



Committee of the Whole Board

Monday, November 13, 2017
Board Room, Education Centre

AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session
 - i. Personnel Matters
 - ii. Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Response to the October 30, 2017 Delegation R. Wyszynski
- C – 1 **Director's Report**
- D – 1 **New Business — Action/Decision Items**
- * (a) Trustee Honoraria (F4) (in non-municipal election years) R. Wyszynski
 - * (b) Trustees' Travel and PD Expenses (F3) R. Wyszynski
- D – 2 **New Business — Information Items**
- * (a) Data Report – Student Expulsion Report (S07) W. Baker
 - * (b) Data Report – Student Suspension Report (S06) W. Baker
 - * (c) Annual Update, Multi-Year Accessibility Plan 2012-17 L. Thompson
 - * (d) Renewed Multi-Year Accessibility Plan 2017-22 L. Thompson
 - * (e) Grand Erie Graduation Rate Report D. Martins
 - * (f) Parenting and Family Literacy Centres Updates L. De Vos
 - * (g) Health and Safety Annual Report 2016-17 R. Wyszynski
 - * (h) Grand Erie Parent Involvement Committee (GEPIC) Membership 2017-18 B. Blancher
 - * (i) French Immersion Capping Report L. De Vos
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- * (a) SO27 Acceptable Use of Information Technology (C) D. Abbey
 - * (b) FT114 Employee Use of Board-Owned Property and Equipment (C) R. Wyszynski
 - * (c) FT119 Boundary Review (C) R. Wyszynski
 - * (d) HR112 Employee Assistance Program (C) S. Sincerbox
 - * (e) HR124 Principal / Vice Principal Performance Appraisal (C) S. Sincerbox
 - * (f) SO121 Request to Attend a School Outside the Home School Area L. De Vos
 - * (g) BL25 Director's Performance Appraisal (A) B. Blancher
- E – 2 **Procedure Consideration — Information Items**

SUCCESS for Every Student



Committee of the Whole Board

Monday, November 13, 2017
Board Room, Education Centre

F – 1 **Other Business**

G – 1 **Correspondence**

- (a) Peel District School Board Letter – October 17, 2017
- (b) GEDSB Letter to Ministry of Education

H – 1 **Adjournment**

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

Special Education Advisory Committee	November 16, 2017, 6:00 p.m.	Board Room
Audit Committee	November 21, 2017, 4:00 p.m.	Brant Room
Chairs' Committee	November 27, 2017, 5:45 p.m.	Board Room
Board Meeting	November 27, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	November 28, 2017, 9:00 a.m.	Pauline Johnson Collegiate
Board Nomination and Organizational	December 4, 2017, 7:15 p.m.	Board Room
Audit Committee	December 5, 2017, 4:00 p.m.	Brant Room
Student Trustee Senate	December 7, 2017, 10:30 a.m.	Board Room
Special Education Advisory Committee	December 7, 2017, 6:00 p.m.	Board Room
Inaugural Board	December 11, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	December 18, 2017, 9:00 a.m.	Hagersville Secondary

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Response to October 30, 2017 Delegation**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on the Response to the October 30, 2017 delegation.

Background

Shannon Noonan, a parent of a grade nine student at Paris District High School ("PDHS"), brought forth a delegation to the Board at the October 30, 2017 Committee of the Whole. Ms. Noonan presented a request for the board to reconsider the 3.2 kilometer threshold and/or create an additional stop along an existing route to pick up courtesy seat riders. Other information presented by Ms. Noonan is as follows:

- There are 35 students not eligible for transportation from the subdivision east of Rest Acres Rd and South of King Edward St to Paris District High School.
- There are 8 students currently benefiting from courtesy transportation.
- That there are increased traffic concerns due to population growth.
- Proposed a new stop at the Dwayne Budgell Funeral Home or at Paris Twisted Treats.

Additional Information

- The distance as calculated by the STSBHN is within the 3.2 kilometer walking distance for secondary students as set out in Board Policy FT6 Student Transportation.
- As noted above, 35 students living in the same vicinity are currently ineligible for transportation but are able to get to and from PDHS every day.
- As an alternative, STSBHN suggested Ms. Noonan apply for a courtesy seat which would decrease the walking distance for her child. The child was approved and is currently assigned to a bus which picks up and drops off at Cobblestone Elementary School.
- STSBHN reviewed the possibility of adding a stop for the courtesy riders at Paris Twisted Treats but felt that implementing such a stop would create a precedent that would trigger a wave of reviews in other schools where courtesy riders exist.
- Regarding safe pedestrian paths; the County of Brant indicates that there are safe routes for these students to take from their homes to PDHS. The Board does not issue judgment as to what constitutes a safe versus an unsafe route. The County has suggested routes that avoid the areas of concern by the delegation and is open to discussing them with parents. Contact information was offered for Ms. Noonan.
- The County has indicated that results of a completed traffic study did not trigger any actions.

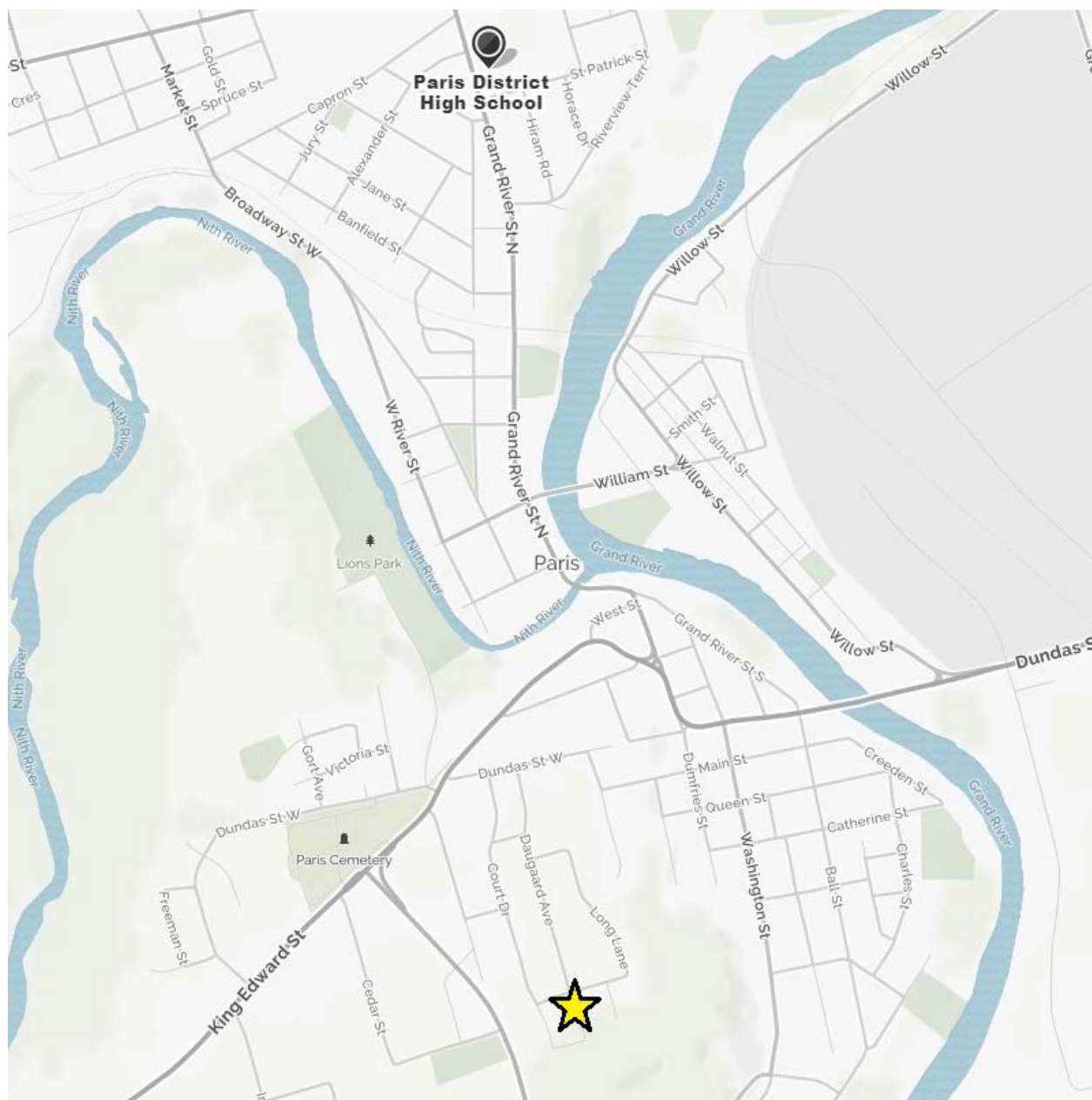
Next Steps

- It is recommended that parents of students who are ineligible for transportation should contact the County's road technologist to address the concerns stated above and develop a mutually acceptable walking path to and from Paris High.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

Appendix A – Map of Paris, Ontario (Zoomed in)



Note: The yellow-coloured star indicates the general vicinity of the home address of the delegation.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Honoraria**
DATE: November 13, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2017 to November 30, 2018 as presented.</p>
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Background

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria and Board Policy F4 was established after community consultation to set out procedures for the annual calculation of honoraria.

Additional Information

Trustee honoraria consist of three components; a base amount, an enrolment amount and Board Chair/Board Vice Chair allowances. The base amount of \$5,900 per trustee was established by the regulation with adjustment for increases in the consumer price index for years beginning on or after December 1, 2010.

The Public Sector Compensation Restraint to Protect Public Services Act 2010 (Restraint Act) did not provide for any increases in the maximum amounts set out for each of the components for the Period of Restraint (March 25, 2010 to March 31, 2012). Ontario Regulation 357/06, Section 13 extended the period of restraint to November 20, 2014.

For each year of the term of office beginning on December 1, 2014, the base amount was established at \$5,900.

For each year of a term of office beginning on or after December 1, 2018, the amount applicable for a year of the previous term of office, increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada.

The enrolment amount is adjusted annually based on the actual enrolment from the previous school year.

Trustee honoraria for the year from December 1, 2017 to November 30, 2018 are as follows (honoraria approved effective December 1, 2016 are shown for comparison);

	December 2016	December 2017 <i>(proposed)</i>
Base Amount	5,900.00	5,900.00
Board Chair Allowance	5,000.00	5,000.00
Board Vice Chair Allowance	2,500.00	2,500.00
<u>Enrolment Amounts</u>		
All Trustees	4,499.30	4,475.61
Board Chair	1,285.52	1,278.75
Board Vice Chair	642.76	639.37
<u>Total Remuneration</u>		
Trustee	10,399.30	10,375.61
Board Chair	16,684.82	16,654.36
Board Vice Chair	13,542.06	13,514.98

Detailed calculations for the proposed honoraria effective December 1, 2017 are shown on the attached schedule.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Remuneration Calculations

Effective 01-Dec-17

Ending 30-Nov-18

25,574.91

ADE per Sched 13, Line 3.9, 2016-17 Financials- Pupils of the Board**Enrolment Amounts**

Trustee	$25574.91 \times 1.75 / 10 =$	\$	4,475.61
Board Chair	$25574.91 \times 0.05 =$	\$	1,278.75
Vice Chairperson	$25574.91 \times 0.025 =$	\$	639.37

Trustee

Base Amount	\$	5,900.00	
Enrolment Amount	\$	4,475.61	
Total Annual Trustee Remuneration	\$	10,375.61	
Semi-monthly pay amount (1/24)	\$	432.32	Taxable \$ 288.21
			Non Taxable \$ 144.11

Board Chair

Base Amount	\$	5,900.00	
Enrolment Amount	\$	4,475.61	
Board Chair Allowance	\$	5,000.00	
Board Chair Enrolment Amount	\$	1,278.75	
Total Annual Board Chair Remuneration	\$	16,654.36	
Semi-monthly pay amount (1/24)	\$	693.93	Taxable \$ 462.62
			Non Taxable \$ 231.31

Board Vice Chair

Base Amount	\$	5,900.00	
Enrolment Amount	\$	4,475.61	
Board Vice Chair Allowance	\$	2,500.00	
Board Vice Chair Enrolment Amount	\$	639.37	
Total Annual Board Vice Chair Remuneration	\$	13,514.98	
Semi-monthly pay amount (1/24)	\$	563.12	Taxable \$ 375.41
			Non Taxable \$ 187.71

Prepared : November 6, 2017



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Expense Report**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Trustee Expense Report as information.

Rationale:

Trustees are reimbursed for out of pocket expenses in accordance with Bylaw 15. This Bylaw requires that the expenses are reported to the Board in April and November each year.

The attached report details total expenses reimbursed for the year ended August 31, 2017 and current year to date expenses for 2017-18 from September 1, 2017 to October 31, 2017.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Expense Report

For the year ended August 31, 2017

Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson		895.84	1,571.39	2,467.23
Rita Collver		1,698.52	1,031.78	2,730.30
David Dean	710.01	1,627.67	759.43	3,097.11
Brian Doyle		740.43	1,424.52	2,164.95
Alex Felsky	1,297.43	2,195.28	1,762.04	5,254.75
John Harris	870.01	1,588.73	552.10	3,010.84
James Richardson		1,524.74	1,558.18	3,082.92
Karen Sandy	1,027.68	2,236.81	1,790.03	5,054.52
Carol Ann Sloat	1,660.10	1,870.80	292.92	3,823.82
Diane Sowers		1,126.09	1,499.39	2,625.48
Tom Waldschmidt		923.35	867.95	1,791.30
Brett Newman				
Elizabeth Marr	158.33			158.33
Total All Trustees	5,723.56	16,428.26	13,109.73	35,261.55

Trustee Expense Report

For the two months ended October 31, 2017

Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson		142.54	135.26	277.80
Rita Collver		236.78	117.47	354.25
David Dean		90.31	216.97	307.28
Brian Doyle				
Alex Felsky			190.22	190.22
John Harris				
James Richardson				
Karen Sandy		109.36	162.72	272.08
Carol Ann Sloat				
Diane Sowers		30.92	55.16	86.08
Tom Waldschmidt				
Jeriann Hsiao				
Leicia Kelly				
Total All Trustees		609.91	877.80	1,487.71



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Data Report – Student Expulsions 2016-17**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board received “Data Report – Student Expulsions 2016-17”
as information.

Background

For very serious infractions, students may be expelled by the Board. All expulsions are preceded by a 20-day suspension, while information is gathered concerning the incident in question. Expulsion is the responsibility of a group of trustees comprising the Student Discipline Committee.

Additional Information

There were two expulsions in 2016-17, both to male secondary students.

Expulsions	Elementary	Secondary
2011-12	0	2
2012-13	0	6
2013-14	0	6
2014-15	0	6
2015-16	1	4
2016-17	0	2

The reasons for the expulsions were as follows:

- A pattern of behaviour that is so inappropriate that the student’s continued presence is injurious to the effective learning and/or working environment of others. (1)
- Trafficking in weapons or restricted/illegal drugs. (1)

Next Steps

The report will be shared with Executive Council, Trustees and school administrators.

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Success for Every Student and the following statement: We will promote create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Data Report – Student Suspensions 2016-17**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive “Data Report – Student Suspensions 2016-17” as information.

Background

Regulation 298 states that “*Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends...*”

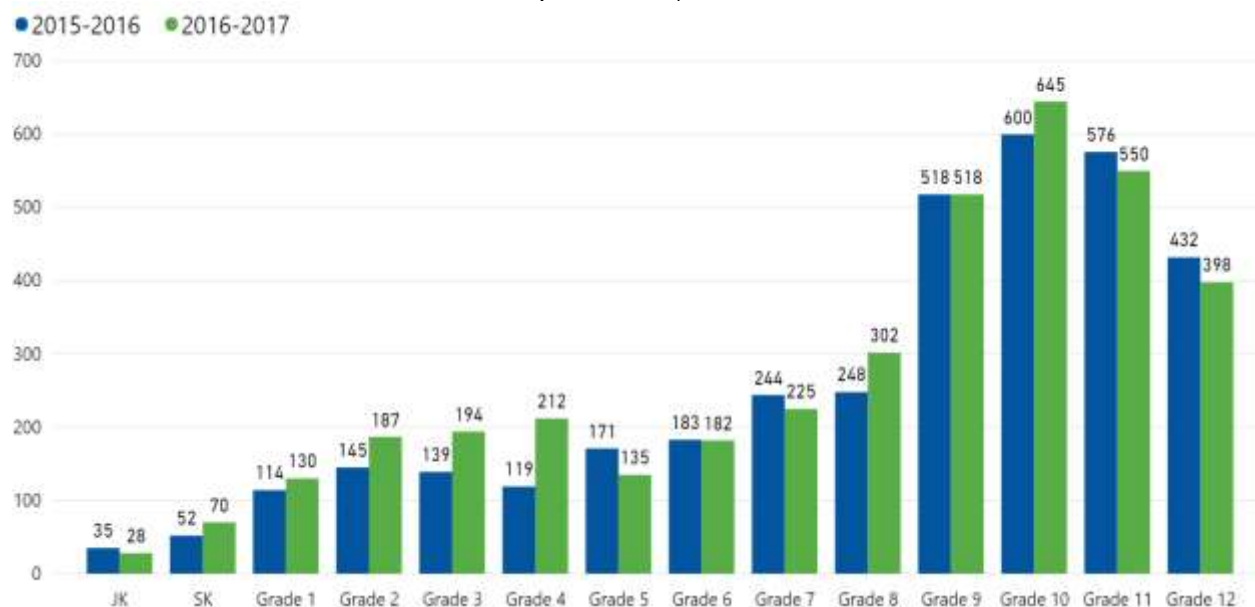
Principals have the authority - under s.306(1) of the Education Act - to suspend pupils for a variety of infractions. Suspensions can range from one to twenty days in length.

Additional Information

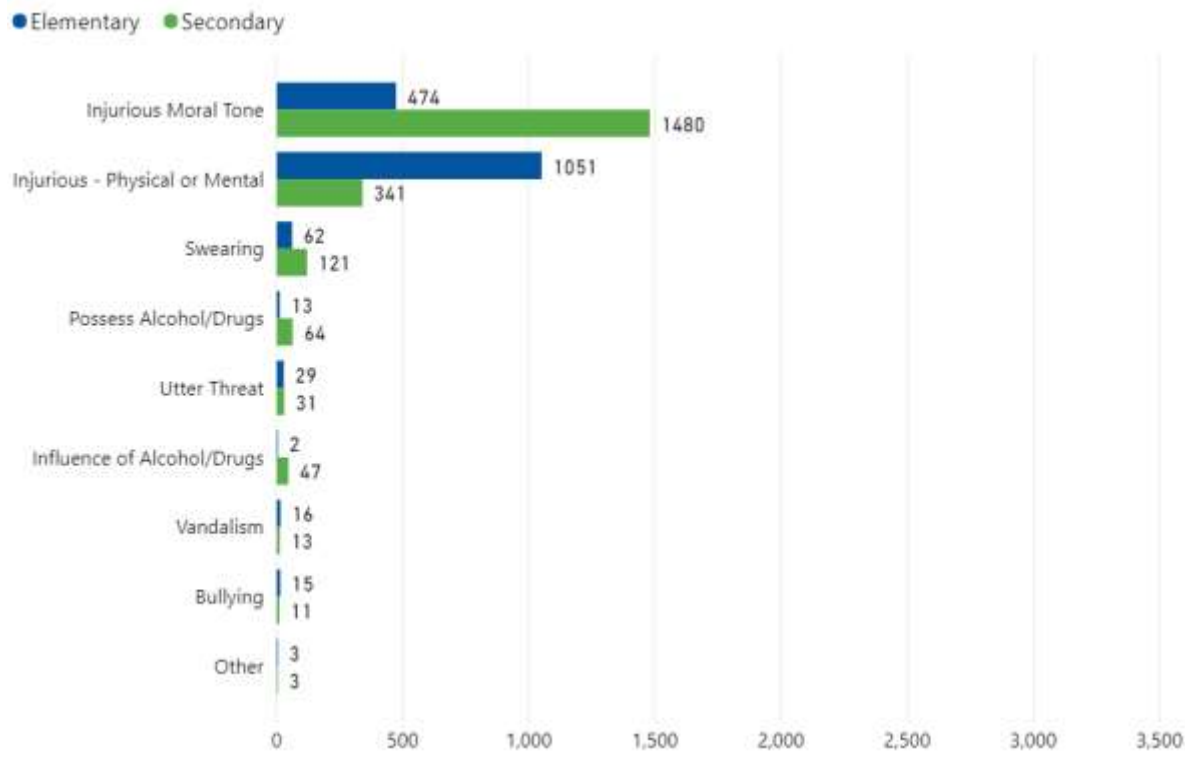
Total Suspensions

Year	Elementary	Secondary	Total
2015-2016	1450	2126	3576
2016-2017	1665	2111	3776

Suspensions by Grade

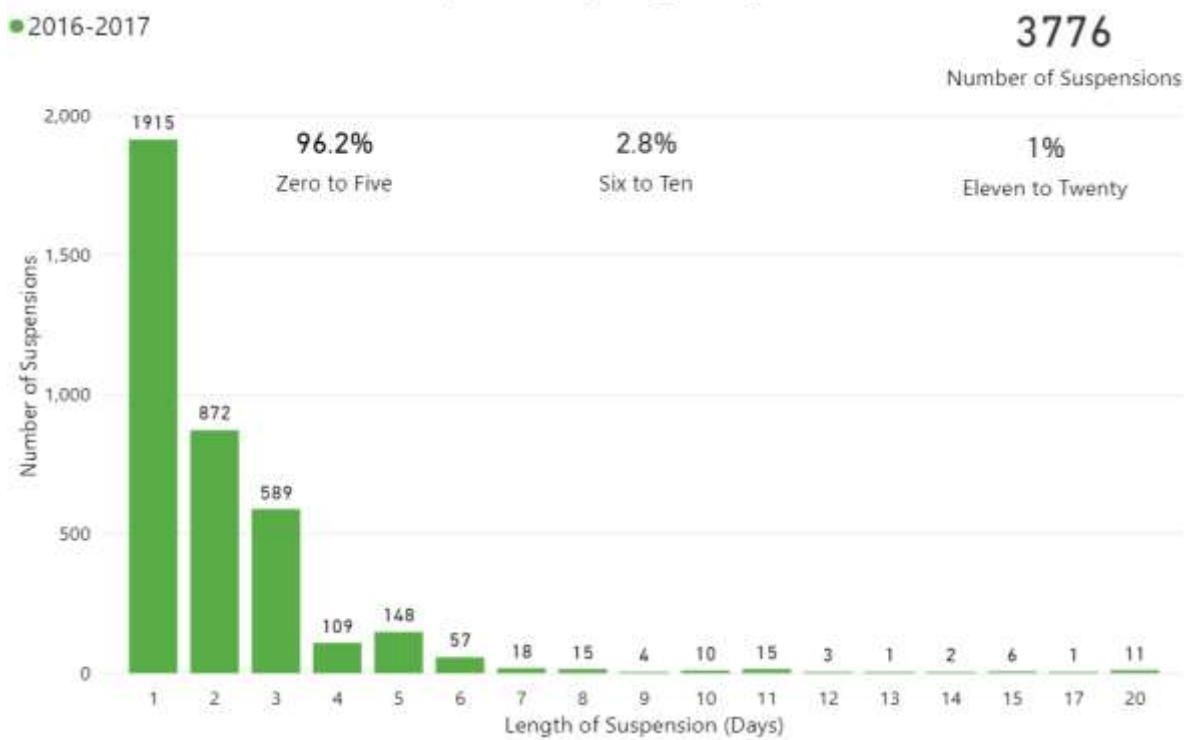


Reasons for Suspension



“Acts injurious to the moral tone of school” characterize behaviours that reflect non-compliance and defiance by students. “Acts injurious to the physical or mental well-being” of others characterize behaviours that reflect student aggression toward others.

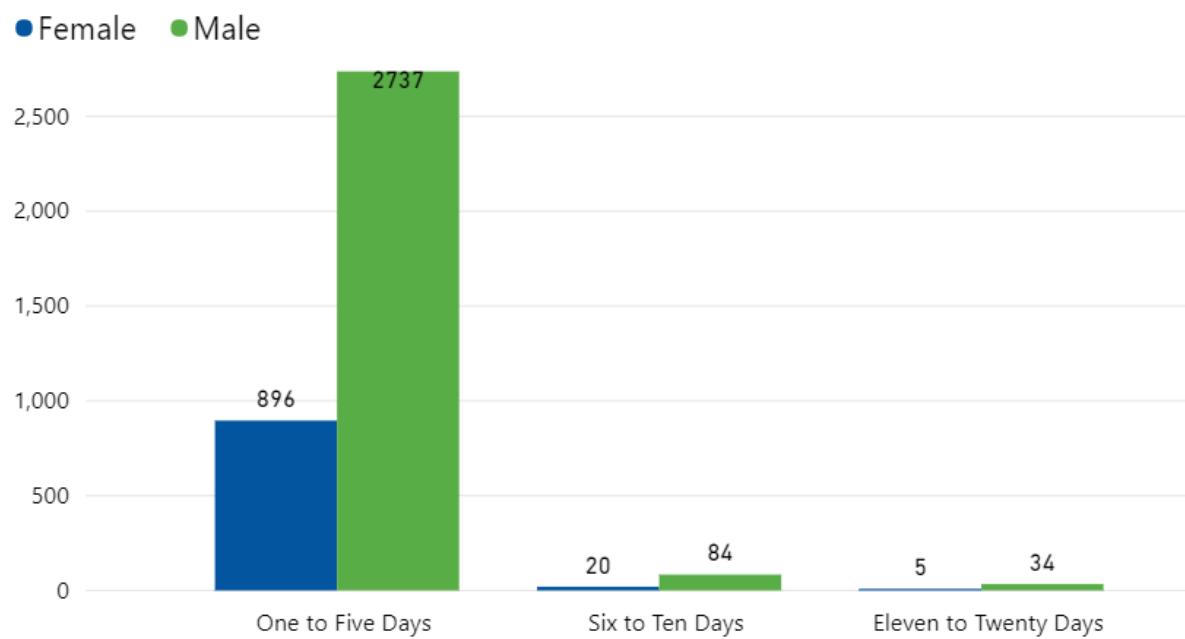
Suspensions by Length (Days)



As in past years, the large majority of 2016-17 suspensions were short-term, defined as less than six days. Teachers provide instructional materials for students on short-term suspension. 51% of all suspensions were for 1 day.

Long-term suspensions range from 6-20 days, and qualify the student for Safe Schools supports. Students serving suspensions of 6-10 days are eligible to work with a Safe Schools teacher. Students serving suspensions from 11–20 days are also eligible for social work/CYW supports.

Suspensions by Gender



Observations

- Total Suspensions (3776): 44% elementary; 56% secondary
- Total Suspensions (3776): Elementary increased (215); Secondary decreased (15)
- Elementary suspensions (1665): 85% boys; 15% girls
- Secondary suspensions (2111): 68% boys; 32% girls
- Special Education students: 70% of suspensions; 25% of total student population
- Indigenous students: 17% of suspensions; 6% of total student population
- Increase in 2016-17: 1-day suspensions increased by 127; 76% boys

Next Steps

The suspension report will be shared with Executive Council, Trustees and school administrators.

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Success for Every Student and the following statement: We will promote create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Annual Update, Multi-Year Accessibility Plan 2012-17**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Annual Update, Multi-Year Accessibility Plan for 2012-17.

Background

The Ontarians with Disabilities Act came into effect in 2001. It required Boards of Education to prepare an annual accessibility plan that outlined strategies to identify, eliminate and prevent barriers to accessibility for persons with disabilities. The Accessibility for Ontarians with Disabilities Act 2005 and the Integrated Accessibility Standards Regulation 2011, include additional requirements for Boards of Education related to Customer Service, Transportation, Information & Communications, Employment and the Built Environment.

As required, the Grand Erie District School Board created a Multi-Year Accessibility Plan for the period 2012-17. The multi-year plan must be reviewed at least every five years. An annual report on the progress of the accessibility strategies must also be presented to the November Committee of the Whole meeting each year.

Additional Information

The attached Annual Update of the Multi-Year Accessibility Plan has been vetted through Executive Council and our Accessibility Committee. It was presented to the Special Education Advisory Committee for input on September 14, 2017. The cycle for this plan is complete August 2017. A renewed Multi-Year Accessibility Plan, incorporating any new or revised aspects from the Accessibility for Ontarians with Disabilities Act and the Integrated Accessibility Standards Regulation is being provided to the board in November 2017. This renewed plan was also presented to the Special Education Advisory Council for input on October 19, 2017.

Next Steps

When approved, the Annual Update of the Multi-Year Accessibility Plan 2012-17 and the Renewed Multi-Year Accessibility Plan 2017-22 will be distributed in keeping with Board Bylaw BL9 and will be posted on the Board website.

Grand Erie Multi-Year Plan

This report supports the Equity and Environment indicators of Success for Every Student and the following statements: we will promote practices that help students, families and staff feel safe, welcomed and included and we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ontario N3T 5V3

(519)756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2012 TO NOVEMBER 2017

Annual Update, November 14, 2016 13, 2017

MULTI-YEAR ACCESSIBILITY PLAN

GRAND ERIE DISTRICT SCHOOL BOARD November 2012 – November 2017

Prepared by Accessibility Committee

In accordance with:

Ontarians with Disabilities Act (ODA)
Accessibility for Ontarians with Disabilities Act (AODA)
Integrated Accessibility Standards Regulation (IASR)

Annual Update, November ~~14, 2016~~ 13, 2017

This publication is available through the Grand Erie District School Board's

- website (www.granderie.ca → Community → Accessibility)
- Education Centre/Head Office
- Three Regional School Board Offices/School Support Centres – please see below
– also available at –
- Participation House, 10 Bell Lane, Brantford 519-756-1430
- Regional Public Libraries
- In accessible formats upon request *

* Contact the Education Centre/Head Office

Regional School Board Offices/School Support Centres

Education Centre/Head Office	349 Erie Avenue, Brantford, ON	(519) 765-6301 or 1-888-548-8878
BSSC Brantford School Support Centre:	108 Tollgate Road, Brantford, ON N3R 4Z6	(519) 754-1600 Fax: (519) 754-4842
HSSC Hagersville School Support Centre:	70 Parkview Road, P.O. Box 760 Hagersville, ON N0A 1H0	(905) 768-9886 Fax: (905) 768-9903
NSSC Norfolk School Support Centre:	227 Main St. S., Waterford, ON N0E 1Y0	(519) 428-1880 Fax: (519) 428-1886

TABLE OF CONTENTS

	Page
Cover Page	1
Plan Availability	2
Table of Contents	3
Section	
1. Aim	4
2. Objectives	4
3. Commitment to Accessibility Planning	4
4. Description of the Grand Erie District School Board	5
5. Board Multi-Year Plan	5
6. Members of Accessibility Committee	6-5-6
7. Strategy for Prevention and Removal of Barriers	7 6
8. Barrier-Identification	7 6-7
9. Recent Barrier Removal Achievements	8 7-8
10. Barriers to be Addressed in 2012-2017 Multi-Year Plan	9-12 8-11
11. Review and Monitoring Process	13 11
12. Communication of the Plan	13-11

1.0 Aim

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five-year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policies and Procedures.

[Integrated Accessibility Standard Regulation \(IASR\), Ontario Regulation 191/11](#)

2.0 Objectives

This Plan:

- 2.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 2.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 2.3 Describes the measures the Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 2.4 Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- 2.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6 Describes how the Board will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), and the Accessibility Committee. It is the Board's role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;

3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Grand Erie District School Board to meet these commitments.

4.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It encompasses an area of 4,067 sq. km. in south-central Ontario and includes the City of Brantford and the Counties of Brant, Haldimand and Norfolk. Major cities and towns are: Brantford, Caledonia, Cayuga, Delhi, Dunnville, Hagersville, Paris, Port Dover, Simcoe and Waterford. The area's population is approximately 223,000.

5.0 Board Multi-Year Plan

SUCCESS for every student.

We will achieve this through a focus on students and staff in a culture of high expectations.

6.0 Members of Accessibility Committee

Working Group Member	Department	Contact Information
Anderson, Greg - Trustee	Board of Trustees	(519) 446-0170 greg.anderson@granderie.ca
Bell, Sharon - Manager Human Resource Services	Human Resource Services	(519) 756-6301, ext. 281289 sharon.bell@granderie.ca
Boudreault, Lesley – Special Education Program Coordinator	Special Education	519-756-6301 ext. 287217 lesley.boudreault@granderie.ca
Crotta, Giancarlo – Principal, Houghton School	School Administration	(519) 875-2291, ext. 538001 giancarlo.crotta@granderie.ca
Erauw, Robert – Supervisor of Operations and Development IT Support and Development	Information Technology	(519) 756-6301, ext. 287028 robert.erauw@granderie.ca
Clement, Sandra Forbes, David – Supervisor of Purchasing	Purchasing	(519) 756-6301, ext. 281229 david.forbes@granderie.ca
Gregoire, Gabrielle – Web Graphic Designer	Communications and Community Relations	(519) 754-1601, ext. 281251 gabrielle.gregoire@granderie.ca
Hunt, Doug - Participation House	Community	(519) 756-1430 ext. 273 dhunt@participationhousebrantford.org
Krukowski, Tom - Division Manager Maintenance & Energy	Facilities Services	(519) 756-6301, ext. 281115 tom.krukowski@granderie.ca
Kuckyt, Philip – Manager of Transportation Services	Transportation	(519) 756-6301, ext. 228202 philip.kuckyt@granderie.ca

Grand Erie District School Board
Multi-Year Accessibility Plan Update, November 2017

Working Group Member	Department	Contact Information
Chair - Mertins, Karin - School and Program Supports Lead	Student Support Services	519-756-6301, ext. 287219 karin.mertins@granderie.ca
McKillop, Shawn , Newhouse, Kimberly – Manager of Communications and Community Relations	Communications and Community Relations	(519)756-6301, ext. 281147 kimberly.newhouse@granderie.ca
Richardson, James – Trustee	Board of Trustees	905-975-9538 james.richardson@granderie.ca
Senior, Jeff – Principal, Cobblestone School	School Administration	(519) 442-2500, ext. 102001 jeff.senior@granderie.ca
Thompson, Liana – Superintendent of Education	Senior Management Special Education/Student Support Services	(519)756-6301, ext. 281122 liana.thompson@granderie.ca
Wong, Rob – Vice-Principal, North Park Collegiate Cayuga Secondary School	School Administration	(519) 759-2560, ext. 274002 (905) 772-3301 ext. 729002 rob.wong@granderie.ca

The Accessibility Committee held 3 4 meetings in the last year to review and update the Multi-Year Accessibility Plan for 2012-17. A renewed Multi-Year Accessibility Plan for 2017-22 was also developed.

7.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Grand Erie District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Grand Erie District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces.

8.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education, Safe and Inclusive Schools and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the

	school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback. Development of the Multi-Year Accessibility Plan and ongoing feedback opportunities are additional important methods to identify barriers to accessibility.
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Public School Boards Association are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations.

9.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. The following chart details some of the recent barrier-removal achievements:

Type of Barrier	Location	Action Taken
Physical	Teeterville	Front entrance operator upgrade and accessible bathroom
Physical	Dunnville Secondary	Door operator for accessible bathroom
Physical	Branlyn	Upgraded door opener
Physical	Banbury	Curb cut to make upper pathway accessible from parking lot
Physical	Major Ballachey	Installation of accessible sinks in bathroom
Physical	North Park	Provided new asphalt to make school doors accessible where possible at grade level
Physical	Greenbrier	Provided new asphalt to make school doors accessible where possible at grade level
Physical	Centennial	Provided new asphalt to make school doors accessible where possible at grade level
Physical	Jarvis	Provided new asphalt to make school doors accessible where possible at grade level
Physical	North Ward	Provided new asphalt to make school doors accessible where possible at grade level
Physical	Pauline Johnson	Provided new asphalt to make school doors accessible where possible at grade level
Physical	Delhi Secondary School	Provided new asphalt to make school doors accessible where possible at grade level
Physical	Boston	Provided new asphalt to make school doors accessible where possible at grade level
Physical	Branlyn	Front entrance upgrade
Physical	GELA Rawdon	Front entrance accessible ramp and door upgrade

Grand Erie District School Board
Multi-Year Accessibility Plan Update, November 2017

Physical	Delhi	Operators installed to office, library and exterior door. Hold open device on cafeteria. Removed interior wall to accommodate bed.
Physical	Houghton	Accessible bathroom
Physical	Langton	Installation of Life in bathroom
Physical	North Park	Accessible washrooms and change rooms as part of NP Turf Field
Physical	Pauline Johnson	Accessible washrooms and change rooms as part of PJ Turf Field
Physical	Oneida	Front entrance upgrade
Physical	Board-wide	Developed fillable form process for tracking requests related to build environment
Physical	Board-wide	Facility Services completed an Accessibility Audit of all sites to update data base for planning
Information and Communications	Board-wide	Grand Erie and school Accessible Websites compliant with WCAG, 2.0 Level AA Standard launched
Information and Communications	School Libraries	Review of digital library resources to ensure accessible formats for all initiated
Attitudinal	Board-wide	Mental Health Week addressing awareness
Attitudinal	Board-wide	Behaviour Management Systems Training
Attitudinal	Board-wide	Training for staff and volunteers re Integrated Accessibility Standards Regulation and Ontario Human Rights Code
Attitudinal	Board-wide	Accessibility Awareness Day – November 25, 2016

* New school construction has adhered to the current building code and includes level access to schools, automatic door operators, elevators in schools of more than one floor, and accessible washrooms. Revisions to the Building Code came into effect January 1, 2015 and included things such as: amended mounting heights and location for washroom accessories, increased minimum clear floor areas for turning space in washrooms and power door operators on all barrier free washrooms.

10.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2012-2017 Multi-Year Accessibility Plan, the Grand Erie District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

2012-2013

Type of Barrier	Location	Action	Effective Date and Compliance Update *Indicates Compliance
Systemic	Board-wide	Develop Accessibility Policy Statement	Jan. 1, 2013 *SO23 Jan. 28, 2013
Attitudinal – Information and Communications	Board-wide	Develop Procedure re Accessible Information and Communications	Jan. 1, 2013 *SO138 Jan. 28, 2013
Attitudinal – Employment	Board-wide	Develop Procedure re Accessible Employment	Jan. 1, 2013 *SO139 Jan. 28, 2013
Attitudinal-Transportation	Board-wide	Develop Procedure re Student Transportation	Jan. 1, 2013 *SO137 Jan. 28, 2013
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services and facilities	Jan. 1, 2013 *Purchasing Dept. requires successful bidders to provide proof
Information and Communications	Board-wide	Provide accessibility awareness training for all educators and classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013 *Training to be completed Fall of 2013. Accessibility Compliance Report to be filed by Dec. 31, 2013
Information and Communications	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	Jan. 1, 2013 *Administrators informed of this requirement, 2012-13

2013-2014

Type of Barrier	Location	Action	Effective Date and Compliance Update
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014 *Training to be completed in Fall 2013
Information and Communications	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above	January 1, 2014 *Board website message under "Contact Us"
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content meet Web Content Accessibility Guidelines (WCAG) 2.0, Level A standards	January 1, 2014 *Communications and Community Relations Dept. working with schools to ensure compliance, effective 2012-13
Systemic - Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance management, career or professional development, redeployment	January 1, 2014 *Human Resource Services has adopted procedures and practices to achieve compliance, 2012-13

Grand Erie District School Board

Multi-Year Accessibility Plan Update, November 2017

Information and Communications – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014 *Transportation Dept. and Special Education Implemented Sept. 3, 2013
Information and Communications	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	Various Sites	Install accessibility features	Ongoing 2013-2014*refer to page 8 for recent improvements

2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communications	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communications	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2014-2015

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2015-2016

2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained Develop capacity to train volunteers as appropriate Accessibility Awareness Day	Ongoing 2016-2017 Tied to Accessible Website design November 25, 2016
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request Evaluating Centre for Equitable Library Access (CELA) digital library	Ongoing preparation for 2020 deadline 2016-17
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards Process for developing GEDSB Accessible Website has been initiated	Ongoing preparation for 2021 deadline 2016-17
Physical	Various Sites	Install accessibility features Developing a process for tracking requests related to improved built environments	Ongoing 2016-2017 2016-17

11.0 Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- Development of a new Multi-Year Plan will be undertaken in 2016-17.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Grand Erie District School Board will post an annual status report on the progress of the Multi-Year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair
Accessibility Committee
Grand Erie District School Board
Or
www.granderie.ca → "Contact Us"



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Renewed Multi-Year Accessibility Plan 2017-22**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Renewed Multi-Year Accessibility Plan, 2017-22.

Background

The Grand Erie District School Board has implemented a Multi-Year Accessibility Plan for the period 2012-17. The multi-year plan must be reviewed at least every five years. An annual report on the progress of the accessibility strategies must also be presented to the November Board Committee of the Whole meeting each year.

Additional Information

A Renewed Multi-Year Accessibility Plan incorporating any new or revised aspects from the Accessibility for Ontarians with Disabilities Act and the Integrated Accessibility Standards Regulation must be developed for 2017-22. The proposed plan has been vetted through Executive Council and our Accessibility Committee. The renewed plan was presented to the Special Education Advisory Council for input on October 19, 2017.

The Renewed Multi-Year Accessibility Plan aligns with Grand Erie's Multi-Year Plan in a variety of ways. Accessible work sites and programs will contribute to the well-being of students, staff and families and provide increased equity to accessing program and supports. The Renewed Multi-Year Accessibility Plan also supports planning for school and board learning and work sites to ensure that space is created and used in the best way possible for students and staff.

Next Steps

When approved, the Renewed Multi-Year Accessibility Plan 2017-22 will be distributed in keeping with Board Bylaw BL9 and will be posted on the Board website.

Grand Erie Multi-Year Plan:

This report supports the Equity and Environment indicators of Success for Every Student and the following statements: we will promote practices that help students, families and staff feel safe, welcomed and included and we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ontario N3T 5V3

(519)756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2017 to NOVEMBER 2022

Table of Contents

Plan Availability:	3
Aim:	3
1.0 Definitions and Terminology	4
2.0 Objectives.....	4
3.0 Commitment to Accessibility Planning.....	4
4.0 Description of the Grand Erie District School Board.....	5
5.0 Board Multi-Year Plan	5
6.0 Members of Accessibility Committee	5
7.0 Strategy for Prevention and Removal of Barriers	6
8.0 Barrier Identification.....	6
9.0 Barrier Removal Achievements.....	7
10.0 Barriers to be Addressed under the Multi-Year Accessibility Plan.....	8
11.0 Review and Monitoring Process.....	9
12.0 Communication of the Plan	10

MULTI-YEAR ACCESSIBILITY PLAN

GRAND ERIE DISTRICT SCHOOL BOARD November 2017 – 2022

Prepared by
Accessibility Committee

In accordance with:

Ontarians with Disabilities Act (ODA)
Accessibility for Ontarians with Disabilities Act (AODA)
Integrated Accessibility Standards Regulation (IASR)

Plan Availability:

The Grand Erie District School Board's Accessibility Plan is posted on the Board website at www.granderie.ca and hard copies will be made available upon request. The plan can be made in accessible formats by contacting:

Kimberly Newhouse, Manager of Communications and Community Relations
Grand Erie District School Board
269 Erie Avenue, Brantford ON
Telephone: (519) 756-1601 or 1-888-548-8878 ext. 281147
E-mail: kimberly.newhouse@granderie.ca

Aim:

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the [Integrated Accessibility Standard Regulation \(IASR\), Ontario Regulation 191/11](#) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (AODA), 2005*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five-year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policy and Procedures, SO31 Accessibility.

1.0 Definitions and Terminology

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

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

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

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

2.0 Objectives

This Plan:

- 2.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 2.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 2.3 Describes the measures the Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 2.4 Makes a commitment to provide an annual status report on the Board’s implementation of the Multi-Year Accessibility Plan;
- 2.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6 Describes how the Board will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board’s Special Education Advisory Committee (SEAC), the Accessibility Committee and other relevant stakeholders. It is the Board’s role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;
- 3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility

Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

- 3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Grand Erie District School Board to meet these commitments.

4.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It represents more than 26,000 students in 75 schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk. With a dedicated staff of 2,800, Grand Erie is committed to its goal that promotes *SUCCESS for Every Student*.

5.0 Board Multi-Year Plan

SUCCESS for Every Student.

We will achieve this through a focus on students and staff in a culture of high expectations.

6.0 Members of Accessibility Committee

Working Group Member	Department	Contact Information
Anderson, Greg	Board of Trustees	519-446-0170 greg.anderson@granderie.ca
Bell, Sharon - Manager Human Resource Services	Human Resource Services	519-756-6301, ext. 281289 sharon.bell@granderie.ca
Boudreault, Lesley – Special Education Program Coordinator	Special Education	519-756-6301 ext. 287217 lesley.boudreault@granderie.ca
Crotta, Giancarlo – Principal, Houghton School	School Administration	519-875-2291, ext. 538001 giancarlo.crotta@granderie.ca
Erauw, Robert– Supervisor IT Support and Development	Information Technology	519-756-6301, ext. 287028 robert.erauw@granderie.ca
Forbes, David – Supervisor of Purchasing	Purchasing	519-756-6301, ext. 281194 david.forbes@granderie.ca
Gregoire, Gabe –Graphic Designer	Communications and Community Relations	519-754-1601, ext. 281251 gabrielle.gregoire@granderie.ca
Hunt, Doug - Participation House	Community	519-756-1430 ext. 273 dhunt@participationhousebrantford.org
Krukowski, Tom - Division Manager Maintenance & Energy	Facilities Services	519-756-6301, ext. 281115 tom.krukowski@granderie.ca
Kuckyt, Philip – Manager of Transportation Services	Transportation	519-756-6301, ext. 228202 philip.kuckyt@granderie.ca
Mertins, Karin - School and Program Supports Lead (CHAIR)	Student Support Services	519-756-6301, ext. 287219 karin.mertins@granderie.ca
Newhouse, Kimberly – Manager of Communications and Community Relations	Communications and Community Relations	519-756-6301, ext. 281147 kimberly.newhouse@granderie.ca

Senior, Jeff – Principal, Cobblestone School	School Administration	519- 442-2500, ext. 102001 jeff.senior@granderie.ca
Thompson, Liana – Superintendent of Education	Senior Management Special Education/Student Support Services	519-756-6301, ext. 281122 liana.thompson@granderie.ca
Wong, Rob – Vice-Principal, Cayuga Secondary School	School Administration	905-772-3301, ext. 729002 rob.wong@granderie.ca

The Accessibility Committee will meet 4 times per year to review and update the Multi-Year Accessibility Plan for 2017-22.

7.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Grand Erie District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2005*, the Grand Erie District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a renewed Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

8.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Elementary Program, Student Success, Special Education, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	In consultation with OSSTF, ETFO and CUPE, Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback: http://www.granderie.ca/board/community/accessibility
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Public School Boards Association are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations. In June 2017, administrators, SEAC and members of the public participated in a provincial consultation to develop an Accessibility Standard for Education at the invitation of Bruce Rodrigues, Deputy Minister of Education.

9.0 Barrier Removal Achievements

Equipment

The Grand Erie District School Board is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through the Resource Team process which acts on recommendations made by qualified Board staff and community service providers such as: Lansdowne Children's Centre, Community Care Access Centres, Psychologists, Audiologists, Speech-Language Pathologists and Ophthalmologists. Equipment requests with supporting documentation are approved by the Program Coordinator – Special Education. For computer hardware and software claims that meet the Special Equipment Amount (SEA) criteria, equipment is purchased with the SEA Per Pupil Allotment funds. For all equipment (non-computer related) costs that exceed the SEA criteria level of \$800, individual claims-based student SEA claims are submitted to the Ministry of Education. All other equipment needs are purchased with instructional supply funds.

Access to Program

Ed Tech, Elementary Program, Student Success and Special Education staff work collaboratively to ensure that classroom programs are accessible to all students by using universal design and differentiated instruction strategies. Improvements to digital library resources with accessible or conversion ready formats of print, digital or multi-media resources for full compliance with the *Integrated Accessibility Standards in School Boards*, January 2020 are on-going.

Accessible Website

Grand Erie websites are fully accessible with web content that meets WCAG 2.0, Level AA accessibility in advance of the January 2021 deadline.

Accessibility Awareness Day

In November, the Grand Erie District School Board invites all sites to participate in an annual Accessibility Awareness Day in support of accessibility for everyone and to engage in activities that celebrate abilities. The success of the day can be followed on social media.

Early and Safe Return to Work

Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's Return to Work programs. The objective of the program is to return employees to their pre-illness/injury status as soon as possible, consistent with their medical condition. The Ontario Human Rights Commission *Policy and guidelines on disability and the duty to accommodate* have guided the development of these programs.

Transportation Services

The needs of each student, registered at the Grand Erie District School Board, is reviewed annually to determine what services need to be implemented to meet their needs as they relate to transportation services. Vehicles of a variety of sizes and other assistive/safety devices are made available to meet the integrated, accessible needs of each student of the Board.

Accessibility of School Buildings

The Grand Erie District School Board's Facility Services Department takes a portion of their annual budget and dedicates funds to address building accessibility opportunities. Proposals for upgrades are submitted through the Pride of Place process or by completing a request through the staff portal. The draft capital plan proposes alterations to ensure that all our facilities will be compliant with AODA by 2025.

Special Education Staff and Principals identify immediate and anticipated needs for barrier free participation in learning at specific school sites based upon existing and anticipating students enrolled at each school.

Renovations are completed and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code.

A comprehensive list of accessibility features in all Grand Erie facilities has been created and informs planning.

Systemic

As policies/procedures are developed and/or revised, they are examined to reflect Grand Erie District School Board direction with regards to accessibility.

10.0 Barriers to be Addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2017-2022 Multi-Year Accessibility Plan, the Grand Erie District School Board intends to take action to address attitudinal barriers to accessibility with a special emphasis on raising awareness of individual differences. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

Type of Barrier	Location	Action	Recent Activity	Effective Date
Systemic	Board-wide	Newly developed and revised policies/procedures will be reviewed by the Accessibility Committee or through the Safe and Inclusive Schools Committee to provide input from an accessibility lens.	SO126 revision February 2017	Ongoing
Attitudinal	Board-wide	Provide training to all staff and volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure that third-party providers have similar training.	Access to training for volunteers with certificates of completion was placed on Board website May 2017. Roll-out at May 2, 2017 Directors meeting with information provided for school newsletters. Added to school websites August 2017. Updated facilities rental permit agreement to indicate that permit holders must	On-going

Type of Barrier	Location	Action	Recent Activity	Effective Date
			comply with AODA requirements, February 2017	
Attitudinal		Accessibility Awareness Day #AccessibleGE	November 25, 2016	Annually November 24, 2017
Attitudinal		With the support of Elementary Program, Student Success and Special Education, school staff design course content, instruction and assessment in an inclusive (universal) design framework.	Board supports and interventions have been and will continue to be developed utilizing a tiered approach. To achieve success for every student, Renewed Math Strategy and Literacy collaborative professional learning initiatives emphasize differentiated math instruction and assessment.	On-going
Information and Communications	School Libraries	Elementary Program and Student Success staff will develop the capacity of school libraries to provide accessible or conversion-ready formats of digital or multi-media resources upon request		Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards		Board website compliant with this standard went live in August 2017, in anticipation of 2021 deadline
Technology	Board-wide	Ed Tech and Special Education staff provide in-service to improve staff and student understanding of accessibility features available in Grand Erie software	Digital Lead Learners were trained on Microsoft accessibility features in OneNote, Word and PowerPoint.	On-going
Architectural	Board-wide	Facilities Services is working towards full compliance with AODS standards at all sites by 2025	Major Ballachey elevator Fairview Avenue PS rebuild Elgin Avenue PS re-construction	September 2017 September 2018 September 2019
Physical	Board-wide	Accessibility requests can be made through submission of information to the Accessibility Committee or Pride of Place	See 2012-17 Multi-year Accessibility Plan 2017 Update	On-going

11.0 Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- (c) Development of a new Multi-Year Accessibility Plan will be undertaken in 2021-22.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Grand Erie District School Board will post an annual update report on the progress of the Multi-Year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair
Accessibility Committee
Grand Erie District School Board
Or
www.granderie.ca "Contact Us"



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Graduation Rate Report**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Graduation Rate Report as information.

Background

In 2003, the Ontario Government introduced the first component of a three-phase Student Success/Learning to 18 Strategy. The goal of the strategy encompassed Grades 7 to 12 and was developed to increase high school graduation rates and to have youth engaged in structured learning until age 18 or until graduation.

Since 2004, Ontario's provincial high school graduation rates were released as a province-wide graduation rate. The rate of students graduating **within five years** of starting high school was 68 percent in 2004. The Ministry of Education set an 85% provincial graduation rate target.

In the spring of 2015, the government publicly released graduation rates for individual school boards for the first time. The goal was to ensure parents, students, teachers and boards had access to locally-relevant, consistent data. This approach was implemented to inform and support efforts to improve students' success.

It should be noted that the province only releases the numbers of students that graduate within four and five years and that these graduation rates are based on a particular Grade 9 Cohort year.

Students are included in the 2011-12 Grade 9 Cohort based on the following rules:

Cohort	Includes
Student Age	Between 13 and 15 as of Dec. 31, 2011
Grade	Grade 9 students only
Registration	Student's first year of registration in a secondary school in Ontario
Time Period	Enrolled at any time during the academic year of 2011-12, and did not become deceased or leave Ontario before the end of grade 12
School Type	Main school enrolment in a Publicly Funded Day School
Board Type	Public, Roman Catholic

Students in a Cohort are counted in a board's graduation rate in the following ways:

- Students that start in Grand Erie and graduate in Grand Erie count towards our graduation numbers.
- Students that start in Grand Erie and graduate in another board count towards our graduation numbers.
- Students that start in another board and graduate in Grand Erie are **not** included in our graduation numbers.

Note: Only students that receive an Ontario Secondary School Diploma (OSSD) count towards graduation numbers (e.g., although students that receive a Certificate of Accomplishment or an Ontario Secondary School Certificate count in our total number of students in any particular cohort, they do not count as graduates).

Data used to calculate graduation rates for the province and school boards comes from information stored in the Ontario Student Information System (OnSIS) as derived from the Student Information System.

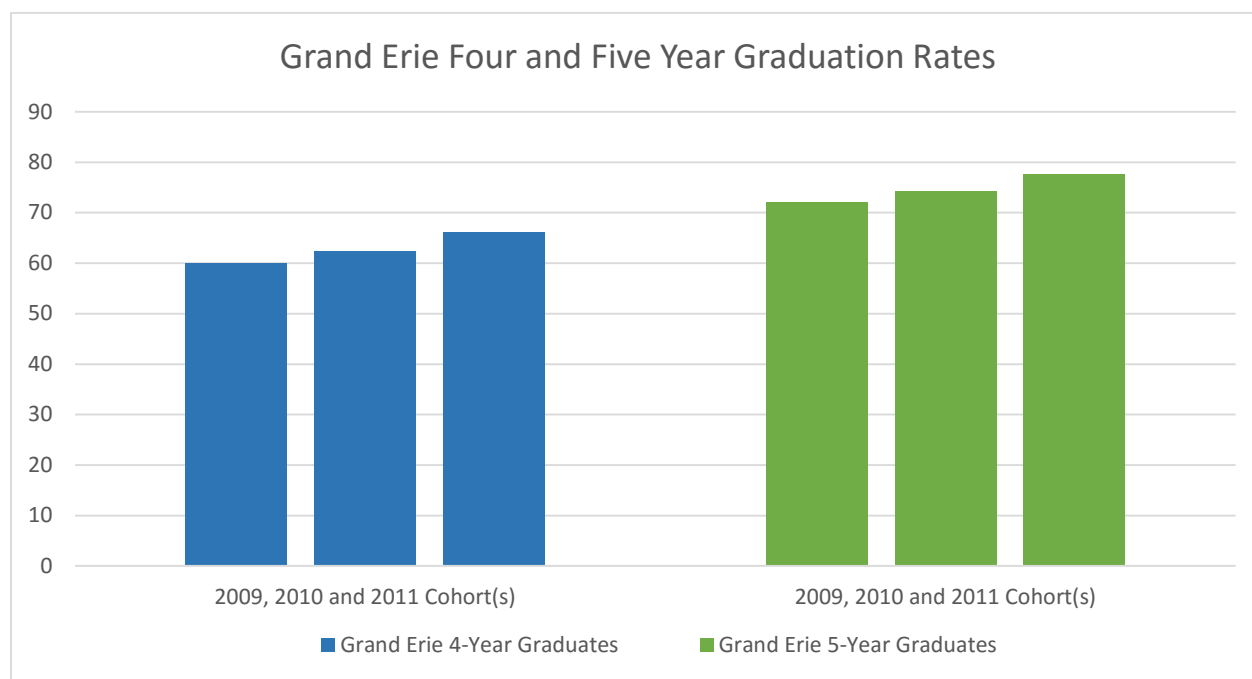
Additional Information

Graduation Data:

	2016 Graduation Rates – 2011-12 Cohort	
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	79.6%	86.5%
Grand Erie	66%	77.6%

	2015 Graduation Rates – 2010-11 Cohort	
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	78.3%	85.5%
Grand Erie	62.3%	74.2%

	2014 Graduation Rates – 2009-10 Cohort	
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	76%	84%
Grand Erie	60%	72%



The Grand Erie District School Board has shown a graduation rate increase in each of the last two years. The 2011-12 cohort showed a 3.7% increase in the four-year graduation rate and a 3.4% increase in the five-year graduation rate from the previous year.

Our current graduation rate for the 2011-12 Cohort is approximately 81 percent, after including our six-year graduates.

Note: The adjusted graduation rate only includes six-year graduates that started and graduated in our board. Therefore, the total percentage could be even higher if we had students that started in our board and graduated in another board in their sixth year

Boards across the province make OnSIS submissions to the Ministry in October, March and June.

The following steps continue to provide growth in the accuracy of the Grand Erie graduation data submitted to OnSIS:

- Collaboration between Student Success, PowerSchool and Grand Erie secondary schools to ensure that data entry is accurate.
- Training of clerical staff annually with an emphasis on the importance of accurate data entry particularly with regards to data fields that affect our board graduation rates.
- Completion of data entry in PowerSchool for June graduates by July 15th of each year.

Engagement Strategy:

1. Refinement of e-Learning offerings.
2. Reintroduction of the credit recovery program to all schools coupled with additional supports and resources.
3. Indigenous Re-Engagement teacher and a System Re-Engagement teacher who actively pursue students who did not return to school.
4. Graduation Coach/Post-Secondary Navigator who supports Indigenous students with pathway planning and identifying post-secondary opportunities.
5. Responsiveness of Specialist High Skills Major (SHSM) and Dual Credit programing that offers an introduction and connection with college, apprenticeship and industry partners.
6. The implementation of the Transition Timeline for Grades 7 to 9 that emphasizes support and preparation for all students and specific transition planning for students being identified as potentially at-risk.
7. The review of the Alternative Education Program in Grand Erie is anticipated to provide earlier intervention, supports and options for students who are not meeting with academic success in regular secondary schools.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statements: We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Parent and Family Literacy Centres Update**
DATE: November 13, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report Parent and Family Literacy Centres Update as information.</p>

Background

The Grand Erie District School Board PFLCs (Parenting and Family Literacy Centres) located at Major Ballachey and Princess Elizabeth schools opened their doors to the community on April 2, 2013. The centres continue to support families and children within the communities they are located. Through the work of the PFLC Coordinator and the Parent Facilitators at each site we continue to promote and engage with the local communities.

Additional Information

In February 2016 the Ministry announced its intention to transform Ministry-funded child and family programs into an increasingly integrated, cohesive system of services and supports for children ages 0-6 and their parents and caregivers known as Ontario Early Years Child and Family Centres (OEYCFCs). All existing child and family programs will be combined into one program model. As of January 1 2018, Consolidated Municipal Service Managers (CMSMs) and District Social Service Administration Boards (DSSABs) will be responsible for the local management of OEYCFCs (Ontario Early Years Child and Family Centres) as part of their responsibility for the service system management of child care and other human services.

During the 2016-17 school year planning between CMSMs, school boards and other community partners took place to create a community plan for the OEYCFC. Brantford Children's Services hired a consultant to support the process and create a plan for the transition to the OEYCFC for Brant/Brantford. The OEYCFC community plan was approved by Brant/Brantford City Council in September and was submitted to the ministry at the end of September, 2017.

The Consolidated Municipal Service Manager has created a Transition Plan for the 2017-18 school year. Until December 31, 2017, PFLCs will continue to be funded through a pro-rated transfer Payment Agreement from the Ministry of Education. During the Transition Phase from January 1 to June 30, 2018, the PFLCs will continue to: receive status quo funding from the municipality; operate at the current sites; and, provide the current service delivery model.

Parent and Family Literacy Centre Reflection 2016-17

As PFLCs operate when schools are in session, the centres were closed for the months of July and August. The operational hours of the program are 8:30 am to 12:30 pm Monday through Friday. During this past summer, Barb Mitchell, the PFLC Coordinator, attended summer events in the local neighborhoods to promote the program. The Parent Facilitators started back to work the week before school opened and the centres were in full operation on September 5, 2017.

Attendance Patterns

The Ministry of Education collects attendance statistics three times a year. The statistics for 2016-17 are listed below by site.

Major Ballachey Pubic School

- First Visit: 250 new children
- Number of Child Visits: 2177 children
- Number of Adult Visits: 1268 adult

Major Ballachey PFLC had an increase in the number of children/ adult who visited the centre from last school year by 587 children visits and 345 adult visits.

Princess Elizabeth Public School

- First Visit: 166 new children
- Number of Child Visits: 1601 children
- Number of Adult Visits: 1015 adults

Princess Elizabeth PFLC had an increase in the number of children/adults who visited the centre from last school year by 16 children visits and 176 adult visits.

GEDSB - Monthly Averages 2016-2017									
		Major Ballachey School				Princess Elizabeth School			
Month	Number of reportable days	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day
September	18	178	9.8	111	6.1	130	7.2	91	5.0
October	19	210	11.0	130	6.8	140	7.3	98	5.1
November	21	214	10.0	129	6.1	198	9.4	148	7.0
December	17	162	9.5	104	6.1	127	7.4	83	4.8
January	16	134	8.3	89	5.5	120	7.5	76	4.7
February	19	223	11.7	114	6.0	196	10.3	119	46.2
March	18	254	14.1	144	8.0	153	8.5	89	4.9
April	17	235	13.8	132	7.7	145	8.5	82	4.8
May	22	307	13.9	167	7.5	200	9.0	126	5.7
June	20	260	13.0	148	7.4	192	9.6	103	5.1
Totals		2177		1268		1601		1015	

Statistics for September 2017

Major Ballachey Pubic School

Month of September 2017 - (open 18 days)

- First Visit: 88 new children
- Number of Child Visits: 276 children
- Number of Adult Visits: 175 adults

Princess Elizabeth Public School

Month of September 2017 - (open 18 days)

- First Visit: 35 new children
- Number of Child Visits: 134 children
- Number of Adult Visits: 77 adults

GEDSB - Monthly Averages 2017-2018									
		Major Ballachey School				Princess Elizabeth School			
Month	Number of reportable days	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day	Total Child Visits	Child Visits Average per day	Total Adult Visits	Adult visits Average per day
September	18	276	15.3	175	9.7	134	7.4	77	4.2

Community Outreach

Barb Mitchell and the PFLC Parent Facilitators are committed to community outreach. Some of the outreach activities are:

- In January 2017, jointly planned and participated in the Family Literacy Days event (i.e. author reading events; reading events in schools; etc.),
- While touring the Eagle Place and East Ward neighborhood PFLC information postcards were handed out. Postcards were also dropped off at stores, food banks, and household mailboxes.
- At the Parent Fair on April 22, 2017 at the Civic Centre, the PFLC, in partnership with the Early Years Consultant had an interactive display.
- In June 2017, the PFLCs participated in the 2017 Kids Celebration Day event at Mohawk Park. In conjunction with the Early Years Consultant, an interactive station was used to encourage and invite parent and child interactions. The PFLC also gave away promotional material.
- For new moms, PFLC postcard inserts were provided to Toys R Us for give-away bags
- In partnership with the Children's Librarian from Brantford Public Library special story time is offered once a month.
- In fall 2017, the PFLC took part in a community event that was coordinated by the East Ward and Eagle Place Neighborhood Associations. The centre had an interactive booth with pumpkin decorating and promotion of the programs.
- In partnership with the Health Unit, the Major Ballachey PFLC offered a once a week, for 8 weeks, *Moms, Tots & Pots* cooking program. Each week the participating families prepared a meal and then took the meal home. The program was offered in the spring and now is running until the end of December 2017.
- The PFLC staff have continued to promote the program through the use of Twitter and Facebook social media platforms.
- Advertisements have continued to be placed in *Best Start Magazine* and *Brantford Leisure Guide*.

Since PFLCs are part of the school community in which the Centres are located, our PFLCs have taken part in many school events and initiatives to promote the program such as:

- Kindergarten Registration;
- Picture day;
- Meet the Teacher and Family Events;
- Joint planning and Professional Development with FDK Educator Teams; and
- School Newsletter Inserts.

The PFLC joined the community and took part in Fostering Brant's Growth in Early Learning, a quality initiative in Brant. Providers of Child Care; Early Learning and Parenting Programs; Home Child Care Agencies; and, Special Needs Resource participate in this reflective process of program

practice review. The process is done yearly and provides an opportunity to engage with other services and reflect on our practice. Presently we are in our third year of taking part.

Parent Feedback

Families are asked to provide ongoing informal feedback and, formal feedback on the PFLC program once a year. Surveys are reviewed and support the direction of the program.

Summary of Highlights from the 2017 Parent Survey

Overall, parents indicated they are very satisfied with their experiences at both PFLC locations. The range of responses indicating “Strongly Agree” was between 71% and 100% with an average combined score for both Parenting and Family Literacy Centres of 86%.

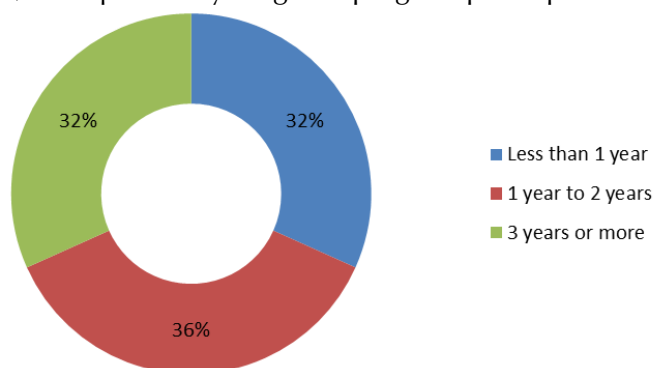
In 2017, parents evaluated and gave the highest rating to the following statements:

- I feel welcomed and accepted;
- Programs and activities are provided in a way that makes it possible to participate;
- Staff members of this program treat me with respect;
- Overall, I have benefitted from my participation in this program;
- Staff are available when I need them;
- The activities are appropriate for my child’s level of development.

How long have you been participating in the program?

The greatest number of parents responded that they have been participating in the program for “1 year to 2 years” (36%), followed by “3 years or more” (32%) and “Less than 1 year” (32%).

Figure 2. Percentage (%) of responses by length of program participation



Do you have any comments or recommendations for this program?

Twenty-six parents offered specific comments or recommendations on the survey. All comments and recommendations were highly positive. The Word Cloud below contains some of the common phrases and themes from respondents. Larger text represents words that were used most frequently in the parent responses.

Figure 3. Word Cloud of parent responses

Centre Resource Staff Fun Great Program Excellent Love
Great Place Facilitator Beneficial Activities Job Child

PFLC's continue to plan community outings each month. The trips are being organized in collaboration with families who are being asked for ideas about where they would like to explore in their local communities. Some of the community places that the PFLC has visited are: Mohawk Park; an apple orchard; the local public library; Crock-A-Doodle; Kidtastic; Apps' Mill; Syl Apps' Paris for Kinder Play; Brantford Twin Valley Zoo and, hosted a local Reptile Show at all centres.

Ongoing professional development is provided for the PFLC staff. Examples of recent professional development include:

- Ongoing learning about *How Does Learning Happen?* and ways to promote Ontario Pedagogy for Early Learning into family support. Staff also joined a community learning network with other family support programs.
- The team has begun to investigate ways to deepen our understanding of early math with infants and toddlers. Several webinar and research articles have been used and the staff have created math boards to support the families with their learning about how to use math strategies with infant and toddlers.
- During monthly staff meetings, we learn new ideas on how to engage families in learning and have open discussion on how music promotes child development.
- One of the parent facilitators is certified as a *Triple P* Session Trainer. Several sessions of the *Triple P Parenting Program* have been offered in the community hub at Major Ballachey. *Triple P* is being organized jointly with community agencies and coordinated through the Public Health Unit.
- PFLC staff are attending the annual *Latest in Literacy Emergent Literacy Conference Event* on November 13 and 14.

As part of her community connections work to support the PFLCs, Barb Mitchell is a member of the following committees:

- Brant Best Start Network (Co-Chair)
- Best Start Magazine Committee
- Best Start Services Integration Committee (Co-Chair)
- Kids Summer Celebration Committee
- Brant FCS Community Advisory Board
- Best Start Parent Fair Taskforce
- Family Literacy Committee

Next Steps

On October 24, 2017 the Ministry launched its new EarlyON brand for child and family programs across Ontario. The EarlyON name will identity will replace the OEYCFC (Ontario Early Years Child and Family Centre) name. Branding of EarlyON Child and Family Centres will begin in January 2018 and signage has been ordered for the nine schools that will continue to house an EarlyOn Child and Family Centre.



Ongoing meetings with the CMSM, coterminous board, and community agencies will occur to continue the planning for the transition that will begin on July 1, 2018. Over the next two years a suite of core services, hours and sites (satellite services; pop-up services; virtual/online services;

targeted outreach; enhanced summer hours; evening and weekend hours; and, planning for the opening of new sites) will be phased in to meet the EarlyON mandate.

Grand Erie Multi-Year Plan

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

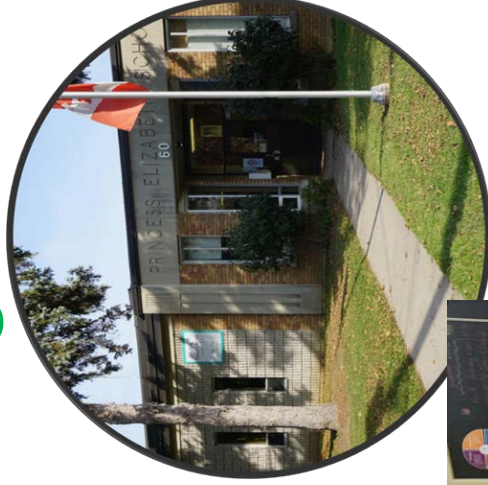
Respectfully submitted,

Linda De Vos
Superintendent of Education

Parent & Family Literacy Centres

Wholistic Great Program Impactful

Love Facilitator Staff



Supportive



Relationships

Foundational

SUCCESS for Every Student





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Health and Safety Annual Report 2016-17**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2016-17 as information.

1. Introduction

1.1. Occupational Health and Safety Services operates to:

- offer advice to Senior Administration and Trustees on ways in which the Board can strengthen its efforts to provide a healthy and safe environment in support of the entire range of educational activities.
- coordinate the activities of the Joint Occupational Health and Safety Committee.
- liaise with regulatory agencies and other organizations to keep the Board informed of developments which could impact the Board's Health and Safety Program.
- ensure that policies and procedures are in place for inspections, testing and training and that they are carried out as required by legislation.

In 2016-17 the Occupational Health and Safety office, under the direction of the Division Manager of Operations and Health and Safety, operates with a staff of 1.5 FTE — the Health and Safety Officer and a Human Resources Assistant

2. Program Administration

2.1 Joint Occupational Health and Safety Committee

2016-2017 Joint Occupational Health and Safety Membership

Employee Group Appointees

Andrea Murick	OSSTF Teachers (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Alternate)
Jennifer Orr	GEETF (Certified Member)
Jim Clayton	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Dan McDougald	OSSTF PSSP (Certified Member)
George Wittet	OSSTF Occasional Teachers (Co-Chair & Certified Member)
Dorothy Stedman	GEETF Occasional Teachers (Certified Member)
Laura Mels	Non-Union (Certified Member)
Angela Korakas	Early Childhood Educators

Board Appointees

Tom Krukowski	Facility Services
Griffen Cobb	Secondary Administration
Cheryl Innes	Elementary Administration
Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Co-Chair & Certified Member)

With the exception of a break during the summer months, the Committee meets monthly. Over the course of the 2016-2017 school year, major items considered by the Committee included:

- Ministry of Labour Safe at Work Ontario
- Ministry of Labour visits
- Update of JOHSC Terms of Reference and resubmission to the Ministry of Labour
- Asbestos concerns and program updates
- Indoor Air Quality including Mould
- Updating certification training for site safety reps and Joint Health and Safety Committee members
- Workplace Inspections
- Workplace Hazardous Materials Information System Regulations 2015 for GHS compliance
- Slip, trips and falls prevention
- Preventing strains and sprains
- Workplace Violence and Workplace Harassment Legislation

2.2 Guidelines for the Joint Occupational Health and Safety Committee

The Joint Health and Safety Committee conducted an annual review of the guidelines as per regulations. This was completed September 2016 and no changes were made.

On January 16, 2017 we received a letter advising us that the Ministry of Labour required us to update our current Terms of Reference and resubmit for approval. The Ministry was engaging in a review of all multi worksite agreements that were granted in 2010 or prior.

This task was completed and an updated Terms of Reference was submitted to the Ministry of Labour on March 30, 2017. We are awaiting feedback and approval from the Ministry at this time

3. Accident/Incident Statistics

3.1 The statistics are set out in the table attached as **Appendix A**

3.2 Summary of Incident/Accidents (does not include aggressive behavior)

Employee Group	No. of Employees	Slips, Trip, & Falls	Strains/Sprains	Struck by Object & caught on	Workplace Violence	Other	Total 2016-2017		Total 2015-2016	
		#	#	#	#	#	#	Incidents per 100 employees	#	Incidents per 100 employees
Non-union/Admin	164	6	1	1	17	3	28	10.36	11	6.56
Elementary Teachers	1077	45	4	36	241	9	335	31.10	126	11.8
Secondary Teachers	607	9	3	11	8	4	35	6.26	46	7.25
PSSP	58	1	0	0	3	1	5	8.62	3	5.45
Clerical/Technical	189	6	2	0	0	3	11	5.82	9	4.75
Educational Assistants	338	23	11	46	265	23	368	108.88	137	40.89
Facilities	207	12	21	28	0	7	68	32.85	53	23.59
ECE	114	3	2	3	48	0	56	49.12	1	0.877
Elementary Occasional Teachers	403	0	0	1	3	0	4	0.99	**	**
Secondary Occasional Teachers	263	1	1	1	0	0	3	1.14	**	**
Casual Educational Assistants	134	2	0	5	18	2	27	20.15	**	**
Casual Early Childhood Educators	62	0	0	1	9	1	11	17.7	**	**
Total	3616	108	45	133	612	53	951		386	

** Occasional numbers were not provided last year.

3.3 Student Aggression

2012-13	-	291 incidents (50 First Aid, 8 Health Care, 6 Lost Time, 227 No Treatment)
2013-14	-	225 incidents (38 First Aid, 10 Health Care, 14 Lost Time, 163 No Treatment)
2014-15	-	283 incidents (172 First Aid, 20 Health Care, 9 Lost Time, 82 No Treatment)
2015-16	-	357 Incidents (271 First Aid, 14 Health Care, 11 Lost Time, 61 No Treatment)
2016-17	-	345 incidents (232 First Aid, 22 Health Care, 11 Lost time, 80 No Treatment)

With the legislation in place related to workplace violence there continues to be growing concern regarding personal safety amongst workers in an educational setting. Workers are entitled to a safe and healthy workplace, and they can reasonably expect to leave their place of employment in the same state of health as they arrived. The legislation also provides for the right to refuse unsafe work to now include concerns of workplace violence. Comprehensive programs are in place and must be adhered to in order to protect all workers from aggression in an educational environment. This includes providing for the protection of workers in any of the special circumstances in which they are required to work.

4. Management of Hazardous Materials

4.1 Asbestos

The Asbestos Management program continues to be followed and updated on a regular basis. Asbestos surveys, status reports and floor plans are available for all locations including portables on the Internet. This is accessible to all staff. It will be updated as any asbestos remediation is done (such as removal). The latest update date will also be posted on the system to keep it current. Asbestos Regulations were updated in November 2005 which resulted in additional testing requirements for Clearance Certificates in asbestos abatement as well as upgrades in asbestos removal and management.

4.2 Hazardous Waste

In conjunction with Facilities, the annual Chemical Disposal Program continues to occur. This is done in the summer. A disposal contractor is retained to package waste chemicals to ensure that the disposal efforts do not create either an environmental or safety hazard.

5. Compliance with Health and Safety Legislation

The Occupational Health and Safety Act require an employer to co-operate with the Committee to develop a written Health and Safety Program. The program was developed by Health and Safety Services and accepted by the Committee and the Board.

The overriding philosophy in the Occupational Health and Safety Act is known as internal responsibility. This philosophy is an expectation that employers and workers will cooperate to control health and safety hazards in the workplace.

The Education Act and Regulations govern most activities in schools in Ontario. The Act and Regulations pay particular attention to duties of principals and teachers with regard to safety of students and the cleanliness of schools. The Occupational Health and Safety Act are concerned with the safety of employees in the school. This overlap should ensure a safe and healthy environment.

For the Board to meet its health and safety responsibilities the site supervisors/principals must take a more active role in ensuring compliance with Laws and Regulations therefore; they must be provided with ongoing support and training as well as policies/procedures for health and safety and be held accountable to those. When this is provided the responsibility and liability for health and safety rests with the supervisor/principal.

In 2016-17 the Ministry of Labour received 7 complaints related to employee health and safety concerns at the Board. Six resulted in no orders and one resulted in an order to the Board. The one order was to complete a harassment investigation; this was complied with in the required time frame.

We had one work refusal during 2016-17 that resulted in an order to the Board to complete a reassessment of workplace violence related to a particular student with a history of violence in the classroom. This order was complied with in the required time frame.

6. Indoor Air Quality

This continues to be a major issue in some areas. Protocols have been developed to address this issue in a timely manner. Mould concerns continue to be raised in a number of locations and mould was remediated in a number of locations in 2016-17.

7. Harassment and Objectable Behaviour

The Grand Erie District School Board is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is recognized that, beyond the provisions of the *Ontario Human Rights Code*, every individual has an equal right to learn and work in an environment that is free from harassment or objectionable behaviour. Policy HR5: Harassment and Objectable Behaviour is the policy which addresses this issue and outlines the process for investigation and resolution.

Definitions

7.1 Harassment/Workplace Harassment

Harassment/Workplace Harassment means engaging in a course of vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome pursuant to the *Ontario Human Rights Code* and the *Occupational Health and Safety Act (OHSA)*.

Harassment/Workplace Harassment can include sexual harassment.

7.2 Objectable Behaviour

Objectable Behaviour is often, but not always, persistent, ongoing vexatious conduct towards an individual in the workplace which might reasonably be known to be unwelcome. A single serious act or expression can constitute objectionable behaviour.

7.3 Summary of Harassment Complaints 2016-2017

# of Complaints Filed	# against Employees	# against Visitors	# of confirmed Cases of Harassment	# of confirmed cases of Objectable Conduct
5	4	1	0	0

8. Priorities for 2017-18

8.1 Workplace Violence and Student Aggression

Workplace violence with student aggression continues to be a concern in a number of schools in our Board. The Spec Ed Department, Spec Ed focus group and JOHSC continue to work on improvements and strategies in this area. Continued training, updating and maintaining safety plans, improved personal protective equipment and continued communication will be the focus of this year.

8.2 Slips, Trips and Falls, Strains and Sprains

Slips, trips, falls, strains and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The committee focus this year will be on continued education of preventing slips and falls through; proper foot wear, the use of traction aids and reminders to all staff to take care when walking in winter ice and snow conditions. The committee will continue to promote an awareness program which will include such things as continuing the education and training on proper lifting techniques for staff working with special needs children to prevent strains, education on how to maintain a healthy back, providing ergonomic workstations and equipment to prevent repetitive strain injuries with office and support staff. Facility Services in conjunction with the accident prevention, products and methods committee continue to look into more ergonomically friendly tools for cleaning purposes to decrease strains and sprains injuries.

8.3 Workplace Hazardous Materials Information Systems

We will continue to ensure compliance with all aspects of the Workplace Hazardous Materials Information System (WHMIS) Regulation.

June 1, 2015 the new WHMIS 2015 Regulation came into effect. This aligns the Workplace Hazardous Materials Information System (WHMIS) with the Globally Harmonized System of Classification and Labelling of Chemicals (GHS).

Our training program for staff now include information on the new WHMIS 2015 hazard classifications, pictograms, Safety Data Sheet, labels etc.

As there is a transition period for the complete changeover to WHMIS 2015 (stakeholders to update Safety Data Sheets and Labels) we will be required to comply and provide training on both WHMIS 1988 and WHMIS 2015 until December 2018.

8.4 Machine Guarding in Technology Classes

We continued with safety upgrades in 2016-17 with upgrades and improvements made to a total of \$200,000.00. The improvements will continue in September of 2017 with a Board allocated budget amount of \$200,000.00. We look forward to continued funding allocation being available from the Ministry of Education Student Injury Prevention Initiative.

8.5 Training and Development

Training continues to be a significant component of Occupational Health and Safety activities. The focus in 2017-2018 will be on:

- Asbestos Awareness Training
- Occupational Health and Safety issues for Administrators
- Student Injury Prevention Initiative
- Accident Investigation training for Administrators

- Safe Lifting Techniques for staff working with special needs students
- Continuing Certification training for new site safety representatives
- Refresher training for existing site safety representatives
- First Aid/CPR including Automated External Defibrillator training
- Workplace Violence and Harassment
- WHMIS 2015
- Working at Heights training

8.6 Chemical Management Program

MSDSOnline provides on line access and a management tool for the Board's Safety Data Sheets (formerly Material Safety Data Sheets). Inventories continue to be maintained for all schools and support locations. Access to the data base is through the Staff Portal.

8.7 Ministry of Labour: Safe at Work Ontario and Education Initiative

The Ministry of Labour *Safe at Work Ontario* program continues.

The plan allows Ministry inspectors to be flexible and strategic in determining which businesses require their attention based on a number of factors including:

- injury rates and associated costs
- compliance history
- hazards inherent to the work
- new businesses
- size of businesses
- specific events or incidents (e.g., critical or fatal injuries, or violence)
- new and/or vulnerable workers.

The new direction seeks to continue to improve the health and safety of Ontario's workplaces. Ministry of Labour inspections will focus on the Internal Responsibility System (IRS).

MOL will conduct an enforcement strategy in the education sector in 2017 and 2018.

The purpose of the initiative is to continue to raise awareness of health and safety hazards in this sector and promote compliance with the OHSA and its regulations.

The education sector initiative will focus on hazards at secondary schools with technological education labs and shops (i.e., auto body, construction, and manufacturing courses) and science labs and include an audit of the Internal Responsibility System at the Board.

MOL inspectors will focus on the following:

Information: Inspectors will check that employers are providing workers with information, instruction and supervision to protect their health and safety.

Protective Equipment: Inspectors will check that appropriate personal protective equipment (safety glasses, goggles, gloves, etc.), eye wash stations and safety showers are available for workers and being maintained.

Province wide sector and hazard-specific inspection blitzes will continue and are an important feature of the *Safe at Work Ontario*. This means that a business could receive a visit from an inspector even if they have a zero injury rate but have a hazard inherent to the work that is part of the blitz.

- October 2, 2017 – November 24, 2017 Falls – including slips and trips
- January 15, 2018 – February 28, 2018 Machine Guarding including electrical hazards

As well each of the school boards in the province will be visited in 2017/18 as part of the Ministry of Labour's commitment to address workplace violence in provincially publicly funded schools.

Visits to school boards will be conducted by an MOL operations team (a Director and/or manager, regional program coordinator and inspector) from October 16, 2017 to March 31, 2018.

The review may include, but is not limited to:

- Workplace violence policy
- Risk assessments for workplace violence
- Workplace violence program
- Measures and procedures to control workplace violence risks
- Measures and procedures for summoning immediate assistance
- Measures and procedures for workers to report violent incidents
- Process for investigation of workplace violence incidents (and steps to prevent recurrence)
- Training records for workplace violence policy and program
- Supervisor mandatory awareness training records
- Worker mandatory awareness training records
- Terms of reference for joint health and safety committee (required for Multi-Workplace Joint Health and Safety Committees)
- Minutes of the meetings for joint health and safety committee(s) (last 3 meetings)
- Summary of incidents of workplace violence (2016/17 School year)
- Summary of WSIB lost time Injury and no lost time Injury report for the last year
- Work refusal process for workplace violence

It will be a focus of the committee this year to continue to improve our accident statistics and make recommendations on training etc. that is needed to improve the safety of all staff.

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A – Accident Statistics

	2016-2017	2015-2016	2014-2015	2013-2014
	%	%	%	%
Slips, Trips, Falls	108 11.4% (62 First Aid, 13 Health care, 18 Lost Time, 15 No Treatment)	88 22.8% (45 First Aid, 15 Health care, 12 Lost Time, 15 No Treatment, 1 Reoccurrence)	99 25.6% (51 First Aid, 15 Health Care, 11 Lost Time, 20 No Treatment, 1 Reoccurrence)	124 44.3% (12 First Aid, 12 Health Care, 19 Lost Time, 81 No Treatment)
Sprains/Strains	45 4.7% (20 first Aid, 13 Health Care, 12 Lost Time)	46 11.9% (19 first Aid, 12 Health Care, 13 Lost Time, 2 Reoccurrence)	44 11.4% (14 First Aid, 10 Health Care, 15 Lost Time, 2 No Treatment, 3 Reoccurrence)	58 20.7% (7 First Aid, 14 Health care, 16 Lost Time, 21 No treatment)
Struck by/Caught on Object	133 14.0% (86 first Aid, 17 Health Care, 18 Lost Time, 12 No Treatment)	76 19.7% (47 First Aid, 15 Health Care, 11 Lost Time, 3 No Treatment)	105 27.1% (60 First Aid, 13 Health Care, 7 Lost Time, 25 No Treatment)	62 22.1% (17 First Aid, 14 Health Care, 5 Lost Time, 26 No Treatment)
Workplace Violence (formerly put in aggression stats)	612 64.4% (31 first Aid, 8 Health Care, 1 Lost Time, 572 No Treatment)	123 31.9% (12 First Aid, 5 Health Care, 106 No Treatment)	95 24.5% (6 First Aid, 3 Health Care, 1 Lost Time, 85 No Treatment)	
Other	53 5.6% (32 first Aid, 4 Health Care, 7 Lost Time, 9 No Treatment, 1	53 13.7% (28 First Aid, 8 Health Care, 8 Lost Time, 9 No Treatment)	44 11.4% (25 First Aid, 8 Health Care, 4 Lost Time, 7 No Treatment)	36 12.9% (5 First Aid, 10 Health Care, 1 Lost Time, 20 No Treatment)
Totals	951 100% (231 first Aid, 55 Health Care, 56 Lost Time, 608 No Treatment, 1 Reoccurrence)	386 100% (151 First Aid, 55 Health Care, 44 Lost Time, 133 No Treatment, 3 Reoccurrence)	387 100% (156 First Aid, 50 Health Care, 38 Lost Time, 139 No Treatment, 4 Reoccurrence)	280 100% (41 First Aid, 50 Health Care, 41 Lost Time, 148 No Treatment)

Classification of accidents/incidents shows the major contributions are workplace violence, slips, trips, falls, struck by/caught on an object, sprains and strains. This analysis will provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2017/2018.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Grand Erie Parent Involvement Committee (GEPIC) Membership**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2017 to November 2018 as information.

Background

The Grand Erie Parent Involvement Committee (GEPIC) held their first meeting on October 26, 2017. At the meeting, Sarah Nichol was acclaimed as the Chair of GEPIC for the 2017-2018 year.

GEPIC is a statutory committee of the Board whose purpose is to support, encourage and enhance parent engagement at the Board level in order to improve student achievement and well-being. A parent involvement committee of the Board shall achieve its purpose by sharing effective practices to help engage all parents in their children's learning, identifying and reduce barriers to parent engagement at the system level, providing information and advice to the Board on parent engagement, and communicating with and supporting school councils of the Board.

2017-18 Grand Erie District School Board Membership

GEPIC Chair

Sarah Nichol

All School Council Chairs/Alternate Parent are members

School Council/Parent Members Present at 2017-18 Inaugural Meeting

Tiffany Night
Jen Smith
Sarah Nichol
Sheila Slood
Marcel Coudenys
Brent Howard

Community Members:

Jean Montgomery
Christina Rajsic, Brant County Health Unit

Additional Members:

Brenda Blancher (Director of Education)
Karen Sandy (Native Trustee)
Tom Waldschmidt (Trustee, Brant County and Norfolk County, Wards 3 & 7)
Kimberly Newhouse (Manager of Communications and Community Relations)
Barkev Poladian (Elementary Administrator)
Leanne Smith (Secondary Administrator)

Communication Plan

A notice of GEPIC membership will be posted on the Board's website.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **French Immersion Program Capping**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations of Senior Administration regarding French Immersion program Capping and Grandfathering process.

Background

At the November 14, 2016 Committee of the Whole Meeting, the Board received a report from Senior Administration with recommendations regarding French Immersion Program Capping and Grandfathering process. On November 28, 2016, Trustees approved:

- Caps be established each year prior to Kindergarten registration for all FI (French Immersion) programs and that caps for any new program space consider the space that will be required for full implementation of the new planned FI program;
- Kindergarten siblings be grandfathered and exempt from the capping process, gaining direct registration into the French Immersion Program where families already have a child registered in French Immersion; and,
- Transportation no longer be provided from the Burford and Paris French Immersion Catchment to Ecole Dufferin and Ecole Confederation and students will return to their French Immersion home school, once the French Immersion Program is fully implemented to Grade 8 at Paris Central in 2019-2020.

Additional Information

	Original Cap Allocated January 27, 2017			Current Enrolment as of September 29 2017		Number of Students who were on the Waitlist February 2017	Number of Students who did not gain access to K FI Program
School	K1	K2	Total K Spaces	K1	K2		
Confederation	65	70	135	62	70	16 (27 in June)	0
Dufferin	31	29	60	27	33	31	31
Caledonia	24	24	48	26	26	0	N/A
Burford	25	23	48	17	27	0	N/A
Walsh	18	23	41	18	19	4	0
Lakewood	14	16	30	18	13	7	5

In being proactive as a result of anticipating increasing demand consideration the following needs to be taken into consideration:

Physical Space

- French Immersion is a program of choice and we need to work with the capacity we currently have;
- Next year, we will be introducing Grade 7 in all of our dual-track sites;
- At Lakewood, one class of each grade was the original goal otherwise capital dollars will be needed to convert space; and,
- Caledonia Centennial will eventually be overcapacity as it is the holding school for the McClung subdivision. Two portables currently sit on site.

School Organization and Staffing

- In the 2018-2019 school year, the Ministry Kindergarten cap will be 29;
- Assigned French Immersion caps may need to be lower than Ministry caps so that future cohorts remain within Ministry guidelines for Primary classes and within our current physical spaces, at no extra cost to the board; and,
- Three entry points for French Immersion currently exist: K1, K2 & Grade 1.

The draft Kindergarten registration process for September 2018 is attached as Appendix A.

In December a letter will be sent home to current French Immersion families outlining when Kindergarten registration will be open for French Immersion programs.

Information on Kindergarten registration for families new to French Immersion will be made available at each French Immersion school and on the Grand Erie website.

Recommendations and Next Steps

Senior administration recommends the following based on Kindergarten and Grade 1 siblings being grandfathered and exempt from the capping process, gaining direct registration into the French Immersion Program where families already have a child registered in French Immersion:

1. In addition to the Kindergarten French Immersion cap, an additional cap be implemented for Grade 1.
2. When the number of registrants exceeds the spaces, a lottery be implemented at each grade level K1; K2; and, Grade 1 to proactively keep grade cohorts from shifting.

Senior Administration also recommends:

1. Proactive communication in the form of individual family letters be sent to all out of area families currently accessing transportation to Ecole Dufferin and Ecole Fairview, as this transportation will be discontinued when Grade 8 is fully implemented at Paris Central in 2019-2020.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Linda De Vos
Superintendent of Education

Appendix A

French Immersion Kindergarten and Grade 1 Registration – January 2018

Enrolment Cap – Randomized Selection Process

- There is a Kindergarten and Grade 1 enrolment cap in place which means that there are a limited number of spots available for students entering the program. The cap will be set for each school individually based on space available
- Spots are not assigned on a first come, first served basis. A randomized selection process system will be used for K1, K2 and Grade 1 to identify students gaining entrance into the Kindergarten FI or Grade 1 program for the 2017-18 school year.
- Families should register their child at the French Immersion school within their catchment area by February 9, 2018 at 4:00 pm. Maps are available on the Board website.
- No out of area requests will be permitted.
- All students who apply by the deadline will be assigned a rank using a computerized random selection process. Once students have been assigned to all available spots registration will close at each school.
- Parents of Kindergarten or Grade 1 students who apply will receive notification to inform them if their children have been placed in the Kindergarten or Grade 1 FI program by February 26, 2018.

Exceptions to the random selection process

Students who currently (2017-18) have siblings in the elementary French Immersion program and **apply by the deadline of February 9, 2018 at 4:00 pm** will be placed into the Kindergarten or Grade 1 FI program. On the Kindergarten or Grade 1 registration form parents will list the name and grade of the sibling(s).

Communication Plan

- In December notice will go out to current FI families regarding the registration process
- Materials will be prepared ready for distribution before we break on December 22
- A meeting will be held with the Principals of FI schools to confirm the process
 - Registrations for siblings of current students in one folder – count sent to the FOS Superintendent on February 14, 2018 so that we can determine the number of available spots (Linda will be following up and collecting these numbers)
 - **Registrations for new students impacted by the capping process will be put in a second folder** – school secretaries will be sent an Excel spreadsheets to complete with the information from each student **per grade level** and the spreadsheets will be sent to Elaine Roberts by February 16, 2018 along with a scanned copy of each of the registration forms
 - Using the completed K1, K2, Grade 1 spreadsheets Greg Rousell, System Research Leader, will conduct the randomized process
 - As part of the capping process, parents will be sent an email confirming that their registration form has been received
 - Parents will be informed, by each school, whether their child is in the program by February 26, 2018
 - Parents of students who were not granted a spot in the program through the randomized process will be provided with information on the Wait List process and will be directed to register at their home school

Wait List

Students who wish to enter the Kindergarten FI program but did not register by February 9, 2018 (4:00 pm) will be placed on a wait list.

Students will be placed on a wait list in the following order:

- Students who made the deadline but weren't selected by the randomized process – in the order given by the randomized process
- Students who missed the deadline will be placed in wait list in the order registration is received
- The wait list ends on the first Thursday of the school year

Wait List Timelines

- Once September enrolment data is collected and verified the wait lists will be reviewed and families will be notified whether or not their child is in the program by September 14, 2018
- Principals will consult with their Family of Schools Superintendent before placing a student from the wait list



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: David Abbey, Superintendent of Education
RE: **SO27 – Acceptable Use of Information Technology**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy SO27 – Acceptable Use of Information Technology** to all appropriate stakeholders for comment to be received by February 9, 2018.

Background

Policy SO27 – “Acceptable Use of Information Technology” was approved by the Board in 2014 and has been identified for review.

Additional Information

Extensive revisions to the policy have been made. Attached is the original document and a draft revised policy for comparison and circulation to stakeholders for comment.

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

David Abbey
Superintendent of Education



Acceptable Use of Information Technology

Board Received: October 20, 2014

Review Date: November 2017

Policy Statement:

The Grand Erie District School Board believes that every user of Information Technology resources has a responsibility to follow all related Policies and take all reasonable measures and precautions to assist in ensuring the safe, secure, ethical and appropriate use of Information Technology resources at all times.

The Grand Erie District School Board will make all reasonable efforts, using the resources available, to create and maintain a positive, productive, safe and secure Information Technology environment for the exclusive use of Grand Erie users.

Grand Erie District School Board has the right to monitor and may access any and all files, documents, and electronic communications on Grand Erie technology as well as the use of the Internet to ensure integrity of the system and compliance with this policy.

Grand Erie District School Board data is not to be stored on any personally owned devices. Staff are prohibited from using a personally owned device or computer to store board files or information. Staff must not use personal Internet based services (e.g. Gmail, Dropbox, etc.) to store board data files or information.

All measures that have been established to provide a safe, secure and productive environment, while protecting Grand Erie Information Technology resources against both internal and external threats, must not be altered, circumvented or otherwise disabled at any time.

Accountability:

1. Frequency of Reports – Annual
2. Severity Threshold – ~~As needed (e.g. security threats, interference with normal operations, and introduction of new technologies)~~
3. Criteria for Success –
 - Information Technology resources are used only to enhance the delivery of curriculum and quality of education and to provide opportunities for collaboration, creativity, critical thinking, and discussion communication.
 - Security, safety and productivity of Information Technology resources are maintained.
 - Criminal Code, Board Policy, and Code of Digital Citizenship are communicated and followed.
 - Monitoring is performed on an ongoing basis.

Procedures:

The Grand Erie District School Board believes that students and staff should have opportunities to:

- ~~access local, national and international sources of~~ be both consumers and creators of information;
- collaborate and communicate with both local and global communities;
- develop knowledge and skills that will be useful through their lives.

The board, by providing and maintaining Information Technology resources and services, recognizes the potential to support instruction and student learning as well as to support communication and collaboration across the system. The board will make every effort to protect students and staff from misuse and abuse of these services and will take reasonable steps to ensure that they are used only for appropriate purposes.

All equipment owned by the board is purchased for the purpose of carrying out the mandate of the Board, regardless of the location of the equipment. Board supported network accounts are granted to users to assist in fulfilling their employment duties and responsibilities. Authorized users may use the Grand Erie District School Board's data network and Internet resources for personal use, provided that such use is reasonable in duration, does not interfere with the user's employment duties and responsibilities, does not result in increased cost to the GEDSB board and complies with all components of this Policy. The expectation is that personal use will occur outside assigned work time.

It is important for all users to understand that a user's account is the property of the board and should there be a need for a supervisor to have access to that account, for example in the instance of an illness or investigation of inappropriate use, access will be granted through Information Technology Services in consultation with Human Resources. Access provided to the supervisor will only be temporary and for the expressed purposes intended.

Reporting Expectations

- All employees are expected to report to their supervisor or the Manager of Information Technology knowledge they have of the use of the board's computer resources in a manner that conflicts with the Board policies, or of the suspected loss or theft of board-owned computer property, or any unauthorized access, disclosure or inappropriate copying of confidential information.

System Security Duties

In addition to all related laws and Board policies, the following requirements exist:

- Users must only use and access board computer equipment as authorized and to the extent authorized by the board.
- Users must use their own identity to access the board network and Internet resources.
- Users must not let anyone else use their identity to access the board data network and Internet resources.
- Users must not attempt to circumvent any security or control measures on the board network including the use of unauthorized Virtual Private Networks (VPN's).
- Users must refrain from recording passwords in a place that could be seen by others.
- Users must log out to protect their account from being accessed by others.

Express Restrictions on Use

- Users must not use the board's data network and Internet resources to violate a person's intellectual property, including by using the board's data network and Internet resources to engage in theft of software, music and movies.
- Users must not create, view, transmit, store or copy information that is pornographic, obscene, threatening, defamatory or harassing (including against employer and other Grand Erie staff) or that expresses or implies an intention to discriminate.
- Employees must not engage in personal use of the board's data network and Internet resources that interferes to any degree with the performance of their job responsibilities.
- Users must not use the board's data network and Internet resources for the purpose of carrying out a business enterprise without written authorization from the board.

- Users must not use the board's data network and Internet resources for personal or political causes.
- Users must not use the board's data network and Internet resources for a purpose or in a manner that is inconsistent with the board's legitimate interests.

Employee Duty to Protect Confidential Information

Employees have a responsibility to take reasonable steps to ensure that confidential information stored on Board network is not lost, stolen or subject to unauthorized access, disclosure or copying, including:

- Being present when printing confidential information;
- Situating computer display terminals to prevent disclosure of confidential information;
- Using secure passwords for accessing the system;
- Depending on a user's role certain forms of data protection and/or encryption will be used.
- Safely storing computer equipment (i.e. laptops) when not in use or when transporting;
- Returning all equipment and portable storage media to the Information Technology department for proper disposal or reuse.
- Understanding the responsibilities under privacy legislation for how cloud-based applications are used to collect, use, share, and store/retain student personal information when considering the use of any external tools or applications.
- Depersonalizing student information that may be included when leveraging external tools or applications unless there is written consent to share student information (e.g. Using initials or non-identifying photos or videos).
- Leveraging School Messenger as the primary application for communicating personal information securely to parents. School Messenger allows for secure targeted personal information to get home in both written (text or email formats) and voice messages. They also allow parents to opt out of messaging.

This Policy is intended to ensure the safe, secure, ethical and appropriate use of these resources through education of users regarding what defines Acceptable Use of Grand Erie District School Board Information Technology resources. Failure to follow Administrative Policy **SO27 – Acceptable Use of Information Technology** without obtaining prior documented approval from the Manager of Information Technology Services or the Superintendent with Information Technology responsibility, or the Director, shall be construed as a deliberate and malicious act, the consequences of which will be carried out as per this policy section Enforcement found on page 6.

Definitions:

In this Policy:

- "Information Technology", is defined to include but is not limited to board owned:
- computers, data devices (e.g. phones, laptops, netbooks, & tablets) and hardware;
 - servers and data storage devices;
 - communication networks and associated devices;
 - data;
 - software;
 - systems providing a service that are owned and/or maintained by a third party;
 - peripherals;
 - cloud based and subscribed apps and storage;
 - blogs, websites and social media platforms.

“Communication Networks” is defined to include, but is not limited to:

- GEDSB Board wireless and wired data networks;
- Connections to the Internet and Internet Service Providers (ISP);
- Remote connections ie. Virtual Private Network (VPN)

“Peripherals” is defined to include, but is not limited to:

- printers and copiers;
- robotics equipment;
- monitors, projectors, and interactive devices (ie. SMART boards);
- portable data storage devices;
- input devices

“Users” is defined to include:

- students
- staff
- agencies of GEDSB the Board
- partners of GEDSB the Board
- volunteers
- parents and guardians
- trustees
- guests

“Key User” is defined as:

- ~~a staff member within a school, usually (but not necessarily) a teacher, who possesses a degree of advanced Information Technology knowledge, and occasionally performs specific IT-related tasks or functions on behalf of Information Technology Services, and provides some peer to peer training and assistance to users.~~

Roles:

All users: Every user of Information Technology resources at the Grand Erie District School Board has a responsibility to follow this Policy and take all reasonable measures and to ensure the safe, secure, ethical and appropriate use of Information Technology resources, as outlined herein, at all times.

Additional Roles:

Students: Students should understand that use of Grand Erie Information Technology resources and services is a privilege. They are required to use these resources and services solely for educational purposes and comply with the directives contained in this Policy. Students are expected to treat these resources with respect. Students will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A). The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the office for the duration of the school year and then will be securely shredded in June.

Parents: Parents should understand that use of Grand Erie Information Technology resources and services is a privilege. Parents and their children will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

Teachers: Teachers are responsible for reviewing with students The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

Principals and Managers: Principals and Managers are expected to review this Administrative Policy annually with staff and communicate these expectations to staff and students. They are responsible for ensuring that The Student Acceptable Use of Computers and the Internet Agreement (Appendix A) is signed and returned to the school at the beginning of each school year.

All Staff and Trustees – All Staff and Trustees will do an on-line acceptance of the Acceptable Use of Information Technology Policy on an annual basis. Principals and Managers will be responsible for tracking compliance of staff and the Director will be responsible for tracking the compliance of Trustees.

Management: All management will co-operate fully with the school board, local, provincial, or federal officials in any investigation concerning or relating to Information Technology.

Information Technology Services Staff: ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment, and to enforce this Policy. This may include, but is not limited to, the activities defined below:

Email: All email and Internet communications sent and received by users are the property of the Grand Erie District School Board. Information Technology Services staff will not proactively inspect the contents of a user's email or other personal electronic data unless:

- directed by the user; or
- required by law; or
- required by the Policies of the Grand Erie District School Board; or
- at the direction of Senior Administration in order to investigate complaints regarding email which was intentionally sent or solicited, and is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.

~~* The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the office for the duration of the school year and then will be destroyed in June.~~

Data: Data stored within GEDSB Information Technology resources may be randomly scanned in order to expose instances of unauthorized software and/or data which must be reported to the site's Supervisor and/or deleted.

Information Technology Services staff may, from time to time, carry out activities which fall under the Unacceptable Activities defined in this Policy. These activities are to be undertaken by staff ONLY at the direction of Management in order to monitor and enforce this Policy, and in these specific cases will not be treated as violations. Such activities may include, but not be limited to:

- technical maintenance, repair and management
- a legal requirement to produce information, including e-discovery
- restoring deleted records/files
- conducting an investigation involving employee use
- ensuring continuity of work and continuous operations (i.e. employee is absent due to illness and work needs to be retrieved)
- improving Board processes and to manage productivity
- preventing misconduct and ensuring compliance with the law including by monitoring system activity, by conducting periodic audits to the system and by investigating potential misconduct

Information Technology Services staff have privileged access to information and they are expected to report violations of this procedure to their supervisor. In some cases, as required by law, staff may be expected to contact law enforcement agencies.

Information Technology Services staff are strictly forbidden to share or communicate confidential information they come into contact with during their day to day activities. Any violation of this directive will be treated as a violation of this Policy.

Unacceptable Activities:

The following Unacceptable Activities involving use of the Grand Erie District School Board's Information Technology resources are strictly prohibited:

Unacceptable Content: transmitting, soliciting or willingly accepting, or storing data which contains obscene, indecent, lewd or lascivious material, contains profane language, panders to racism, sexism, ~~other~~ forms of discrimination or other material which explicitly or implicitly refers to sexual conduct. This may include jokes, e-mails, music, videos, sounds, images, GIF's (graphics interchange format) or other electronic forms of information.

Hacking: attempting to gain unauthorized access to, or make unauthorized use of, electronic data and/or communications using ~~GEDSB~~ the board's technology. This includes the introduction of unauthorized software to the Information Technology environment at ~~GEDSB~~ the board.

Fraud: obscuring the true identity of a user while using Information Technology resources and services.

Copyright: obtaining, transmitting and/or storing unauthorized copies of licensed and/or copyrighted material which may include software, music, video, or other such data.

Unlawful Act: violating any laws or participating in the commission or furtherance of any crime or other unlawful act. Users must not use Board computer equipment/resources to violate another person's intellectual property, including engaging in the theft of hardware/software, music and/or movies.

Personal Use: use of the Board's Information Technology resources and services for unauthorized purposes including, but not limited to, political, financial or commercial gain, is strictly prohibited.

Personal Privacy: intentionally browsing, copying, deleting, modifying or seeking private information about another person unless specifically authorized. Access to public information about individuals is deemed acceptable.

Vandalism: intentional defacing and/or damage of Information Technology equipment.

Disrupting Usage: any activity, including the development of automatons, scripts or viruses, designed to disrupt usage of Information Technology resources.

Sharing Confidential Information of Another User: communicating information concerning passwords, identifying codes, personal identification numbers or other confidential information without the permission of its owner or the controlling authority of the school to which it belongs.

Misrepresentation: Users must not share personal security information including passwords, logins, etc., with other users, nor are users allowed to log in to Information Technology resources using an account that has not been specifically assigned to them.

Unauthorized Access: All users are required to have been previously granted authorization to make use of Information Technology resources. This authorization may be granted explicitly to an

individual, or implicitly to a group. The failure to prevent unauthorized use of that resource does not relieve an individual of the responsibility of obtaining authorization prior to using the resource.

Enforcement:

ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment. The enforcement of this Policy is the responsibility of all management.

When the board suspects a violation of this Policy, it may restrict a user's access to the Board's computer equipment pending completion of an investigation. When the Board finds that a violation of this Policy has occurred, it may result in the imposition of one or more of the following:

- restrictions on the use of specific Information Technology resources and services
- suspension of access to all Information Technology resources and services
- administration of the Progressive Discipline process found in Administrative Procedure HR119
- disciplinary action up to and including student expulsion;
- disciplinary action up to and including employee termination;
- civil or criminal proceedings

Use of technology is governed by all relevant federal and provincial laws, and GEDSB Board's policies and procedures (e.g. Copyright Act, Education Act, Acceptable Use Policy, codes of conduct and Progressive Discipline). Activities that are in contradiction of this Policy will be reported to the appropriate level of supervision or management based on the user involved. In addition, the Board may report, or be required to report, suspected violations of the law to law enforcement and will cooperate with all local, national and international law enforcement agencies. The board is not responsible for steps taken by these agencies in the investigation and prosecution of public law.

Related Policy, Procedures and Resources:

SO12 Code of Conduct

SO9 Cyberbullying

SO19 Privacy and Information Management

HR119 Progressive Discipline

HR103 Duties and Expectations of Teachers

SO11 & SO130 Progressive Discipline and Promotion of Positive Student Behaviour

Grand Erie District School Board Code of Digital Citizenship (Appendix B)

(<http://tinyurl.com/granderiedigitalcitizenship>):



Appendix A

Student Acceptable Use of Computers and the Internet Agreement

Background

Technology Resources, which include software, hardware, the Internet and other components, are an important ingredient to each student's education at our school.

Each student has the privilege of using the Technology Resources and must use them in an acceptable way.

Acceptable Use

As a general rule, students must use Technology Resources, including personal devices, in ways consistent with Provincial and Federal laws as well as consistent with the policies of the School and the School Board.

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

RESPECT

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

School Name	
Student Name	

This is to confirm that I have read the Student Acceptable Use of Computers and the Internet Agreement and will abide by the rules and procedures as outlined.	
Signature of Student	Print Name
Signature of Parent Date	Print Name

* The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the school office for the duration of the school year and then will be securely shredded in June.

Appendix B

Code of Digital Citizenship



Grand Erie District School Board
CODE OF DIGITAL CITIZENSHIP
"Protect and Respect"
Responsible Actions in a Digital World

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

RESPECT

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

CODE OF DIGITAL CITIZENSHIP

granderie.ca



Acceptable Use of Information Technology

Board Received: October 20, 2014

Review Date: November 2017

Policy Statement:

The Grand Erie District School Board believes that every user of Information Technology resources has a responsibility to follow all related Policies and take all reasonable measures and precautions to assist in ensuring the safe, secure, ethical and appropriate use of Information Technology resources at all times.

The Grand Erie District School Board will make all reasonable efforts, using the resources available, to create and maintain a productive, safe and secure Information Technology environment for the exclusive use of Grand Erie users.

Grand Erie has the right to monitor and may access any and all files, documents, and electronic communications on Grand Erie technology as well as the use of the Internet to ensure integrity of the system and compliance with this policy.

All measures that have been established to provide a safe, secure and productive environment, while protecting Grand Erie Information Technology resources against both internal and external threats, must not be altered, circumvented or otherwise disabled at any time.

Accountability:

1. Frequency of Reports – Annual
2. Severity Threshold – As needed (e.g. security threats, interference with normal operations, and introduction of new technologies)
3. Criteria for Success – Information Technology resources are used only to enhance the delivery of curriculum and quality of education and to provide opportunities for collaboration and discussion.
 - Security, safety and productivity of Information Technology resources are maintained.
 - Criminal Code, Board Policy, and Code of Digital Citizenship are communicated and followed.
 - Monitoring is performed on an ongoing basis.

Procedures:

The Grand Erie District School Board believes that students and staff should have opportunities to:

- access local, national and international sources of information;
- collaborate and communicate with both local and global communities;
- develop knowledge and skills that will be useful through their lives.

The Board, by providing and maintaining Information Technology resources and services, recognizes the potential to support instruction and student learning as well as to support communication and collaboration across the system. The Board will make every effort to protect students and staff from misuse and abuse of these services and will take reasonable steps to ensure that they are used only for appropriate purposes.

All equipment owned by the Board is purchased for the purpose of carrying out the mandate of the Board, regardless of the location of the equipment. Board supported network accounts are granted to users to assist in fulfilling their employment duties and responsibilities. Authorized users may use the Grand Erie District School Board's data network and Internet resources for personal use, provided that such use is reasonable in duration, does not interfere with the user's employment duties and responsibilities, does not result in increased cost to the GEDSB and complies with all components of this Policy. The expectation is that personal use will occur outside assigned work time.

It is important for all users to understand that a user's account is the property of the Board and should there be a need for a supervisor to have access to that account, for example in the instance of an illness or investigation of inappropriate use, access will be granted through Information Technology Services. Access provided to the supervisor will only be temporary and for the expressed purposes intended.

Reporting Expectations

- All employees are expected to report to their supervisor or the Manager of Information Technology knowledge they have of the use of the Board's computer resources in a manner that conflicts with the Board policies, or of the suspected loss or theft of Board-owned computer property, or any unauthorized access, disclosure or inappropriate copying of confidential information.

System Security Duties

In addition to all related laws and Board policies, the following requirements exist:

- Users must only use and access Board computer equipment as authorized and to the extent authorized by the Board.
- Users must use their own identity to access the Board network and internet resources.
- Users must not let anyone else use their identity to access the Board data network and internet resources.
- Users must not attempt to circumvent any security or control measures on the Board network.
- Users must refrain from recording passwords in a place that could be seen by others.
- Users must log out protect their account from being accessed by other.

Employee Duty to Protect Confidential Information

Employees have a responsibility to take reasonable steps to ensure that confidential information stored on Board network is not lost, stolen or subject to unauthorized access, disclosure or copying, including:

- Being present when printing confidential information;
- Situating computer display terminals to prevent disclosure of confidential information;
- Using secure passwords for accessing the system;
- Safely storing computer equipment (i.e. laptops) when not in use or when transporting;
- Returning all equipment and portable storage media to Information Technology for proper disposal or reuse.

This Policy is intended to ensure the safe, secure, ethical and appropriate use of these resources through education of users regarding what defines Acceptable Use of Grand Erie District School Board Information Technology resources. Failure to follow Administrative Policy **SO27 – Acceptable Use of Information Technology** without obtaining prior documented approval from the Manager of Information Technology Services or the Superintendent with Information Technology responsibility, or the director, shall be construed as a deliberate and malicious act, the consequences of which will be carried out as per this policy section Enforcement found on page 6

Definitions:

In this Policy:

“Information Technology”, is defined to include but is not limited to board owned:

- computers, data devices (eg. phones, netbooks, & tablets) and hardware;
- servers and data storage devices;
- communication networks and associated devices;
- data;
- software;
- systems providing a service that are owned and/or maintained by a third party;
- peripherals;
- cloud based and subscribed apps and storage

“Communication Networks” is defined to include, but is not limited to:

- GEDSB wireless and wired data networks;
- Connections to the internet and Internet Service Providers (ISP);
- Remote connections ie. Virtual Private Network (VPN)

“Peripherals” is defined to include, but is not limited to:

- printers and copiers;
- monitors, projectors, and interactive devices (ie. SMART boards);
- portable data storage devices;
- input devices

“Users” is defined to include:

- students
- staff
- agencies of GEDSB
- partners of GEDSB
- volunteers
- parents and guardians
- trustees
- guests

“Key User” is defined as:

- a staff member within a school, usually (but not necessarily) a teacher, who possesses a degree of advanced Information Technology knowledge, and occasionally performs specific IT-related tasks or functions on behalf of Information Technology Services, and provides some peer-to-peer training and assistance to users.

Roles:

All users: Every user of Information Technology resources at the Grand Erie District School Board has a responsibility to follow this Policy and take all reasonable measures and to ensure the safe, secure, ethical and appropriate use of Information Technology resources, as outlined herein, at all times.

Additional Roles:

Students: Students should understand that use of Grand Erie Information Technology resources and services is a privilege. They are required to use these resources and services solely for educational purposes and comply with the directives contained in this Policy. Students are expected to treat these resources with respect. Students will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A). The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the office for the duration of the school year and then will be securely shredded in June.

Parents: Parents should understand that use of Grand Erie Information Technology resources and services is a privilege. Parents and their children will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

Teachers: Teachers are responsible for reviewing with students The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

Principals and Managers: Principals and Managers are expected to review this Administrative Policy annually with staff and communicate these expectations to staff and students. They are responsible for ensuring that The Student Acceptable Use of Computers and the Internet Agreement (Appendix A) is signed and returned to the school at the beginning of each school year.

All Staff and Trustees – All Staff and Trustees will do an on-line acceptance of the Acceptable Use of Information Technology Policy on an annual basis. Principals and Managers will be responsible for tracking compliance of staff and the Director will be responsible for tracking the compliance of Trustees.

Management: All management will co-operate fully with the school board, local, provincial, or federal officials in any investigation concerning or relating to Information Technology.

Information Technology Services Staff: ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment, and to enforce this Policy. This may include, but is not limited to, the activities defined below:

Email: All email and internet communications sent and received by users are the property of the Grand Erie District School Board. Information Technology Services staff will not proactively inspect the contents of a user's email or other personal electronic data unless:

- directed by the user; or
- required by law; or
- required by the Policies of the Grand Erie District School Board; or
- at the direction of Senior Administration in order to investigate complaints regarding email which was intentionally sent or solicited, and is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.

* The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the office for the duration of the school year and then will be destroyed in June.

Data: Data stored within GEDSB Information Technology resources may be randomly scanned in order to expose instances of unauthorized software and/or data which must be reported to the site's Supervisor and/or deleted.

Information Technology Services staff may, from time to time, carry out activities which fall under the Unacceptable Activities defined in this Policy. These activities are to be undertaken by staff ONLY at the direction of Management in order to monitor and enforce this Policy, and in these specific cases will not be treated as violations. Such activities may include, but not be limited to:

- technical maintenance, repair and management
- a legal requirement to produce information, including e-discovery
- restoring deleted records/files
- conducting an investigation involving employee use
- ensuring continuity of work and continuous operations (i.e. employee is absent due to illness and work needs to be retrieved)
- improving Board processes and to manage productivity
- preventing misconduct and ensuring compliance with the law including by monitoring system activity, by conducting periodic audits to the system and by investigating potential misconduct

Information Technology Services staff have privileged access to information and they are expected to report violations of this procedure to their supervisor. In some cases, as required by law, staff may be expected to contact law enforcement agencies.

Information Technology Services staff are strictly forbidden to share or communicate confidential information they come into contact with during their day to day activities. Any violation of this directive will be treated as a violation of this Policy.

Unacceptable Activities:

The following Unacceptable Activities involving use of the Grand Erie District School Board's Information Technology resources are strictly prohibited:

Unacceptable Content: transmitting, soliciting or willingly accepting, or storing data which contains obscene, indecent, lewd or lascivious material, contains profane language, panders to racism, sexism, other forms of discrimination or other material which explicitly or implicitly refers to sexual conduct. This may include jokes, e-mails, music, videos, sounds or other electronic forms of information.

Hacking: attempting to gain unauthorized access to, or make unauthorized use of, electronic data and/or communications using GEDSB technology. This includes the introduction of unauthorized software to the Information Technology environment at GEDSB.

Fraud: obscuring the true identity of a user while using Information Technology resources and services.

Copyright: obtaining, transmitting and/or storing unauthorized copies of licensed and/or copyrighted material which may include software, music, video, or other such data.

Unlawful Act: violating any laws or participating in the commission or furtherance of any crime or other unlawful act. Users must not use Board computer equipment/resources to violate another person's intellectual property, including engaging in the theft of hardware/software, music and/or movies.

Personal Use: use of the Board's Information Technology resources and services for unauthorized purposes including, but not limited to, political, financial or commercial gain, is strictly prohibited.

Personal Privacy: intentionally browsing, copying, deleting, modifying or seeking private information about another person unless specifically authorized. Access to public information about individuals is deemed acceptable.

Vandalism: intentional defacing and/or damage of Information Technology equipment.

Disrupting Usage: any activity, including the development of automatons, scripts or viruses, designed to disrupt usage of Information Technology resources.

Sharing Confidential Information of Another User: communicating information concerning passwords, identifying codes, personal identification numbers or other confidential information without the permission of its owner or the controlling authority of the school to which it belongs.

Misrepresentation: Users must not share personal security information including passwords, logins, etc, with other users, nor are users allowed to log in to Information Technology resources using an account that has not been specifically assigned to them.

Unauthorized Access: All users are required to have been previously granted authorization to make use of Information Technology resources. This authorization may be granted explicitly to an individual, or implicitly to a group. The failure to prevent unauthorized use of that resource does not relieve an individual of the responsibility of obtaining authorization prior to using the resource.

Enforcement:

ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment. The enforcement of this Policy is the responsibility of all management.

When the board suspects a violation of this Policy, it may restrict a user's access to the Board's computer equipment pending completion of an investigation. When the Board finds that a violation of this Policy has occurred, it may result in the imposition of one or more of the following:

- restrictions on the use of specific Information Technology resources and services
- suspension of access to all Information Technology resources and services
- administration of the Progressive Discipline process found in Administrative Procedure HR119
- disciplinary action up to and including student expulsion;
- disciplinary action up to and including employee termination;
- civil or criminal proceedings

Use of technology is governed by all relevant federal and provincial laws, and GEDSB policies and procedures (e.g. Copyright Act, Education Act, Acceptable Use Policy, codes of conduct and Progressive Discipline). Activities that are in contradiction of this Policy will be reported to the appropriate level of supervision or management based on the user involved. In addition, the Board may report, or be required to report, suspected violations of the law to law enforcement and will cooperate with all local, national and international law enforcement agencies. The Board is not responsible for steps taken by these agencies in the investigation and prosecution of public law.

Related Policy, Procedures and Resources:

SO12 Code of Conduct

SO9 Cyberbullying

HR119 Progressive Discipline

HR103 Duties and Expectations of Teachers

SO11 & SO130 Progressive Discipline and Promotion of Positive Student Behaviour

Grand Erie District School Board Code of Digital Citizenship (Appendix B)

(<http://tinyurl.com/granderiedigitalcitizenship>):

Original

Appendix A

Grand Erie District School Board

Student Acceptable Use of Computers and the Internet Agreement

Background

Technology Resources, which include software, hardware, the internet and other components, are an important ingredient to each student's education at our school.

Each student has the privilege of using the Technology Resources and must use them in an acceptable way.

Acceptable Use

As a general rule, students must use Technology Resources, including personal devices, in ways consistent with Provincial and Federal laws as well as consistent with the policies of the School and the School Board.

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

RESPECT


- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

School Name	
Student Name	

This is to confirm that I have read the Student Acceptable Use of Computers and the Internet Agreement and will abide by the rules and procedures as outlined.	
Signature of Student	Print Name
Signature of Parent	Print Name
Date	

* The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the school office for the duration of the school year and then will be securely shredded in June.

APPENDIX B: Code of Digital Citizenship



Grand Erie District School Board
CODE OF DIGITAL CITIZENSHIP
“Protect and Respect”
Responsible Actions in a Digital World

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

RESPECT

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
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- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

CODE OF DIGITAL

CITIZENSHIP

granderie.ca

Committee of the Whole Board Meeting

Monday, November 13, 2017

Page 93 of 93



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business and Treasurer
RE: **FT114 – Employee Use of Board–Owned Property and Equipment**
DATE: November 13, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure FT114 – Employee Use of Board–Owned Property and Equipment to all appropriate stakeholders for comment to be received by February 9, 2018.</p>
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Background

Procedure FT114 – Employee Use of Board–Owned Property and Equipment was approved by the Board in October 2014 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Proposed Changes

<i>Present Wording</i>	<i>Proposed Wording</i>
<u>Accountability</u> 2. Severity Threshold - As needed (eg. specific incidents that warrant review)	<u>Accountability</u> 2. Severity Threshold As needed (eg. specific incidents that warrant review)

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9

Respectfully submitted,

Raf Wyszynski
Superintendent of Business and Treasurer



Employee Use of Board–Owned Property and Equipment

Board Received: October 20, 2014

Review Date: November 2017

Accountability:

1. Frequency of Reports - As needed
2. ~~Severity Threshold~~ - ~~As needed (eg. specific incidents that warrant review)~~
3. Criteria for Success - Prevent loss of or damage to board owned property; prevent personal injury or damage of personal property from use of board owned property.

Refer to: Occupational Health and Safety Act, R.S.O. 1990, c. O.1;
www.e-Laws.gov.on.ca/DBLaws/Regs/English/900851_e.htm
Education Act, R.S.O. 1990, CHAPTER E.2,
REPAIR PROPERTY R.S.O. 1990, c. E.2, s. 170 (1), par. 8.

Board Responsibility:

The decision to permit use of board-owned property and equipment for non-board activities must consider the consequences of personal safety as well as the protection of publicly funded items.

Procedures:

1. **General Usage by Employees**

The personal use of some items by employees may be permitted as long as there is no consumption of school system supplies and/or materials and if there is no additional cost to the school system. These items may not be used for personal gain, for more than incidental personal use, for private business, for product advertisement, political lobbying, or activities contrary to the law. Incidental is defined as not more than three times per piece of equipment in five years. Use of any equipment will be denied if the use negatively affects the normal operation of the school. NOTE: the above does not apply to personal electronic devices issued to the employee i.e. laptop, tablet, notebook, cell phone etc.

2. **Vehicles and Motorized Non-licensed Vehicles**

Private use by employees or public use by community members is strictly prohibited for all board-owned vehicles including motorized non-licensed vehicles (riding grass cutters, snow clearing machinery, etc.)

3. **Facility Services and School Shop Machinery, Tools and Equipment**

- a) The personal use of shop or custodial machinery, tools and equipment, whether belonging to facility services or to a classroom, is not permitted by employees or community members.
- b) In certain circumstances, however, employees who are trained in the use of shop equipment for their daily job and, who have demonstrated proficiency in the safe operation of the equipment through their daily job would be permitted access for personal use with permission from their supervisor, using the form attached.
- c) Portable Power and Hand Tools, ladders and scaffolding are not to be removed from board property.

4. **Audio / Video & Information Technology System Equipment**

Employees may request personal use of this equipment, using the form attached.

5. **Replacement and Repair**

All equipment permitted for use is provided in “as is” condition and those using it will be required to replace any lost or stolen equipment with something of equal or better value or will be required to pay for repairs. Obvious defects or marks on equipment should be noted at the time of loan and recorded on the application form. The site supervisor will determine appropriate repair or replacement standards for damaged items. The site supervisor will determine appropriate replacement standards for items that have been lost.

6. **Resources**

FT4 – Use of School Facilities (for community use of school equipment and property)



Employee Use of Board – Owned Property & Equipment

APPLICATION FORM

Location of Property/Equipment:

SCHOOL or SITE: _____

PRINCIPAL or SITE SUPERVISOR: _____

HEAD CUSTODIAN (if applicable): _____

Employee and Equipment Information			
Name		Contact Telephone (W)	
Occupation		Usual Work Location	
Machinery or equipment requested		# of years experience	
Make / Model / Serial # if app.			
Date(s) access required (attach list if necessary)			
Notable marks or damage			

I agree and fully indemnify and save harmless, the Grand Erie District School Board (GEDSB) management, staff, students and agents from and against any and all losses, claims, actions, damages, liabilities and expenses (including legal fees) in connection with personal injury, loss of life, or damage to property as the result or arising from or out of my personal use of property and/or equipment as described herein.

I understand that GEDSB administrative procedure FT114 is attached and forms part of this request and all aspects of this procedure and any other relevant policy or procedure must be complied with. I agree to replace any lost or stolen equipment with something of equal or better value or will be required to pay for repairs.

I also understand that all machinery and equipment is provided in "as is" condition and there are no express or implied warranties with respect to the capabilities or performance that can be expected from my use of such machinery or equipment and further that all relevant health and safety regulations governing the use of specific machinery must be adhered to.

I will inform the school or facility staff of my arrival and departure time through written log and I will report any concerns or damage or malfunction of the equipment or property to the Principal or site supervisor at the first possible opportunity.

DATED AT: _____, ONTARIO, THIS _____ DAY OF _____

SUPERVISOR

SIGNATURE OF APPLICANT

Completed forms will be retained in the school or department office of the supervisor until the end of the school year. Where equipment is lost, stolen or damaged while in the care of the applicant, the completed form will be retained until satisfactory replacement or repair has been made and all appropriate costs recovered.

Acknowledgment of Return of Borrowed Equipment in Satisfactory Condition:

DATED AT: _____, ONTARIO, THIS _____ DAY OF _____

SUPERVISOR

SIGNATURE OF APPLICANT



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business and Treasurer
RE: **FT119 – Boundary Reviews**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure FT119 – Boundary Reviews** to all appropriate stakeholders for comment to be received by February 9, 2018.

Background

Procedure FT119 – Boundary Review was approved by the Board in October 2014 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Proposed Changes

<i>Present Wording</i>	<i>Proposed Wording</i>
<u>Accountability</u> 2. Severity Threshold – As needed	<u>Accountability</u> 2. Severity Threshold – As needed
<u>Procedures</u> 3. A public meeting of the working group will be advertised in the local newspaper(s), on the Board's website, and through the school newsletter(s). 3. The public meeting shall provide a portion of the meeting to take questions and comments from the public in attendance.	<u>Procedures</u> 3. A public meeting of the working group will be advertised in the local newspaper(s), on the Board's website, through social media and through the school newsletter(s). 3. The public meeting shall provide a portion of the meeting to take questions and comments from the public in attendance. mechanism for the public in submit questions.
7. Following final board approval, all school boundary changes will be effective at the start of the following school year provided the final decision of the Board is made on or before the January board meeting. Should the Board approval be made later than January in any year, the boundary change will not take effect until the start of the second school year following the approval to permit time for communication to the affected school communities prior to the	7. Following final board approval, all school boundary changes will be effective at the start of the following next school year provided the final decision of the Board is made on or before the January board meeting. Should the Board approval be made later than January in any year, the boundary change will not take effect until the start of the second school year following the approval after the completion of the next school year to permit time for

election of option sheets (secondary) and JK/SK registration.	communication to the affected school communities prior to the election of option submission of secondary course selection sheets (secondary) and JK/SK Kindergarten registration.
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Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9

Respectfully submitted,

Raf Wyszynski
Superintendent of Business and Treasurer



Boundary Reviews

Board Received: October 20, 2014

Review Date: November 2017

Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed~~
3. Criteria for Success – Stakeholders are consulted
– Community feedback is considered

Procedures:

1. At the request of the Board or Senior Administration, a boundary review will be initiated. Schools requesting that a boundary review be considered will forward the request to Senior Administration through their Family of Schools Superintendent. A boundary review will be initiated to determine the most appropriate school for students from new housing developments planned for more than 350 single family units over a five-year period.
2. A background report with options for consideration and an administrative recommendation will be presented to the Board for review and comment. The Board will consider a recommended action to refer the boundary study and recommendations of administration to a working group for stakeholder feedback and input.

The working group will include:

Superintendent of Education responsible for identified schools (chair)
Planning Officer
Principal of the identified schools
School Council Representatives of the identified schools
Two Trustees
Superintendent of Business

The Manager of Facilities Services and Manager of Transportation Services will act as a resource to the working group.

3. A public meeting of the working group will be advertised in the local newspaper(s), on the Board's website, through social media and through the school newsletter(s). The public meeting will include a sharing of the enrolment and accommodation data, school boundary options for consideration and administration's recommendation for boundary amendments. The public meeting shall provide a portion of the meeting to take questions and comments from the public in attendance mechanism for the public to submit questions. The working group will review the information and feedback received and report back to Executive Council with recommendations for boundary considerations.
4. All minutes and data presented at the public meeting will be posted on the Board's website.

5. Executive Council will review the recommendations of the working group and prepare a final recommendation for boundary revision for Board consideration.
6. The Board will receive the report on proposed boundary revision and if appropriate, refer the report for final consideration at a board meeting to be held no less than 30 days from the date the report is presented.
7. Following final board approval, all school boundary changes will be effective at the start of the following next school year provided the final decision of the Board is made on or before the January board meeting. Should the Board approval be made later than January in any year, the boundary change will not take effect until the start of the second school year following the approval after the completion of the next school year to permit time for communication to the affected school communities prior to the election of option submission of secondary course selection sheets (secondary) and JK/SK Kindergarten registration.
8. The final decision of the Board will be communicated to the school community through the Board's Web Site and the school newsletter(s).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR112 Employee Assistance Program (EAP)**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure **HR112 Employee Assistance Program (EAP)** to all appropriate stakeholders for comment to be received by February 9, 2018.

Background

Procedure HR112 Employee Assistance Program (EAP) was approved by the Board in October 20, 2014 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Proposed Changes

<i>Present Wording</i>	<i>Proposed Wording</i>
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
<u>Accountability</u> 2. Severity Threshold – As needed (eg. Changes in Ministry guidelines/collective agreements).	<u>Accountability</u> 2. Severity Threshold – As needed (eg. Changes in Ministry guidelines/collective agreements).

Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Employee Assistance Program (EAP)

Board Received:

October 20, 2014

Review Date:

November 2017

Accountability

1. Frequency of Reports – Annual
2. ~~Severity Threshold – As needed (eg. Changes in Ministry guidelines/collective agreements).~~
3. Criteria for Success – Program edifies and supports permanent employees.
– Program promotes a healthy work place.

Procedures

1. Objective

The objective of the program is to promote employee wellness by providing confidential access to counselling services for permanent employees.

2. The Program

- a) The program is based on self-referral and anonymity.
- b) The program is designed to provide confidential professional assistance in coping with problems of physical or mental health of a personal or family nature including, but not limited to, marital and family distress, financial difficulties, stress, alcohol or drug dependency, and work related problems.
- c) If an employee needs help for a problem, she/he is encouraged to contact one of the approved service providers directly. The EAP is operated on a strictly confidential basis and the employee is not required to discuss participation with anyone.
- d) Annually, EAP information pamphlets will be available at each worksite and posted electronically.

3. The Service Provider will:

- a) be available for direct contact with employees;
- b) be the only direct contact with employees;
- c) provide annual statistics to the Health and Disability Officer. To ensure confidentiality, this report will contain aggregate statistical data but not specifics of individual cases.
- d) provide to employees a survey regarding satisfaction with the service to be submitted anonymously to the Health and Disability Officer.

4. Administration of the Program

- a) The EAP Committee shall oversee the operation of this program. The committee shall consist of:
- 1 OSSTF PSSP representative
 - 1 GEMST (nominated by non-union) representative
 - 1 CUPE 5100 representative
 - 1 OSSTF Teachers' Bargaining Unit representative
 - 1 GEETF representative
 - 1 Human Resources representative
 - 1 Elementary School Administrator representative
 - 1 Secondary School Administrator representative
 - 1 Health and Disability Officer
 - 1 DECE Representative
- b) Terms of Reference for EAP Committee:
- i) approves the appointment or removal of service providers;
 - ii) ensures awareness of the EAP by all employees;
 - iii) reviews on an ongoing basis, that the service providers meet the standards of service established by the Committee and provides the service within the budget allocations;
 - iv) presents an annual review of the EAP to the Board prior to June 1st outlining:
 - utilization,
 - scope of the service,
 - cost of the service,
 - evaluation of the program, and
 - recommendations.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR124 Principal/Vice-Principal Performance Appraisal**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure **HR124 Principal/Vice-Principal Performance Appraisal** to all appropriate stakeholders for comment to be received by February 9, 2018.

Background

Procedure HR124 Principal/Vice-Principal Performance Appraisal was approved by the Board in October 20, 2014 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Proposed Changes

<i>Present Wording</i>	<i>Proposed Wording</i>
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
<u>Accountability:</u> 2. Severity Threshold – As needed (eg. Changes in Ministry guidelines)	<u>Accountability:</u> 2. Severity Threshold – As needed (eg. Changes in Ministry guidelines)

Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9

Respectfully submitted,

Scott Sincerbox
Superintendent of Education

**Principal/Vice-Principal Performance Appraisal****Board Received:** October 20, 2014**Review Date:** November 2017**Accountability**

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed (eg. Changes in Ministry guidelines)~~
3. Criteria for Success – Process enhances job performance and the learning environment.

Procedures**1. Definition of New and Experienced Principals/Vice-Principals**

- a) New Principal/Vice-Principal
 - i. A qualified vice-principal with no prior experience as a vice-principal in Ontario or elsewhere;
 - ii. A qualified principal with no prior experience as a principal in Ontario or elsewhere;
 - iii. Principals/vice-principals are considered to be “experienced” once they complete one year in the role.

2. Roles and Responsibilities

- a) Principal/vice-principal appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act*, Regulations and the document entitled, “Principal/Vice-Principal Performance Appraisal (PPA): Technical Requirements Manual and Resource Package, 2013”.
- b) Superintendents shall conduct the performance appraisals for principals and may conduct the performance appraisal for vice-principals. Principals shall conduct the performance appraisal for vice-principals unless alternate arrangements are made with the Superintendent.
- c) Principals/vice-principals shall develop Performance Plans (Appendix A) and Annual Growth Plans (Appendix B) in consultation with their appraiser, meet with the appraiser during the evaluation year to discuss progress and next steps and take part in the final reporting process leading to the summative report (Appendix C).

3. Scheduling Requirements

- a) Commencing in their second year in the role, each principal/vice-principal shall be appraised and assigned a five-year cycle for performance appraisal. This means that there will be four non-evaluation years between each evaluation year. Within 20 school days after the appraisee commences his or her evaluation year, the appraiser must notify the appraisee that it is an evaluation year.

- b) An experienced principal/vice-principal new to the Board must be appraised in the first year they are employed by the Board.
- c) Performance appraisals of a principal/vice-principal that are additional to those required may be conducted at the discretion of the Superintendent, if it is advisable to do so in light of circumstances relating to the performance of the principal/vice-principal.

4. Reports

- a) The Performance Plan is developed by principals/vice-principals in each evaluation year, in consultation with the appraiser, in order to demonstrate how they intend to achieve identified goals. The plan includes goals, strategies and actions, and practices and competencies, as well as methods and indicators to measure attainment of the goals. The results section of the Performance Plan is to be completed by the principal/vice-principal before the third appraisal meeting takes place. Results show what actually happened in relation to the goals that were set earlier.
- b) The Annual Growth Plan must be completed each year and provides a vehicle to plan the principal's/vice-principal's professional learning during the appraisal year and in the intervening years between appraisals. In an evaluation year, the principal/vice-principal uses the Annual Growth Plan to assist him or her in attaining the goals stated in the Performance Plan. In a non-evaluation year, the principal/vice-principal refers to the results and recommendations from the most recent performance appraisal in reviewing or updating the Annual Growth Plan.

5. Appraisal Meetings

- a) Appraisal meetings are an essential component of the appraisal process. They ensure that expectations are clearly articulated, that the appraisee has the support and guidance that he or she needs, and fosters a climate of trust and collaboration within which the requirements of the appraisal process can be completed.
- b) At a minimum, the appraiser and appraisee must meet three times during the appraisal year, as outlined below:
 - First meeting:** The appraiser and appraisee will develop the Performance Plan and review and update the Annual Growth Plan.
 - Second meeting:** The appraiser and appraisee will discuss the progress of the appraisee towards achieving the goals outlined in the Performance Plan, discuss any other information or supports relevant to the Performance Plan, and revise it as necessary.
 - Third meeting:** The appraiser and appraisee will review the results of the actions taken by the appraisee to achieve the goals in the Performance Plan, discuss information relevant to the Performance Plan, and review and update the annual Growth Plan if necessary.

6. The Summative Report

- a) The summative report provides a record of the appraisal process and outcomes, including comments by the appraiser on strengths and areas for growth and development of specific practices and competencies related to the Performance Plan, the performance rating (satisfactory or unsatisfactory), an explanation for the rating by the appraiser, and final

comments from the appraiser and, optionally, from the appraisee. The appraiser must provide the appraisee with a copy of the summative report within 15 school days of the third meeting. If the performance appraisal is deemed unsatisfactory, the procedures outlined in *Regulation 234* will be followed.

- b) Family of Schools Superintendents shall ensure all signed PPA documents are included in the principal/vice-principals' human resources file. Principals/vice-principals who have had a performance appraisal will receive a copy of the signed Summative Report.
- c) Human Resource Services will retain a copy of each performance appraisal record for at least six years from the date of the Summative Report.

Appendix A

PRINCIPAL AND VICE-PRINCIPAL PERFORMANCE PLAN



SCHOOL _____

PRINCIPAL _____

YEAR _____

SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES				
PRINCIPAL'S VICE-PRINCIPAL'S GOALS (Identified in Consultation with Immediate Supervisor)	STRATEGIES/ACTIONS	PRACTICES/ COMPETENCIES (What key practices/competencies from the Ontario Leadership Framework will assist you in achieving your goals?)	INDICATORS (Observable - How will we know if the strategies were successful?)	RESULTS (Measurable - Include Actual #'s & %'s where appropriate) This section would be completed at the end of the appraisal cycle and would represent a report of what was actually accomplished.



Appendix B

PRINCIPAL AND VICE-PRINCIPAL GROWTH PLAN

SCHOOL	PRINCIPAL	YEAR
Areas for Growth	Growth Strategies /Supports (Ways of Acquiring Skills) Follow-up if required	Target Dates for Completion
		Evidence and suggested growth plan for next year

Appendix C



Summative Report Form
for PRINCIPALS and VICE-PRINCIPALS
(Approved Form)

Appraisee: ☐ Principal ☐ Vice-Principal

Last Name:

First Name:

Appraiser: ☐ Supervisory Officer ☐ Principal

Last Name:

First Name:

School:

Name of Board:

Appraisal Year:

Practices and competencies from the Performance Plan that have contributed strongly to the principal's / vice-principal's overall performance:

Practices and competencies from the Performance Plan that could be strengthened for further growth and development:

Summative Comments

The supervisory officer / principal will provide a summative comment on the principal's / vice-principal's performance based on the results outlined in the Performance Plan.

Supervisory Officer's / Principal's summative comments on the appraisal:

The principal / vice-principal may wish to comment on the appraisal.

Principal's / Vice-Principal's comments (optional):

Overall Rating (check the appropriate box):

☐ Satisfactory performance

☐ Unsatisfactory performance

Supervisory Officer's / Principal's Signature

Date

Principal's / Vice-Principal's signature indicates the receipt of the summative report.

Principal's / Vice-Principal's Signature

Date



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: SO121 Request to Attend a School Outside the Home Area
DATE: November 13, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board suspend the requirement of Bylaws 9 which states that the draft procedure shall be circulated to all stakeholders for a minimum of 60 days for input.</p>
--

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO121 – “Request to Attend a School Outside the Home School Area” as information.</p>
--

Background

Procedure SO121 - “Request to Attend a School Outside the Home School Area” was circulated to all appropriate stakeholders during the 2015-2016 school year and was revised and implemented.

Additional Information

Based on community, school, and administrative feedback, Procedure SO121 - “Request to Attend a School Outside the Home School Area”, requires revisions to align with the combined overall requirements of school enrolment, including but not limited to the following: school operating capacity at the requested school; board compliance with mandatory Ministry class size caps and district averages; school organizations; and, profiles of the requested school (e.g., compensatory education, special education classes).

As a result of the need to implement in January 2017, Senior Administration further recommends that SO121 Request to Attend a School Outside the Home Area not be circulated to stakeholders.

Next Steps

- Revisions to SO121 will be shared with all elementary administrators during the November Director’s Meeting.
- A newsletter insert to outline the revisions will be shared with all elementary administrators.

Grand Erie Multi-Year Plan:

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students have a safe and welcoming environment in which to learn.

Respectfully submitted,

Linda De Vos
Superintendent of Education



PROCEDURE

SO121

Request to Attend a School Outside the Home School Area

Board Received: June 20, 2016 Review Date: September 2020

Accountability:

1. Frequency of Reports – As Needed
2. Criteria for Success – The opportunity to apply to attend school outside home school area available to all students
 - Approval will be limited
 - Process followed in fair and equitable manner.

Procedures:

We believe that all students should attend their home school according to their designated attendance area determined by their primary address in which they are residing with their parents/guardians.

Elementary School Students

1. The decision to approve requests for attendance outside the home school area is based primarily on school enrolment, including but not limited to the following: school operating capacity at the requested school; board compliance with mandatory Ministry class size caps and district averages; school organizations; and, profiles of the requested school (e.g., compensatory education, special education classes).
2. Requests to attend a school outside the home school area must be made on the appropriate "Request to Attend a School Outside the Home School Area" form (Appendices Appendix A & B), by the parent or guardian to the Principal of the receiving school. The Principal will send all requests to the FOS Superintendent. Requests can be submitted each year beginning on January 1.
3. The request must clearly state the rationale to register outside of the "Home School Area".
- ~~4. The decision to approve requests for attendance outside the home school area is based solely on enrolment at the requested school.~~
4. Parent/Guardians will be notified in writing of the outcome of their application by the end of June.
5. All approvals are for the designated school year only. Requests must be re-submitted annually and will be reviewed annually by the Principal.
6. Disputes over attendance requests will be referred to the Superintendent of Education responsible for the requested school.

Secondary School Students

1. Each request to attend a school outside the home school area will be determined by the Principal based on the school's ability to accommodate program needs, class size restrictions, special program requirements, and other related factors. The decision to approve requests for attendance outside the home school area is based primarily on school enrolment, including but not limited to the following: school operating capacity at the requested school; board compliance with mandatory Ministry class size caps and district averages; school organizations; and, profiles of the requested school (e.g., compensatory education, special education classes).
2. Each request to attend a school outside the home school area will be determined by the Principal based on the school's ability to accommodate program requests. needs, class size restrictions, special program requirements, and other related factors.
3. Disputes over attendance requests will be referred to the Superintendent of Education responsible for the requested school.

Additional Considerations

1. All requests will be dealt with in the order in which they are received.
2. Transportation for students attending an out-of-area school is the responsibility of the parent/guardian. Courtesy transportation for students attending an out-of-area school may be provided by the Board, based on current transportation policy, FT6.
3. Approved out-of-area courtesy school transportation may be discontinued at any time that the seating is required by a "right to ride" pupil.

APPENDIX A

REQUEST TO ATTEND A SCHOOL OUTSIDE THE HOME SCHOOL AREA**Please Print Clearly**Please check one: ☐ JK ☐ SK ☐ Gr.1 ☐ Gr.2 ☐ Gr.3 ☐ Gr.4 ☐ Gr.5 ☐ Gr.6 ☐ Gr.7 ☐ Gr.8

Student OEN: _____ Student's Date of Birth: _____ Year / Month / Day

Student's Name: _____
Last FirstParent's Name: _____
Last First

Street Address: _____

City: _____ Postal Code: _____

Phone: _____

Home Area School: _____

Requested School: _____ School Year Requested: _____

Reason for Request: _____

_____**I UNDERSTAND THAT:**

- ☐ Completion of this form does not guarantee placement at the requested out-of-area school.
- ☐ Requests are granted in very rare circumstances.
- ☐ I must register my child at their home school and make appropriate daycare arrangements, if needed.
- ☐ If this application is approved, it is for one school year only. Transportation for students attending an out-of-area school is the parent's/guardian's responsibility.
- ☐ I will be notified of the final decisions by the end of June.

I agree with the terms set out in this application form. I have received a copy of this form.

Parent/Guardian's Signature: _____ Date: _____

HOME SCHOOL*Acknowledgement of Request* ☐ _____

Home School Principal: _____

Date: _____

RECEIVING SCHOOL*Request is Approved:* ☐ Yes ☐ No _____

Receiving School Principal: _____

Date: _____

Schools – Please Note: The requested school must make copies of this form for its own file, the home school and the parent.
This form must be delivered to the requested school and then sent by the school to the appropriate office



SO121 Requests to Attend a School Outside the Home School

Elementary Manual

SO121 Requests to Attend a School Outside the Home School
Elementary Manual

Table of Contents

Procedure for:

1. Previously Approved Out of Area Students 3

2. New Out of Area Applications 3

 2.1 Siblings of Previously Approved Out of Area Students 3

 2.2 JK-Grade 3 8 Requests: 3

 2.3 Grades 4-8 Student Requests: 4

Appendices Table of Contents

Appendix A

~~Appendix B~~

1. Previously Approved Out of Area Students

As of September 2016, all students who have been previously approved for out of area attendance will be approved to attend the receiving out of area school until Grade 8 graduation. This provision does not include siblings who have not received approval prior to June 2016.

For students who meet the criteria outlined as above, the Principal will count the student as part of school organization numbers when submitting enrolment during the staffing process, as they do not need to apply yearly as per the criteria above.

2. New Out of Area Applications

2.1 Siblings of Previously Approved Out of Area Students

Best efforts will made to allow younger siblings of current out of boundary children to attend the same school as the older sibling(s).

- a. Parents must complete ~~fill out~~ a "Request to Attend a School Outside the Home School Area" form Appendix A ~~or B~~.
- b. The Principal can begin ~~accepting~~ receiving requests on January 1st.
- c. The Principal will advise parents to register their child in the Home School until notice of determination has been received.
- d. The Principal of the requested school will send the "Request to Attend a School Outside the Home School Area" form to the Family of Schools (FOS) Superintendent, for all students.
- e. In consultation with the FOS Superintendent, the Principal will make a determination by ~~mid-September~~ the end of June regarding the request, and will notify the parent(s)/guardian(s) in writing.
- f. Once a student has received permission to attend an out of area school, the Principal of the receiving school will notify the student's home school.

2.2 JK-Grade 3 8 Requests:

- a. Parents must complete ~~fill out~~ a "Request to Attend a School Outside the Home School Area" form Appendix A.
- b. The Principal can begin ~~accepting~~ receiving requests on January 1st.
- c. The Principal will advise parents to register their child in the Home School until notice of determination has been received.

- d. The Principal of the requested school will send the "Request to Attend a School Outside the Home School Area" form to the Family of Schools (FOS) Superintendent, for all students.
- e. In consultation with the FOS Superintendent, the Principal will make a determination by mid-September the end of June, and will notify the parent(s)/guardian(s) in writing.
- f. Once a student has received permission to attend an out of area school, the Principal of the receiving school will notify the student's home school.

~~2.3 Grades 4-8 Student Requests:~~

- ~~a. Parents must complete a "Request to Attend a School Outside the Home School Area" form (Appendix B).~~
- ~~b. The Principal can begin accepting requests on January 1st.~~
- ~~c. The Principal will advise parents to register their child in the Home School until notice of determination has been received.~~
- ~~d. The Principal of the requested school will send the "Request to Attend a School Outside the Home School Area" form to the Family of Schools (FOS) Superintendent.~~
- ~~e. In consultation with the FOS Superintendent, the Principal will make a determination by mid-September May 1st, and will notify the parent(s)/guardian(s) in writing.~~
- ~~f. Once a student has received permission to attend an out of area school, the Principal of the receiving school will notify the student's home school.~~



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 25 – Director’s Performance Appraisal**
DATE: November 13, 2017

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 25 – Director’s Performance Appraisal.

Background

Bylaw 25 – Director’s Performance Appraisal was received in November 2016. Following the August 28, 2017 Board Meeting it was decided that further revisions to Appendix B of the Bylaw were necessary to bring clarity to various components.

Comments Received

1. I believe that the existing practice of delegating the DPA to a committee of four including the Chair and Vice-Chair should be retained. In the five years prior to December 2015, I recall no concerns regarding this practice. It has worked well. The Committee has made several recommendations for changes which have been approved by the Board. All trustees should receive the report when completed and should have the opportunity to recommend changes where required.

Response – none required

2. The Director's Performance Appraisal criteria: Grand Erie Achievement Plan: System Operating Plans: Director's Goals and Annual Learning Plan: Trustee Survey: System Survey: System Level Data.

I understand the reason of Director not in the room when the report comes to Trustees. However I am not sure the above criteria can be accurately reported just from a Chair report and trustees only receiving the feedback from surveys. Does a Director want the Chair speaking and answering questions for him/her?

Response – Appendix B has been revised to reflect that Trustees can ask questions of the Director and/or the Director’s Performance Review Committee.

3. I believe to fulfill trustee accountability for the Director's review, if Director not present, all trustee should have a report from the Director on the above criteria.

Response – see response to #2

4. Is the System Researcher going to help with the survey results? I believe the surveys need to remain to answer the questions around District Effectiveness Framework and Personal leadership.

Response – the operational piece of this Bylaw has not been included in the past. If it is the will of the Board to include this, something could be added to #6 of the Guiding Principles.

5. Please, when the surveys are sent out to trustees and the system, do not state "Please rate the Director..." hope we can use a better word than rate! Can a space also be provided at end of surveys for additional comments?

Response – this comment will be shared with the developer of the survey.

6. The questions for the surveys also need to be reviewed.

Response – as is past practice, this can happen outside the Bylaw at the will of the Board.

7. rename appendix a and b - then it will line up with what is in bylaw 8 therefore #2 of bylaw - should stay the way it is "timelines - appendix A"

Response – revision made

8. 3A - BIPSA to new title

Response – revision made

9. 4F - ...aligned with District's mission, vision and goals to "support the Board's vision Success For every student"

Response – revision made

10. 6 - is the system research leader part of this process?

Response – the system research lead has organized the survey in the past – could add that *the System Research Lead develops the survey with Trustee input* – have made this revision for Trustee consideration

11. 6 - change reference to appendix A

Response – revision made

12. Procedure A & B - change Appendix B to Appendix A

Response – revisions made

13. procedure B - is information available to all trustees?

Response – the Director's Performance Review committee has been put in place by the Board to conduct the review. Members are chosen annually through the Striking Committee. If the direction is to provide evidence to all Trustees, this is a change in practice and needs to be put forth for Trustee consideration.

14. Appendix B (should be A) - August - In Camera the Director presents their goals.....
September – remove
February - change BIPSA reference

April - trustee survey - why "appropriate" and remove "annually" system survey - remove "appropriate" but add "as appropriate" at the end. Some years it makes no sense to send system survey out even if it is an "other" year i.e. new or retiring Director

Response – revisions made

15. last page - 2nd last bullet - the Board must have an opportunity to question the Director on their PA

Response – see response to #2.

16. When will the Board see the updated trustee and system questionnaires?

Response – through the Chair, Trustees can request a deadline for receiving the updates

17. Should the questionnaires be attached to this bylaw?

Response – for Trustee consideration understanding that the questions can change

Draft revisions have been made for Trustee consideration and a revised Bylaw 25 is attached.

Communication

Bylaw 25 will be distributed in accordance with Bylaw 9.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL25

Director's Performance Appraisal

Board Received: XXXX Review Date: December 2020

Guiding Principles

The Director of Education is accountable to the Board of Trustees for the management and leadership of the Grand Erie District School Board. The Board shall ensure that a Director's Performance Appraisal is completed on an annual basis in the following manner:

- 1) The Director's Performance Appraisal shall be conducted by the Director's Performance Appraisal committee. The committee shall include the Chair and Vice-Chair of the Board and two other Trustees as selected by the striking committee of the Board.
- 2) The Director's Performance Appraisal shall be conducted in accordance with the timelines set out in Appendix A of this By-Law.
- 3) The Director's Performance Appraisal shall be based on the following assessment criteria, as approved by the Board:
 - a) ~~Board Improvement Plan for Student Achievement~~ Grand Erie's Achievement Plan – Success for Every Student
 - b) The System Annual Operating Plans
 - c) The Director's Goal Package and Annual Learning Plan (Appendix A)
 - d) Trustees' Performance Appraisal Survey
 - e) System Performance Appraisal Survey
 - f) System Level Data including but not limited to: EQAO (Grade 3,6 and 9), OSSLT, School Climate Survey, Enrolment, Year-end financial.
 - g) Other criteria as determined by the Board
- 4) District Effectiveness Framework Components as follows will be used to frame questions for the surveys that are sent out to staff as part of the Director's Performance Appraisal, as appropriate.
 - a) A broadly shared mission, vision and goals
 - b) A coherent instructional guidance system
 - c) Deliberate and consistent use of multiple sources of evidence to inform decisions
 - d) Learning-oriented organizational improvement processes
 - e) Job-embedded professional learning for all members of the organization
 - f) ~~Budgets, structures, time and personnel policies and procedures aligned with the district's mission, vision and goals~~ support the Board's vision of Success for Every Student
 - g) A comprehensive approach to leadership development
 - h) Productive working relationships with staff and stakeholders
- 5) Personal Leadership Resources as outlined in the The Ontario Leadership Framework (2013) will be used to frame questions for the Trustee survey.
 - a) Problem-Solving Expertise
 - b) Knowledge about school and classroom conditions with direct effects on student learning
 - c) Systems Thinking

- d) The ability to: perceive emotions; manage emotions; act in emotionally appropriate ways
 - e) Optimism
 - f) Self-efficacy
 - g) Resilience
 - h) Proactivity
6. The Executive Assistant to the Board of Trustees will distribute the surveys that have been developed by the System Research Lead in consultation with Trustees, in accordance with the attached timelines (Appendix A), collect and collate all responses. The Executive Assistant will submit the results to the members of the Performance Appraisal Committee and the Director and to the Board with the Committee Report.

Procedure

- a) The Director shall meet with the committee struck by the Board of Trustees to conduct the performance appraisal in accordance with the timelines set out in Appendix A.
- b) The Chair of the Board will lead the performance appraisal process. In accordance with the timelines set out in Appendix A, the Director shall provide evidence to the Performance Appraisal Committee related to the approved assessment criteria. The Director shall compile a file of evidence for summative evaluation purposes.

Appendix A

*Director's Performance Review Stages and Timelines***August and September**

- Board Improvement Plan for Student Achievement and Annual Operating Plans for the next school year are presented to the Board.

August

- During the In Camera session, with just Trustees and the Director present, the Director presents his/her their goals and Annual Learning Plan for the next school year to the Board of Trustees for approval.

September

- Annual Operating Plans for the next school year are presented to the Board.

October

- Director meets with the Performance Appraisal Committee to present Annual Learning Plans for the Director's Goals approved at the August Board Meeting and to review system level data and to present a response to the data including plans for improvement and plans to address gaps in for the current school year.
- Grand Erie's Achievement Plan – Success for Every Student is presented to the Board.

February

- Director and the Performance Appraisal Committee meet for a mid-year performance appraisal.

This meeting will include the following:

- Progress made towards the Director's Goals approved by Trustees in August using an Annual Learning Plan template
- Review of the status of the Annual Operating Plans and Board Improvement Plan for Student Achievement Grand Erie's Achievement Plan – Success for Every Student – on track, challenges, barriers to progress, next steps
- Sharing of any available system level data
- An update on the implementation of Ministry initiatives – Mental Health, Elementary and Secondary Program, Special Education, FNMI, Indigenous Education
- Outline of plans to work towards Director's Goals for the second half of the school year
- Director's Performance Appraisal Committee presents a written interim performance appraisal report to the Board.

April

- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to the Trustees annually.
- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to superintendents, school administrators and managers on an every other year basis as appropriate.

May

- Performance Appraisal committee and the Director meet to review the approved assessment criteria:
 1. Director to provide evidence related to the approved assessment criteria
 2. The appraisal surveys

May or June

- Director's Performance Appraisal Committee presents a written performance appraisal and the appraisal surveys in a report to the Board. Trustees can ask questions of the Director and/or the Director's Performance Appraisal Committee to clarify points included in the report or to ask for further details not included in the report.
- The Board reports in public that the Director's performance appraisal has been completed.

Annual Learning Plan (Insert Year)
Performance Appraisal Tracking

Goals	Strategies	Timelines	Measures/Evidence	Outcomes



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October 17, 2017

The Honourable Mitzie Hunter
Minister of Education
Mowat Block, Queen's Park
Toronto, ON M7A 1L2

Dear Minister Hunter:

On behalf of the Trustees of the Peel District School Board, I am writing to request that the Ministry of Education suspend Education Quality and Accountability Office (EQAO) testing for the 2017-2018 school year while the province reviews curriculum, report cards and how students are assessed.

At the Regular Meeting of the Board, held on October 10, 2017, the Board approved the following motion:

"Whereas, there has always been a strong discrepancy between Peel District School Board report card results in mathematics and EQAO mathematics scores, and

Whereas, the Ministry of Education has stated that it is time to 'examine provincial measurement and assessment policy, including EQAO testing';

Therefore, be it proposed, that the Peel District School Board request the Ministry of Education to suspend EQAO testing for the 2017-2018 school year, and request the support of Ontario Public School Boards' Association and all other public school boards in Ontario for this motion."

Trustees are concerned that current assessments administered by the EQAO do not accurately reflect what Peel students are learning in the classroom and we are not alone in our growing concern.

For the last few years we have struggled to understand the discrepancy between students who learn and achieve well on curriculum expectations as evidenced on the Ministry Provincial Report Card data but who do not perform well in math on EQAO. Despite an intensive focus on numeracy and staff engagement in professional learning to improve their knowledge and skills around the teaching of math, results of the EQAO math assessments continue to be low. The Ministry of Education and the Office of the Premier have also raised concerns about this discrepancy. To quote the news release of Sept. 6, 2017, from the Office of the Premier, it states that the province aims to "update provincial assessment and reporting practices, including EQAO, to make sure they are culturally relevant, measure a wider range of learning, and better reflect student well-being and equity." Given the diversity within Peel region, the issue that the provincial assessment may not be culturally relevant is a real concern. While a Peel board strategy to improve literacy results led to significant increases in EQAO reading and writing scores, after three years of our *Engage Math* strategy, we are not seeing any improvement on EQAO math assessments.

Trustees

Janet McDougald, Chair
Suzanne Nurse, Vice-Chair
Carrie Andrews
Stan Cameron
Robert Crocker
Nokha Dakroub

David Green
Sue Lawton
Brad MacDonald
Kathy McDonald
Harkirat Singh
Rick Williams

Director of Education and Secretary
Peter Joshua

Associate Director,
Instructional and Equity Support Services
Poleen Grewal

Associate Director, School Support Services
Wendy Dowling

Associate Director,
Operational Support Services
Jaspal Gill



As a Board of Trustees, we have puzzled over the EQAO math results. We have had many presentations and have talked to staff and to students. In addition, we have hosted three senior members of EQAO who we hoped would help us better understand the discrepancy between in-school achievement and performance on EQAO scores. We do not have the answers. However, we appreciate that the Ministry will review EQAO assessments as part of its plan to refresh provincial assessment and reporting practices.

Twenty years have passed since EQAO was introduced. A comprehensive review is overdue, and we ask that, as this review takes place, we pause EQAO testing for the 2017-2018 school year. This pause would allow our students and staff to not be subjected to an assessment that the Premier has acknowledged needs to be reviewed and improved.

We look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Janet McDougald', with a stylized flourish at the end.

Janet McDougald
Chair

- c. Peel District School Board Trustees
Ontario Public School Boards' Association
Ontario School Board Chairs
Peel MPPs



Grand Erie District School Board

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November 2, 2017

The Honourable Mitzie Hunter, Minister of Education
Ministry of Education
14th Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Hunter,

I am writing to you, as directed by the Grand Erie District School Board, to express our growing concern with regard to the process used to date to address the important issue of fairness in compensation for our senior executives. The following motion was carried at a recent meeting of the Board:

"That the Grand Erie District School Board write a letter to the Ministry of Education, Treasury Board and MPP's to inform them of the increased pressure that this process has put upon our Director of Education, which has taken away from the Multi-Year Plan"

The Grand Erie District School Board was ready in May 2017 to begin the consultation process in June. This required a great deal of work on the part of our executives and trustees. Since that time we have seen a number of delays and changes in approach that have required much time and effort from our Director as well as The Board. It is time to act and resolve the problems that persist. Our Board wants to retain and strengthen our focus on the Multi-Year Plan.

Our senior executives work hard in leading the Board toward our vision of "Success for Every Student." For many of them it has been several years since their compensation package was reviewed. During that time we have seen other workers in the education sector treated fairly. It is time to move forward and resolve this important issue.

Yours sincerely,

David Dean
Chair, Grand Erie District School Board

cc: Chairs of School Boards
MPPs

SUCCESS for Every Student