the 2019-20 Committee of the Whole Board and Regular Board Meeting Schedule, as amended to remove the August 24, 2020 Committee of the Whole Board Meeting.

8. **Allocation of Educational Assistant**

THAT the Grand Erie District School Board approve the allocation of 303 Educational Assistants, as outlined in the report, pending final budget approval.

9. **Managing Information for Student Achievement (MISA) Update**

THAT the Grand Erie District School Board receive the MISA Update as information

10. **Community Planning and Facility Partnerships – Annual Facility Status Report**

THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

11. **Learner Intervention Tracking for Excellence (LITE)**

THAT the Grand Erie District School Board receive the Learner Intervention Tracking for Excellence report as information.

12. **Bylaw 2 – Role of the Board**

THAT the Grand Erie District School Board approve Bylaw 2 - Role of the Board.

13. **Bylaw 12 – Information Reports**

THAT the Grand Erie District School Board approve Bylaw 12 – Information Reports.

14. **Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project.**

THAT the Grand Erie District School Board rescind Bylaw 32 – Capital Expenditure Financing – Telephone Replacement Project.

15. **Bylaw 8 – Committees of the Board – Amendments to the Native Advisory Committee Terms of Reference**

THAT the Grand Erie District School Board approve the amendments to the Terms of Reference for the Native Advisory Committee (NAC).

16. **FT6 Student Transportation**

THAT the Grand Erie District School Board approve Policy FT6 – Student Transportation.

17. **FT7 Inclement Weather**

THAT the Grand Erie District School Board approve Policy FT7 Inclement Weather, as amended.

18. **FT13 Pride of Place and Community Partnership Incentive Programs**

THAT the Grand Erie District School Board approve Policy FT13 Pride of Place and Community Partnership Incentive Programs.

19. **FT14 Environmental Standards for Facility Operations and Maintenance**

THAT the Grand Erie District School Board approve Policy FT14 Environmental Standards for Facility Operations and Maintenance.

20. **HR1 Bereavements**

THAT the Grand Erie District School Board approve Policy HR1 Bereavement, as amended.

21. **HR8 Workplace Violence**

THAT the Grand Erie District School Board approves that Policy HR8 Workplace Violence be brought back to Board in September 2019.

22. **SO7 Student Expulsion**

THAT the Grand Erie District School Board approve Policy SO7 Student Expulsion, as amended.

23. **SO21 School Food and Beverages**

THAT the Grand Erie District School Board approve Policy SO21 School Food and Beverages

24. **SO29 Violence Threat Risk Assessment and Intervention**

THAT the Grand Erie District School Board approve Policy SO29 Violence Threat Risk Assessment and Intervention.

25. SO112 Student Dress Code

THAT the Grand Erie District School Board receive Procedure SO112 Student Dress Code as information

26. SO118 Opening and Closing Exercises at School

THAT the Grand Erie District School Board receive Procedure SO118 Opening and Closing Exercises at School as information

27. HR108 Police Record Checks for Employees

THAT the Grand Erie District School Board receive Procedure HR108 Police Record Checks for Employees as information, as amended.

28. FT116 Building Security and Access

THAT the Grand Erie District School Board receive Procedure FT116 Building Security and Access as information, as amended.

Respectfully submitted,

Rita Collver, Chair
Committee of the Whole Board



POLICY

FT7

Inclement Weather

Board Received: _____

Review Date: _____

Policy Statement

The health and safety of all students and employees of the Grand Erie District School Board is a priority at all times. Therefore, inclement weather may occasionally result in the cancellation of transportation services or the early dismissal of schools.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Safety issues addressed
 - Clear guidelines for transportation
 - Continued cost-effectiveness
 - Clear communication present

Procedures for Cancellation of Transportation Services

To minimize the disruption of service and possible danger on such days, the following procedures will apply.

1. Safety

- a) Since determining “safety” under adverse weather conditions is difficult and at times subjective, principals will inform parents/guardians by the school’s regular communication means, by the end of October, that it is the parent’s/guardian’s responsibility at all times to decide whether or not it is safe for their children to attend school, as they would at any other time.
- b) The decision to cancel transportation services shall be made prior to 6:30 a.m., STSBHN will broadcast the decision to users via their subscribed notification email. The decision will also be posted on the Board’s website (granderie.ca) and social media as well as shared with local media **by 6:30 a.m. where possible.**

2. School Zones

- a) Weather conditions may require that transportation services be cancelled in specific zones. For the purpose of inclement weather decisions, the Board shall be divided into four zones. The four zones include: Norfolk County (Zone 1), Haldimand County (Zone 2), County of Brant (Zone 3) and the City of Brantford (Zone 4). The letter to parents/guardians will inform them of the zone number and name that their child(ren)’s school(s) are in. The cancelled zone name(s) will be posted on the Board’s website (www.granderie.ca), communicated through social media and shared with local media. School names will not be announced. The weather may cause more than one zone to be affected.
- b) The zone numbers and names with the schools are listed in Appendix ‘A’. The Appendix is subject to periodic updates as required to align with school openings, closings or zone modifications.

3. Early Dismissal for Inclement Weather

- a) Early dismissal will occur only in extreme circumstances. The decision to have students transported home early will be made by 12:00 noon and the information shall be posted on the Board website (www.granderie.ca), communicated through social media and shared with local media.
- b) When it is necessary to dismiss early, parents/guardians (or alternate emergency contacts) of students in Junior Kindergarten to Grade 8 and parents/guardians (or alternate emergency contacts) of Secondary students under 18 years of age will be contacted, unless the school has previously made alternate arrangements with parents/guardians. If no contact can be made before buses leave, students will remain at school until parents have been contacted and they have made arrangements to pick up their children. Adequate staff will remain at school to provide supervision. Elementary schools will be responsible for developing an appropriate process for early dismissal.

4. Cancellation of Transportation Services Only

- a) In the following circumstances, transportation will be cancelled (by zone) **but schools and facilities will remain open:**

The outdoor air temperature, without wind-chill, is at or below -30 degrees Celsius, as of 5:00 AM, on the Environment Canada website in:

- Simcoe, ON for Zone 1
- Haldimand County, ON for Zone 2
- Brantford, ON for Zones 3 and 4

The Environment Canada Wind Chill Chart, as of 5:45AM on the Environment Canada website, indicates a high risk of frostbite to occur in 10 minutes or less in:

- Simcoe, ON for Zone 1
- Haldimand County, ON for Zone 2
- Brantford, ON for Zones 3 and 4

- b) The decision to cancel transportation services shall be posted on the Board website (www.granderie.ca), communicated through social media and shared with local media.

5. Cancellation of Transportation Services Triggering Closures

- a) Student Transportation Services Brant Haldimand Norfolk (STSBHN) Manager shall gather information on road and weather conditions from various sources and contacts and discuss conditions with the Superintendent of Business. The decision to cancel transportation services will be made by the Superintendent of Business and the STSBHN Manager. The decision to cancel transportation will be made when:
 - i. The forecasted road conditions during the travel time when students are on board are believed to not allow for the safe provision of services,
 - ii. Visibility is anticipated to be significantly impacted during the travel time when students are on board.
- b) The decision to cancel transportation services shall be posted on the Board website (www.granderie.ca), communicated through social media and shared with local media.
- c) When transportation is cancelled, it will trigger closures (by zone) and the following shall apply:

- i. All schools and facilities within the identified zone(s) will be closed to students and staff.
 - ii. All training sessions and meetings within the jurisdiction of the Board will be cancelled.
 - iii. If a bus travels through other inclement weather zones during the normal course of its route to take students to school, the bus route will not operate on inclement weather bus cancellation days. Transportation shall not be supplied for students attending schools outside the zone. If buses are cancelled only for a specific zone(s), anyone living in one of the cancelled zones would not have Board provided transportation, even if the school they attend is in a different zone and is open.
 - iv. Students living in a zone where transportation has not been cancelled will not be transported into a zone where transportation has been cancelled.
 - v. When morning transportation has been cancelled, all transportation shall be considered cancelled for the day.
- d) STSBHN will make its own assessment of travel conditions for routes that travel outside of the Board's area into neighbouring jurisdictions (i.e. Oxford County) and communicate any cancellations for these routes. The decision to cancel transportation by an adjacent board does not pertain to Grand Erie District School Board routes.

Procedures for Board Employees

1. When school transportation is cancelled (by zone), the facilities within the designated zone(s) will be closed to students and staff.
2. When transportation is not cancelled within the zone in which an employee works, the following shall apply:
 - a) An employee is expected to make reasonable efforts to reach their normal place of employment, using safety and common sense as the guiding criteria.
 - b) If an employee is unable to reach their normal place of employment, a Leave of Absence request for 'Hazardous Weather', with an explanation must be submitted to your supervisor.
3. All personnel that work the afternoon/night shift shall call into the Facility Services office at least two hours prior to the start of their shift to obtain direction on reporting to work.
4. Long-term occasional teachers will not attend closed schools (but will be paid according to the per diem rate).
5. When there are closures in any of the four zones, all scheduled training sessions for staff will be cancelled for the entire system.
6. Consideration to cancel any meeting of the Board will be handled on a situational basis by the Chair of the Board and the Director of Education and Secretary of the Board.

APPENDIX A

GRAND ERIE DISTRICT SCHOOL BOARD INCLEMENT WEATHER ZONES			
Zone 1 – Norfolk County	Zone 2 – Haldimand County	Zone 3 – Brant County	Zone 4 – City of Brantford
Elementary Schools	Elementary Schools	Elementary Schools	Elementary Schools
Bloomsburg Public School	Caledonia Centennial Public School	Burford District Elementary School	Agnes G. Hodge Public School
Boston Public School	Hagersville Elementary School	Cobblestone Elementary School	Banbury Heights School
Courtland Public School	J.L. Mitchener Public School	Glen Morris Central Public School	Bellview Public School
Delhi Public School	Jarvis Public School	Mt. Pleasant School	Branlyn Community School
Elgin Avenue Public School	Mapleview Elementary School	North Ward School	Brier Park Public School
Houghton Public School	Oneida Central Public School	Oakland-Scotland Public School	Cedarland Public School
Lakewood Elementary School	Rainham Central School	Onondaga-Brant Public School	Centennial-Grand Woodlands School
Langton School	River Heights School	Paris Central Public School	Central Public School
Lynndale Heights Public School	Seneca Central Public School	St. George-German Public School	Echo Place School
Port Rowan Public School	Thompson Creek Elementary School		École Confédération
Teeterville Public School	Walpole North Elementary School		École Dufferin
Walsh Public School			Graham Bell-Victoria Public School
Waterford Public School			Grandview Public School
West Lynn Public School			Greenbrier Public School
			James Hillier Public School
			King George School
			Lansdowne-Costain Public School
			Major Ballachey Public School
			Prince Charles Public School
			Princess Elizabeth Public School
			Russell Reid Public School
			Rverson Heights Elementary School
			Walter Gretzky Elementary
			Woodman-Cainsville School
Secondary Schools	Secondary Schools	Secondary Schools	Secondary Schools
Delhi District Secondary School	Cayuga Secondary School	Paris District High School	Brantford Collegiate Institute & Vocational School
GELA – Simcoe	Dunnville Secondary School		GELA – City Centre
Simcoe Composite School	Hagersville Secondary School		GELA – Rawdon Street
Valley Heights Secondary School	McKinnon Park Secondary School		North Park Collegiate & Vocational School
Waterford District High School			Pauline Johnson Collegiate & Vocational School
			Tollgate Technological Skills Centre
Board Facility Sites	Board Facility Sites		Board Facility Sites
Norfolk School Support Centre	Haldimand School Support Centre		Education Centre
			Facility Services
			Joseph Brant Learning Centre
			Teacher Resource Centre



POLICY

HR1

Bereavements

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to allow individuals to show respect in the event of the death of an employee, student or significant public figure. While the system shows its respect, it is expected to continue an educational program for students.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Clear communication occurs
– Staff/students supported appropriately

In the event of the death of an employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.

Procedures

1. Notification
In the event of the death of an employee or student, Principals/Supervisors should notify the Manager of Communications and Community Relations, who will send a message to the system.
2. School
 - a) The school remains open and programs continue to be offered to students;
 - b) Principals may choose to contact their Superintendent to arrange for the assistance of the Tragic Events Response Team;
 - c) Individual employees or groups of employees may attend a funeral as representatives of the school, according to the extent to which internal arrangements for coverage can be made within the school. Occasional teachers are not normally provided for this purpose.
3. Education Centre, School Support Centres
Individual employees or groups of employees may attend a funeral as representatives of the centres, according to the extent to which internal arrangements for coverage can be made within the centre.
4. Flag
In the event that flags need to be lowered, the Manager of Communications will send a message out to the system.
 - a) In the event of the death of a current employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
 - i) the flag(s) at all schools, the Education Centre and School Support Centres will be flown at half-staff;
 - ii) the flags will be flown at half-staff for three days.

- b) In the event of the death of a former employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
 - i) the flag of the school may be flown at half-staff, at the discretion of the Principal/Supervisor, when the death of a former employee or student occurs.
 - ii) the flag will be flown at half-staff for three days.
- c) In the event of the death of a local politician, traditional First Nation Chief, First Nation Band Council Chief, civic official, former or present Prime Minister, Head of State of Canada, or Premier of Ontario, Principals/Supervisors are required to follow these procedures unless specifically directed to do otherwise by the Director of Education.
 - i) the flag at the Education Centre, School Support Centres and schools shall be flown at half-staff on the death of a former or present Prime Minister, Head of State of Canada or Premier of Ontario.
 - ii) the flag at the Education Centre and the appropriate School Support Centres shall be flown at half-staff, and at any school at the discretion of the Principal/Supervisor, on the death of a local politician or civic official representing or working in the municipality where the school is located and on the death of certain individuals not covered above.
 - iii) the flag will be flown at half-staff for three days.

5. Memorial Statements

When a current staff member or student enrolled in our system passes away, and family permission is obtained, a Memorial Statement celebrating the life of the individual shall be submitted by the Principal/Supervisor to the Director of Education as soon as possible to be read at the next regular Board Meeting by a trustee. The statement will then be forwarded to the family, along with the Board's sincerest sympathy.

6. Sympathy Cards

When a staff member suffers the loss of an immediate family member (parent, partner/spouse, sibling or child), the information should be sent to the appropriate superintendent as soon as possible, including the name of the employee and the relationship of the employee to the deceased. These losses will be acknowledged with a sympathy card from the Superintendent.



POLICY

S07

Student Expulsions

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board will create a safe, caring, and accepting school environment by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes expulsion where necessary. In the interest of equity, supports will be considered in assisting attendance at meetings related to expulsion.

Accountability

1. Frequency of Reports - Annual
2. Criteria for Success -
 - Enhanced student safety
 - Increased opportunity for student to continue their education
 - Improved student performance

Procedures

The purpose of this section of the document is to provide an outline of the procedures related to the expulsion of a pupil or the appeal of an expulsion. The policies and procedures of the Board have been created in accordance with the Education Act, the Education Amendment Act (Progressive Discipline and School Safety) 2007, and the Regulations.

- For the purposes of this Policy, “adult pupil” refers to a student who has reached the age of 18, or has withdrawn from parental control at age 16 or 17.

1.0 Circumstances in Which a Principal Must Suspend a Pupil for 20 Days Pending Expulsion

Subject to mitigating factors and reasonable grounds to believe that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the Principal will suspend the pupil for:

1. Possessing a weapon* or replica, including a firearm;
2. Using a weapon* or replica to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or illegal/restricted drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;
8. Bullying if,
 - i. The pupil has previously been suspended for engaging in bullying, AND

- ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- 9. Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i. The pupil has previously been suspended for this behaviour, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;
- 10. Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
- 11. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of another person in the school or Board.

The Principal will also contact the police, consistent with the Grand Erie Police Protocol, if the suspected infraction requires such contact. The Principal will consult with the Family of Schools Superintendent of Education and Superintendent responsible for Safe Schools. Any police investigation will be conducted separately from the principal's investigation.

- * A weapon is defined by the Criminal Code as "anything used or intended for use in causing death or injury to persons whether designed for such purpose or not; or anything used or intended for use for the purpose of threatening or intimidating any person." A weapon will also be defined as anything deemed by the Principal/designate to be dangerous or a threat to others. In incidents involving weapons, the weapons should be confiscated if the confiscation can be carried out safely. Weapons offences, including the threat to use a weapon, must be reported to the police. If the police attend, seized weapons must be turned over to the attending officer.

2.0 Factors to Consider Before Deciding to Impose a Suspension Pending Expulsion

When deciding whether or not to impose a suspension pending expulsion, the Principal will make every effort to consult with the pupil, and the pupil's parent/guardian, or with an adult pupil, to identify whether any mitigating factors might apply in the circumstances.

3.0 Mitigating Factors

The mitigating factors to be considered by a principal before deciding whether to recommend an expulsion are:

- 1. The pupil does not have the ability to control their behaviour.
- 2. The pupil does not have the ability to understand the foreseeable consequences of their behaviour.
- 3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following factors shall also be taken into account when considering suspension pending expulsion:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - a. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - b. whether appropriate individualized accommodation has been provided, and
 - c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

If a pupil does not have the ability to control their behaviour and does not understand the foreseeable consequences of their behaviour, alternative discipline and/or other interventions may be considered by the Principal.

If the pupil poses an unacceptable risk to the safety of others in the school, the Principal will consult with the Family of Schools Superintendent of Education regarding appropriate accommodations and/or strategies that might be instituted to ensure pupil and staff safety.

4.0 Suspension Pending Recommendation for Expulsion

If the pupil is to be suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be suspended for (20) twenty school days. The Principal must assign the pupil to a program for suspended pupils during this time.

5.0 Procedural Steps When Imposing a Suspension Pending Expulsion

When imposing a suspension, the Principal is required to effect the following procedural steps:

1. Within 24 hours of the decision, the Principal must make all reasonable efforts to inform the adult pupil, or the parent/guardian.
2. The Principal must inform the pupil's teacher(s) of the suspension.
3. The Principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and pupil, and the Family of Schools Superintendent of Education. The written notice of suspension will include:
 - a. the reason for suspension;
 - b. the duration of the suspension;
 - c. information about the program for suspended pupils;
 - d. information about the investigation the Principal is conducting to determine whether to recommend expulsion; and
 - e. a statement that there is no immediate right to appeal the suspension.
4. Every effort should be made to include the school work with the letter of suspension. If it is not possible to provide the letter because the pupil and/or their parent/guardian is not available, the letter should be mailed, couriered, faxed or e-mailed to the home

- address that day and school work should be made available for pick-up from the school the following school day.
- a. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - b. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate-motivated violence, consideration must be given to filing a Violent Incident Form in the pupil's Ontario Student Record.

6.0 Long-Term Suspension Program

Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned to a program for students on long-term suspension.

A pupil cannot be compelled to participate in a long-term suspension program. Should the adult pupil or the pupil's parent/guardian choose not to have the pupil participate in the program, the pupil will be provided with school work consistent with their program.

This school work will be available at the school for pick-up during the suspension period beginning the school day after the adult pupil or the parent/guardian refuses to participate in a long-term suspension program.

A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in a program. Agreement or refusal to participate in a long-term suspension program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the pupil or their parent/guardian declines the offer, the principal shall record the date and time of such refusal.

7.0 Planning Meeting

For pupils who choose to participate in a program for students on long-term suspension, the Principal of the school and the Grand Erie Safe Schools Team (GESST) will hold a planning meeting for the purpose of developing the SAP.

The adult pupil or the pupil's parent/guardian and pupil (where appropriate) and the GESST, as well as any appropriate teaching and support staff, will be invited to participate in the planning meeting.

If the adult pupil or the parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.

During the planning meeting, the principal or designate will review the issues to be addressed in the pupil's SAP.

8.0 Student Action Plan (SAP)

A pupil will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP.

1. The SAP will be developed under the direction of the Principal of the school with assistance from the Grand Erie Safe Schools Team.
2. The Principal will make every effort to complete the SAP within five (5) school days of the issuing of a long-term suspension.
3. This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
4. Once completed, the SAP will be shared with the adult pupil or the parent/guardian and pupil, and all necessary staff, to facilitate implementation.
5. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
6. The SAP will identify:
 - a. the incident for which the pupil was suspended;
 - b. the progressive discipline steps taken prior to the suspension, if any;
 - c. any alternative discipline measures imposed in addition to the suspension;
 - d. any other disciplinary issues regarding the pupil that have been identified by the school;
 - e. any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 - f. any program(s) or service(s) that might be provided to address those learning or other needs;
 - g. the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
 - h. where the pupil has an IEP, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
 - i. the non-academic program and services to be provided to the pupil, during the suspension, and details regarding how that non-academic program and those services will be accessed; and
 - j. the measurable goals the pupil will be striving to achieve during the period of suspension.

9.0 Principal's Investigation

The Principal will conduct an investigation promptly after issuing the suspension pending expulsion to determine whether to recommend to the Student Discipline Committee that the pupil be expelled. As part of the investigation, the Principal will consult with the Family of Schools Superintendent of Education and the Superintendent responsible for Safe Schools regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity, as well as the substantive decision whether or not to recommend that the pupil be expelled. Should the decision be made to refer the pupil to the Student Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Committee within twenty (20) school days from the date of suspension.

As part of the investigation, the principal will:

1. make all reasonable efforts to speak with the pupil and the parent
2. include interviews with witnesses who the principal determines can contribute relevant information to the investigation;

3. make every reasonable effort to interview any witnesses suggested by the pupil or the pupil's parent/guardian; and
4. consider the mitigating and other factors.

10.0 Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, if the Principal decides not to recommend that the pupil be expelled, the Principal must:

1. consider whether alternative discipline is appropriate in the circumstances;
2. uphold the suspension and its duration;
3. uphold the suspension and shorten its duration and amend the record accordingly; or
4. withdraw the suspension and expunge the record.

If the Principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the parent/guardian and pupil. The notice shall include:

1. a statement of the Principal's decision not to recommend expulsion to the Student Discipline Committee; and
2. a statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn.
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Student Discipline Committee, including:
 - a. a copy of the Board policy regarding suspension appeals (SO6 – Student Suspensions);
 - b. contact information for the Superintendent responsible for Safe Schools;
 - c. a statement that written notice of an intention to appeal must be given within ten (10) school days following receipt by the party of notice of the decision not to recommend expulsion; or
 - d. If the length of the suspension has been shortened, notice that the appeal is based on the shortened length of the suspension.

11.0 Recommendation to the Board for an Expulsion Hearing

If a Principal, in consultation with the Superintendent responsible for Safe Schools, determines that a referral for expulsion is warranted, the hearing must occur within 20 school days from the date the Principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the Principal will:

1. Prior to the hearing, prepare a report to be submitted to the Director of Education and provide the report to the adult pupil or the parent/guardian of a pupil under 18. The report will include:
 - a. a summary of the findings the Principal made in the investigation;
 - b. an analysis of which, if any, mitigating or other factors might be applicable;
 - c. a recommendation of whether the expulsion should be from the school or from the Board; and
 - d. a recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
2. Provide written notice of the expulsion hearing to the adult pupil or the parent/guardian and pupil. The notice shall include:

- a. a statement that the pupil is being referred to the Student Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
- b. a copy of the Board's Policy (SO7) governing the hearing before the Student Discipline Committee;
- c. a copy of the Board Code of Conduct, school Code of Conduct, and Suspension/Expulsion pamphlet;
- d. a copy of the suspension letter;
- e. a statement that the pupil and/or their parent/guardian has the right to respond to the principal's report in writing;
- f. information about the procedures and possible outcomes of the expulsion hearing, including that:
 - i. if the Student Discipline Committee does not expel the pupil, they will either confirm, confirm and shorten, or withdraw the suspension;
 - ii. parties have the right to make submissions with respect to the suspension;
 - iii. any decision with respect to the suspension is final and cannot be appealed;
 - iv. if the pupil is expelled from the school, they must be assigned to a Board program or another school.
 - v. if the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
 - vi. if the pupil is expelled, there is a right of appeal to the Child and Family Services Review Board.
- g. the name and contact information for the Superintendent responsible for Safe Schools.

12.0 The Superintendent responsible for Safe Schools will:

1. Advise the Director of Education of the general details of the incident, including actions taken or pending.
2. Ensure a meeting occurs with an adult pupil, or a pupil's parent/guardian and the pupil, and the principal.
 - a. At the meeting, the Superintendent responsible for Safe Schools will review the Student Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
 - b. If a meeting is arranged, during the meeting the Superintendent responsible for Safe Schools may assist to narrow the issues and identify agreed upon facts.
 - c. At the Pre-Hearing Meeting, the Superintendent of Education responsible for Safe Schools will inform the adult student or parent/guardian of the option of completing Minutes of Settlement, in lieu of attendance at the expulsion hearing. It must be clear to the adult student or parent/guardian that Minutes of Settlement document does not stay an expulsion hearing, nor affect the decision of the Student Discipline Committee.

13.0 With the assistance of the Superintendent responsible for Safe Schools, the Director of Education will:

1. Prepare a package of documents for the Student Discipline Committee, which will include at least the following components:
 - a. a copy of the principal's report;
 - b. a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or parent/guardian; and
 - c. a report containing a recommendation.

- d. The Minutes of Settlement, if the adult student or parent/guardian has chosen this option
2. Ensure the adult pupil or parent/guardian is informed of the date and location of the expulsion hearing, and provided with a copy of the Expulsion Hearing Rules, and a copy of the documentation that will be presented to the Student Discipline Committee.
3. Ensure that the item is placed on the Student Discipline Committee agenda.

14.0 Hearing before the Student Discipline Committee

Members of the Student Discipline Committee are Trustees appointed by the elected Board of Trustees

Resource staff to the Student Discipline Committee are the Director of Education and the Superintendent responsible for Safe Schools.

If the Principal recommends expulsion, the Student Discipline Committee shall hold a hearing. See Appendix A.

The hearing will be conducted in accordance with Bylaw 8 and the Guidelines for Expulsion Hearings, as follows:

1. The Student Discipline Committee shall consider oral and written submissions from the school principal, pupil and parent/guardian, or adult pupil. Minutes of Settlement may function in the place of oral and written submissions.
2. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion.
3. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn.
4. The Student Discipline Committee shall consider such other matters as appropriate.

In determining whether to impose an expulsion, the Student Discipline Committee shall consider the following factors:

1. The submissions and views of the parties.
2. Any written response to the principal's report provided before the completion of the hearing;
3. Minutes of Settlement; and
4. Such matters as the Student Discipline Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Student Discipline Committee may request further evidence as set out in the Expulsion Hearing Rules, subject to the requirement that the hearing take place within 20 school days, or the Student Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

15.0 No Expulsion

If the Student Discipline Committee decides not to expel the pupil, the Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

1. consider alternative discipline;
2. uphold the suspension and its duration;
3. uphold the suspension and shorten its duration and amend the record accordingly; or
4. quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record.
5. make such other orders as the Student Discipline Committee considers appropriate.

The Director of Education will give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

The Student Discipline Committee's decision with respect to the suspension is final.

16.0 Expulsion

In the event the Student Discipline Committee decides to impose an expulsion on the pupil, the Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Student Discipline Committee shall consider any mitigating and other factors.

Where the Student Discipline Committee decides to impose a school expulsion, the student will be assigned to a Board program or another school.

Where the Student Discipline Committee decides to impose an expulsion from all Board schools, the Committee must assign the pupil to a program for expelled pupils.

The Director of Education will promptly provide written notice of the decision to expel. The written notice shall include:

1. the reason for the expulsion;
2. a statement indicating whether the expulsion is a school expulsion or a Board expulsion;
3. information about the school or program to which the pupil has been assigned; and
4. information about the right to appeal the expulsion, including the steps to be taken.

Once the Superintendent responsible for Safe Schools has received notice that a pupil has been expelled, they must direct the GESST to enact the SAP created for the expelled student.

An expelled pupil is a pupil of the Board, even when attending a program for expelled pupils at another school board, unless the pupil registers at another school board.

17.0 Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Student Discipline Committee's decision to expel the pupil to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

18.0 Re-entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to re-admission to a school of the Board once they have successfully completed a program for expelled pupils and have satisfied the objectives required for completion of the program, as determined by the Superintendent responsible for Safe Schools.

Under the direction of the Superintendent responsible for Safe Schools, the Grand Erie Safe Schools Team will determine the most appropriate school setting for admission.

1. The Safe Schools Team will consider whether return to school will have a negative impact on the school climate, including on any victims, where applicable.
2. The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate.
3. The Safe Schools Team may determine that a different school is a more appropriate placement for the pupil.



GRAND ERIE DISTRICT SCHOOL BOARD NOTICE OF SUSPENSION PENDING EXPULSION

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this expulsion is made in accordance with Section 310 of the *Education Amendment Act*. This notice is to inform you that Student Name has been suspended from Name of School for the following reason:

<input type="checkbox"/> Possessing a weapon or replica, including a firearm; <input type="checkbox"/> Using a weapon or replica to cause or to threaten bodily harm to another person; <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault; <input type="checkbox"/> Trafficking in weapons or illegal/restricted drugs; <input type="checkbox"/> Committing robbery; <input type="checkbox"/> Giving alcohol or cannabis to a minor; <input type="checkbox"/> Bullying if, i. The pupil has previously been suspended for engaging in bullying, AND ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where i. The pupil has previously been suspended for this behaviour, AND ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person; <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school related activities. <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.
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C. SPECIFICS OF SUSPENSION

Date of Suspension:	Length of Suspension: 20 Days PENDING EXPULSION
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Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. The *Education Act* (Section 310) and Board Policy S07 require that a principal immediately suspend a student where the principal believes that the student may have committed an infraction for which the student may be expelled. Based on the information which has come to my attention, it is my belief that Student's Name may have committed the infraction indicated above.

I will be conducting a Principal's Investigation into this matter to review the allegations against Student's Name. As part of this process, I will want to speak with you and Student's Name to review the allegations.

Student's Name is suspended pending the outcome of my investigation into this matter. You will soon receive further written notification of my decision whether to refer this matter to the Student Disciplinary Committee of the Grand Erie District School Board.

Should you wish to discuss this suspension pending expulsion, contact myself or the Superintendent responsible for Safe Schools, 349 Erie Avenue Brantford, ON N3T 5V1 (519) 756-6301. Please be aware that a review of this suspension pending expulsion does not stay the suspension. Information regarding an alternative suspension program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD EXPULSION HEARING PROCESS

1.0 PRE-HEARING PROCEDURES

1.1 Notice of Hearing and Pre-Hearing Conference:

Following the completion of a Principal Investigation when a school principal has made the decision to recommend a student for an expulsion hearing, the school principal will inform the student and/or student guardian in writing of the recommendation to expel and of a pre-hearing conference to be conducted by the Superintendent responsible for Safe Schools.

1.2 Pre-Hearing Conference

A Pre-Hearing Conference will be convened by the Superintendent responsible for Safe Schools with the student and/or parent/guardian of the student who has been recommended for expulsion. At this meeting the Superintendent will explain the process of the expulsion hearing and advise the party of the following:

An oral or written outline of the parties' positions on the recommendation to expel. (In the case of the Principal, the Principal's Investigation will set this out.);

Copies of any documents which the party proposes to give to the Committee at the hearing;

If the party proposes to call witnesses, a list of the witnesses whom the party intends to call at the hearing and a brief outline of what the witness(s) will say; and

Decision as to whether the party be represented by an advocate or lawyer.

1.3 Minutes of Settlement

During the Pre-Hearing Conference, the Superintendent of Education responsible for Safe Schools will inform the parent/guardian or adult student of the option of completing Minutes of Settlement (Appendix B). This option does not affect the decision of the Student Discipline Committee, but offers the opportunity for the parents/guardians or adult student to participate in the expulsion hearing without the obligation to attend the hearing.

2.0 CONDUCT OF THE HEARING

2.1 Time Limits for Presentations at Hearing

The maximum time allotted for each hearing will be one hour. Where either or both parties persuade the Committee that additional time is reasonably required in order to have a fair opportunity to present their case in the particular circumstances, the Committee may extend the time lines for the presentation.

2.2 Order of Presentation

The Principal will proceed to make their presentation first, commencing with an opening statement and a presentation of the results of the "Principal Investigation". This may include any witnesses or recorded evidence. The Student/Parent will then be given an opportunity to make an opening statement and presentation which also includes calling witnesses or videotaped evidence. At this point the Hearing Committee can ask questions or clarifications

of either party. Finally, the parties will be asked to leave the room and will be called back when a decision is reached.

2.3 Maintenance of Order of Hearing

The Committee has the power under the Statutory Powers Procedure Act to make orders or to give directions at a hearing as it considers necessary for the maintenance of order at the hearing. Should any person disobey or fail to comply with any such order or direction, the Committee or a member may call for the removal of that person from the hearing.

2.4 Failure of Party to Attend Hearing After Due Notice

Where notice of a hearing has been given to a party to the hearing in accordance with this procedure, and that party fails to attend the hearing, the Expulsion Committee may proceed in the absence of the party.

In the case of an absent parent/guardian or adult pupil, a Minutes of Settlement document may have been submitted.

2.5 Notice of Decision to Expel

In the event the Committee decides to expel the student, the Director of Education shall ensure that a written notice of the expulsion is given promptly to the adult student, or to the parent/guardian.

2.6 Decision That Discipline Other Than Expulsion Is Appropriate

When the Committee decides that an expulsion should be not be imposed in the circumstances, the Committee may consider whether alternative discipline is appropriate in the circumstances. Where the Committee decides that a suspension, including a reduced suspension, is appropriate and so directs, notice of the Committee's decision shall be provided to the student.

2.7 Reasons for Decision

The Committee is required to provide a notice setting out its decision. The *Statutory Powers Procedure Act* provides that if requested by either party, the Committee must provide a brief statement of the reasons for its decision.

MINUTES OF SETTLEMENT

IN THE MATTER OF Part XIII of the *Education Act*, as amended

AND IN THE MATTER OF the expulsion of the pupil, Student Name, DOB: mm-dd-yyyy
a student at School Name Grand Erie District School Board.

BETWEEN:

Principal Name, School Name

THE SCHOOL

- and -

Parent Name

PARENT/LEGAL GUARDIAN

- and -

Student Name

STUDENT

Minutes of Settlement

IN THE MATTER of the expulsion hearing with respect to Student Name scheduled to take place on Date of Hearing, pursuant to section 311.3 of the Education Act, R.S.O. 1990, c. E.2; The parties to these Minutes of Settlement consent to waive the minimum procedural requirements and rules pursuant to section 4 of the Statutory Powers Procedure Act, R.S.O. 1990, c. S.22;

The parties further consent to have this matter resolved by the Discipline Committee without attending a hearing;

The parties consent to have these Minutes of Settlement (the "Agreement") filed with the Student Discipline Committee of the Grand Erie District School Board and form part of its decision in this matter.

THE PARTIES AGREE AS FOLLOWS:

1. The parties agree to the decision of the Student Discipline Committee of the Grand Erie District School Board appointed under the Education Act, which may impose on Student Name an expulsion from all schools of the Board, therefore making Student Name eligible for Safe Schools, the program for expelled students.
2. The parties consent to the Student Discipline Committee considering the attached Schedule "A" (Summary of Principal's Investigation Recommending Expulsion) to decide whether to impose the expulsion.
3. Parent Name and Student Name (or Adult Pupil) acknowledge that they have had the terms of the agreement explained to them by Grand Erie District School Board personnel and were informed of their right to have their independent legal counsel review this matter
4. Parent Name and Student Name (or Adult Pupil) declare that they fully understand the terms of settlement contained in this document and further declare that they voluntarily accept the terms of settlement.
5. The parties agree that this settlement is made without admission of liability on the part of School Name.
6. This Agreement shall be binding upon the parties of Student Name and the School Name respectively.
7. Parent Name and Student Name (or Adult Pupil) agree they signed the Agreement freely, voluntarily and without duress.
8. This Agreement cancels and supersedes any prior understandings and agreements between the parties.

9. This Agreement is governed by the laws of the Province of Ontario.

Signed on this ____ day of ____, 20____

School Name

Witness

Principal

Witness

Parent/Guardian

Pupil

Witness

Adult Pupil



PROCEDURE

FT116

Building Security and Access

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Elimination of lost electronic cards and keys
– Board buildings are properly secured by community users and by staff working after hours

Procedures

1.0 Access to Board Buildings

1.1 Distribution of Electronic Access Cards

- a) The Board shall provide an electronic access/photo ID card and, if applicable, a security access code at no cost to trustees and all staff. Appendix C will be required to be completed upon pick up of new electronic access/photo ID card.
- b) Upon approval by senior administration and the completion of Appendix A including a refundable deposit of \$20.00, the Board may elect to provide an electronic access card and, if applicable, a security access code to:
 - i) approved community users who have obtained permits through the Board's policy FT4 – Use of School Facilities
 - ii) approved community Partners
- c) With the completion of Appendix B plus a refundable deposit of up to \$50.00, the Board shall provide electronic access card and, if applicable, a security access code to Board contractors as approved by the Manager or Divisional Managers of Facility Services.

Facility Services will keep records of all users and access codes.

1.2 Distribution of Master Keys

- a) Master Access Key – Site Specific (metal) – distributed to the Principal, Vice-Principal ~~and~~or Head Custodial staff for each building.
- b) Master Access Key – System (metal) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, maintenance and operations supervisory personnel.
- c) Master Access/photo ID Cards – System (electronic) – distributed to Director of Education, Supervisory Officers, Manager of Facility Services, Divisional Managers of Facility Services, Facility Supervisory staff – Custodial and Maintenance, other Maintenance and Information Technology staff assigned to system duties.
- d) Appendix C will be required to be completed upon pick up of new keys .

2.0 Access to Board Buildings

2.1 Electronic Access Doors

Each school is equipped with at least one electronic access door; school administrators will be permitted to have a second electronic access door, only if physically feasible, and will be required to pay for it with school funds

2.2 Manual Lock Doors

Each school is equipped with one exterior door only which can be opened with a metal key in the case of emergency

3.0 After-Hours Access

3.1 Disarming and Arming the Security System

- 3.1.1 All staff, permit holders and contractors must be aware of and determine the status of the security system upon entering and before leaving Board buildings. The first person in the building after 6:00 am on a school day or anytime on non-school days must disarm the security system using the code assigned to them when the electronic access card was issued
- 3.1.2 The last person to exit the building must rearm the security system using the code assigned to them when the electronic access card was issued
- 3.1.3 Staff are not permitted after-hours access for personal use and are not to permit entry to family members and friends; all personal use of Board facilities must be secured by means of a Board permit issued by Community Use of Schools.
- 3.1.4 Staff access/photo ID Cards are to be used ONLY by the employee that they belong to, Cards ARE NOT to be shared or given to any other person for access to a Board building. Failure to abide by this can result in disciplinary action
- 3.1.5 Security arming codes are CONFIDENTIAL and must only be used by the person the code is provided to, Codes ARE NOT to be shared with anyone. Failure to abide by this can result in disciplinary action

3.2 Security Provider Charges

The security system automatically checks during the evening and night to ensure the building is armed; if the signal indicates an unarmed building, it will be auto-armed and security personnel are dispatched to investigate to ensure that there are no persons in distress in the building. The Board sustains a cost each time the security provider is required to attend the site to check the building or arm the system in the event it was not armed by the last person to leave the building

- a) permit holders, community partners and/or contractors will be billed directly for the cost incurred
- b) school accounts will be charged for staff infractions
- c) habitual negligence to arm the building will result in termination of access rights

4.0 Damaged Cards and Keys and Lost Cards and Keys

Electronic access card, electronic access/photo ID card, master access key (metal), Master access card (electronic) are the property of the Grand Erie District School Board and are not to be tampered with, defaced, damaged or exposed to theft or loss. Do not write your access code on the electronic card or leave it where it can be found.

4.1 Damaged Electronic Access Cards

- a) cards damaged from normal wear and tear will be replaced at no charge to staff
- b) cards exposed to excessive or chronic damage, will result in a replacement charge to staff

- c) cards willfully damaged will result in a replacement charge to the staff member, permit holder, contractor or community partners

4.2 Lost Electronic Access Cards

Staff members, permit holders, contractors and community partners are required to notify Facility Services as soon as they realize their Electronic Access Card is missing

4.3 Lost Master Access Cards and Keys

- a) Staff who are assigned Master Access Key or Cards are required to notify Facility Services in the event that their Cards or Keys are missing. Serious consequences can result from this loss and Board facilities must be secured against loss or damage
- b) Replacement keys (electronic or metal) will be reissued one time only at a replacement charge of \$50.00; further loss will result in termination of access

4.4 Damages and Theft to Board Buildings and Property

Electronic access is tracked by the Board's security provider and damage to or theft from Board buildings which occurs during access by a staff member, permit holder, contractor or community partner may be billed to that person(s).

4.5 Replacement Fees

- a) Electronic Access Card – damaged
 - no charge first time
 - chronic damage will result in damage replacement charge of \$15.00
 - chronic damage may result in termination of access rights
- b) Electronic Access Card – damaged (willfully)
 - \$15.00 first time
 - termination of access rights for subsequent damage
- c) Electronic Access/photo ID Card – lost by staff
 - \$15.00 first loss
 - incremental increases of \$5.00 for each successive loss
 - frequent loss of electronic access cards may result in termination of access.
- d) Electronic Access Card – lost by permit holder or contractor.
 - loss of ~~\$20.00~~ deposit
 - frequent loss of electronic access cards will result in termination of access
- e) Master Access Card (electronic) – lost
 - \$50.00; more than once will result in termination of access
- f) Master Access Key (metal) – lost
 - \$50.00; more than once will result in termination of access
- g) Failure of staff to surrender electronic access/photo ID cards, master access key cards when required will result in a \$15.00 fee levied to the staff member or charged to the school account (\$50.00 for Master Key Cards)
- h) Electronic Access Cards issued to Contractors are to be returned immediately upon completion of the assigned work. Should access devices not be returned as required, electronic access will be disabled and the appropriate fee as set out in above may be assessed and deducted from the contractor's final invoice at the discretion of the Manager of Facility Services.

5.0 Deactivation of Electronic Access Keys may occur due to the following reasons

- a) School Principal may choose to limit access to the building
- b) During major projects which may involve, e.g., asbestos removal, stripping & waxing floors
- c) Security and operational concerns, including loss of key, card, code
- d) Summer Use by Partners - The use of school facilities for municipal partners shall be granted where possible. Great effort will be given in planning summer operations and maintenance activities. Facility Services will continue to work or relocate the permit to a suitable similar location.
- e) Summer Access for Staff - Educational Staff are given restricted summer access to schools. Their electronic keys are deactivated during this period. Summer access for Educational Staff will be limited to a two-week period consisting of the first week of July and the last one week of August in order to provide time for facilities staff to properly clean and maintain school buildings.

In the event that educational staff require entry that can only be scheduled during the period of restricted access, staff must arrange for access through their principal (if available) or by contacting the Division Manager of Operations and Health and Safety or by calling Facility Services help desk at 281282 with at least 24 hours advance notice.

When access is approved we will arrange for a facility team member to meet the staff member at the school for entry at a prearranged time and at the front door. Special consideration can also be given for teacher training that would require access during the restricted period.

The request must first be approved by the Family of Schools Superintendent in consultation with the Manager of Facilities or Division Manager of Operations & Health and Safety.

The school administrator shall be solely responsible for staff entering the school building during this time period. Any costs incurred by the Board for responding to secure school buildings after work hours will be billed back to the school.

6.0 Surrendering Electronic Access Cards

6.1 All Electronic Access Keys Cards, Photo ID Cards and access codes are required to be returned under the following conditions:

- a) Staff who retire, resign or have their employment terminated are required to surrender the electronic access card and access code to their site supervisor who will return them to Facility Services. Access codes are not to be reassigned to new staff by the site supervisor.

- b) Permit holders and contractors whose allotted time has expired are to surrender Electronic Access Keys Cards and access codes to:

Facility Services Clerk
Facility Services Building / 349 Erie Avenue, Brantford / 519-756-6301 or
Toll Free 1-888-548-8878

6.2 Failure to surrender electronic access cards when required will result in a \$15.00 fee charge to staff members (\$50.00 for Master Key Cards), or relinquishment of the \$20.00 refundable deposit for permit holders.

7.0 Additional Information

7.1 Errors in Arming and Disarming or to report lost access cards or master keys, contact Facility Services at 519-756-6301 (after hours follow the instructions for reporting building related emergencies) or Toll Free 1-888-548-8878.

7.2 Staff Changing Locations/ Extended Absence from Work

The electronic access card and security code remain with you during your employment with the Grand Erie District School Board.

- a) Changing Locations: If you are transferring to another location, please have your site supervisor provide all pertinent information to Facility Services at least two (2) weeks before your new assignment begins.
- b) Medical, Parental or Other Leave of Absence
If you will be away from your job for a period longer than three (3) weeks, your site supervisor must inform Facility Services to temporarily deactivate your electronic access card and to issue a new card and access to the temporary staff person.

7.3 Precedence of Facility Custodial Services and Maintenance

All board procedures to maintain the cleanliness, safety and efficient operation of facilities will have precedence over staff or community access to buildings.

Key Card Access Form: Rental Permit Holders

Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario, N3T 5V3 (519) 756-3601
www.granderie.ca



The Grand Erie District School Board recognizes that certain groups and events requesting use of school facilities are identified as low risk. Responsible permit holders will be issued electronic access cards and an access code, if necessary for the period stated on their permit.

Permit Holders who are granted electronic access must complete the form below and provide a refundable deposit of \$20.00. The signatory is responsible for opening and closing the school and for ensuring adequate security is in place during the event/permit.

The Board reserves the right to refuse future requests for electronic access if sufficient security is not provided, if the building is left unsecured, if damage to or theft of Board property occurs. Future permits will require the group to obtain security service at the permit holder's expense.

Electronic Access Keys and access codes must be returned to the Board's Facility Services following the event. Permit Holders who do not return their electronic access cards and access codes within one (1) month will lose their deposit.

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:

349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Permit Number:			
Date(s):		Site(s):	
Name:			
Organization:		Contact #:	
Address:		Alternative #:	
City, Province:			

For internal use only:

Key #:	
Deposit:	
Name (Print):	
Signature:	
Date Returned:	
Refund:	
Name (Print):	
Signature:	

Key Card Access Form: Contractors

Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario, N3T 5V3 (519) 756-3601
www.granderie.ca



The Grand Erie District School Board recognizes that contractors require access to sites after-hours or when Facility Services staff is not present. Therefore, responsible contractors will be issued electronic access cards, identification badges and access codes, if necessary for a pre-determined amount of time.

Contractors who are granted electronic access must complete our Key Access Card form and provide a refundable deposit. A \$20.00 refundable deposit will be collected per electronic key access card requiring access to one or multiple sites. A \$50.00 refundable deposit will be collected per master electronic key access card (all sites). Only cash deposits will be accepted. The companies are responsible for opening and closing the school and for ensuring the site's security system is properly armed and disarmed.

Electronic key access cards, identification badges and access codes are to be returned to Facility Services at the end of their service contract. If future contracts are made with the contractor, the same electronic key access cards, identification badges and access codes may be provided to the company with the required refundable deposit.

The Board reserves the right to refuse future requests for electronic access if sufficient responsibility has not been demonstrated. Contractors who do not return their electronic access cards, identification badges and access codes at the end of their contract will lose their deposit. Lost or broken cards will result in the loss of their deposit and can be replaced with an additional deposit. Further loss will result in termination of access.

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:

349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Work Order #:

Date(s):

Site(s):

Name:

Company:

Address:

City, Province:

Contact #:

Alternative #:

For internal use only:

Key #:

Deposit:

Name (Print):

Signature:

Date Returned:

Refund:

Name (Print):

Signature:

*Retained by Facilities
Retention: 1 yr*

Key Card Access Form: Grand Erie Staff

Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario, N3T 5V3 (519) 756-3601
www.granderie.ca



The Grand Erie District School Board recognizes the importance of building security and access for employees. As per Grand Erie Procedure FT116, the "Board shall provide an electronic access/photo ID card and, if applicable, a security access code at no cost to trustees and all staff".

Photo ID Badges with electronic access is provided to new hires through the Human Resources hiring process. Building access locations and times for staff is based upon one's current position. Changes may not be made to access locations and times.

Access Codes are provided to staff, when required, upon email request to idcards@granderie.ca Note that your assigned code is to be kept confidential and not shared with others. If you transfer locations, please send an email to idcards@granderie.ca

The first damaged card from normal wear and tear will be replaced upon email request. Subsequent damaged cards may result in a replacement fee of \$15.00. The first lost card will be replaced upon email request at a replacement fee of \$15.00. There is an incremental increase of \$5.00 for each successive loss. Email requests relating to access cards and codes must be sent to idcards@granderie.ca Frequent loss or chronic damage to electronic card may result in the termination of access rights.

Please consult the Board's Building and Security Access Procedure FT116 located on the Board's website. If you require additional information or clarification, please contact Facility Services:
349 Erie Avenue, Brantford, Ontario. (519) 756-6301 or toll free 1-888-548-8878

Name:

Date:

Key(s): Electronic Photo ID Hard Key(s)

Key/Card Number:

By signing below, I acknowledge that I am not to share my Photo ID Badge with anyone:

Name (PRINT):

Signature:



PROCEDURE

HR108

Police Record Checks for Employees

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Policy is followed.
– Safety of students and employees

Procedures

The Grand Erie District School Board is in a position of trust with regard to its students, employees and resources. The Board has a duty to ensure that the environment is safe and secure. To that end, the Board requires Police Record Checks from new employees and may request a Police Record Check from an existing employee.

To ensure the safety of pupils, Ontario Regulation 521/01, as amended by Regulation 170/02 and Regulation 49/03, under the *Education Act*, was established.

Obtaining Police Record Checks is a precautionary measure designed to ascertain whether employees have a criminal history which could potentially make them unsuitable for certain positions of trust. Such checks assist the Board in attempting to ensure the safety and well-being of the students and staff.

1. Definitions

1.1 Police Record Check means a document concerning an individual which:

was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and local police records pertaining to offence information including *Criminal Code* (Canada) convictions, summary convictions, outstanding warrants, charges and judicial orders, absolute and conditional discharges, non-conviction dispositions and, depending on the police service, information available from a local police agency's records management system and other systems/records where authorized.

1.2 Vulnerable Sector Check contains the above information as well as sexual offence convictions for which the individual has received a record suspension (formerly pardon) where authorized by the Minister of Public Safety and Emergency Preparedness.

1.3 An employee is an individual who agrees to work in a contract for services on a full-time, part-time or casual basis for the Grand Erie District School Board for a specified or indeterminate period of time. Salary or wages are paid to this employee and from this payment deductions are taken for Canada Pension Plan, Income Taxes, and Employment Insurance.

2. New Employees

- 2.1 The Board requires that all new employees over the age of 18 submit to Human Resources Services, as a condition of employment, the original copy of a Police Record Check. For new employees over the age of 25, the Police Record Check must include vulnerable sector screening if the employee will be in positions of authority and trust relative to students and will have regular and direct contact with students. Where new employees are between the ages of 18 to 25 and/or are offered positions that do not meet this criteria, as determined by the Police Service, a Police Record Check without the vulnerable sector screening will be acceptable. The Police Check must be acceptable to the Board.
- 2.2 The Police Check must have been obtained for the purpose of employment with the Grand Erie District School Board.
- 2.3 Should an employee with a Police Record Check that does not include a vulnerable sector screening later assume a position with the Board that is a position of authority and trust and requires regular and direct contact with students, that employee shall obtain a Police Record Check that includes vulnerable sector screening, that is acceptable to the Board, and at their own cost, prior to being awarded the position.
- 2.4 All offers of employment with the Board shall be conditional upon the applicant supplying the required Police Record Check. The Board shall retain the original Police Record Check or a true copy taken from the original by the Board-designated contact. Prospective employees will be given notice that such a check is required.
- 2.5 Individuals who have left the employ of the Board and who return to employee status within one year are exempt from this procedure
- 2.6 A former employee who returns to the employment of the Board after one year of broken service will be considered a new employee for the purposes of this procedure.
- 2.7 Unless approved by the Superintendent of Education (Human Resources), or designate, the employee may not commence employment with the Board until the Police Record Check has been received by Human Resources Services and considered to be acceptable. Additional details provided in 4.

3. Adjudication

- 3.1 ~~Subject to 3. below,~~ the following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and volunteers:
 - a. any sexual offence under the *Criminal Code*;
 - b. any violations under the *Controlled Drug and Substances Act*;
 - c. any criminal offence involving minors;
 - d. crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
 - e. propagation of hate literature or incitement to hatred;
 - f. possession, distribution or sale of any pornographic or violent material;
 - g. other offences specifically related to the job.

- 3.2 Human Resources Services will examine the Police Record Check. Where there is a concern, the information will be assessed by the Superintendent of Education (Human Resources), or designate. A meeting will be held with the prospective employee and the Superintendent of Education (Human Resources), or designate, before a final recommendation for employment is made.
- 3.3 Where evidence is received of a criminal conviction or other relevant conviction, the Superintendent of Education (Human Resources), or designate, will consider at least the following factors in determining an appropriate course of action:
- a. the length of time since the offence(s);
 - b. any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
 - c. the employment history;
 - d. the employee's attitude towards the offence(s);
 - e. any treatment, counselling or other services received since the offence(s);
 - f. other steps taken to rehabilitate;
 - g. any likelihood the offence(s) will be repeated;
 - h. if alcohol or illegal drugs were a factor in the commission of the offence(s);
 - i. the degree of co-operation with the Board's investigation;
 - j. if the offence(s) is/are committed while employed by the Board;
 - k. if the employee is a teacher, the relevance of the offence(s) to teacher duties as set out in the *Education Act* and Regulations;
 - l. if the employee is not a teacher, the relevance of the offence(s) to employment duties; and
 - m. whether the offence(s) require(s) any action pursuant to *The Student Protection Act* (including notification to the Ontario College of Teachers)

The course of action may include disciplinary action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance with other Board policies, collective agreements and legislation.

- 3.4 If the Board learns of pending charges or convictions under the *Criminal Code* or a related federal statute for which a pardon has been granted, and if the Board believes that the nature and circumstances of the pending charges or pardoned convictions pose a threat to students, staff or volunteers, the Board may revoke the offer of employment to the candidate without liability.

4. Emergency Provision

Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. In such a case, the candidate will be required to provide a completed Offence Declaration which may, at the Board's sole discretion, permit the candidate to commence employment prior to the submission of the Police Record Check. Before any such exception can be made, a binding agreement shall be entered into between the employee and the Board, ensuring that the Police Record Check will be provided without delay and in a timely manner. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the Offence Declaration provided by the employee prove to be false or misleading in any respect.

5. Cost/Storage

All costs related to the Police Record Check will be the responsibility of the prospective employee.

Police Record Checks shall be filed in a confidential, safe and secure location in Human Resources Services.

6. Students Attending Facilities of Education and Colleges

While not employees of the Board, students from Faculties of Education, Universities and Colleges who report for practicum placements in Grand Erie District School Board schools, must have a Police Record Check completed that, where possible includes vulnerable sector screening.

Colleges and universities have informed their students of this requirement and students should have obtained a Police Record Check before their placement commences. Principals shall check the student's Police Record Check on the first day of their assignment in their school. It must be the original copy, include the vulnerable sector screening if the student is over the age of 25, and have an issue date within one year. Principals are to make a photocopy of the original, date stamp it with the date it was viewed, record that the original copy was seen, initial it and file it in a confidential locked cabinet. The original copy of the Police Record Check is to be returned to the student.

7. Community College Employees Instructing Dual Credit Courses

While not employees of the Board, employees of Community Colleges who co-instruct dual credit courses in Grand Erie District School Board schools must have a Police Record Check completed on an annual basis that includes vulnerable sector screening. The original copy of the Police Check must be submitted to the College prior to the commencement of their assignment. The College contact is responsible for adjudication and storage.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Annual Operating Plans Review**
DATE: May 27, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Annual Operating Plans (2018-19) as information.

Background

In September 2018, five operating plans were presented to the Board:

- Community
- Environment
- Equity
- Technology
- Well-Being

At this point in the school year, the operating plans are reviewed and a status report is provided to the Board.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Annual Operating Plan Community – 2018-19

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

Goal: Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.

Supporting Strategies for Family Involvement (Responsibility: B. Blancher and K. Newhouse)

Strategies (What will we do?)	<p>Strengthen the connections between home and school to support family involvement in our schools and learning at home.</p> <p>Collect data on how schools and school councils engage with parents for the following purposes:</p> <ol style="list-style-type: none"> 1. Information sharing 2. Promotion of learning at home 3. Getting families into the school for events <p>This will be accomplished through surveys and conversations with school administrators; through an activity at the School Council Start-Up event on October 18, 2018; and as a standing item on the GEPIC agenda.</p> <p>Follow-up on the Supporting Your Child at Home: Strategies for Literacy and Numeracy will be part of this data collection process to determine if and how this document is supporting point #2 above.</p>
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • A resource guide of strategies to support family involvement in our schools will be initiated • Results from a School Council survey on Supporting Your Child at Home document
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Brainstorming activity at the October 18th School Council Start-Up event generated a great deal of information on parent engagement, school improvement plans and learning at home, and fundraising and partnerships – this information has been collated and shared with all School Council Chairs and with GEPIC – information is being used to tailor a system approach to events • Based on feedback from the School Council Start-Up event, a time for networking between parents was built into the spring GEPIC Event on social networking • Information gathered is also influencing GEPIC presentations to ensure that topics are relevant to families and communities • With the change in government came a change in the direction of mathematics teaching and learning from the Renewed Math Strategy to a Focus on Fundamentals – the Supporting Your Child at Home document will be updated and the sharing cycle will be renewed

Goal: Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Educational Partnerships (Responsibility: B. Blancher and K. Newhouse)

Strategies (What will we do?)	Introduce the completed Partnership Guide to school administrators and Trustees for awareness. Partnership Guide is available on granderie.ca Develop a presentation to support awareness across the system. Begin to identify informal relationships with communities that enhance the educational experiences of Grand Erie students. Develop a way to acknowledge these relationships and thank people for their support of our schools.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Partnership Guide will be utilized by schools – a survey will help determine this along with follow-up by FOS Superintendents. • Tracking of informal relationships is in place • Information shared over social media to acknowledge these informal relationships
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • The Partnership Guide was shared during a presentation at the November Director's Meeting and is now posted on our website – Trustees were informed of this during a Director's Report in November • Data gathering has taken place to determine informal relationships between schools and communities – a spreadsheet has been developed • An updated list of partnerships is posted on the Grand Erie website • Information is being shared over social media



Annual Operating Plan Environment – 2018-19

We will ensure that the students and staff have a safe and welcoming environment in which to learn and work.

Goal: Ensure continuity of services and programs.

Business Continuity Planning (Responsibility: R. Wyszynski, System Managers and Leaders)

Strategies (What will we do?)	Continue to develop the comprehensive, integrated system-wide Disaster Recovery / Business Continuity Master Plan. The plan is to develop a needs analysis by department (Finance, Payroll, Human Resources, IT, Facilities, Purchasing, Communications) based on a matrix that focuses on functional requirements by time lapse. These templates are anticipated to be compiled into a master document that will be crucial in identifying actions in the event of an interruption of services.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Each functional area will submit a template to the Business Continuity Committee by January 2019. • Templates will be combined into a single matrix focusing on time lapse and actionable items • Conduct test of Disaster Recovery Centre (incorporation of a "Disaster Day")
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Disaster Recovery testing for applications and simulated power outages has been completed; ongoing review of feedback and data from tests. • Documentation of Essential Networks Services continuing • Documentation of templates to occur over the summer of 2019 to better align with the Internal Audit plan

Goal: Improve on Energy and Environmental Conservation at all Grand Erie sites.

Energy Conservation Measures (Responsibility: R. Wyszynski, Facility Services Management Team)

Strategies (What will we do?)	Continue to implement energy conservation measures at all Grand Erie Schools. Complete conversion of LED replacements (18 gyms, 1 cafeteria, 2 libraries). Continue to leverage all available incentive programs from local independent electricity system operators. Explore possibility of automatic computer/electronic shutdown/hibernation. Incorporate more motion sensors.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Utility consumption by site and time has decreased. • Increased reporting and metrics to accompany quarterly financial dashboards.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • No update yet as reported items are scheduled in to appears in dashboard for 3rd Quarter (May 2019) • Currently piloting initiative for schools to automatically power-down computer and monitors at 5 p.m.

Increase Eco Awareness (Responsibility: D. Maniccia, K. Hashimoto)

Strategies (What will we do?)	Increase Eco awareness for all building occupants (students, staff and community users) and explore new certifications for schools that have yet to successfully attain EcoSchool certification. Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. Explore the possibility of reducing paper use and switching to more environmentally friendly and less expensive paper products.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • The number and ranking of Eco Schools increases year over year including gauging first-time certifications. • Reduction in quantity of paper copies by school; resulting in less expenditures. • Reduction in consumption of commodities when compared versus 2017-18.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Report of 36 million board wide copies in 2017-18 has been shared with schools. Looking to provide a report to site administrators that will show site by site usage for 2016-17, 2017-18 and current 2018-19 YTD. • Through April 30: <ul style="list-style-type: none"> ○ 2016-17: 24.1m copies ○ 2017-18: 23.1m copies ○ 2018-19: 21.7m copies – a 6.3% decrease in usage <ul style="list-style-type: none"> ▪ 53 of 84 reporting locations showing decreased consumption

Goal: Make the best use of space in Board Schools.

Capital Plan (Responsibility: R. Wyszynski, Facility Services Management Team)

Strategies (What will we do?)	Prepare long-term school by school enrolment projections that incorporate 2016 census. Update multi-year capital plan to include new data and meet with Quality Accommodations Committee to review new information and develop accommodation strategies in anticipation of any changes to Pupil Accommodation Review Guidelines (PARGs)
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> A Multi-Year capital plan is reviewed by the Quality Accommodations Committee and presented to the Board for approval.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> Watson and Associates presented high-level enrolment and demographic projections to Quality Accommodation Committee for next 10 years. Detailed enrolment report was shared with committee in February 2019. Increased number of Quality Accommodations meetings to develop strategies designed to enhance secondary programming and increase market share and secondary utilization rates. Note: Pupil Accommodation Review Guidelines are still on hold

Facility Partnerships (Responsibility: R. Wyszynski)

Strategies (What will we do?)	Continue to market and engage community partners to utilize surplus space
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> Partners are engaged, leases signed and surplus space is occupied.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> Third tenant signed – Mississaugas of the Credit First Nation at Hagersville Secondary New leases also being established with many Early ON centres who provide services across our region.

Goal: Create learning spaces to reflect current teaching and learning needs.

School Improvement (Responsibility: Superintendent of Business, Executive Council and Facilities Management Team)

Strategies (What will we do?)	<p>Develop long-term renovation plan to convert libraries to learning commons using centralized framework. Plan will incorporate consistency in design and efficient execution of conversions including collaborating with the Learning Commons Committee to identify 2-3 ideal locations for renovations. The Learning Commons conversions will require the development of a centralized catalogue for materials, resources, equipment, furniture and capital upgrades.</p> <p>Improve access to our buildings to fulfill AODA requirements.</p>
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Report on projects completed and dollars invested • Identify and address barriers to accessibility, create plan to reduce barriers and demonstrate success. • Report on scope and expenditures
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Central PS Learning Commons completed; Grand opening occurred in May 2019 • Six school conversion for 2018-19 currently underway conversion; <ul style="list-style-type: none"> ○ James Hillier PS - (Construction to begin May 2019) ○ Paris DHS - (Construction to begin May 2019) ○ Princess Elizabeth PS - (Construction to begin June 2019) ○ Houghton PS - (Construction to begin June 2019) ○ Hagersville ES - (Construction to begin June 2019) ○ JL Mitchener PS - (Construction to begin July 2019) • 2019-2020 planning currently ongoing

Goal: Build a culture of care and respect in all schools and workplaces.

Staff Development/ Customer Service Coaching (Responsibility: R. Wyszynski, System Managers and Leaders)

Strategies (What will we do?)	Meet with service area leaders to develop the 2 nd annual professional development day for business services, facility services, planning and transportation staff. Goal is to build on theme from year 1 (customer service) to focus on incorporating effective two-way communication between board office and schools. Explore surveying school administrators to help identify areas of strength and improvement.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Participation rates in professional development day • Identify service benchmarks and department expectations to enhance service levels to schools.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Finance, Purchasing, Facilities, Planning and Transportation staff – June 7th PD Day • Facility booked: Backstage Capitol Theatre in Delhi • Nancy Dubois scheduled to deliver presentation



Annual Operating Plan Equity – 2018-19

We will create equitable environments for all Grand Erie students.

Goal: To identify systemic barriers to students feeling a sense of belonging.

Identifying Barriers to Sense of Belonging (Responsibility: W. Baker, C. Bibby and the Safe and Inclusive Schools Committee)

Strategies (What will we do?)	In accordance with the Ontario Education Equity Action Plan, gather identity-based demographic data for Grand Erie students that will be used to develop targeted equity strategies.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Marginalized groups for consideration in the Grand Erie student census will be identified, in anticipation of cross-referencing of demographic data with the following measures: <ul style="list-style-type: none"> * academic progress (credit accumulation, EQAO, report cards, graduation rates) * suspension/expulsion rates * secondary course selections * Special Education services * support services (counselling, attendance) • At this point, marginalized subgroups would include: students living in poverty; newcomers to Canada, LGBTQ+ students; Indigenous students; students with disabilities; racialized students • Under the guidance of the Safe and Inclusive Schools Committee, contacts will be established within each marginalized subgroup – (Fall 2018) <ul style="list-style-type: none"> * Community contacts will have the opportunity to review and provide feedback on the student census questions • A data-gathering census tool will be finalized that identifies Grand Erie's marginalized students (January 2019) • Develop a communications plan for sharing information with students, parents and staff. • A Grand Erie student census (not a survey or sampling of students) will be conducted – February 2019 • Data analysis will establish and compare achievement and sense of belonging scores – special consideration of intersectionality of demographic factors
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Funding through the Education Equity Action Plan allowed for the hiring of a project manager for the student census. • The project manager oversaw implementation, monitoring and reporting of the census, which had a participation rate of 83% of all Grand Erie students. • Members of the Safe and Inclusive Schools Committee connected with community agencies that advocate for LGBTQ students, newcomers, Mennonites, and Indigenous students, in order ensure significant participation rates.

	<ul style="list-style-type: none"> Communications products – for staff, administration, students and parents – were created in conjunction with the communications department, and implemented. The results of the census will be rolled out in September 2019.
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Goal: To support administrators in creating more inclusive school environments

Creating inclusive school environments (Responsibility: W. Baker, C. Bibby and the Safe and Inclusive Schools Committee)

Strategies (What will we do?)	<p>Increase the capacity of administrators to manage and resolve issues of equity and inclusion by providing:</p> <ul style="list-style-type: none"> Targeted equity training (e.g., Egale, diversity videos, Deep Diversity) Targeted intervention strategies (e.g., Equity Walk, community input meeting, Rainbow Ball, funding for school-based equity projects)
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> Most equity issues will be resolved at the school level (e.g., gender-neutral washrooms, personal pronouns, documentation, field trip accommodations, change rooms). Unique equity issues will be vetted through the Safe and Inclusive Schools staff and shared with the Safe and Inclusive Schools Committee (e.g., issues relating to evolving human rights). These will become training topics. System standards will be developed to address new protected human rights.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> Professional development regarding equity was provided through two conferences, including video and print resources for classroom use and staff training. Targeted equity intervention strategies were implemented – Rainbow Ball, Days of Dignity, funding for school-based equity projects. Professional development regarding cannabis education was provided for 50 secondary teachers and 15 administrators. The majority of participants indicated that the sessions were “significantly useful”, “applicable to their jobs”, and resulted in a “significant increase in knowledge and confidence in dealing with the subject”. A cannabis resource file was created for use by school staff. Professional development regarding Violence Threat Risk Assessment was provided for 40 staff; the VTRA Protocol was reviewed with key community partners to reinforce ongoing collaboration. Safe and Inclusive Schools Lead has responded to school requests by presenting 30 workshops on LGBTQ+, racism, bullying and power dynamics, as well as internet safety. Safe and Inclusive Schools Lead has provided 155 consultations with school Administrators and other staff regarding issues of inclusion and equity, racism, power dynamics, and safety. A sub-committee of the Safe and Inclusive Schools Committee was established – focussing directly on staff and student safety. A Traumatic Events System Response Guide was created to assist administrators. 17 Grand Erie students and families – who are at “acutely elevated risk” – were presented to the community crisis teams. Parent feedback has been positive



Annual Operating Plan Technology – 2018-19

We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Goal: Increase staff knowledge of the technology available for teaching, learning and workplace applications.
Goal: Provide an up-to-date technology infrastructure that meets the needs of classrooms, administration and departments

Focus on leveraging technology tools and resources to promote learning and communication.

(Responsibility: Superintendent of Education (D. Abbey), Manager of IT, Educational Technology Team)

Strategies (What will we do?)	Engage IBM to conduct a similar review of the Grand Erie District School Board's Education Technology strategy as was conducted in 2009-10
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Education Technology Review (Fall 2018) <ul style="list-style-type: none"> ○ Review of 2010 report's recommendations ○ Assess existing education technology usage and infrastructure, and evaluate its contribution to achieving the educational priorities of the district. ○ Create an educational technology plan for the Board that will ensure technology is embedded and embraced by teachers, and is an integral part of the teaching and learning of the Board's key achievement priorities. • Approval of a 5 year plan by Trustees (April 2019)
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Initial Data collection completed December 2018 (Survey of teachers, School Visits, Meeting with Program, IT and Ed Tech Staff) • Initial analysis conducted with preliminary results shared with Core Group and Senior admin (January 2019) • Core Group is scheduled to meet in early February to work with IBM to develop future direction (February 2019) • Meetings with IBM staff completed (Early March 2019) • Report to Board (April 8, 2019) • Budget plan (May 2019) • Strategic Plan (Fall 2019) <p>90% Complete</p>

Goal: Optimize our data systems to ensure that information is accurate, reliable, and easily accessible.

Focus on developing a plan for secure communication and learning environments for parents and students.

(Responsibility: Superintendent of Education (D. Abbey), Information Technology Services Management Team)

Strategies (What will we do?)	Development Parent and Student Portal Plan.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • IT department configure landing page for Parent Access (Sept 2018) • Develop secure method of password access for parents. (Sept 2018) • Pilot the PowerSchool/Brightspace hybrid model at Elementary and Secondary school (Spring 2019) • Teachers in Pilot trained on Brightspace and PowerTeacher Pro by Ed Tech staff and Digital lead learners. (October 2018) • Create resources on best practices using the Parent Communication Portal. (Spring 2019) • Full Implementation at all schools of PowerSchool Parent Portal, Brightspace Portal based on Teacher adoption. (Fall 2019)
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • PowerSchool and Brightspace environments developed (December 2018) • Parent enrolment procedure created (December 2018) • Initial Pilot schools and teachers have been introduced to VLE • Pilot schools – Boston Public, St George German, Woodman Cainsville, & WDHS; Adding additional educators on request (Spring 2019) • Rolling out information to Pilot School with report cards or through teacher letters sent to parents to enrol. (January 2019) • Development of Teacher Training Modules in Brightspace Completed (February 2019) • Modifications to Parent, Teacher and school instructions (March 2019) • Roll out to Parents Fall 2019 on schedule for PowerSchool Parent Portal, Brightspace based on Teacher usage and adoption. <p>Technical is 100% Complete Training and Implementation 50% (a big piece of this was the iPad Portfolio training for JKSK)</p>

Goal: Optimize our data systems to ensure that information is accurate, reliable, and easily accessible.

Focus on PowerSchool environment and process for online survey and parent registration to Kindergarten.

(Responsibility: Superintendent of Education (D. Abbey), Information Technology Services Management Team)

Strategies (What will we do?)	Implement an Online Early Years registration process.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Use EYE@K funding elementary program and IT work together to set up Registration environment in PowerSchool • Develop process for secure and accurate input of information into PowerSchool. • Parent survey implemented in alignment with Ministry directions for Early years. • Process communicated to clerical by late November 2018 • IT supports in place for parents and staff. • Parents registrations completed December through January 2019.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • PowerSchool and Web Development team completed alignment of GEDSB registration requirements with the collection tool. (Fall 2018) • Incorporated the survey tool (December 2018) • Initial training of clerical started; working on face to face and video training materials. (January 2019) • Principals updated on registration details at director meeting (January 2019) • Online registration goes live; Link made available to parents (January 18 2019) • Training videos and support documentation completed and shared with Clerical (February 2019) • Clerical digitally transferring Online Registrations into PowerSchool and following up with Parents (April 2019) <p>100% Complete</p>

Goal: Increase staff knowledge of the technology available for teaching, learning and workplace applications

Focus on staff knowledge of Privacy Information Management as it pertains to software applications used by staff and students

(Responsibility: Superintendent of Education (D. Abbey), Education Technology Staff

Strategies (What will we do?)	Creation of process and resources to enhance student privacy when teaching staff select digital resources.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> Standards created for use of software application, communication with parents Knowledge building and improved understanding by staff of importance of protecting personal information with respect to digital resources. Develop an evaluation tool for staff to determine proper technology. Develop a standard parent communication letter to make transparent to parents the technology practices in the classroom that may impact privacy. May be alignment her with Digital Citizenship documents and resources.
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> Identified a resource/tool created by Durham Catholic board we can use? (October 2018) Software assessment tool posted on the Privacy & Information Technology subdomain on the Education Technology section of the board website. (January 2019) IT developed standards for software installation which will limit ability of teachers installing non-supported board software on student devices and in labs. (March 2019) Communicated the IT developed standard to Unions (March 2019) and Administrators (April 2019) IT Standard to piloted with North Ward and PJCVS (Spring 2019) IT Software System Standard rollout; software evaluation tool will accompany communication of IT Software System standard. (Fall 2019) PIM video highlighting privacy shared at staff meetings (Fall 2019) <p>90% Complete</p>



Annual Operating Plan

Well-Being – 2018-19

We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of staff and students

Goal: Staff, students and parents will promote health and well-being and will know how to access supports when needed.

Staff Wellness (Responsibility: S. Sincerbox)

Strategies (What will we do?)	Assess and reflect on the status of employee wellness and create responsive wellness programs in Grand Erie. <ul style="list-style-type: none"> Consult with departments and employee groups, using focus groups to confirm information gathered from the Employee Wellness Survey (2017-2018) that identified the most prominent stressor areas impacting employee wellness (e.g., mental health, work-life balance, family, relationships, financial). Evaluate, as a committee, on-line resource tools (e.g., LifeSpace) that staff members and their families can access, on a 24/7 basis, that provide information and support on targeted stressors areas. Introduce the selected on-line tool to a sample of schools/departments in order to determine its effectiveness for a potential system-wide implementation.
Evidence of Progress (How well did we do it?)	Staff actively engaged in activities that enhance organizational well-being. <ul style="list-style-type: none"> Focus group findings are cross referenced with Employee Wellness Survey (2017-2018) to identify most prominent stressor areas impacting employee wellness. On-line resource tool is identified and purchased that provides effective and accessible supports to staff members and their families in identified stressor areas. <p>As of May 6, 2019 – Update:</p> <ul style="list-style-type: none"> LifeSpeak was identified and selected as the on-line resource tool to provide supports to staff members and their families, on a 24/7 basis, in 10 identified areas. LifeSpeak was launched, through the Grand Erie Staff Portal and through individual invitations, on October 17, 2018. <p>Staff members and their families have been accessing the content on LifeSpeak, as evidenced through the following:</p> <ul style="list-style-type: none"> As of May 6, 2019 there have been 3,888 trainings accessed (video, audio presentations, tipsheets) by staff members and their families. As of May 6, 2019 there have been 18,604 minutes of on-line training delivered. As of May 6, 2019, 100% of the ten content libraries have been accessed. The top three trainings have been: Stress Management and Resilience, Mental Health, and Preventative Health The top five categories have been: Addressing Anxiety Head On, A Practical Guide to Mindfulness, Travelling Through Grief, The Power of Movement and Stress Mastery.

Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none">• Anecdotal feedback from staff has been positive.• LifeSpeak has benefitted staff by providing 24/7 access to current and relevant wellness information that can be accessed on any device at any location. LifeSpeak also provides staff members with direct links to the Employee Assistance Program (EAP) and if required, as dictated by employee circumstances, the LifeSpeak account manager can tailor content to Grand Erie needs. The LifeSpeak platform also offers opportunities for employees to access personally relevant and timely professional development to support their mental health and wellness needs.• Staff are emailed links to latest LifeSpeak content every month. There are consistent replies indicating positive praise or questions about further wellness programs.• Almost 500 entries in the LifeSpeak Watch and Win contest.• Committee to develop an on-going method of generating data, such as a monthly “check in” survey, to gauge employee wellness and rates of accessing supports.
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Goal: Create and promote an enabling environment where all students can participate fully in their education.

Student Wellness – Elementary: (Responsibility: L. Thompson, P. Bagchee)

Strategies (What will we do?)	Implementation of evidence-based mental health promotion and prevention programming <ul style="list-style-type: none"> Continue to implement the PATHS program to grade one students in current and in additional schools Implement booster lessons to students in grade 2 who received the PATHS program last year. Deliver the Grade 4 PATHS program in a selected number of schools (pilot project). Introduce Elementary Wellness Champions in select school
Evidence of Progress (How well did we do it?)	Implementation of evidence-based mental health promotion and prevention programming <ul style="list-style-type: none"> Continue to implement the PATHS program to grade one students in current and in additional schools Child and Youth Worker to implement the PATHS program in grade one classrooms classroom teacher to participate in and support the program Implement booster lessons to students in grade 2 who received the PATHS program last year. Deliver the Grade 4 PATHS program in a selected number of schools (pilot project). Pre- and Post- evaluation to measure success. <p>As of January 31, 2019 – Update:</p> <ul style="list-style-type: none"> 18 Grade 1 classrooms are receiving the PATHS program delivered by the CYWs and supported by the classroom teachers 3 Grade 2 classrooms received PATHS booster lessons 5 Grade 4 classrooms received the PATHS program delivered by the CYWs and supported by the classroom teachers All Pre-evaluations completed by classroom teachers Established 16 Elementary Wellness Champions
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> PATHS Grade 1 program was delivered in 18 classrooms, for a total of 351 students learning social-emotional skills (Self Regulation, Self Awareness, Social Awareness, Responsible Decision Making, Relationship Skills). Anecdotal comments were collected from Grade 1 students about what they learned in PATHS, they shared that they learned to always try their best, to have good manners, to spread kindness, to understand that all feelings are okay, and to be a good friend. The students also shared that PATHS is important to them because they learned to be brave, learned appropriate behaviour, learned how to calm themselves, learned how to be calm and how to listen to friends. Teachers have shared that they love the program and all that have currently used it in their classrooms wish to have it again next year. 3 Grade 2 classrooms received PATHS Booster lessons, for a total of 59 students participating in Booster lessons. PATHS Grade 4 program was delivered in 5 classrooms, with 118 students received this social-emotional learning program. All Pre-evaluations completed by classroom teachers. Post evaluations will be completed at the end of the PATHS program.

Student Wellness - Secondary: (Responsibility: L. Thompson, P. Bagchee)

Strategies (What will we do?)	Implementation of evidence-based mental health promotion and prevention programing. <ul style="list-style-type: none"> • Designate a social work position to focus on mental health promotion and prevention in Grand Erie high schools. • Create and deliver an evidence-based small group withdrawal for student to address anxiety and teach stress management. • Facilitate the roll out of Jack Talk presentations across Grand Erie • To introduce and help in the delivery of Stress Lessons by some Secondary School Health and Phys. Ed teachers (pilot project) through the work of Secondary Wellness Champions
Evidence of Progress (How well did we do it?)	Implementation of evidence-based mental health promotion and prevention programing. <ul style="list-style-type: none"> • Implement small group withdrawal in Grand Erie high schools <ul style="list-style-type: none"> ◦ Social Worker and Mental Health Lead to research and develop a small group to address anxiety and stress management using evidence-based research. ◦ Social Worker and Mental Health Lead will develop group criteria, informed consent and group descriptions to provide informed consent. ◦ Social Worker will work with assigned support staff to deliver and evaluate this group. ◦ The group will be rolled out to schools, in each geographic area of the board. Partial implementation in the 2018-2019 school year. ◦ Students will begin to use the strategies learned in the group to manage their symptoms of stress and anxiety. • Implement the roll out of Jack Talks across Grand Erie. <ul style="list-style-type: none"> ◦ Social Worker will work with the Mental Health Lead to organize and facilitate the roll out of Jack Talk presentations • Social Worker and Mental Health Lead will develop pre and post evaluation to evaluate success. <p>As of January 31, 2019 – Update:</p> <ul style="list-style-type: none"> • 11 Secondary Schools received mental health awareness presentations (Jack Talks) • Established a Social Worker focussed on Secondary School mental health promotion and prevention • Developed and implementing a workshop (6 interrelated lessons) on Stress Management and Anxiety Reduction for vulnerable students (targeted prevention) • Stress Management and Anxiety Reduction workshops will be delivered during the winter and spring to 3-5 Secondary Schools • Introduced and evaluated Stress Lessons delivered by a Secondary School Health and Phys. Ed teacher. • Expanded the use of Stress Lessons through the Secondary Wellness Champions • Developing resources for Stress Management and Anxiety Reduction for Secondary School teachers and students

Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none">• 11 Secondary Schools received mental health awareness presentations (Jack Talks), for a total of 3964 student participants. As a result, Jack Chapters were established in several schools.• Social Worker delivered 6 interrelated workshops/lessons on Stress Management and Anxiety Reduction for at-risk students (targeted mental health prevention). A total of 35 students participated in these workshops. A formal evaluation of the program was initiated in May 2019.• Stress Lessons delivered by a Secondary School Health and Phys. Ed teacher supported by CYW and Mental Health Lead. 79 students participated in this program.• Developed two resource Binders. One Binder for Stress Management (Conquering Stress) and the other Binder focussing on Mindfulness (Mindful Everyday).• Conquering Stress Binder discussed at Guidance Heads, Student Success and Secondary Wellness Champs meetings.• Information in the Binders will be provided on-line on the Grand Erie Mental Health page
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Goal: Accessible work sites and programs will be available to students, staff and families.

Student Wellness (Responsibility: L. Thompson, W. Baker, P. Bagchee, C. Bibby, K. Mertins)

Strategies (What will we do?)	Supporting specific populations <ul style="list-style-type: none"> • Provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Special Education, Mental Health, Indigenous, Newcomer and LGBTQ2S student populations
Evidence of Progress (How well did we do it?)	Supporting specific populations <ul style="list-style-type: none"> • Provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Special Education, Mental Health, Indigenous, Newcomer and LGBTQ2S student populations <ul style="list-style-type: none"> o A video series entitled “Celebrating Diversity” will be rolled out in September 2018 as a part of a larger strategy for increasing equity awareness and celebrating diversity. o The resource document “Leading Mentally Healthy Schools” will be in-serviced at Family of Schools meetings. o The Ontario Human Rights Commission’s policy on “Accessible Education for Students with Disabilities” will be in-serviced at Director’s meetings. • Pre- and post-evaluations will be conducted to measure success. • Education with secondary teachers and administrators regarding cannabis and youth (50 teachers and 15 administrators in attendance for workshops) • Parent Forum on May 4, 2019 in collaboration with community partners to educate parents and allies regarding substance use and youth (120 in attendance) <p>As of January 31, 2019 – Update:</p> <ul style="list-style-type: none"> • Equity PD package sent to every school and department to be used with staff, along with videos and classroom activities, survey monkey feedback from staff indicates resources were helpful (90%) • Unique Equity/safety issues have been addressed through Safe and Inclusive Schools (100 consultations between Sept-Dec 2018) • Individualized PD sessions for schools who request intervention with classrooms (15 schools) • Equity PD session with Equity Leads, featuring Unlearn resources- 77% of schools in attendance, with follow up arranged for those schools who could not attend through Safe and Inclusive Schools team • 86-100% of participants rated the Unlearn session as “significantly useful”, 76-84% of participants rated Poverty and 79-84% rated the Abilities session as “significantly useful” • “Leading Mentally Healthy Schools” continues to be shared at both secondary and elementary director’s meeting break-out sessions • Sections 1-8 of the OHRC “Accessible Education for Students with Disabilities” has been shared with administrators at Director’s meetings

	<ul style="list-style-type: none"> • Sharing of the OHRC document has been a collaborative effort among special education, safe and inclusive schools and elementary program departments
Status (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> • Leading Mentally Healthy Schools resources provided to Elementary and Secondary Administrators, and also discussed at Secondary Wellness Champs and Guidance Heads meetings. • An awareness and understanding of the concepts in Leading Mentally Healthy Schools has benefitted staff by providing them with tools and strategies to support students struggling with mental health and wellness • Components of the OHRC Policy on Accessible Education for Students with Disabilities continues to be rolled out to school administrators. An awareness and understanding of the concepts in the OHRC Policy on Accessible Education for Students with Disabilities has benefitted school administrators by helping them understand their duty to accommodate all students based on their particular need, whether they have an identified special need or not. This document has supported school administrators to understand why Universal Design for Learning and Differentiated Instruction are essential practices for all teachers in all classrooms. • Safer Spaces training offered to Secondary school teachers to increase awareness and support for LGBTQ+ students along with presentations to school staffs requesting increased knowledge regarding supporting LGBTQ+ students and families (10 schools).

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO Brenda Blancher, Director of Education & Secretary
FROM Rafal Wyszynski, Superintendent of Business and Treasurer
RE **Major Construction Project Report**
DATE May 27, 2019

Recommended Action Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Background

Following is a status update for the 2018-19 Major Construction Projects.

Mapleview Elementary School**Project Scope**

Construction of a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The new construction will include child care and child and family program spaces. The old school (Fairview) will be demolished following occupancy of the new elementary school.

Space New Construction

Gross Square Feet 44,740

Total Project Budget \$11,388,529

Funding Source Capital Priorities Grant

Total Project Cost to Date \$10,423,032

Total Project Forecast Cost \$12,497,657

Architect Salter Pilon

General Contractor JR Certus

Timeline

Dates	Description	Status
February 2017	Seek Board approval to appoint a project architect	Completed
February - April 2017	Complete schematic design phase and seek approval to issue tender	Completed
May – June 2017	Complete all drawings and tender documents.	Completed
August 2017	Issue Tender	Completed
September 2017	Close tender and seek Board approval to award contract work	Completed
November 12, 2018	New school occupied by staff and students	Completed
Oct 2017 to April 2019	Complete project construction work and demolition of Fairview school	In Progress
March 2019	Substantial Performance	Completed
May 10, 2019	Official Ceremony	Completed
February 2020	11 Month Warranty Report	Outstanding

Status

The following pictures show project progress completed from March 2019 through May 16, 2019



Site Work - Ongoing



Front View

High Level Milestone Schedule

Tasks	Completion Period
Removal of excess soil	May 2019
Site grading	May 2019
Asphalt Playground	June 2019
Complete landscaping seeding/sodding	June 2019
Minor Deficiencies	Ongoing
Total Completion	July 2019

Summary

Students and staff successfully occupied the new school on Monday November 12, 2018. Outstanding site work (asphalted playground, seeded playground, sod at front of school) and deficiency repairs will be completed during the next few months. The demolition of Fairview School has been completed.

Budget Summary

The final demolition costs and respective funding have now been added into the budget and forecasted expenditures of the project. Although initial estimates in November 2018 forecasted a cost overrun of \$500,000, the latest forecast depicts a significantly higher construction cost. It is anticipated that the final project cost will total approximately \$12,500,000 - equivalent to \$1,100,000 above the capital funding made available to the project.

Originally it was estimated that the soils issues would cost between \$350,000 and \$400,000; that number has since increased to approximately \$688,000. The remaining unfavourable variances are summarized below

Soils	687,957
Incidentals	19,923
Permits & Commissioning	99,102
Change Orders	105,232
Project Management Fees	196,916
Total Variance	1,109,128

Once the final soils invoice is received, a request will be made to the Ministry to secure funding for the unique costs. Although that may only potentially secure \$687,957 of the \$1,109,128 required to avoid any unsupported costs, senior administration will determine if any other existing capital allocations can be accessed to fund the remaining \$421,000 of the project.

New Elevator Addition at Major Ballachey Elementary School**Project Scope**

The focus of the project is to install an elevator at the west end of the school enhancing accessibility to the Community Hub.

Space New Construction

Gross Square Feet 450

Total Project Budget \$545,140

Funding Source Community Hub Capital Grant

Total Project Cost to Date \$734,317

Total Project Forecast Cost \$ 765,000

Architect Thier & Curran Architects

General Contractor Abcott Construction

Timeline

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
October 2017	Issue Tender	Complete
November 2017	Close tender and seek Board approval to award contract amount of \$545,140.	Complete
January 15, 2018	Tender approved by the Board	Complete
Feb 2018 to January 2019	Complete project construction work.	Complete
January 11, 2019	Substantial Performance	Complete
May 17, 2019	Official Ceremony	Complete
Dec 11, 2019	11 Month Warranty Report	Outstanding

Status

This project experienced significant delays due to excess water and along with issues with weather, masonry, coordination of trades and inspections. The elevator is now operational and in use at the school. The additional project cost will be absorbed by the available funding in the 2018-19 Community Hub Grant.

Child Care Renovation at Hagersville Secondary School & Child Care Addition at Central Public School

Status

In April 2019 the Ministry of Education released a memo, 2019: EYCC3 outlining the government's new plan for child care. As per the plan, A Joint Confirmation – Previously-Approved School-Based Child Care Capital Projects form, will need to be submitted to the Ministry by August 30, 2019. This will include each Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) and the affiliated school board to determine whether the project can proceed without dedicated multi-year provincial operating funding.

As per the memo; If the CMSM or DSSAB and affiliated school board decide to proceed with some projects without dedicated multi-year provincial child care operating funding, the Ministry must receive two copies of the signed Joint Confirmation Form before an Approval to Proceed can be granted. Senior administration will be working with CMSMs to determine this feasibility.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – April 2019**
DATE: May 27, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of March 2019 in the amount of \$9,045,611.32 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



MINUTES

(Chair – Lena Latreille)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Chair</i>)
Tom Krukowski	Facility Services
Cheryl Innes	Elementary School Administration (Certified Member)

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (<i>Co-Chair</i>)
Jennifer Orr	Elementary Teachers (Certified Member)
Jennifer Faulkner	Alternate for CUPE Clerical/Technical
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)
Ian Smith	CUPE Facility Services

Resources

Hilary Sutton	Health and Safety Officer
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Recording Secretary:

Jennifer Chopra	Human Resources Assistant
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Regrets:

Griffin Cobb	Secondary School Administration (Certified Member)
Phillip Kuckyt	Human Resources
Elizabeth Armstrong	CUPE Clerical/Technical (Certified Member)

2.0 Minutes of Last Meeting

The draft minutes for March were reviewed.

3.0 Approval of Last Meeting Minutes

The minutes were approved.

4.0 Agenda Additions

- 6.6 Eyewash Stations
- 6.7 Staff Safety Plan Template
- 6.8 Safety Data Sheet (SDS) Access
- 6.9 High Temperature Guidelines



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5.0 Unfinished Business - Discussion

5.1 Inspection Training

February 2019: The Division Manager of Operations and Health & Safety provided the committee with an in-depth review of common hazards that exist within schools. Examples were demonstrated to the committee to provoke awareness. The committee will work together to create educational materials to help promote awareness of health and safety hazards in the workplace for all and will discuss further at the next meeting. This item will remain on the next agenda.

March 2019: The committee continues to review easy and cost-effective options to deliver inspection training to all sites to provide hazard awareness and promote a positive Health and Safety climate across the Board. This item will remain on the next agenda.

April: Detailed instruction was provided to all Principals regarding the use of the online monthly Health and Safety inspection form at the most recent Director's meeting. All workplace inspections will be completed online as of September 1, 2019. Ongoing improvements to the online inspection form are being made. This item will remain on the next agenda as an ongoing project item.

5.2 Access to Lockdown PA Announcements

March 2019: A concern was brought forward by a committee member regarding the ability to hear the PA during a lockdown announcement. The concern was that in areas such as a gymnasium or music room, the activity could result in the announcement not being heard. A question was raised about some areas used for the secure lockdown portion may not have a PA in place, so staff are not able to hear the all clear announcement. The Division Manager of Operations and Health & Safety reminded the committee that part of the building specific procedure is to establish alternate solutions such as the buddy system or a designated person(s) to alert those who may not have access to hearing the announcement. A question was also brought forward regarding those in portables receiving lockdown announcements to which the Division Manager of Operations and Health & Safety will investigate and follow up with the committee. This item will remain on the next agenda.

April 2019: Amendments were made to the School/Site Security Policy (SO5) to provide further instruction outlining steps for how the "all clear" announcement is made in those areas where there are no Public Address systems or other communication devices. Specific communication arrangements will be made within each Board location. A reminder was given that all visitors are to sign in at the main office to ensure all persons in the Board location are accounted for in the event of a lockdown situation. This item can be removed from the next agenda.

New Indoor Air Quality Reports

5.3 Indoor Air Quality Report- Brier Park- eBase #27 & 31 (Classrooms)- March 22, 2019

Indoor Air Quality testing was conducted in 2 adjoining classrooms at Brier Park in response to concerns from workers regarding headaches. It was recommended the school add a humidifier to the space to add moisture to the air. A work order was completed to have the



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HVAC filters changed. No additional testing is required. This item can be removed from the next agenda.

- 5.4 Indoor Air Quality Report- Central Public School- eBase #203 (Classroom)- April 10, 2019
Indoor Air Quality testing was conducted in a classroom at Central Public School in response to concerns from workers regarding headaches. It was reported that CO2 levels were high in the afternoons. A work order was placed to have the HVAC system supplying air to the classroom inspected and reprogrammed. Once the HVAC system has been looked at an additional air test will be completed. This item can be removed from the next agenda.

6.0 New Business

- 6.1 Ministry of Labour Field Visit Report- Workplace Violence- Pauline Johnson Collegiate and Vocational School & Education Centre

The Ministry of Labour visited the Board in response to complaints that were received related to issues at Pauline Johnson. A total of 3 orders were received by Pauline Johnson, one was to ensure all staff working with students who have Be Safe Plans have current Behavioural Management System training. A second was to provide information to the JOHSC regarding steps to prevent Reoccurrence related to a notification of injury recently sent to them. The third is updating the Be Safe Plan. All of these orders were complied with by the dates required by the Ministry of Labour.

Additionally, 3 orders were received by the Board. The first order is that Workplace Violence training be provided to all Administrators on their duties regarding workplace violence and their roles and responsibilities. A plan is being created to provide that training as a second order. The third order is related to the notification of risk of violence for visitors and outside school staff. A map identifying locations of potential workplace violence and rooms where students with Be Safe Plans is being created, this map will be used in all board locations. These maps will be available in the Staff Room and alongside visitor sign in logs to ensure those visiting are aware of the risk of violence in the marked areas and the procedures to follow to access those locations. The current Workplace Violence policy is being adjusted to reflect these changes. The Ministry of Labour has granted an extension to the Board orders due April 22, 2019 until May 10, 2019. This item will remain on the next agenda.

- 6.2 Health and Safety Concern Form- Pauline Johnson Collegiate and Vocational School- PA Speaker

A Health and Safety Concern form was submitted regarding the absence of a PA system in designated areas for Clerical staff. The concern outlined that there is no communication device in the area where office personnel go in the event of a lockdown and that the clerical staff do not receive the “all clear” message. Enhancements have since been made to the School/Site Security Policy (SO5) to reflect this concern and how all workers are informed of the “all clear” message. This item can be removed from the next agenda.

- 6.3 Health and Safety Concern Form- Pauline Johnson Collegiate and Vocational School- Sink in Room #122



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A Health and Safety Concern Form was brought forward during a Health and Safety inspection that was being completed at Pauline Johnson. The concern addresses the lack of a functional sink in Room 122 which is currently being used as a Greenhouse classroom. It was established that the occupants of the classroom have immediate access to functional sinks on each side of the classroom in the auto shop and washrooms for washing their hands. The school is looking into having the non-functioning sink and plumbing in the classroom replaced over the summer. This item can be removed from the next agenda.

6.4 Ministry of Labour- Field Visit Report- Walsh Public School- April 3, 2019

The Ministry of Labour visited Walsh Public School to proactively discuss protection requirement and the scope of Masonry work that will be taking place. No orders were issued. This item can be removed from the next agenda.

6.5 Ministry of Labour- Field Visit Report- Noise Measurements- Brantford Collegiate Institute and Vocational School & Education Centre

The Ministry of Labour visited BCI and the Education Centre in response to a Noise Induced Hearing Loss (NIHL) claim submitted by a retired teacher. The Ministry of Labour reviewed training documents and took noise readings. Orders were issued for BCI to provide training regarding hearing protection to workers that are exposed to equipment above 85 decibels (dB) and to identify types of hearing protection required when using the equipment. This item will remain on the next agenda.

6.6 Eyewash Stations

A concern was brought forward by a committee member regarding Eyewash Stations. It was identified that not all units have a sticker outside of the door to indicate there is an eyewash station located inside, as well some locations are behind locked doors. The Division Manager of Operations and Health & Safety indicated that due to the nature of items stored in some custodial areas, such as chemicals, the doors must be locked and thus not all eye wash units readily available to everyone. A reminder was given to the committee that there are many accessible Eyewash Stations that are clearly identified within schools. The Division Manager of Operations and Health & Safety will investigate providing stickers for use on the outside of doors to provide increased notification of available eye wash units. This item will remain on the next agenda.

6.7 Staff Safety Plan template

A committee member brought forward an inquiry related to an incident that occurred recently whereby a student was making threats to staff. As a result of the incident, the Supervisor created a Staff Safety Plan for the worker involved. The member inquired if a template could be created for future incidents to ensure the plan included all the necessary criteria. The Division Manager of Operations and Health & Safety advised that due to the differing nature of events the staff safety plans can vary immensely. A draft staff safety plan template will be investigated to provide a foundation for creating these plans in the future. This item will remain on the next agenda.

6.8 Safety Data Sheet (SDS) Access

An inquiry was brought forward by a committee member regarding the paperless availability



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of all SDS as there was some uncertainty brought forward by Custodians. The Health and Safety Officer will send out a reminder to schools regarding how to access SDS online through the staff portal. Operations Lead Hands will be delivering new SDS backup USB sticks to all schools. It was also reminded that access to SDS are available online via Smartphone or tablet, as needed. This item can be removed from the next agenda.

6.9 High Temperature Guidelines

A committee member inquired if the Board had plans to create a High Temperature action plan. The Division Manager of Operations and Health and Safety reminded the committee that there is an Administrative Memo, AM 43 Extreme Weather Guideline that outlines procedures when the temperatures rise in the summer months. This item can be removed from the next agenda.

7.0 Information Items

7.1 Asbestos Abatement Site Report No. 03- Walpole North Elementary School- Classroom #19- March 20, 2019

An asbestos abatement was performed at Walpole North Elementary School to remove vinyl floor tiles from Classroom 19. All work was performed according to regulation. This item can be removed from the next agenda.

7.2 Mould Assessment Site Report No. 01- Cobblestone Elementary School- eBase #111 (Classroom #9)- March 20, 2019

A mould assessment was completed at Cobblestone Elementary School in Classroom #9 in response to concerns over headaches and irritated eyes. No mould growth was present. This item can be removed from the next agenda

7.3 Limited Designated Substance Survey Report- Hagersville Secondary School- Renovation Areas- March 26, 2019

A Limited Designated Substance Survey was completed at Hagersville Secondary School to identify possible hazardous building materials that may be present when doing renovations. This item can be removed from the next agenda.

7.4 Asbestos Abatement Site Report No. 01- Princess Elizabeth Public School- eBase #36 (Library)- March 30, 2019

An asbestos abatement was performed at Princess Elizabeth Public School. All work was performed according to regulation. This item can be removed from the next agenda.

7.5 Asbestos Abatement Site Report No. 02- Princess Elizabeth Public School- eBase #36 (Library)- March 30, 2019

An asbestos abatement was performed at Princess Elizabeth Public School. No asbestos-containing debris or residue were found. This item can be removed from the next agenda.

7.6 Bulk Sample Analysis Site Report No. 03- Princess Elizabeth Public School- eBase #23 (Resource Room), 24 (Storage) & 26 (Custodian Office)- April 2, 2019



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Multiple samples of building materials were collected from various areas at Princess Elizabeth Public School for the determination of asbestos content. No asbestos was present in any of the samples. This item can be removed from the next agenda.

7.7 Bulk Sample Analysis Site Report No. 01- North Park Collegiate and Vocational School- eBase #2011 (Computer Lab), 2012 (Custodian Office) & 2013 (Mechanical Room)- April 5, 2019

Multiple samples of building materials were collected from various areas at North Park Collegiate and Vocational School for the determination of asbestos content. No asbestos was present in any of the samples. This item can be removed from the next agenda.

7.8 Bulk Sample Analysis Site Report No. 01- Pauline Johnson Collegiate and Vocational School- eBase #2003- April 9, 2019

Multiple samples of building materials were collected from various areas at Pauline Johnson Collegiate and Vocational School for the determination of asbestos content. No asbestos was present in any of the samples. This item can be removed from the next agenda.

7.9 Bulk Sample Analysis Site Report No. 01- J.L Mitchener- eBase #1080 & 1081- April 9, 2019

Multiple samples of building materials were collected from various areas at J.L Mitchener for the determination of asbestos content. No asbestos was present in any of the samples. This item can be removed from the next agenda.

7.10 Limited Designated Substance Surveys- Walsh Public School- Renovation Areas- April 2019

A Limited Designated Substance Survey was completed at Hagersville Secondary School to identify possible hazardous building materials that may be present when doing renovations. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary- March 2019
Workplace Safety and Insurance Board Reportable- March 2019
Student Aggression Summary Table for March 2019

All reports were reviewed by the committee.

8.2 Status of Workplace Inspections Including Non-Academic Sites- March 2019

All inspections were completed for the month of March.

8.3 Health and Safety/Facility Services Committee- Minutes were reviewed by committee. Next meeting June 11, 2019.

8.4 Critical Injuries- There have been 3 staff critical injuries and 52 student critical injuries for the 2018/19 school year.

8.5 Focus Group Meeting Minutes- Next meeting April 18, 2019.

8.6 Review of Ongoing Project Items- See chart.



Joint Occupational Health and Safety Committee

H-1-b

April 18, 2019

Facility Services – Meeting Room

8.7 Work Orders

Work order details were made available to the committee for review.

9.0 Health and Safety Training

9.1 Health and Safety Training dates for 2018-19 school year:

First Aid:

- Standard First Aid: April 24-25, 2019 (full)
- Emergency First Aid: May 9, 2019
- Emergency First Aid (Facility Services): June 28, 2019

The Health and Safety Officer will send a reminder email regarding the Emergency First Aid training on June 28 as there is currently low registration. Additional BMS training will be added and a communication will be sent out with further details.

10.0 Recommendations to Executive Council

The Employee Representatives of the committee put forward 2 recommendations to the Superintendent of Business specifically pertaining to Brantford Collegiate Institute and Vocational School. The first recommendation stems from a complaint regarding a persistent and noxious odor in a conference room in the Library (eBase #306). The Employee Representatives of the committee are recommending that an outside agency be contacted to conduct Volatile Organic Compound (VOC) testing as soon as possible. A second recommendation was put forward to have a Structural Engineer conduct tests based on concerns surrounding the unknown structural integrity of archways that are under repair at Brantford Collegiate Institute and Vocational School. This item will remain on the next agenda.

11.0 Adjournment/Next Meeting(s): Meeting adjourned at 12:10pm. Next meeting is May 16, 2019 in the Facility Services Meeting Room.



Joint Occupational Health and Safety Committee

April 18, 2019

Facility Services – Meeting Room

As of April 2019:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2018- September	The Terms of Reference Review document has been approved by the Ministry. (Current agreement expires September 2022)	Review September 2021
November 2018	Workplace Violence Risk Assessment	2018- November- 2019- April	Summary document being collated and made available for review	Review May 2019
January 2019	Online Safe Schools/Workplace Violence Incident Reporting Tool	2019- January – April	Online tool launched in Staff Portal on April 17, 2019	Review May 2019
February 2019	Inspection Training	2019- February- April	Online inspections to be implemented Board-wide by September 1, 2019. Instructions provided to all Principals.	Review May 2019

Annual Updates Provided Each School Year:

Item		Review Month	Resulting Update
Pavement Improvements		2020- May	

Procedure Review:

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	October 2019	September 2019	Committee Approved December 2018
HR5 – Harassment		Board approved September 2015	October 2019	September 2019	Committee Approved December 2018
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2019	Committee Approved December 2018

No.	Site	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019
Elementary Schools											
1	Agnes Hodge	C	C	C	C	A	C	C	C		
2	Banbury Heights	C	C	C	C	C	C	C	A		
3	Bellview	C	C	C	C	C	C	C	A		
4	Bloomsburg	C	C	A	C	C	C	C	C		
5	Boston	C	C	C	C	A	C	C	C		
6	Branlyn Community	C	C	C	C	C	C	C	A		
7	Brier Park	C	C	C	C	C	C	A	C		
8	Burford District Elementary	C	C	C	C	C	C	C	A		
9	Caledonia Centennial	C	C	C	A	C	C	C	C		
10	Cedarland	C	C	C	C	C	C	C	C	P	
11	Centennial-Grandwoodlands	C	C	C	C	C	C	A	C		
12	Central P.S.	C	A	C	C	C	C	C	C		
13	Cobblestone Elementary	C	C	C	C	C	C	C	A		
14	Confederation (Fr Imm)	C	C	C	C	A	C	C	C		
15	Courtland	C	C	A	C	C	C	C	C		
16	Delhi	C	C	A	C	C	C	C	C		
17	Dufferin	C	C	C	C	A	C	C	C		
18	Echo Place	C	C	C	C	C	C	C	A		
19	Elgin Ave.	C	C	A	C	C	C	C	C		
20	Glen Morris	C	C	C	C	C	C	A	C		
21	Graham Bell	C	C	C	C	C	C	C	C	P	
22	Grandview	C	C	C	C	C	C	C	C	P	
23	Greenbrier	C	C	C+C	C	C	C	C	C	P	
24	Hagersville Elementary	C	C	C	C	C	C	A	C		
25	Houghton	C	C	C	C	A	C	C	C		
26	J.L. Mitchener	C	A	C	C	C	C	C	C		
27	James Hillier	C	C	C	C	C	A	C	C		
28	Jarvis	C	C	C	C	C	C	A	C		
29	King George	C	C	C	C	A	C	C	C		
30	Lakewood	C	C	A	C	C	C	C	C		
31	Langton	C	C	C	A	C	C	C	C		
32	Lansdowne-Costain	C	C	C	C	A	C	C	C		
33	Lynndale Heights	C	C	A	C	C	C	C	C		
34	Major Ballachey	C	C	C	C	C	C	C	C	P	

No.	Site	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019
35	Mapleview	C	C	C	C	C	A	C	C		
36	Mt. Pleasant	C	C	C	C	C	C	A	C		
37	North Ward	C	C	C	C	C	C	A	C		
38	Oakland-Scotland	C	C	C	C	C	C	A	C		
39	Oneida Central	C	C	C	C	C	C	A	C		
40	Onondaga-Brant	C	C	C	A	C	C	C	C		
41	Paris Central	C	C	C	C	C	C	A	C		
42	Port Rowan	C	C	C	C	A	C	C	C		
43	Prince Charles	C	C	C	C	C	C	A	C		
44	Princess Elizabeth	C	C	C	C	A	C	C	C		
45	Rainham	C	A	C	C	C	C	C	C		
46	River Heights	C	C	C	A	C	C	C	C		
47	Russell Reid	C	C	C	C	A	C	C	C		
48	Ryerson Heights	C	C	C	C	C	A	C	C		
49	Seneca Central	C	C	C	C	C	A	C	C		
50	St. George-German	C	C	C	C	C	C	A	C		
51	Teeterville P.S.	C	C	C	C	A	C	C	C		
52	Thompson Creek	C	A	C	C	C	C	C	C		
53	Walpole North	C	C	C	C	C	C	A	C		
54	Walsh	C	C	C	A	C	C	C	C		
55	Walter Gretzky Elementary School	C	C	C	C	C	A	C	C		
56	Waterford Public	C	C	A	C	C	C	C	C		
57	West Lynn	C	C	A	C	C	C	C	C		
58	Woodman-Cainsville	C	C	C	C	C	C	C	A		
Secondary Schools											
59	B.C.I. & V.S.	C	C	A	C	C	C	C	A		
60	Cayuga Secondary S. (CSS)	C	C	A	C	C	C	C	A		
61	Delhi District Secondary S. (DDSS)	C	C	A	C	C	C	C	A		
62	Dunnville Secondary S. (DSS)	C	A	C	C	C	C	A	C		
63	G.E.L.A. Brantford (Rawdon)	C	A	C	C	C	C	A	C		
64	G.E.L.A. - CareerLink Eaton Market Square and ALT ED	A	C	C	C	C	C	A	C		
65	G.E.L.A. - Simcoe	A	C	C	C	C	C	A	C		
66	Hagersville S.S. (HSS)	A	C	C	C	C	A	C	C		

No.	Site	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019
67	McKinnon Park S.S. (MPSS)	C	A	C	C	C	C	C	C	P	
68	North Park C. & V.S. (NPCVS)	C	A	C	C	C	C	C	C	P	
69	Paris District H.S. (PDHS)	C+C	A	C	C	C	C	C	C	P	
70	Pauline Johnson C.V.S. (PJCVS)	A	C	C	C	C	C	A	C		
71	Simcoe Composite School (SCS)	C	A	C	C	C	C	C	A		
72	Tollgate Tech. Skills Centre (TTSC)	C	A	C	C	C	C	A	C		
73	Valley Heights S.S. (VHSS)	C	C	C	A	C	C	C	C	P	
74	Waterford District High School (WDHS)	C	C	A	C	C	C	C	A		
Turning Points and Leased Spaces											
75	CSS Turning Point - Haldimand County Library, 28 Cayuga St. N., Cayuga								A		
76	DDSS Turning Point - 640 James St., Delhi								A		
77	HSS Turning Point - 12 Almas St. Unit 2, Hagersville								C		
78	HSS New Start - 2319 3rd Line Road, Oshweken								C		
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia								C		
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris								A		
81	PJCVS Turning Point - Alexandra Presbyterian Church 410 Colborne St., Brantford								C		
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover								A		
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer								C		
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford								A		
Support Centre											
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	C	C	C	P	
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C	C	C	A		
87	Haldimand School Support Centre								C		
88	Norfolk School Support Centre								A		
89	Head Office	C	C	C	C	C	C	A	C		
90	Head Office - Facility Services	C	C	C	C	C	C	A	C		

No.	Site	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019
Storage Facilities											
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	C	C	A		
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	A	C	C	C	C		
93	Walsh Bus Barn, 93 Regional Road #3 Walsh	C	C	C	A	C	C	C	C		
Total Sites		81	81	81	81	81	81	81	93	93	93
Total Regular Monthly Inspections Completed		76	70	68	73	70	75	60	73	-	-
Total Annual Inspections Completed		4	11	12	8	11	6	21	20	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	-	10	-
Total Double Inspections Completed		1	-	1	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	-	-	-	-	-	-	-	83	93

Annual JOHSC inspection completed

A

Monthly inspection was completed

C

Two inspections completed due to a missed inspection

C+C

Monthly inspection was not completed

NC

Annual JOHSC inspection planned

P



MINUTES

Present: Chair K. Smith, P. Bagchee, L. Boudreault, C. Clattenburg, R. Collver, L. DeJong, S. Gibson, K. Jones, K. Mertins, W. Rose, L. Scott, L. Sheppard, J. White, T. Wilson.

Regrets: L. Boswell, C. Brady, B. Caers, M. Carpenter, G. Drake, M. Falkiner, L. Thompson, A. Powless-Bomberry, T. Waldschmidt. R. Winter.

Recorder: P. Curran.

A-1 Opening **K. Smith**

(a) Welcome K. Smith

Chair Smith welcomed everyone and called the meeting to order at 6:05 p.m.

J. White read the Land Acknowledgement Statement. J. White

(b) Agenda Additions / Deletions / Approvals K. Smith

Moved by: R. Collver

Seconded by: L. DeJong

“THAT the agenda for SEAC 18-08 April 23, 2019 be approved as distributed.”

Carried

B-1 Timed Items **K. Smith**

(a) Grand Erie Special Education Plan 2018-19 P. Bagchee / L. Boudreault / K. Mertins /
L. Sheppard J. White

Members were provided with questions about the standards and appendices and required to find the answers. The activity was designed to help them become more familiar with the Plan and to provide feedback on challenges or ease of finding information.

Standard 1- The Board’s Consultation Process

A discussion on public consultation informed members that most boards conduct this process through their SEAC members. Grand Erie has invited public input through previously held public meetings and more recently through comments offered three times annually via a link on our special education webpage.

Most parents seek specific information through their school and may not be adequately served when only directed to the Plan. Usually those who seek the Plan are families moving into Grand Erie who want to get a sense of what services are available.



Special Education Advisory Committee SEAC 18-08

H-1-c

Education Centre – Board Room
Tuesday, April 23, 2019 – 6:00 p.m.

Staff will explore the possibility of adding a “pop-up” box so that input can be gathered each time someone visits the electronic Plan throughout the year

Standard 5 - The IPRC Process and Appeals

An IPRC is not required for support or services available to students with special needs.

Members requested the communication plan be revised to ensure parents are provided with all the information they need at appropriate times during the process.

Members suggested adding information about the Plan (with a link) to the letter of invitation to the IPRC and/or IPRC brochure that is sent home to families prior to the meeting.

Standard 7 - Specialized Health Support Services in School Settings

Information provided is current to changes introduced in January 2019. If the provincial government announces further changes related to the reorganization of LIHN services, additional revisions to this standard will be required.

Standard 9 - Special Education Placements

Current method of indicating staffing produces skewed perception of the Educational Assistant support available or required in a self-contained classroom. J. White will retain the class components in the tables and amend the language to clarify the staffing.

Members are requested to provide any additional input on Standards or Appendices to P. Curran by Friday, May 3rd. Proposed revisions will be provided to the appropriate staff member.

Standard 14

L. Boudreault described changes in per pupil SEA funding that eliminate the need for a professional assessment and essential statement. We are still required to prove that equipment is essential for a student to access curriculum and we have incorporated a new SEA approval committee as part of this process.



Special Education Advisory Committee SEAC 18-08

H-1-c
Education Centre – Board Room
Tuesday, April 23, 2019 – 6:00 p.m.

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

(a) Ratification of Minutes March 21, 2019 SEAC Meeting

i. R. Collver – addition to I-1 Future Agenda Items and SEAC Committee Planning:

Members had discussed the surge in behaviour problems and would like to explore this topic further including the possibility of increased physical activities in the classroom.

Moved by: W. Rose

Seconded by: K. Jones

“THAT the minutes of SEAC 18-07, held on March 21, 2019 be approved as amended.”

Carried

(b) Update – Attendance at Invitation to Launch the OCT Professional Advisory on Supporting Students’ Mental Health K. Smith / K. Jones

Chair Smith informed members he and K. Jones plus Superintendent Thompson attended the launch. He noted the biggest focus was on suicide awareness and praised Grand Erie for the work happening in our board. Students should always seek professional help for suicide counselling and whenever possible, parents should be included in conversations.

He distributed material from the event and his notes are summarized on the OCT website. Advice to members included creating a supportive learning environment, learning to recognize the behaviours of concern, intervening appropriately, being sensitive, acting professionally.

K. Jones cautioned that students must be provided an adult outlet if a friend is sharing too much with them. Self care is critical to retain the strength and personal resources required to effectively deal with strenuous or stressful situations. Dr. Chu is willing to speak at schools.

D-1 New Business K. Smith

(a) Schedule of Budget Review Meetings. J. White

Thursday, April 25, 2019
Wednesday, May 22, 2019
Tuesday, June 4, 2019

All meetings will be held in the Education Centre Board Room at 5:30 p.m.



Special Education Advisory Committee SEAC 18-08

H-1-c

Education Centre – Board Room
Tuesday, April 23, 2019 – 6:00 p.m.

- (b) 2018-19 Grand Erie's Student Achievement Plan:
Success for Every Student – Mid-Year Update – Special Education Update J. White

Ms. White explained the report monitors goals from three foci:

1. How will we get there?
2. How will we know we are there?
3. How are we doing?

Ms. White further explained that the data gathered looked three things:

1. How the special education system team guides and supports schools to learn about and implement effective differentiated instruction and assessment? In this area it is noted that more school administrators are encouraging classroom teachers to access system supports for differentiation with some uptake of classroom teachers initiating this themselves.
2. How school team/resource team process is used as a multi-disciplinary team to support school administrators and teachers to identify student strengths and needs to provide strategies such as responsive and differentiated classroom instruction and assessment in order to meet these strengths and needs. In this area it was noted that school team/resource team process is embedded in schools, however the work done at each of these teams will be clarified so there is a more standard process for school team work based in tier one supports and strategies for classroom teacher. The resource team will continue to be the vehicle to discuss tier 2 and 3 supports for students.
3. How wrap around supports to address a variety of student need that go beyond solely academic need are provided to students in order to decrease barriers to well-being and achievement. We continue to support teachers with IEP development. The more that teachers are able to understand how to differentiate a program based on student entry level to the concepts being taught, the easier it is to help them understand how to provide precise accommodations and modifications with clear learning expectations. As student's are supported to learn how to advocate for their own learning requirements, we see an increase in both well being and achievement.

- (c) IPRC Process Consultation J. White

Ms. White explained that as the board continues examining approaches, it was felt a good time to consult on the IPRC process. An IPRC is only required for self contained placement; all other supports and services can be provided to students whether they are identified or not. Grand Erie is considering if we should also move in this direction. Currently the amount of human resource time and work connected to IPRC's is a contributing factor.



Special Education Advisory Committee SEAC 18-08

H-1-c

Education Centre – Board Room
Tuesday, April 23, 2019 – 6:00 p.m.

Committee members were asked:

1. From your perspective what is your initial thought?
2. Do you have any concerns if we do move in this direction?

Discussion revealed that many parents believe the IPRC carries more weight and guarantees accommodations or supports in the IEP will be carried out for the student. Many do not realize the IEP is a legal document as soon as it is developed as it outlines the student's strengths and needs and is now the requirement for SEA applications. It can also include exceptionality notes.

The IPRC is only required for placement and reducing the number of IPRC would free staff up to focus on differentiated instruction and necessary accommodations.

Suggestion to remove the focus from legislated aspects to help reduce parents' anxiety and misunderstanding and help educate them on differentiated instruction.

Any changes will be communicated to community partners as well. Chair Smith suggested we bring this topic back for further discussion.

E-1	Other Business	K. Smith
(a)	Council of Exceptional Children Awards	J. White
	This is a community-based council which no longer exists. The committee included one staff member from Grand Erie and one from BHNCDSD who helped coordinate the CEC awards annually.	
	Board staff are willing to gather information on anyone in the community who would like to take on the lead for this prestigious event. Please have any interested party contact Julie White, Principal Leader – Special Education. julie.white@granderie.ca 519-756-6301, x-287214	
(b)	Impact on students with special education needs with implementation of:	J. White
	i. Possible Class Size Changes	
	Concerns were voiced about the number of IEP and students with auditory or sensory sensitivities and the ensuing increasing anxiety.	
	Need more parents to engage in voicing their opinion.	
	The Ministry is still receiving input until May 31 st , so we are hoping that class sizes will be revised.	



Special Education Advisory Committee SEAC 18-08

H-1-c
Education Centre – Board Room
Tuesday, April 23, 2019 – 6:00 p.m.

- ii. New E-Learning Requirements
Concerns were raised for the success of students who do not have technology or who are not self motivated.
As little information has been received, it was advised we wait to determine a response.

F-1 Standing Items

K. Smith

- (a) Spotlight on Special Education – Not this month
- (b) Special Needs Strategy – Not this month

G-1 Community Updates

K. Smith

- (a) Grand Erie Special Education Games J. White

Elementary– Wednesday, May 15/19 | Cayuga SS | 10:15-1:30
P.S. Wednesday (May 15) at Cayuga Secondary postponed due to rain/soggy field conditions and rescheduled to Wednesday, May 29/19

Secondary – Thursday, June 6/19 | Pauline Johnson CVS|10:15-1:30
- (b) Walk In Counselling Clinic C. Clattenburg

C. Clattenburg, Clinical Program Director for Woodview Mental Health and Autism Services informed members that a single session of psychology will be available at 124 Charing Cross Street in Brantford. Flyer to follow. Another site may be opened at some point in time.

H-1 Correspondence

K. Smith

- (a) LDAO SEAC Circular K. Smith

This document reviews many of the items previously discussed. One new item is the Ministry direction to provide professional development for students with ASD.
- (b) Ltr - Conseil scolaire Viamonde Feb 5, 2019 re Bill 44 2018 FASD & Ed Act K. Smith

This was a letter in support of our request to reinstate Bill 44.
- (c) Ltr - DCDSB Apr 9 2019 re Class Sizes and E-Learning

Discussion revealed concerns for increased anxiety in students with sensory sensitivities in larger classes. As well more information is required with respect to E-learning, e.g., what equipment will be



Special Education Advisory Committee SEAC 18-08

H-1-c
Education Centre – Board Room
Tuesday, April 23, 2019 – 6:00 p.m.

provided and how to make this mandatory for students who cannot access this technology.

Moved by: K. Jones

Seconded by: W. Rose

THAT the Grand Erie DSB SEAC write to the Ministry of Education a letter in support of the DCDSB concerns on revised class sizes and include a copy of the DCDSB letter.

SEAC members will complete the online consultation process for class sizes.

- (d) Ltr – Bluewater DSB Jan 28 2019 re Bill 44 2018 FASD & Ed Act

This was a letter in support of our request to reinstate Bill 44

K. Smith

I-1 Future Agenda Items and SEAC Committee Planning

K. Smith

- (a) Ministry of Education consultation process for class sizes – R. Collver
(b) Continuation of discussion to revise IPRC process – K. Smith

J-1 Next Meeting

K. Smith

- (a) Thursday May 16, 2019 | Grand Erie DSB – Board Room | 6:00 p.m.

K-1 Adjournment

K. Smith

Moved by: L. Scott

Seconded by: L. DeJong

“THAT the SEAC 18-08 meeting of April 23, 2019 be adjourned at 8:43 p.m.”

Carried



H-1-d Indigenous Education Advisory Committee

April 25, 2019 1:00 p.m. to 2:15 p.m.
Board Room, Education Centre

MINUTES

Present: Chair Sabrina Sawyer, Audrey Powless-Bomberry, Stephanie George, Katelyn LaForme, Jeannie Martin, Denise Martins, Claudine VanEvery-Albert

Regrets: Debbie Fletcher, Starr Kennedy, Kimberly Newhouse, Trisha Simon, Karen Sandy, Diane Sowers

Absent: Jeff Burnham, Tobias Clarke, Cassandra Green, Veronica Jamieson, Paula Laing, Christina Speers, Dallas Squire, Dana VanEvery

Recorder: D. Martins

A - 1 Opening

(a) Welcome/Land Acknowledgement Statement

- i. Denise Martins read the Land Acknowledgement Statement.
- ii. Indigenous Education Lead-Teacher Consultant Sabrina Sawyer welcomed everyone, and introductions were made.

(b) Agenda Additions/Deletions/Approval

- i. Mississaugas of the Credit Native Trustee Rep Request

(c) Review of December 13, 2018 Minutes

- i. Moved by: C. VanEvery-Albert
Seconded by: A. Powless-Bomberry
THAT the Minutes of the Indigenous Education Advisory Committee meeting held December 13, 2018 be approved.

B - 1 Native Advisory Committee (NAC) Update

J. Martin

(a) The Native Advisory Committee meetings were held in December 2018, February and April 2019; discussions included:

- i. Template created for School Principals to complete for sharing with NAC: This includes sharing by Indigenous Student Leadership Council members
- ii. Working on revision of the NAC Terms of Reference: Will be brought to the Board in May 2019
- iii. Welcome banner: Being created to post at the entrance of all secondary schools for September 2019 – finalizing student design prior to the June 2019 NAC meeting

C - 1 Sharing of Community Events

(a) S. Sawyer:

- i. April 29, 2019: Gathering Place – NFB Film at 7:00 p.m.
- ii. April 30, 2019: Post-Secondary applications due for MCFN students
- iii. May 10, 2019: MCFN showing two films at Community Centre to 6:00-8:00 p.m.
- iv. May 18, 2019: Six Nations Tourism Season opens to the General Public
- v. May 29, 2019: Six Nations Tourism Lecture Series at the Mohawk Chapel



H-1-d Indigenous Education Advisory Committee

April 25, 2019 1:00 p.m. to 2:15 p.m.
Board Room, Education Centre

D - 1 Board Action Plan Review

S. Sawyer

- (a) Was submitted in draft form to the Ministry of Education in February 2019, review of the Board Action Plan between then and now
- (b) In place of Collaborative Inquiry due to Elementary Occasional Teacher backfill issues, Johnny Issaluk Inuit sessions were run in 22 schools
- (c) Secondary Collaborative Inquiry session to support Secondary Teachers with students who have experience in an Immersion Language program. Semester 1 was at Hagersville SS and Semester 2 at McKinnon Park SS
- (d) Secondary Lacrosse Project at Tollgate TSC has completed. The work was with urban Indigenous students. This was followed up by student then parent/student attendance at Toronto Rock games
- (e) Elementary Lacrosse Project is beginning to wrap up. Dallas Squire spending one day at each school which builds connections for next steps with the community. Over the last 5-6 years this program would have been shared with almost all of the elementary schools over that time period
- (f) Sharing Our Voices – National Indigenous Peoples Day will be acknowledged by Grand Erie on June 20th at the Sanderson Centre so that families and allies can honour the actual day on June 21st within their community
- (g) Student Leadership Initiative – second Native Student Trustee was acclaimed mid –year due to resignation of previous Student Trustee to pursue the collage program
- (h) Cultural Mentorship Program at Nations/New Start Community-Based Learning Centre. Planning occurred in Semester 1, implementation has occurred in Semester 2 on a weekly basis with community representatives/speakers working with students on Indigenous Based Learning model that reflects the traditional cultures
- (i) Professional Development focus on First Nations Mathematics Conference (Ethno-Mathematics) with Ruth Beattie in early May (2-5) in Orillia
- (j) Offering of subsidized Additional Qualification courses in the subject areas of Native Studies or Languages. 13 inquiries, 6 letters of intent, 3 teachers have completed to date.
- (k) Ad Hoc Committee Communication Plan to date have completed 2 Newsletters, next one will be released early May
- (l) April 12th Secondary PD Day focused on Indigenous Education, common session completed in all secondary schools in the morning. The afternoon allowed for self-directed learning with a variety of sessions offered and some schools completing their own activities focused on supporting First Nation, Six Nations, Métis and Inuit

Moved by: C. VanEvery-Albert

Seconded by: S. George

THAT the Board Action Plan Review be received as information.

Carried

E - 1 Count Us in! Student Census

S. Sawyer

- (a) Completed in March 2019
- (b) Survey can be accessed on board website – S. Sawyer will send link as part of minutes to access the actual survey for Grades 4-8 and then Grades 9-12
<http://granderie.ca/board/community/newsroom/feature-stories/2018-19/count-us-grand-eries-first-student-census-takes-place-march-18-29>



H-1-d Indigenous Education Advisory Committee

April 25, 2019 1:00 p.m. to 2:15 p.m.

Board Room, Education Centre

F - 1 Nomination/Election of Chair

S. Sawyer

- (a) IEAC is to declare a nomination and election of a Chair on a yearly basis
- (b) Committee recommended deferral to the June meeting with hopefully larger attendance, new chair to be in place for September 2019

G - 1 Sensitivity Labels

S. Sawyer

- (a) Sensitivity around trauma informed practice as it relates to resources within the board.
Concerns with respect to some content as brought up by parent around a library resource
- (b) Include content of label
Content Warning:

- i. The language in this book, may be offensive to some readers.
- ii. The Themes in this book may be triggering for some readers who have experienced racism, colonialism, prejudice, violence, abuse, or residential schools.
- iii. While some of the language and references are outdated, the content included within this book is relevant and informative, and it furthers The Truth and Reconciliation Calls to Actions, specifically section 62 and 63. *Education Reconciliation:*
 - o 62. i. *Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students*
 - o 63. i. *Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*
 - ii. *Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*
 - iii. *Building student capacity for intercultural understanding, empathy, and mutual respect.*

Grand Erie District School Board is committed to providing trauma-informed practices. This book provides historical information that supports offering authentic Indigenous voices in schools and learning about Indigenous perspectives and history.

- (c) This label information was read to IEAC as technology was not working to show to members.
- (d) Previously this information has been shared with NAC and the Secondary Principals with IEAC being the final consultation phase prior to us moving forward with an operational plan.
- (e) S. George commented that the label may be too wordy and can we condense in any way.



H-1-d Indigenous Education Advisory Committee

April 25, 2019 1:00 p.m. to 2:15 p.m.

Board Room, Education Centre

H - 1 Correspondence

Most of our correspondence for the IEAC has been around cancellation and rescheduling of our meetings due to inclement weather.

I - 1 Agenda Additions

- (a) Mississaugas of Credit request for Native Trustee at the Board table – K. Laforme

Feels representation at the board table should be on proportional representation not a minimum number of students. Feels it is discriminatory to not have representation. Wish to have their own voice. She has shared this request and desire with their Education Counsellor and the Chief and Band Counsel.

The Mississaugas of the Credit have 2400-2500 band members in total, about 900 band members live on reserve but this includes both elementary and secondary students attending schools on and off reserve.

J - 1 Next Meeting

- (a) Thursday June 12, 2019, 2019 6:00 p.m. (Lloyd S. King Elementary School, 659 New Credit Road, Hagersville)

K - 1 Adjournment

- (a) The meeting was adjourned at 2:15 p.m.



MINUTES

Present: D. Abbey, S. Bell, L. Howells, S. Noort, G. Rousell, A. Smith, C. Smith, C.A. Sloat, T. Zebroski

Recording Secretary: L. Howells

Regrets: B. Doyle, J. Ecklund K. Newhouse,

1. Call to Order/Welcome

D. Abbey

The Privacy Information Management meeting was called to order at 3:00 p.m. D. Abbey welcomed members to the meeting.

2. Review of Previous Minutes /Actions

All

The minutes of the February 7, 2019, Privacy Information Management meeting were reviewed and accepted.

3. Parent Portal

D. Abbey

D. Abbey invited Sarah Purdy and Jason Hall to provide an overview on the parent portal which is scheduled to be rolled out in the fall 2019. It was communicated that the communication/sign-up letters regarding Parent Portal will be sent to parents with the progress reports. L. Howells asked what the letter would contain, what the verification process would be for the sign up. S. Purdy noted the letter would contain a link with a verification code. L. Howells noted her concern for a potential privacy breach that could occur if this process is to be followed and recommended we do not include the sign-up letters/information with the reports and suggest we reconsider how the letter will be distributed.

4. Privacy Audit Results Next Steps

4.1 Website/Communication

D. Abbey

D. Abbey noted that we will require a public location on the website for the PIM Training Video which is required to be completed by Staff, Trustees and Volunteers. It was suggested a link be included under Community and may need to move some of the Ed Tech PIM Material to this page. D. Abbey noted that privacy information can be found on the secure portal and in Ed Tech public site. D. Abbey also added that a privacy link will be included on the Board Portal for Trustees.

4.2 PIM Training Video

T. Zebroski

T. Zebroski provided a high-level overview of the status and noted the video should be ready for first release by the end of May with final version available June 2019. D. Abbey noted next step is to establish the roll out plan.



H-1-e Privacy and Information Management

May 2, 2019 3:00 p.m.
Norfolk Room, Education Centre

4.3 Retention

L. Howells

L. Howells advised she recently joined the Ontario Association of School Offices (OASBO) Privacy and Information Committee and will attend their Committee meeting in June 2019. L. Howells noted that the OASBO PIM Committee has been working on the updated the PIM Records Retention Schedule and they are planning to officially launch the document in May at the OASBO AGM. Executive Council has directed that Grand Erie wait for this document to be released and that Grand Erie will use the PIM Records Retention Schedule as it records retention document. L. Howells noted the first step will be to put this document on the portal as a non-printable version and then will work with ITS to establish a more dynamic, interactive search/response application for the portal.

4.4 SO19 Privacy and Information Management

D. Abbey

D. Abbey noted that Policy SO19 will be brought back out of cycle to make some minor revisions to remove the reference to Confidentiality Agreement. L. Howells asked if we need to consider if coop students and student teachers should review SO19 and the video? If so, should they be referenced in the Policy. G. Rousell asked if they individuals could be classified as volunteers? L. Howells noted she will reach out the OASBO PIM Committee to see what other boards are doing with these individuals?

5. Next Meeting – suggested dates for 2019-20

- November 14
- February 13
- May 14

6. Adjournment – 4:15 p.m.



MINUTES

Present: Chair Sarah Nichol, Brenda Blancher, Susan Gibson, Yvan Brochu, Nancy Waldschmidt, Jean Montgomery, Tiffany Knight-Leegstra, Jen Smith, Rita Collver

Regrets: Tom Waldschmidt, Kimberly Newhouse, Barkev Poladian

Recorder: Valerie Slawich

A - 1 Opening

B. Blancher

(a) Welcome

- Brenda welcomed everyone and introductions were made.

B - 1 Minutes

S. Nichol

(a) Approval of Minutes

- Nancy Waldschmidt moved, and Tiffany Knight-Leegstra seconded to approve the March 7, 2019 minutes.

(b) Business Arising from the Minutes

- None.

C - 1 Financial Report

B. Blancher

(a) GEPIC Budget

- The GEPIC budget remains unchanged.

D - 1 Updates from the Board Table

E. Dixon/S. Gibson

(a) Eva Dixon attended the Eco Conference which showcased speaker Hannah Alper, a blogger on environmental issues; the breakfast program hosted by the Children's Nutrition Network (Haldimand-Norfolk) last week; and today attended the amazing Education Week Gala at the Sanderson Centre. Susan shared the recognition at the board meeting Monday, of J. Potts, a student from Tollgate Technical Skills Centre who recently returned home to Brantford from competing in the Special Olympics World Games in Abu Dhabi. Trustee Gibson also thoroughly enjoyed the Paul Davis presentation at North Park Collegiate on April 16th and listening to Dr. Jean Clinton on April 30th.

E - 1 Director's Update

B. Blancher

Some highlights since the last meeting:

April 11th Elementary Eco Conference at Camp Trillium

The Grand Erie District School Board strives to create environmentally responsible teaching and learning environments for all. As part of this effort, Facility Services hosts an annual Environmental Youth Symposiums alternating years for both elementary and secondary students.

April 10th - International Day of Pink

The *Day of Pink* is the *International Day* against Bullying, Discrimination, Homophobia, Transphobia, and Transmisogyny across the world.

April 16th - GEPIC Spring Event – Wednesday April 16, 2019



Grand Erie Parent Involvement Committee

May 2, 2019, 6:30 pm
Dogwood Room, Waterford District High School, Waterford

Topic: Social Networking and Online Safety; 139 people in attendance, lots of positive feedback

April 25th - our Student Trustees hosted the last Student Senate Meeting of this school year and we had an election for the 2019-20 Student Trustees representing the South of Grand Erie as both the representative for the North and the Indigenous Student Trustee were acclaimed – a report is going to the Board on May 13th

Tonight – the fifth annual Rainbow Ball is being held. Building on the positive momentum of previous years, Delhi District Secondary School will be host to this event, welcoming LGBTQ students and allies from across Grand Erie to the semi-formal dance for an evening to reinforce to all students that they are celebrated, supported and appreciated.

Today - Education Week Gala – our Education Week Kick Off took place today at the Sanderson Centre showcasing the talents of our Grand Erie students, MC'd by our Student Trustees Alex, Jayden and Ashley.

Grants for Student Needs – Memorandum received on April 26th – high level, no detail by board – sifting through this. Waiting for the GSN Technical Paper which will provide board-specific funding so we can compare revenue to expenses as we work towards a balanced budget.

Coming Up

Education Week – May 6 – 10 – the theme is *Feeling Well, Mind, Body and Spirit* to coincide with Mental Health Week – great connection to our Multi-Year Plan Well-Being indicator.

May 6th - The Grand Opening of the Central Public School in Brantford – Learning Commons

May 10th – the official Grand Opening of Mapleview Elementary School in Dunnville

Public Budget Meetings with Trustees – first was on April 25th, next are May 22nd and June 4th at the Education Centre in the Board Room – depending on when our detailed information is received, these dates may change.

F - 1 GEPIEC Chair's Update

S. Nichol

(a) See below

G - 1 Planning, Discussion and Sharing

K. Newhouse

(a) PRO Grants Update

- Val will send out reminders tomorrow to submit receipts for reimbursement

(b) GEPIEC Grants Update

- GEPIEC members continue to follow up with schools about spending grant money
- Val will send out reminders as well for GEPIEC Grant recipients to submit their receipts

(c) Spring Session Reflection "Paul Davis" April 16, 2019

- Exit Survey results attached; feedback received was very positive
- It was suggested that we add the question "how did you hear about this event" to the exit survey to provide insight on which forms of advertising are working best

(d) October School Council Orientation – proposed date next year is Thursday, October 17, 2019 at Waterford District High School

- We will share the Parent Portal – it will allow parents to go online through PowerSchool to check their children's attendance, marks, and to access BrightSpace to see what the teacher is posting in the classroom if the teacher is using this platform. More information will be available in the coming months.



Grand Erie Parent Involvement Committee

May 2, 2019, 6:30 pm
Dogwood Room, Waterford District High School, Waterford

-
- The format for the evening could begin with a general presentation (Parent Portal), then breakout groups to discuss similar topics from last year. At the session last fall, secondary schools requested to be grouped together.
- (e) Ideas for events in 2019-20
- Parent Bill of Rights
 - Anxiety and Behaviour – how to support parents at home to align with what is happening in schools to enable continuity. Grand Erie staff could serve as guest speakers
 - Anxiety/depression (allowing your child to fail), self-regulation, conflict resolution (child to child)
 - Individual schools could choose from a list of speakers or we could offer all speakers at one central location and offer live webinar or Facebook Live or Stream
 - Schools could host a live viewing for parents that night or have a viewing at a later date
 - Will need to consult ITS to work out logistics
 - Ted X Event?

H - 1 Other Business

- (a) None

I - 1 Dates 2018-19

- (a) October 24, 2019; January 16, 2020; March 5, 2020; May 14, 2020



**JOINT USE AGREEMENT
TASK FORCE MINUTES**

Tuesday, March 19, 2019
2:00 p.m.

Charlie Ward Room,
Brantford City Hall

Councillor Carpenter in the Chair

1. ROLL CALL

City of Brantford

Members: Councillor Weaver, Councillor Carpenter, Sandy Jackson (General Manager of Community Programs)

Regrets: Darryl Lee, Mayor Davis

Staff: Lori-Dawn Cavin, Julia Sippel

Grand Erie District School Board

Members: Brenda Blancher (Director of Education & Secretary), Rafal Wyszynski (Superintendent of Business & Treasurer), Trustee David Dean, Trustee and Chair of the Board Greg Anderson,

Staff: Kathryn Underwood (Executive Assistant to the Superintendent of Business)

Brant Haldimand Norfolk Catholic District School Board

Members: Tracey Austin (Manager of Communications & Community Relations), Jim LoPresti (Corporate Services Advisor), Trustee Bill Chopp, Trustee and Chair of the Board Rick Patrella,

2. DECLARATIONS OF CONFLICTS OF INTEREST

None

3. PRESENTATIONS/ DELEGATIONS

None

4. ITEMS FOR CONSIDERATION

4.1 Brant, Haldimand, Norfolk Catholic District School Board Participation in the Joint Use Agreement

Rick Patrella, Chair of the Brantford, Haldimand, Norfolk Catholic District School Board addressed the Task Force regarding the concerns the Catholic Board has with the current agreement. Specifically he expressed concerns how the Community Use of Schools Funding is changing and the agreement is financially unsustainable under the current program.

The Catholic Board considers the agreement one sided and no longer sustainable. R. Patrella explained that the Board has negotiated a new agreement with the County of Brant and are in the process of doing so with Haldimand. R. Patrella expressed concerns with the damage costs associated with the agreement as there have been instances where damages were not paid for. There are further concerns that the City sites have some restrictions and the Sanderson Centre and golf courses are excluded completely. The Board has attempted to include a \$5 maintenance fee to cover damages that occur with site use and this has been turned down. They would like to see the \$5 maintenance fee be included in the agreement negotiations.

R. Patrella further explained that there are further concerns with affiliates being included in the agreement and if affiliates remain in the agreement, the Catholic Board will formally notify the City of their withdrawal. R. Patrella informed that the Neighbourhood Associations would be exempt from the affiliates restrictions.

R. Patrella stated that the primary goal is to negotiate a new agreement that is fair. If an agreement is not reached, the City risks childcare space. Financially, dissolving the agreement would cost the City approximately \$135,000 compared to \$25,000 for the Catholic Board.

Councillor Weaver asked for a list of grievances from the Board staff so that City staff can investigate the occurrences. Further, a request was made for a list of the rentals to be reviewed as well. R. Patrella informed this could be provided and further response to the greivances can be routed through Tracey Austin and Jim LoPresti.

Councillor Weaver asked to see the agreements that have been negotiated in other areas. It was confirmed that the agreement with the County of Brant can be provided however, they are not seeking a duplication of that agreement but a Brantford Community agreement.

The Task Force suggested that they reconvene in a month for further discussion. This was agreed upon however the Catholic Board will need to know if affiliate groups are going to be kept on the table as this is a non-starter for them and they will have to withdraw from the agreement.

Kathryn Underwood of the Public Board informed the Task Force that they have not had many issues with the affiliate groups and if they did, they dealt directly with the affiliate groups. The system in place for the Public School Board has been working.

Raf Wyszynski explained that the agreement is working from the Public Board perspective.

K. Underwood informed that there are some joint facilities that would need to be considered if separate agreements are sought with the City and the Boards.

David Dean expressed concern that the Public Board has not heard of any of these concerns from the Catholic Board and would like time to take this back to provide an update on the negotiations.

5. CONSENT ITEMS

None

6. RESOLUTIONS

None

7. NOTICES OF MOTION

None

8. ADJOURNMENT

The meeting adjourned at 3:08 p.m.