



Committee of the Whole Board

Monday, March 5, 2018
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**
- C – 1 **Director's Report**
- D – 1 **New Business — Action/Decision Items**
- * (a) Board Approved Transportation Review R. Wyszynski
 - * (b) Allocation of Self-Contained Classrooms for 2018-19 L. Thompson
 - * (c) Trustee Determination and Distribution R. Wyszynski
 - (d) Initiation of Naming Process for the New Dunnville Elementary School L. De Vos
- D – 2 **New Business — Information Items**
- * (a) Transportation Consortium Annual Report R. Wyszynski
 - * (b) Information Technology Services Annual Report D. Abbey
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- * (a) SO27 Acceptable Use of Information Technology (A) D. Abbey
- E – 2 **Procedure Consideration — Information Items**
- * (a) FT114 Employee Use of Board-Owned Property and Equipment(I) R. Wyszynski
 - * (b) FT119 Boundary Reviews (I) R. Wyszynski
 - * (c) HR112 Employee Assistance Program (EAP) (I) S. Sincerbox
 - * (d) HR124 Principal / Vice Principal Performance Appraisal (I) S. Sincerbox
- F – 1 **Other Business**
- G – 1 **Correspondence**
- * (a) Thank you Card – Student Recognition
- H – 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board

Monday, March 5, 2018
Board Room, Education Centre

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

Native Advisory Committee	March 6, 2018, 9:00 a.m.	Tollgate Technical Skills Centre
Safe and Inclusive School Committee	March 8, 2018, 1:00 p.m.	Board Room
Special Education Advisory Committee	March 8, 2018, 6:00 p.m.	Board Room
Pre-Budget Review Meeting	March 20, 2018, 5:30 p.m.	Board Room
Grand Erie Parent Involvement Comm	March 22, 2018, 6:30 p.m.	Dogwood Room, Norfolk SSC
Chairs' Committee	March 26, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	March 26, 2018, 7:15 p.m.	Board Room
Audit Committee	March 27, 2018, 4:00 p.m.	Brant Room
Compensatory Education Committee	March 29, 2018, 1:00 p.m.	Dogwood Room, Norfolk SSC
Committee of the Whole	April 9, 2018, 7:15 p.m.	Board Room
Special Education Advisory Committee	April 19, 2018, 6:00 p.m.	Board Room
Chairs' Committee	April 23, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	April 23, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	April 24, 2018, 6:00 p.m.	TBD
Student Trustee Senate	April 26, 2018, 10:30 a.m.	Board Room
Compensatory Education Committee	April 26, 2018, 1:00 p.m.	Dogwood Room, Norfolk SSC
Budget Review Meeting	April 30, 2018, 5:30 p.m.	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Board Approved Transportation Review**
DATE: March 5, 2018

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2018-19 School Year.

1.0 Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) is in the process of building parameters and reviewing current bus information for the purposes of planning bus routes for the 2018-19 school year. STSBHN staff perform a comprehensive review of situations that fall outside of STSBHN Procedure 002 - Transportation Eligibility as a regular part of the planning cycle. In previous years, STSBHN has brought information forward to the Board of Trustees with the goal of gaining clarification and direction on which students, who are otherwise ineligible for services under the transportation policies and procedures, should be provided exceptions for the coming school year.

The students listed below fall outside of the defined transportation eligibility parameters and have been assigned a travel code of "Board Approved"; these students are being provided transportation in the current school year. This travel code identifies to STSBHN staff that, although not eligible to receive services under STSBHN Procedure 002, services are to be provided as per the direction of the Board. We require review and confirm the students currently receiving Board Approved transportation by the Board of Trustees in order to plan for continuation of services in the 2018-19 school year.

2.0 Out-of-Boundary Students

2.1 Norfolk Secondary

There are a number of Norfolk Secondary students who registered at a secondary school which is not their home school. Many of these students, totaling 196, have been provided transportation in the current school year.

STSBHN requires confirmation of the previously approved method of classifying students so as to accurately and consistently plan and apply transportation services to the secondary students of Norfolk County:

1. All grade 9 and 10 students, as program delivery are similar at each secondary school, must request courtesy transportation if they reside out of their school's catchment;
2. Students in grades 11 and 12, whose home school does not have the course selection that the student is in need of, will be provided Board Approved transportation to another secondary location which does offer the course(s) – where routes currently exist; courtesy transportation will be the path for all other requests.

2.2 Oakland-Scotland to WDHS Express Route

Secondary students who reside in the Oakland-Scotland (OSS) catchment have historically been approved to receive transportation services to Waterford District High School (WDS) even though they do not fall within the school's catchment; the feeder secondary school for OSS is Paris District High School (PDH). Approval in the past was due to the proximity of WDS to OSS and to reduce accommodation pressures at PDH. If the above-mentioned reasons are not foreseen to change, a modification to secondary boundaries could be made to include OSS's area into WDS and remove it from PDH. There are currently 9 students in OSS's catchment who attend PDH (2 in grade 12, 3 in grade 11, 3 in grade 10 and 1 in grade 9) who could be grandfathered services if a change in catchment were to occur.

Table 1: Estimated Transportation Costs for Norfolk Secondary Out of Boundary Students (Board Approved and/or Courtesy)

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference vs transporting to Home School
	9	10	11	12				
OSS to WDS	6	6	5	4	21	Express (1)	OSS	-\$2,214.91
other areas to WDS	13	4	9	20	46	Express (2)	LAK, SCS	\$8,613.58
other areas to SCS	13	12	18	27	70	Express (5)	SFC, TEE, WAT, BLO, BOS	\$19,126.19
other areas to DDS	3	5	8	3	19	Express (0)		\$0
other areas to VHS	12	6	9	13	40	Express (2)	WAL, COU	\$4,536.42

2.3 Caledonia to Cayuga Secondary Express Route

The following students have been transported for the current school year from the catchment of McKinnon Park Secondary (MCK) to Cayuga Secondary School (CSS). Of the 39 students who attend CSS, 33 of them are currently receiving transportation services. This solution was originally established to offer students an alternative and reduce accommodation pressures at MCK. Please see Appendix #1 for the locations of students relative to the CSS boundary.

Table 2: McKinnon Park Students transported to Cayuga Secondary

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost
	9	10	11	12				
Students in MCK catchment who attend CSS	8	10	7	14	39	Express (1) and Dedicated (1)	SPA	\$8,675.36

2.4 Students attending River Heights

The current River Heights (RHS) boundary does not encompass all of the urban area in Caledonia, south of the Grand River; there is a section of a subdivision on the south end of the town which falls within the catchment of Oneida Elementary (ONE). In this section of the subdivision, 43 students currently attend RHS, 30 of whom receive transportation services. 26 of the 30 receive services as they resided beyond 1.6 KM from RHS while the

other 4 are receiving courtesy transportation. Please see Appendix #2 for the locations of the students relative to the RHS school boundary.

As students reside beyond 1.6 KM to either school, the cost to continue to transport the RHS is marginally less as RHS is closer to that section of Caledonia than ONE. Another item of consideration is that Oneida is currently over capacity and would require additional portable classrooms to accommodate 43 additional students.

Table 3: Oneida catchment students attending River Heights

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Students in ONE catchment who attend RHS	43	0	0	0	0	43	Dedicated (1)	-\$1,754.21

2.5 Out of Boundary Students attending Houghton PS

Houghton Public School (HOU) offers a unique educational curriculum which has drawn the attendance of many low-German Mennonite families. Due to the proximity of HOU to other elementary transfer locations, assisting families who reside out of the school's catchment can be a challenge. HOU currently has 94 students registered at their school who reside out of the school's boundary, 80 of whom are being provided transportation services. To facilitate the provision of economical and efficient services, historically these students have been required to transfer at points well outside of their home catchment, including Port Rowan, Walsh, Langton and Courtland Public Schools. After transferring at the closest elementary school, students are then required to transfer to another express route at Valley Heights Secondary for the final leg down to Houghton.

Although originally designed to accommodate families residing in adjacent schools to HOU, STSBHN has noticed the area covered in this exception grow from Langton and Port Rowan to now include sections of Walsh, Courtland and even Delhi. Please see Appendix #3 for locations of students relative to the HOU boundary.

STSBHN is looking to confirm that:

- The HOU students are permitted to be transported to and from the elementary transfer sites,
- the practice of multiple transfers occurring is also permitted and that
- STSBHN can place additional routes in operation if the current routes do not have sufficient room to accommodate requests.

If these historic practices are not approved to continue, clarification on the service parameters which are to be provided to the out of boundary students is required.

Table 4: Out of Boundary Students attending Houghton

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
HOU students who reside out of boundary	94	0	0	0	0	94	Express routes	\$ -

3.0 Out of District Students

3.1 Norwich/ Otterville students attending Delhi District Secondary School

When the local secondary school in Norwich was closed as a result of an accommodation review, the Board of Trustees approved the transportation of students from the area who were interested in attending Delhi District Secondary School (DDS). Currently there are 171 students who attend DDS from the above mentioned area with 117 (110 who reside within the exception area and 7 others who are driving to the closest bus stop) students being provided transportation services daily. STSBHN requires clarification that these services are to continue and that if additional routes are required to accommodate enrollment pressure, do they have permission to incur the additional expense of adding another route if no other options are possible. Please see Appendix #4 for the locations of the students relative to DDS.

Table 5: Norwich/Otterville area students transported to Delhi District Secondary School

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Delhi District Secondary School	0	39	33	37	62	171	Dedicated (2) and Shared (1)	\$115,136.58

3.2 Princeton/ Drumbo students attending Paris District Secondary

Historically students from Princeton, Drumbo and the surrounding rural areas have been provided transportation services to and from Paris District High School (PDH). Of the 69 students, 56 (52 who reside within the exception area and 4 other who are driving to the closest) are being provided transportation from their home if they reside in the rural areas east of Princeton Rd or have been provided a seat on the group pickup locations in the towns themselves. To ensure a reasonable length of time on the bus, two routes are used to provide services to these students. Please see Appendix #5 for student locations relative to PDH's catchment.

Table 6: Princeton / Drumbo area students transported to Paris District High School

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Paris District High School	0	14	18	19	18	69	Shared	\$67,954.54

3.3 Tillsonburg students travelling through Courtland transfer

Historically there has been a demand from students residing in the City of Tillsonburg to attend schools within our district. Although the location has changed throughout the years, transportation has been arranged from a central location on the East side of the city to bring students into the Courtland PS transfer; the current stop is located at Gigi's Cafe. Currently there are 16 students using the service who are attending a total of 4 schools (1 to Courtland PS, 3 to Houghton PS, 3 to Delhi District and 9 at Valley Heights). Although the cost to

extend the bus in the area results in a marginally higher cost for the route, capacity on the bus has been an issue in previous school years.

STSBHN is looking to confirm that:

- students are permitted to be transported to and from the Courtland transfer site AND
- additional routes can be added if the current routes that service the area do not have sufficient room to accommodate requests from the Tillsonburg area.

Table 7: Out of District Students attending Houghton PS and Valley Heights SS

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Tillsonburg students via Courtland transfer	4	2	3	3	4	16	Shared	\$489.87

4.0 Section 23 Students – Woodview Program

STSBHN currently assists 2 students with transportation who have been identified as attending classes through the Woodview program at Pauline Johnson CVS (PJC). STSBHN currently accommodates students by using existing routes and changing their route path to allow the vehicles to assist students in getting to and from the Woodview programs. We require clarification as to if these same services will be provided for the coming school year or if they are to be discontinued at the end of the present.

Table 8: Section 23 Student Transportation

Description	Grades					Total Students	Route Type	Estimated Add. Cost
	Elementary	9	10	11	12			
Section 23 students to PJC	0	2	0	0	0	2	Shared	\$987.05

Additional information

Due to the high reliance on transfers within our district, the exceptions listed above often result in longer ride times for students of the board and may place supervision pressures on schools supervising the transferring of bused students.

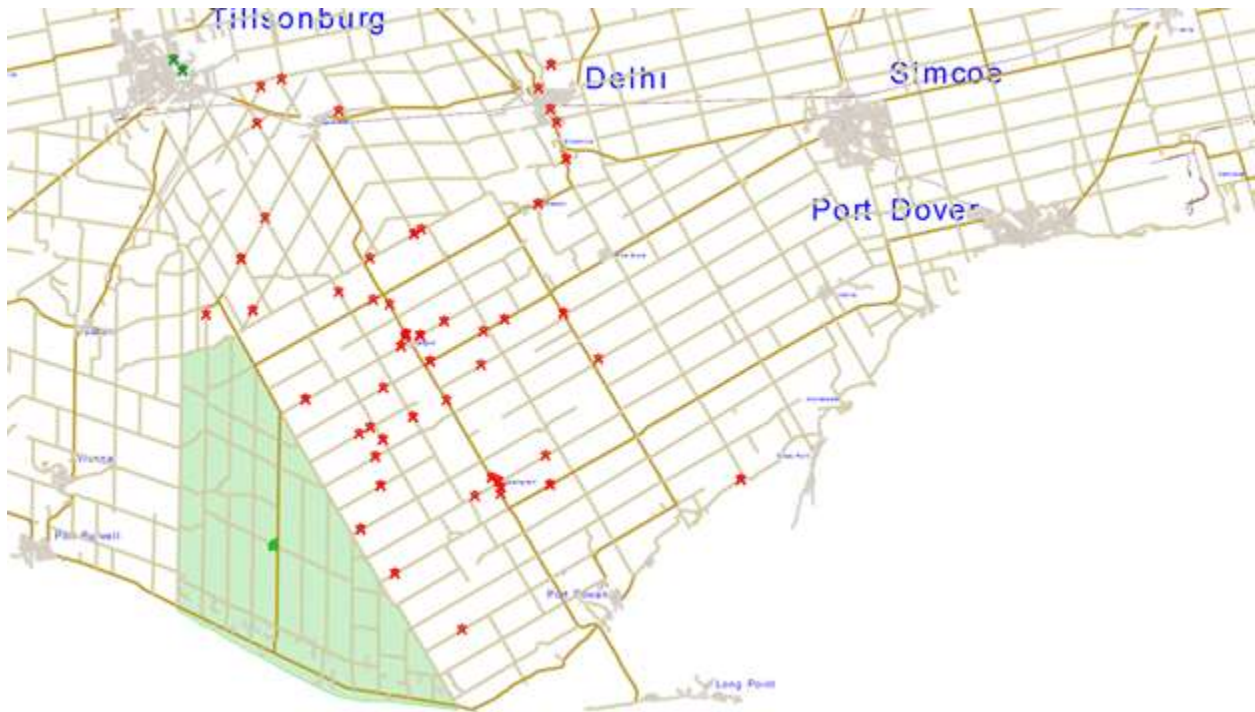
The above information is intended to bring to light exceptions to the normal routing and transportation practices of STSBHN. By clarifying and building the expectations of the Board into the route planning software, STSBHN can provide clarity to the schools, parents and students of the board as to what services will be made available in the coming school year.

Respectfully Submitted,

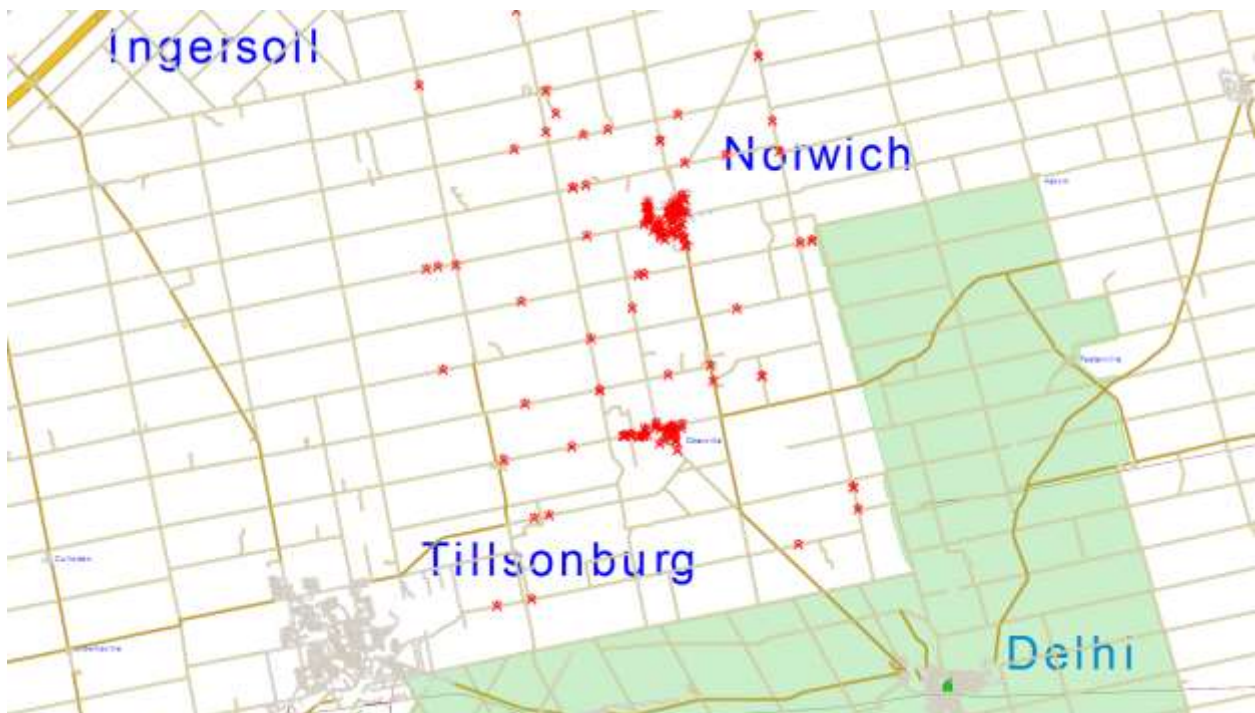
Rafal Wyszynski
Superintendent of Business and Treasurer

This is a detailed street map of the Haddington area in Scotland. The map shows a network of roads, including major thoroughfares like Haddington St and Celtic Dr, and numerous residential streets such as Jamieson Dr, Douglas Dr, and Caledonia Ave. Red 'X' marks are placed at various intersections and along the roads, likely indicating specific locations of interest or incidents. The map also shows the River Forth and surrounding green spaces.

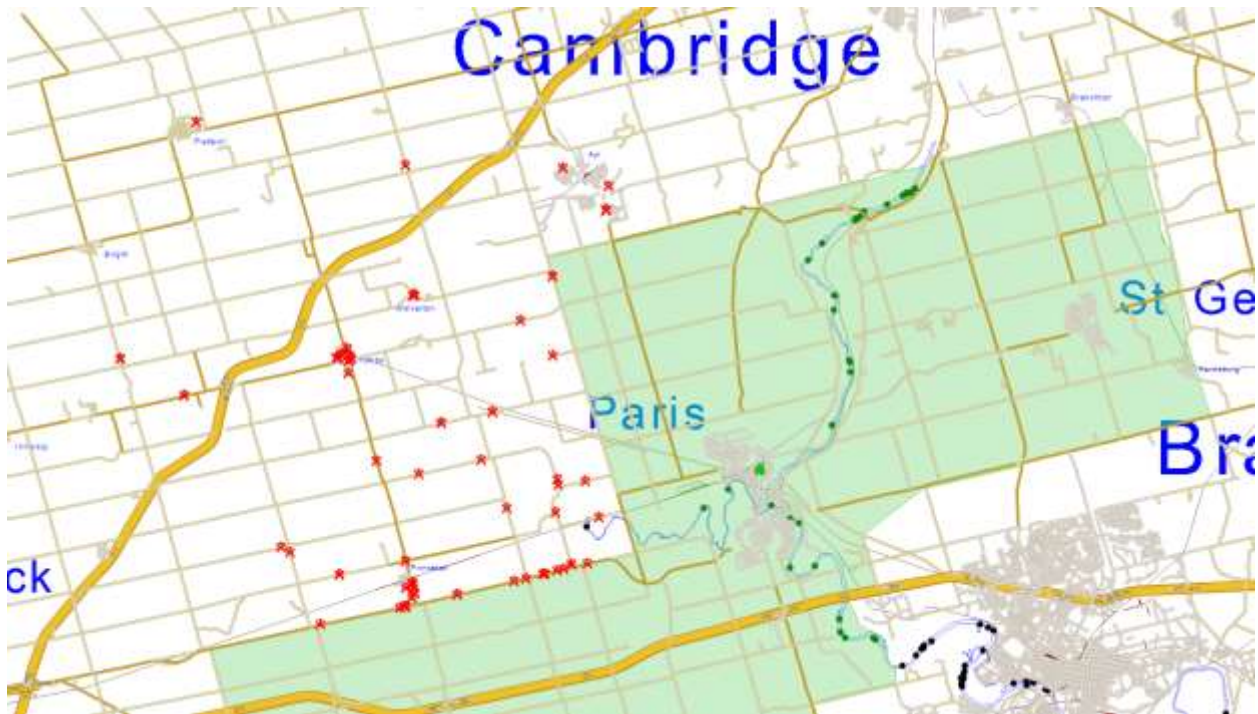
Appendix #3 – Out of Boundary Students to HOU



Appendix #4 – OOD DDS students



Appendix #5 – OOD PDH students





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Self-Contained Classrooms for 2018-19**
DATE: March 5, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2018-2019 as outlined, pending budget deliberations..

Background

Special Education personnel have established self-contained classrooms throughout the Grand Erie District School Board to provide alternative options for students in which the most enabling environment is a smaller class setting and a higher staff to student ratio. Like all special education programs and services, the goal of a self-contained classroom is to provide a learning environment that is positive, inclusive, and fosters student independence and well-being for students that are unable to access grade level curriculum in a regular classroom environment.

During the 2017-2018 school year, Mixed Exceptionality (ME) classes at the secondary level continued to be reviewed. Evidence shows that in many ME classrooms, a number of students integrate into regular classrooms from the ME classroom, thereby only requiring self-contained programming for part of the school day. These students, who were taking up full time spaces in self-contained classes, were also receiving credit and/or participating without credit in mainstream classes, co-op opportunities, and other programming based on preparation for the world of work. Schools have been successful in implementing this model - at Dunnville Secondary School, North Park Collegiate Vocational School, and Simcoe Composite School. These schools were provided with additional LRT sections through contract extension funding to support student integration into mainstream classes. Valley Heights was initially allocated reduced sections, however, after further review of student need, contract extension funds were also used to allocate sections back to Valley Heights making it a fully contained class, as most of the students attending that class had significant intellectual delays and would require access to a self-contained setting for more than half of their school day.

Schools who received reduced sections have shared that most students were able to be successfully integrated partially during their day. This evidence, along with a review of student profiles in current self-contained ME classes, supports continuing with reduced sections in those classes for 2018-2019. As well, creating a partially integrated ME class at Tollgate Technical Skills Centre and Paris District High School will provide sections for the creation of other much needed self-contained classrooms. This will also support the addition of 2 sections back to Valley Heights making it a 6 section class ME class. It is always the goal to enable students to be successful in the regular classroom while developing their level of independence. Mixed Exceptionality classes serve students with a wide range of needs, from high functioning autism to those with mild intellectual disabilities. Some students in these classes will still require full time self-contained placements. Because this is the case, there will continue to be the availability of fully contained ME classes in each area of the board and, in some cases, the same school. To assist placement conversations, and to differentiate between the two types of classes, partially contained classes will remain designated as Mixed Exceptionality

(ME), and fully contained classes will be designated Mild Intellectual Disability (MID) in both the elementary and secondary panels, as this better fits the profile of learner most often placed in that type of class.

Enrollment in the Elementary Deaf and Hard of Hearing Class at Hagersville Elementary has shown enrollment far below the class capacity for the past few years and is expected to remain this way for the 2018-2019 school year.

Year	Enrollment (maximum 12 students)
14 -15	8 students
15 – 16	7 students
16 – 17	9 students
17 – 18	6 students
18 – 19	Projected 4 students

The current criteria for admission to the class is “severe to profound hearing loss” but there are a limited number of students in Grand Erie who meet these criteria. Students with this degree of hearing loss often choose to attend provincial schools where there are staff and peers to communicate with using American Sign Language (ASL). Language and social development for these students improves when they can communicate with peers who also use ASL. Most hearing impaired students in Grand Erie have moderate hearing needs or have some hearing due to cochlear implants. Infant hearing screenings at birth are providing early identification and remediation with cochlear implants and/or hearing aids helping to reduce children that are identified late with hearing loss. Students with more moderate hearing impairments or hearing with cochlear implants are often capable of success in the regular classroom, however would benefit from early intensive support or remediation related to their expressive and receptive language skills and in the development of independence and self-advocacy skills.

There are also many primary students who demonstrate skill deficits due to language impairments and would benefit from the same type of intervention that is provided to students with hearing impairments. To support these students, the Deaf and Hard of Hearing Class will shift to support both hearing and language impaired students. This class will offer short term self-contained placements to students with hearing and language impairments and provide supports to bridge learning gaps. The focus of this placement will be language and literacy intervention combined with integration into the regular classroom to maintain social (social language development with same age peers) skills and ease the transition back to home school. Another goal of this placement will be to assess skills to determine appropriate next steps for the student, which might be a return to the regular classroom or where most enabling, placement in a different type of self-contained class more aligned with the student’s cognitive needs.

There continues to be an increase in the number of students with autism entering school. System Resource Teachers and Behaviour Counsellors are working hard to ensure school staff understand the importance of Applied Behaviour Analysis (ABA) strategies when supporting students with autism in the regular classroom. Even with this support, there are many students in early primary settings with autism that would benefit from a self-contained placement with a high staff to student ratio. In the self-contained setting, programming can have a more intensive focus on ABA strategies. The projected number of students with autism that will require a self-contained setting supports the need for an additional self-contained elementary classroom for Autism in Brantford for the 2018-2019 school year. As well, there are students who are already in self-contained classrooms for autism in Norfolk who will be transitioning to high school this year and in the upcoming years. With two self-contained classes for Autism at the elementary level, there is a need for this type of self-contained

classroom in Norfolk for secondary-aged students beginning in the 2018-2019 school year as one does not currently exist.

Currently, the ME classroom at Thompson Creek Elementary School has a projected enrolment well below capacity.

Year	Enrollment (maximum 16 students)
14 - 15	14 students
15 - 16	7 students
16 - 17	13 students
17 - 18	10 students
18 - 19	Projected 5 students

Due to the trend of decreasing enrollment in this class, this class will close, which will allow for a class for children with Autism to open in an elementary school in Brantford. The students in this class will be offered the option of attending the ME class at Hagersville Elementary School or integrating into their regular classes at their home school locations.

Students with learning disabilities are of average or above average intelligence, however, there is a gap between their potential and actual achievement. Processing problems interfere with learning basic skills such as reading, writing and/or math and can also interfere with higher level skills such as organization, time planning, abstract reasoning, long and short term memory and attention. With appropriate support and intervention, students with learning disabilities can be successful in the regular program, however there are some students with learning disabilities who need a self-contained placement on a short term basis in order to develop self-advocacy skills, improve significant gaps in reading skills, and develop skills in the use of technology so that they can be successful in the regular program. Currently there is a self-contained class for students with learning disabilities located in Brantford (Banbury Heights) and Haldimand (JL Mitchener), but not in Norfolk. The Brantford class has always had a large number of requests for attendance and has consistently run at full capacity. In the past few years, the class in Haldimand has had difficulty maintaining capacity enrollment. Haldimand has less students who meet admission criteria than Brantford and some parents opt to have their child remain in their home school due to longer bus rides. To optimize the capacity of the class, allowing students from Norfolk access to the class seems most appropriate. While it would be ideal to relocate the class to a more central location between Haldimand and Norfolk, there is not a school with this space available for the 2018-2019 school year.

Teacher Consultants – Special Education met and reviewed Grand Erie Special Education classrooms and how individual student needs impact the number of placements that will be required for the 2018-2019 school year. As in previous years, special education personnel have attempted to minimize changes for the 2018-2019 school year. Some changes, however, are required.

It is recommended that the following changes be made for the 2018-2019 school year:

- The secondary level class for students with Mixed Exceptionalities (ME) at Valley Heights be assigned 6 sections (from 4).
- One secondary level class for students with Mixed Exceptionalities (ME) at Simcoe Composite be assigned to 4 sections (from 6).
- One secondary level class for students with Mixed Exceptionalities (ME) at Tollgate Technical Skills Centre and Paris District be assigned 4 sections (from 8).
- A secondary class for students with Autism be opened at Waterford District High School.
- Reduced Section Mixed Exceptionality Classes (ME) remain named Mixed Exceptionality.

- Fully Contained Mixed Exceptionality Classes (ME) be renamed as Mild Intellectual Disability (MID).
- Relocation of the elementary level class for students with Mixed Exceptionalities (ME) from Elgin Avenue Public School to Bloomsburg Public School.
- Relocation of the elementary level class for students with Autism (and the Snoezelen Room) from Elgin Avenue Public School to Bloomsburg Public School.
- Repurpose of the elementary level Deaf and Hard of Hearing class at Hagersville Elementary to a Hearing and Language Impaired Class.
- Expand the application process for attendance at the elementary level class for students with Learning Disabilities at J.L. Mitchener to include students in Norfolk.
- The elementary level class for students with Mixed Exceptionalities at Thompson Creek be closed.
- An elementary level class for students with Autism be opened at Prince Charles.
- The elementary level classes for students with Mixed Exceptionalities (ME) at Hagersville Elementary and Elgin Ave. (Bloomsburg) be renamed Mild Intellectual Disability (MID).

Additional Information

It is recognized that secondary schools with a reduction in Mixed Exceptionality sections will continue to require support. Principals of those schools impacted will have access to support from the System Learning Resource Teacher for Differentiation, System Learning Resource Teacher for Intellectual Disabilities, and Teacher Consultant on inclusive practices, curriculum modification and accommodation, and how they might best schedule their Mixed Exceptionality sections effectively. System staff will also work collaboratively with these schools to continue to assess the needs of students in these classes to ensure appropriate placement in a class with full time or part-time self-contained support. Additional Learning Resource Teacher sections were allocated to these schools funded through contract extension funds. As we continue to support Secondary schools with their practices related to student integration, these additional Learning Resource Teacher sections will be allocated to schools for this purpose.

In 2018-19, Elgin Avenue Public School will close to undergo extensive renovations before re-opening for the 2019-20 school year. As a result of the renovation, the Special Education Classes currently located at Elgin Avenue Public School will be relocated to Bloomsburg Public School and Teeterville Public Schools as previously approved by the Board of Trustees at the October 2017 Regular Board Meeting. Students will be able to access the same supports and services at the new location and students will be highly supported in their transition to the new school location. It is anticipated that once renovations are complete, these programs will remain at Teeterville Public School and Bloomsburg Public School following the re-opening of Elgin Avenue Public School.

Teacher Consultants – Special Education have met with local agencies, Lansdowne Children's Centre and Haldimand-Norfolk REACH, to assess additional supports that might be required for JK, SK and grade 1 age students entering the system in the fall of 2018. At this time the number of students entering school with complex needs is higher than last year. This consistent level of complex needs of early primary-aged students supports the need for more self-contained classroom spaces. Information provided by educational partners on Six Nations and Mississaugas of the New Credit indicate that several students with special education needs who may require specialized placements will be registering in Grand Erie secondary schools September 2018.

Budget Implications

Funding for self-contained classrooms is pending approval of the 2018-2019 Grand Erie budget.

Communication Plan

Individual schools that are retaining self-contained classes will be notified. Where changes are to occur, direct communication will come from the Principal Leader – Special Education.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will increase staff understanding of effective literacy and numeracy instruction that is differentiated to meet student need.

This report supports the Well-Being indicator of Success for Every Student and the following statement: we will create and promote enabling environments where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Projected Elementary Self Contained 2018-2019					
School	Class	Present Enrollment	Capacity	Projected 2018-19	Capacity Use 2018-19
Brant North					
Cedarland	Jr/Int DD	10	10	10	100%
Centennial Grand Woodlands	Pr Strategies	8	8	8	100%
Centennial Grand Woodlands	Gifted	15	25	16	64%
Centennial Grand Woodlands	Jr/Int DD	10	10	9	90%
Cobblestone	Jr/Int MID	15	16	13	81%
Cobblestone	Jr/Int DD	8	10	7	70%
Russell Reid	Autism	6	6	6	100%
Russell Reid	Jr/Int MID	16	16	16	100%
Graham Bell	Autism	6	6	6	100%
Grandview	Pr/Jr Autism	6	6	6	100%
Greenbrier	Autism	6	6	6	100%
Greenbrier	Jr/Int MID	16	16	16	100%
Greenbrier	Pr/Jr DD	10	10	10	100%
Prince Charles	MH	5	6	6	100%
Prince Charles - NEW	Autism	0	6	6	100%
Brant South					
Agnes Hodge	Multi-Handicap	6	6	5	83%
Banbury	Junior Tech	8	8	8	100%
Bellview	Pr Strategies	8	8	8	100%
Branlyn	Strategies	8	8	8	100%
James Hillier	Autism	6	6	6	100%
Major Ballachey	Strategies	8	8	8	100%
Major Ballachey	Jr/Int MID	16	16	16	100%
Ryerson Heights	Pr/Jr DD	10	10	10	100%
Haldimand					
Caledonia Centennial	Strategies	7	8	5	63%
Fairview Ave	Autism	6	6	6	100%
Hagersville Elem	Hearing & Lang Impaired	6	12	4	33%
Hagersville Elem	Jr/Int MID	10	16	13	81%
Hagersville Elem	Jr/Int DD	5	10	4	40%
Jarvis	Gifted	12	25	9	36%
JL Mitchener	Junior Tech	6	8	8	100%
JL Mitchener	Jr/Int Autism	5	6	6	100%
Thompson Creek	Autism	3	6	4	67%
Thompson Creek Close	Jr/Int ME	10	16	0	
Thompson Creek	Pr Strategies	7	8	6	75%
Norfolk					
Delhi Public	Strategies	7	8	7	88%
Elgin Bloomsburg	Jr/Int MID	11	16	8	50%
Elgin Bloomsburg	Autism	5	6	6	100%
Langton	Autism	4	6	5	83%
Lynndale Hts	Jr/Int DD	10	10	10	100%
Walsh	Pr/Jr/Int DD	10	10	9	90%

Projected Secondary Self Contained 2018-2019					
School	Class	Present Enrollment	Capacity	Projected 2018-19	Capacity Use 2018-19
Brant North					
North Park	MID	14	16	16	100%
North Park	MID	11	16	16	100%
North Park	ME	9	16	16	100%
North Park	Autism	5	6	6	100%
Paris District (4 sections from 8)	ME	10	16	13	81%
Paris District	DD	9	10	9	90%
Brant South					
Pauline Johnson	MID	14	16	16	100%
Pauline Johnson	MH	5	6	4	67%
Pauline Johnson	MH	4	6	6	100%
Pauline Johnson	DD	8	10	10	100%
Pauline Johnson	DD	7	10	10	100%
Tollgate	MID	16	16	16	100%
Tollgate	MID	9	16	16	100%
Tollgate (4 sections from 8)	ME	10	16	16	100%
Tollgate	Autism	6	6	6	100%
Tollgate	DD	9	10	10	100%
Tollgate	DD	10	10	9	90%
Tollgate	On Track	9	16	9	56%
Haldimand					
Cayuga Secondary School	MID	6	16	10	63%
Cayuga Secondary School	DD	6	10	8	80%
Cayuga Secondary School	DD	9	10	10	100%
Cayuga Secondary School	Autism	4	6	6	100%
Dunnville Sec	ME	3	16	5	31%
Hagersville Sec	MID	16	16	16	100%
Norfolk					
Simcoe Composite (4 sections from 6)	ME	8	16	12	75%
Simcoe Composite	MID	9	16	14	88%
Simcoe Composite	DD	7	10	9	90%
Simcoe Composite	DD	5	10	9	90%
Simcoe Composite	On Track	10	16	12	75%
Valley Hts	MID	12	16	13	81%
Waterford DHS	DD	8	10	10	100%
Waterford DHS - New	Autism		6	2	33%
Waterford DHS	MH	6	6	6	100%



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Determination and Distribution**
DATE: March 5, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board designate no municipal area as a low population area for the regular election of 2018.

THAT the Grand Erie District School Board approve the number of trustees to be elected in the regular election of 2018 from each municipality as:

- (i) City of Brantford — 4 trustees, elected at large
- (ii) Brant County and Norfolk County Wards 3 & 7 — 2 trustees, elected at large
- (iii) Norfolk County less Wards 3 & 7 — 2 trustees, elected at large
- (iv) Haldimand County — 2 trustees, elected at large

Rationale

Before each general election, every board of trustees determines the number of trustee positions on their board and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D).

On December 15, 2009 the Student Achievement and School Board Governance Act, 2009 came into force. The bill removes the administrative burden for boards to calculate the number of trustees every election. As a result of the amendments to the Education Act, the number of trustees in each board is now set at the number determined for the 2006 regular election. This number applies for the 2010 election and all subsequent regular elections. A board may, by resolution, reduce the number of elected trustees or a board that has experienced demographic growth or change if the size of its geographic area of jurisdiction can use the determination formula in O. Reg. 412/00 to determine whether or not the geographic or demographic changes are sufficient to affect the allowable number of trustee positions.

Trustee Distribution

Using up to date Population of Electoral Groups (PEG) as provided by the Municipal Property Assessment Corporation (MPAC), boards are responsible for determining the geographical allocation of its members.

Prior to the 2006 regular election, Grand Erie trustees were allocated geographically by municipality. In 2006, the board made the decision to alter the geographic distribution in two areas of the board to even out the electoral population represented by each trustee. The attached table (Appendix A) sets out the proposed trustee distribution using the same geographic areas defined for the 2006, 2010 and 2014 regular elections.

The Board may designate one or more municipal area(s) as low population municipalities. This designation would allow the Board to provide greater representation to rural or other municipalities that they consider require greater representation than would be accorded by a strict population-by-population approach. No such designation was made for prior elections.

A copy of the Trustee Determination and Distribution calculation output from the Ministry web based calculation tool as well as the MPAC data is attached.

Next Steps

By March 31 of an election year, school boards are required to complete a Determination and Distribution Report showing their D&D calculations, and, by April 3 in the election year, to submit it to:

- the Ministry of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction

The Determination and Distribution Report must include:

- the Determination and Distribution results;
- if applicable, the identification of any lead municipality;
- a copy of the data and calculations by which
 - the D&D results were reached
 - any lead municipality was identified;
- copies of all relevant board resolutions.

The deadline for the Determination and Distribution reports for this election year is April 3, 2018.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Proposed Trustee Distribution - 2018 Regular Election

Geographic Area	- A - English Public Electoral Pop.	- B - Total # of Trustees	- C - Total EPEG Population	- D - Electoral Quotient (A x B)/C	- E - Number of Trustees
City of Brantford	65,793 [61,828]	10	173,528 [167,700]	3.79 [3.69]	4
County of Brant plus Norfolk-Ward 3 & 7	38,256 [38,363]	10	173,528 [167,700]	2.21 [2.29]	2
Haldimand County	35,851 [35,249]	10	173,528 [167,700]	2.07 [2.10]	2
Norfolk County less Ward 3 & 7	33,628 [32,260]	10	173,528 [167,700]	1.94 [1.92]	2
Total Grand Erie - EPEG	173,528 [167,700]	10	173,528 [167,700]	10.00 [10.000]	10

Area in Sq. Km	4,067
Density EPEG/Km	42.67 [41.23]

Note: [Bracketed] values represent 2014 comparative data.

Appendix A

Electoral Population per Trustee	% of Elect. Pop. per Trustee
16,448 [15,457]	9.48%
19,128 [19,182]	11.02%
17,926 [17,625]	10.33%
16,814 [16,130]	9.69%
17,353 [16,770]	10.00%

Population of Electoral Groups Report

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

County/Mun: 2810 - HALDIMAND COUNTY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	5,699	0	0	0	0	0
02	4,947	0	0	0	0	0
03	8,495	0	0	0	0	0
04	6,623	0	0	0	0	0
05	4,360	0	0	0	0	0
06	5,727	0	0	0	0	0
2810 - Total:	35,851	0	0	0	0	0

County/Mun: 2906 - BRANTFORD CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	11,418	0	0	0	0	0
02	13,370	0	0	0	0	0
03	14,631	0	0	0	0	0
04	13,131	0	0	0	0	0
05	13,243	0	0	0	0	0
2906 - Total:	65,793	0	0	0	0	0

County/Mun: 2920 - COUNTY OF BRANT

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	6,046	0	0	0	0	0
02	4,821	0	0	0	0	0
03	4,072	0	0	0	0	0
04	5,364	0	0	0	0	0
05	5,632	0	0	0	0	0
2920 - Total:	25,935	0	0	0	0	0

County/Mun: 3310 - NORFOLK COUNTY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	5,194	0	0	0	0	0
02	5,216	0	0	0	0	0
03	5,340	0	0	0	0	0

Population of Electoral Groups Report

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

04	4,343	0	0	0	0	0
05	11,923	0	0	0	0	0
06	6,952	0	0	0	0	0
07	6,981	0	0	0	0	0
<hr/>						
3310 - Total:	45,949	0	0	0	0	0
<hr/>						

Population of Electoral Groups Report

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

Summary Total

County/Mun	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
2810	35,851	0	0	0	0	0	35,851
2906	65,793	0	0	0	0	0	65,793
2920	25,935	0	0	0	0	0	25,935
3310	45,949	0	0	0	0	0	45,949
Total	173,528	0	0	0	0	0	173,528

Population of Electoral Groups Report

Appendix B

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

Summary Total

School Board - Grand Totals

School Board ID	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
23	173,528	0	0	0	0	0	173,528
Total	173,528	0	0	0	0	0	173,528

Trustee Determination & Distribution Calculator

Trustee Determination

Submitted Data

District School Board	Grand Erie District School Board
Population of Board's Electoral Group	173,528
Final day school average daily enrollment from your board's 2016-2017 Financial Statement	24,000

Result

Data	Source	Figure
1. Population of electoral group	MPAC (PEG Report)	BOX 1 173,528
2. Board area	TABLE 1, O. Reg. 412/00	BOX 2 4,067
3. Board density	Population divided by area	BOX 3 42.6673
4. Dispersal factor	TABLE 5, O. Reg. 412/00	BOX 4 0.0
5. Number of population-based trustees	TABLE 2, O. Reg. 412/00	BOX 5 10
6. Additional density-based trustees	Refer to TABLE 3, O. Reg. 412/00 using board density figure	BOX 6 0
7. Additional density-based (area adjusted) trustees	Refer to TABLE 4, O. Reg. 412/00 using board density figure	BOX 7 0
8. Lesser of BOX 6 and BOX 7	Refer to rules set out in O. Reg. 412/00, s.3	BOX 8 0
9. Additional trustees based on dispersal factor	Refer to rules set out in O. Reg. 412/00, s.3 , using Dispersal factor	BOX 9 0
10. Total number of additional trustees (greater of BOX 8 and BOX 9)	Refer to rules set out in O. Reg. 412/00, s.3	BOX 10 0
11. Minimum number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 11 10
12. Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 12 8
Number of elected trustees = The greater of BOX 11 and BOX 12		10

Trustee Determination & Distribution Calculator

Trustee Distribution

Submitted Data

District School Board	Grand Erie District School Board
Population of Board's Electoral Group	173,528
Number of elected trustees (If your board has passed a resolution to reduce its trustee positions, pick a new number from the drop-down menu)	10

Trustee Distribution – Template A

Column 1 Name of Municipality / Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient
City of Brantford	65,793	3.791
County of Brant (+Norfolk Ward 3 & 7)	38,256	2.205
Haldimand County	35,851	2.066
Norfolk (Less Ward 3 & 7)	33,628	1.938
TOTALS	173,528	10



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Initiation of Naming Process for the New Dunnville Elementary School**
DATE: March 5, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the initiation of the naming process for the new Dunnville elementary school as per FT3.</p>

Background

As per FT3, the Board shall determine when naming of a new school or renaming of an existing school is required.

Additional Information

On January 29, 2018, Trustees approved the striking of a Transition Committee for the Grandview Central Public School and Fairview Avenue Public School, as both schools will be reorganized as a result of school closures. During the first Transition Committee Meeting on January 30, 2018, committee members requested that the naming process be initiated.

Next Steps

Once approved, the Board will solicit suggestions from the school's community and all stakeholder groups via the normal methods of internal and external communications, for no less than 60 days from the call for suggestions. The existing committee will then consider suggestions and make a recommendation of three unranked names that provide an inspiration to students and promote a positive image of the Grand Erie District School Board. to the Board through the Family of Schools Superintendent. The report will include the rationale for the three names chosen.

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Student Transportation Services of Brant Haldimand Norfolk (STSBHN) – Annual Report**
DATE: March 5, 2018

<p>Recommended Action: It was Moved by _____, Seconded by _____ THAT the Grand Erie District School Board receive the Student Transportation Services of Brant Haldimand Norfolk – Annual Report as information.</p>

Rationale:

The Student Transportation Services of Brant Haldimand Norfolk (STSBHN) Board of Directors is established as a standing committee of the Board. Its stated purpose and responsibility is to develop protocols for the transportation consortia, review current policies and practices; and make recommendations to all three Boards for policies, procedures and areas for improved efficiency.

The annual report of the consortia is attached for review by the Board.

Respectfully submitted

Rafal Wyszynski,
Superintendent of Business & Treasurer



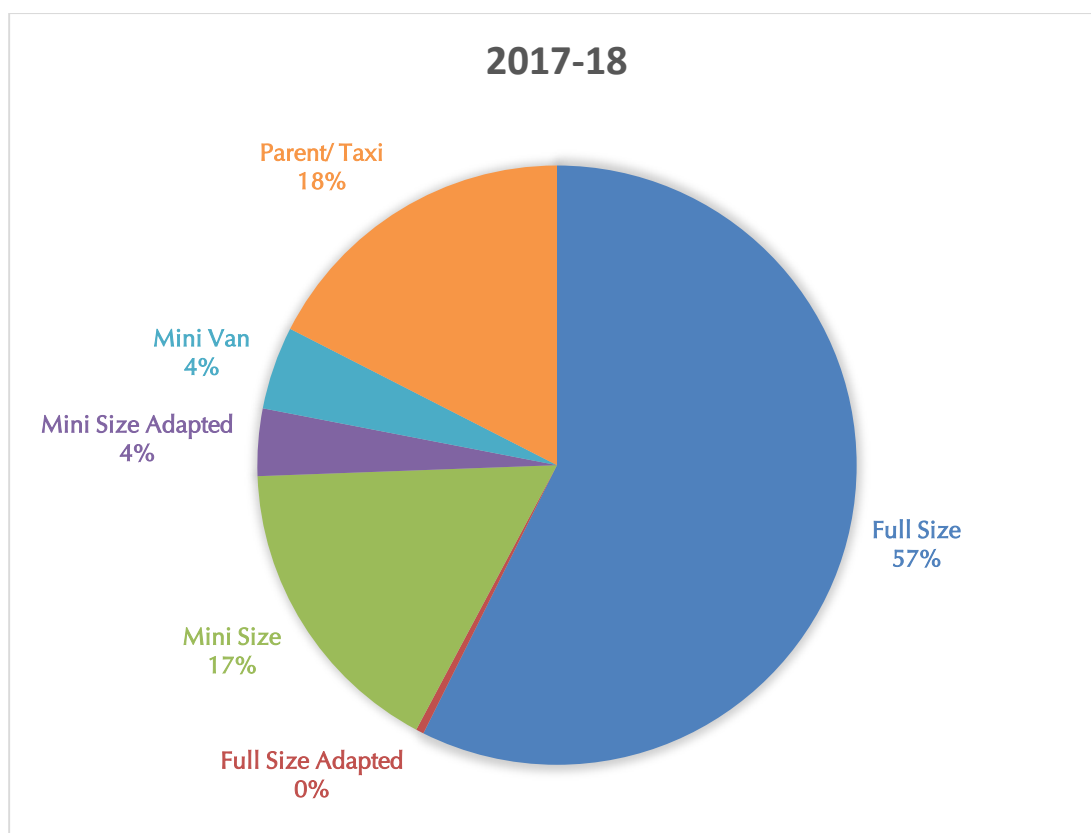
2017-2018 STSBHN Annual Report

2017-2018 Transportation Solution (as of January 31, 2018)

Route and Vehicle Statistics

Service Providers and Vehicles

STSBHN is currently has partnered with a total of fourteen (14) for-profit service providers, including three (3) school bus companies, Sharp, First Student and Langs, as well as eleven (11) taxi companies, in addition to a number of parents who are reimbursed for services provided. Combined, these service providers assist STSBHN in transporting students on 469 home-to-school routes.



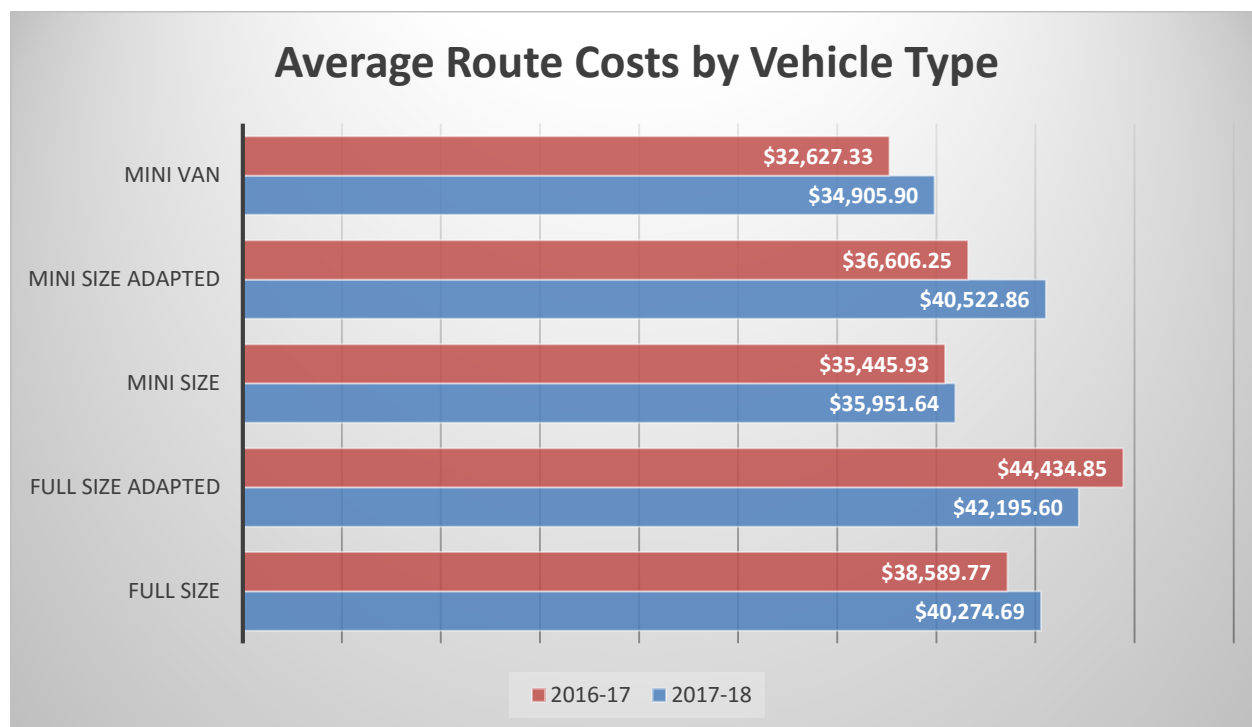
Route info	2017-18	2016-17	Variance from Previous
Full Size	269	270	-1
Full Size Adapted	2	2	0
Mini Size	78	74	4
Mini Size Adapted	17	18	-1
Mini Van	21	19	2
Parent/ Taxi	82	69	13

Vehicle Description:

- Full Size: regular size bus – 70 passenger capacity
- Full Size Adapted: regular size bus with accessible capability
- WC: wheel chair accessible bus – capacity varies
- Mini Size: Mini Bus – 20 passenger capacity
- Mini Van: Mini Van – 6 passenger capacity
- Parent/ Car: Auto/ Taxi – 4-to-6 passenger capacity

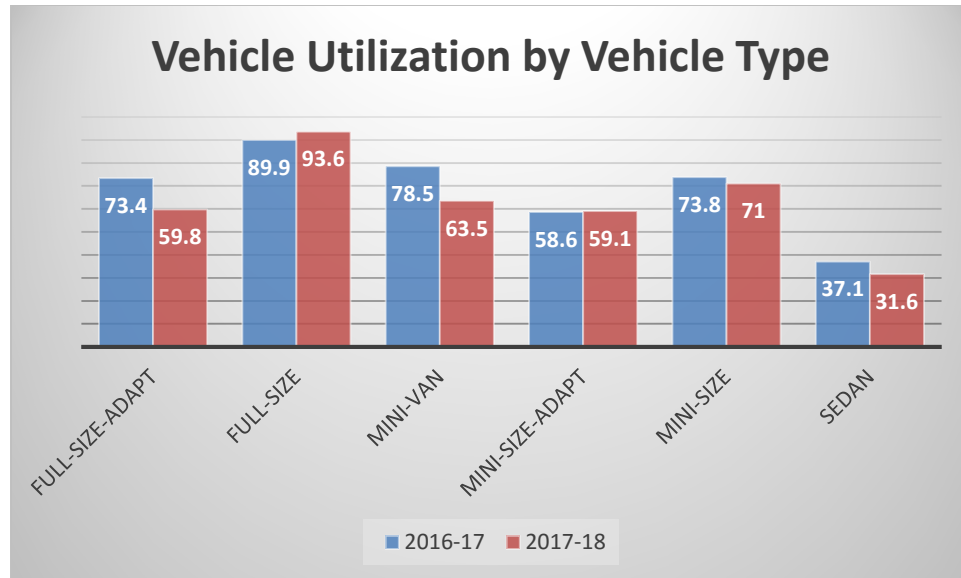
Route Costs

The contract cost of operating each of the vehicle classes increased year over year based on the rates stipulated in the operator agreement. The average cost by vehicle type is indicated below and shows that all the vehicle classes, except for the full-size adapted, experienced a year-over-year increase. The decrease in the estimated annual costs for the Full Size Adapted group was entirely as a result of a 15% decrease in the average number of kilometers travelled by the vehicles.



Vehicle Utilization

STSBHN continues to achieve a high degree of utilization in their various vehicle types. A list of the utilizations, calculated as the maximum weighted load on the vehicle divided by its capacity, are listed below.

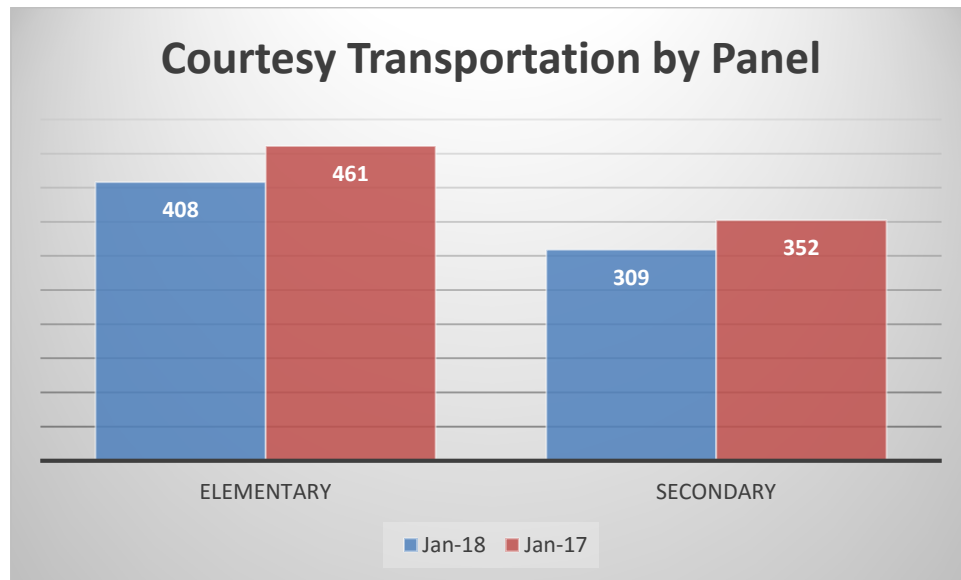


Student Data

Staff of STSBHN tracks information relating to the student's address which assist staff in applying the policies and procedures as they relate to transportation services.

Eligibility	#	%	On a bus	% of eligible from "home"
Walkers	12330	46%	549	4.5%
Bussed	9771	37%	8615	88.2%
Hazard	893	3%	691	77.4%
Out of Boundary	3446	13%	982	28.5%
Out of District	272	1%	132	48.5%
Total:	26712	100%		

Note: The Student Eligibility statistics listed above indicate the eligibility, based on the home residence, of all students contained in the database of STSBHN (not just those receiving transportation services). For students with custody arrangements, the above information is based on the first address entered in PowerSchool.



Student Ride Times by Range

Component	0-15 min	16-30 min	31-45 min	46-60 min	61-75 min	>75 min
AM	4728	3369	1969	704	121	31
PM	4536	3331	2178	769	200	49
Total	9264	6700	4147	1473	321	80
Average	4409	3745	2077	627	119	34
	40.0%	34.0%	18.9%	5.7%	1.1%	0.3%
2016-17 AVG	39.1%	31.8%	20.7%	6.8%	1.4%	0.2%

Consortium Update

Board of Directors Goals and Objectives: STSBHN is continually working towards completing the stated short-term goals and objectives which are established annually by the Board of Directors. The current goals and objectives, as well as their status, are listed below:

Goal Type	Stated Goal/ Objective	Status
Communication and Customer Service	Update STSBHN's website and be compliant with AODA standards WCAG 2.0 Level AA	Completed
Policies and Practices	Analyze the impact of changing the elementary and secondary walk distances for students of our district	Completed
Communication and Customer Service	Review and implement recommendations that apply to STSBHN from the Ombudsman's report	In progress

STSBHN internal goals and objectives: STSBHN annually sets its own operational goals and objectives each August. These are monitored throughout the school year and are the first point of discussion at every monthly staff meeting. The current goals and objectives, as well as their current status, are listed below:

Goal #	Objective	<u>Anticipated</u> Completion Date	<u>Actual</u> Completion Date
1	have a staff member attend each operator division's driver meeting(s)	30-Jun-18	
2	complete review of all road networks to ensure relevant parameters are present	05-Jan-18	09-Feb-18
3	complete review of bell times for all service areas	16-Mar-18	
4	Capture, collect and analyze available GPS data from routes and build a measurement processes and practices for monthly review.	30-Apr-18	
5	Conduct a review of current staff assignments and implement any identified changes before the start of the planning cycle	30-Apr-18	
6	establish a partnership with at least 1 new community agency	31-Aug-18	

STSBHN Going Forward

Contracts: Although we are in the first year of a 3-year extension with our school bus operators, contracts are being reviewed in light of some recent provincial legislative changes which have had a significant impact on the school bus sector in Ontario. STSBHN staff, and the committees which oversee the shared service, will work closely with our service partners and try to come to terms on how to ensure that service disruptions do not occur locally and that qualified drivers are available, in the numbers we require, to provide transportation for the students of our district.

Technology: After successfully piloting two stop arm camera systems in Norfolk County, it came as a surprise to see the number of stop arm violations which were occurring in our district. From the two-week pilot, it was noted that 0.5 events occurred every day to the two buses which were included in the test. Because of these higher than anticipated results, STSBHN will continue to work closely with the vendor to determine what steps are required, and who must be involved, to look further and see if the technology can and should be adopted locally on more bus routes.

The camera systems are only one part of the technology which the vendor offers and there may be an opportunity to leverage some of the addition technologies, as an example GPS feeds and on-board camera systems, to further improve the safety of students on our bus routes.

Safety: 2017-18 is the third year of a pilot for schools in Haldimand and Norfolk to participate in the bus and foot patroller programs offered by the Brantford Police Service and the Brant County OPP at the Children's Safety Village located on Elgin St. The goal is to grow the number of school's in these two counties to the numbers that currently participate in Brantford and Brant County.

Stemming from recommendations that arose from the Auditor General's 2015 report on student transportation, the Ontario Education Competitive Marketplace (OECM) was provided funds and given a mandate to secure updated videos which involve students and school purpose vehicles and to source a company who is able to provide consistent training for elementary aged students across the province. STSBHN has been selected as a pilot site to have this training provided to a few schools in the spring of 2018.

Community Engagement: STSBHN was recently approached by staff of the City of Brantford in hopes that they would agree to partner with them when applying for funding through the Ontario Active School Travel Fund. The Fund requires community partners to come together and apply for a grant, whose value ranges between \$30,000-\$100,000, whose goal is to establish and create long lasting active travel possibilities for students to get to and from school. STSBHN will work with each of its member boards to determine if interest exists in pursuing this initiative at this time.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: David Abbey, Superintendent of Education
RE: **Information Technology Services Annual Update**
DATE: March 5, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Information Technology Annual Update as information.

Background

The mission of Information Technology Services (ITS) is to provide and maintain a state of the art, reliable and cost-effective technology environment in order to support learning in the classroom, optimize the administrative functions of the Board and, ultimately, improve student achievement at Grand Erie District School Board, in alignment with the Board's Multi-Year Plan.

Additional Information

At this time, ITS are providing a report on major initiatives and accomplishments of the current school year, as well as ongoing challenges, and future plans for 2018-19.

ITS strives to develop and deliver new technology solutions, as well as streamline and enhance the delivery of support for that technology, in all areas of the Grand Erie District School Board. Recent and ongoing initiatives continue to have a positive effect on many areas within the Board including classroom learning, communications, data analysis and ministry reporting, staffing, health and safety, forecasting and planning, and transportation.

ITS Milestones 2017-18

PowerSchool

The PowerSchool Student Information System has been moved from the 'cloud' to the TRC Data Center. This move saves \$80,000 in annual cloud charges and allows us to better integrate other applications (i.e. LITE) into PowerSchool. The cutover went smoothly with no impact to school operations.

School Admin Laptop Refresh

All school principals and vice-principals have been provided a new HP laptop to replace their existing technology. Old admin laptops have been returned to IT for re-imaging when warranted and returned to the school for use as a spare device or to be re-assigned as per principal direction.

School Admin Assistant Refresh

All elementary schools have been provided two (2) and secondary schools three (3) desktop computers to replace existing clerical computers.

Computer Technical Lab Refresh

All secondary schools that required updated computers for their Comp Tech programs have been upgraded with replacement devices.

OnSIS

All OnSIS reporting periods have been completed within the 60-day window provided by the Ministry of Education.

Access Point Deployment

Completed the deployment of the Access Points (AP's) to all elementary schools to provide fast and stable Wi-Fi in our schools for quicker searching, streaming video and overall for a better student internet experience.

Bell Network Upgrade

Completed the installation of high speed fibre optic to our schools that are part of this project.

Data Center Hardware Refresh

Completed the replacement the computer servers and storage devices in the TRC Data Center.

Firewall

Completed the installation and commissioning of a new firewall device to protect the Grand Erie network.

New Board Website, Staff Portal and School Websites

Working with the vendor 'Blueprint' we went live with new school websites and main board website at Grand Erie providing a more up to-date dynamic look and feel to these websites.

Asset Management System

Implemented a new Asset Management System. This system contains information on all the laptops, projectors, tablets etc. deployed at Grand Erie and will help us better manage these devices.

School Server Decommissioning

Each school and office location has a small computer server that is 12 years old and has reached end of life. These servers have been used to store files for school and office staff personal H:\drives, O:\Office, T:\Teacher and S:\Student drives. With the rollout of high speed network connections between schools and the TRC Data Center, the local computer servers at the school level are redundant for file storage. All school and office O:\Office, T:\Teacher and S:\Student drives have been moved back to the TRC Data center. This move was completed transparently to the schools and offices. All school staff personal H:\drives have been moved to Office 365 cloud drive. Student H:\drive migration to O365 is planned prior to the end of the current school year.

Help Desk and School Technicians closed 13,520 service tickets for the 2017 calendar year.

ITS Initiatives for 2018–19**School Server Decommissioning**

Complete the school server decommissioning by moving all the student H:\drives into O365. Once the student H:\drive move is complete the school servers can be removed from each location.

Disaster Recovery Site

Complete the build of the Disaster Recovery (DR) Data Center. All computer equipment required for the DR site has been delivered and is temporarily being stored at the TRC location while site preparation is completed.

Phone Controller Replacement

Each school now has a 12-year-old phone controller in place to support the phone sets in that school. These phone controllers have reached end of life and have been failing with increasing frequency over the last 18 months resulting in some schools being without phone service for 2 or 3 days. With the rollout of a high-speed network across Grand Erie, one central phone controller to support all schools and offices is a more sustainable model for phone services than the current 75 phone controllers. ITS will be issuing an RFP for a Phone Controller solution and selecting and working with a vendor to start the process to install a more robust phone system for Grand Erie.

Encryption of more devices

Continue the deployment of encryption software to more employee groups.

On-Line Student Registration

Implement On-line Student Registration for primary students. This feature will allow parents to complete a paperless registration process for their children. The system will also result in school clerical staff not having to type in the student information manually from paper registration forms into the PowerSchool Student Information System.

Document Management System

One of the recommendations of the 2017 Privacy Assessment (HR#10) is to install a Document Management System to act as a repository for electronic documents thus replacing paper based filing cabinets and banker's boxes in long term archival storage. A Document Management System offers a more secure way to store files and allow documents to be backed up mitigating a potential loss of information as a result of a flood or fire at a paper storage site. The Human Resources department has been selected as the first department to pilot this process. The ITS Manager will work with the HR Manager to review current HR business processes and document requirements as they work together to implement the Document Management System.

PowerSchool Parent Portal

Within our PowerSchool Student Information System is a module called PowerSchool Parent Portal. This module allows parents of Grand Erie Students the ability to create an account to login into PowerSchool to see information about their children (absence, school news, marks). We can also create a link in this portal to Brightspace (D2L) the learning management system (LMS) Grand Erie uses in some locations for online/blended learning.

Budget Implications

1. Proposed expenditures for the 2017-2018 ITS initiatives will be communicated through the Budget Process.

Communication Plan

1. Information regarding ongoing ITS initiatives will be shared with school administrators and other stakeholders through various venues such as Director's Meetings, Family of Schools Meetings, and other user-based forums for feedback and discussion.

Grand Erie Multi-Year Plan:

This report supports the Technology indicator of Success for Every Student and the following statement: we will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Respectfully submitted,

David Abbey
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Dave Abbey, Superintendent of Education
RE: **SO27 – Acceptable Use of Information Technology**
DATE: March 5, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy SO27 – Acceptable Use of Information Technology.**

Background

Policy SO27 – Acceptable Use of Information Technology was circulated to all appropriate stakeholders for comments to be received by February 9, 2018.

Comments Received

1. Comment: Page 3 – under definitions: Do we need to include use of peripherals for those that have difficulty using computers? Possibly in brackets. Do we need detail of what this looks like from an accessibility lens e.g., Assistive Technology?
Response: Added Assistive technology to examples of interactive devices. The list is not limited to the items listed.
2. Comment: Page 1 It would be beneficial to have a definition for “Grand Erie District School Board data” in the policy statement. To say that not GEDSB data should be on personal devices is rather all encompassing – would this apply to test templates? Teaching plans? Parent council minutes?
Response: Definition for “Grand Erie District School Board Data” added to page 3
“Grand Erie District School Board data”, is defined to include;
 - personal student or staff information (including text, data, and media files), as well as materials considered to be of confidential nature with respect to school or board work.”
3. Comment: For the Criteria of Success section: “IT resources are used only to enhance the delivery of curriculum” perhaps the word enhance needs to be changed as the use of IT resources has become a vital part of today’s education systems and classroom environment.
Response: p. 1 Removed the word “only” to change the exclusive nature of statement.
“Information Technology resources are used ~~only~~ to enhance the delivery...”
4. Comment: should this policy be numbered for ease of reference?
Response: Added Numbering
5. Comment: Policy – 2nd para is “users” needed at the end of the sentence?
Response: p. 1 Removed redundant wording at end of sentence.

"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.~~"

6. Comment: since the board has allowed access by visitors to use the board resources, should visitors be included in this policy? Should there be a reference to this policy when sharing the password provided?

Response: 3.0 Roles indicates all users are responsible for following the policy. Wording to address guest network added under Network Access and Security;
 "Users must use their own identity to access the board network and Internet resources. Guest passwords may be shared with non-board employees for temporary access. The employee sharing the access code is responsible for the guest usage"

7. Comment: Page 2 system security duties – should this heading be changed to something more user friendly? Sounds like this does not refer to users Last bullet – should lock be added to log out?

Response: Changed header to "Network Access and Security"

8. Comment: p. 7 Express Restrictions – 4th bullet – who would grant the authorization?

Response: Specifically identified the authorization by the Superintendent of Business

9. Comment: Employee duty to protect confidential info last bullet – does this mean other apps cannot be used? If so, should this be more specific in stating that? Does school messenger work for classroom use?

Last line – They also allow parents...-who allows:

Last paragraph – removed administrative

And is reference to page 6 needed (correct?)

Response: School messenger is a communication platform available for use at school level. The parent portal will provide a platform for teachers to communicate with parents and students in a safe secure manner. Currently other apps are being used like Remind and See Saw. Teachers using any application should take into consideration the protection of personal information of students. Regardless of the app being used parents need to have ability to opt out of messaging. Last bullet edited to reflect this
~~"They also~~ Parent communication applications must allow ~~parents~~ users to opt out of receiving messages. ~~messaging.~~"

Removed ~~"Administrative"~~ p. 3

Page 6 is correct reference to Enforcement section of policy.

10. Comment: Additional roles – All staff and trustees – is there an Acceptable Use of IT Annual requirement? What happens if it is no completed?

Response: Electronic format has been developed and is ready for implementation.

11. Comment: Enforcement – Remove Administrative before HR119

Response: Removed ~~"Administrative"~~ p. 6

12. Comment: Related Policies – add SO3

Response: Policy SO3 has not had final approval by board but could be referenced.

13. Comment: Privacy Audit Recommendation #24 – Directions with respect to staff and use of Personal device BYOD

Response: Bullet added to 1.0 Employee Duty to Protect Confidential Information

“Staff may access email and cloud resources on personal owned devices (laptops, tablets, or cellphones) provided the devices are password protected;”

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Communication Plan

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

Respectfully submitted,

Dave Abbey
Superintendent of Education



Acceptable Use of Information Technology

Board Received: _____ Review Date: _____

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. 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 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:

- 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 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.

Network Access and 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. Guest passwords may be shared with non-board employees for temporary access. The employee sharing the access code is responsible for the guest usage.
- 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, through the Superintendent of Business.
- 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.

1.0 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;
- Staff may access email and cloud resources on personal owned devices (laptops, tablets, or cellphones) provided the devices are password protected;
- 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 Parent communication applications must allow parents users to opt out of messaging messages.

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.

2.0 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.

“Grand Erie District School Board data”, is defined to include;

- personal student or staff information (including text, data, and media files), as well as materials considered to be of confidential nature with respect to school or board work.

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

- 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, Assistive technology);
- portable data storage devices;
- input devices

“Users” is defined to include:

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

3.0 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.

4.0 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.

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.

5.0 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, form 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 the board's technology. This includes the introduction of unauthorized software to the Information Technology environment at 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.

6.0 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 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.

7.0 Related Policy, Procedures and Resources:

SO9 Cyberbullying

SO11 Progressive Discipline and Promotion of Positive Student Behaviour

SO12 Code of Conduct

SO19 Privacy and Information Management

HR103 Duties and Expectations of Teachers

HR119 Progressive Discipline

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



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.

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT114 Employee use of Board-Owned Property and Equipment**
DATE: March 5, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure FT114 – Employee Use of Board-Owned Property and Equipment as information.</p>
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Background

Procedure FT114 Employee use of Board-Owned Property and Equipment was circulated to all appropriate stakeholders for comments to be received by February 9, 2018.

Comments Received

1. Comment: application form – 1st paragraph – remove GEDSB
Response: Amended
2. Comment: application form – 2nd paragraph – I under that Grand Erie procedure FT114....
Response: Amended
3. Comment: where is this form retained? For how long? Procedure #1 references usage of board owned equipment over 5 years.
Response: The current Manager of Facilities has restricted this approval from facilities as there were too many instances of requiring a piece of equipment after hours to find it not available. However, the forms were filed and kept in the facilities office for necessary durations. Although facilities does not permit this, schools still do and the site administrator maintains records on school sites.

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Employee Use of Board–Owned Property and Equipment

Board Received: _____ Review Date: _____

Accountability:

1. Frequency of Reports - As needed
2. 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 Grand Erie 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: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT119 Boundary Reviews**
DATE: March 5, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure FT119 – Boundary Reviews** as information.

Background

Procedure FT119 – Boundary Reviews was circulated to all appropriate stakeholders for comments to be received by February 9, 2018.

Comments Received

1. Comment: There was a brief discussion on the way we will present at Boundary Reviews public meetings so community has an opportunity to ask questions before the actual meeting begins. However, I am concerned with the line “The public meeting shall provide a mechanism for public to submit questions”.
I believe we should still provide the opportunity to the community to ask questions at public meetings and it needs to be stated in the procedure.
Response: The line mentioned above was created with the intent to collect questions from the public using a variety of methods such as online questionnaires, surveys, open-houses, etc... We do not want to limit the public session to a stand and deliver method.
2. Comment: Not included on the list but should include – a representation from the working group will include “the Chair of the Education Committee”
Response: I am not sure exactly which committee this is referring to, but the Superintendent of Education for this school is a member
3. Comment: This procedure should be changed to a policy, since this requires a Board motion to start a boundary review and the Board makes the final decision
Response: The decision to convert this from a procedure to a policy is ultimately up to the Board of Trustees.
4. Comment: #1 suggest rewording to: The boundary review process can be initiated by either the Board or Senior Administration
Response: Amended.
5. Comment: #3 Should school messenger and school websites be included in the list ways to communicate with the stakeholders? Public question needs to be reinstated into this process. While we think we may be giving all the answers when we go into a process, we don’t always. There has to be a process for public questions and answers.

Response: Amended to included school messenger and website. With respect to the reinstatement of a public “question and answer” component, this wording still permits this, but also invites the use of less combative and more structured public meetings.

6. Comment: #6 The Board will receive the report “and all feedback” on the proposed boundary revision

Response: Amended.

7. Comment: #8 add school websites and social media

Response: Amended.

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Communication Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



PROCEDURE

FT119

Boundary Reviews

Board Received: _____ Review Date: _____

Accountability:

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

Procedures:

1. The boundary review process can be initiated by either the Board or Senior Administration. 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.
3. A working group will be established under the leadership of the Superintendent of Education with responsibilities for the school(s) under review.

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.

4. Prior to the public meeting of the working group, the Superintendent of Education shall convene an Orientation Meeting for all working group members. The purpose of the orientation meeting is to prepare working group members for the public meeting and include:
 - A review of the Boundary Review Process and Procedure
 - A review of the mandate, role and responsibilities of the working group
5. A public meeting of the working group will be advertised in the local newspaper(s), on the Board and school website, through social media, the school newsletter(s) and school messenger. 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 mechanism for the public to submit questions.

6. Following the public meeting, the working group will review the information and feedback received and report back to Executive Council with recommendations for boundary considerations.
7. All minutes and data presented at the public meeting will be posted on the Board's website.
8. Executive Council will review the recommendations of the working group and prepare a final recommendation for boundary revision for Board consideration.
9. The Board will receive the report and all feedback 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.
10. Following final board approval, all school boundary changes will be effective at the start of the 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 after the completion of the next school year to permit time for communication to the affected school communities prior to the submission of secondary course selection sheets and Kindergarten registration.
11. In the event that there are exceptional circumstances that would require a compression of the notification period trustee may approve a different timeline for when the boundary change is effective.
12. The final decision of the Board will be communicated to the school community through the Board and school website, through social media, and the school newsletter(s).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR112 – Employee Assistance Program (EAP)**
DATE: March 5, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure HR112 – Employee Assistance Program (EAP)** as information.

Background

Procedure HR112 – Employee Assistance Program (EAP) was circulated to all appropriate stakeholders for comments to be received by February 9, 2018.

Comments Received

1. Comment: Approved list of providers? The step of the provider getting on the Board approved list of providers is an exclusion/barrier for staff to use EAP. The list is also not culturally diverse e.g., Indigenous as well as LGBTQ+ community (safer spaces designation?), another obstacle is cost, not all costs are covered, and limited number of sessions allowed for coverage
Response: Anyone may apply to be a provider, however, there is a minimum standard of accreditation for providers. How many sessions are covered and at what cost is a long-standing budget consideration
2. Comment: Vocabulary use of the word “problem” on page 1. 2b and 2c – remove the word problem
Response: amended
3. Comment: The document itself needs review in that it suggests or presents in a negative light with the wording of “problems”
Response: amended
4. Comment: Remove the use of gender designated pronouns and use “they”
Response: amended
5. Comment: 1. Suggest removing “The objective of” at the beginning
Response: amended
6. Comment: 2c. should help be changed to assistance? She/he to they
Response: amended
7. Comment: 2d. Should it be clearer where EAP is posted electronically?
Response: the location changes frequently

8. Comment: 4. Is this list inclusive enough? Should management be included?

Response: amended

9. Comment: 4biii. Should the standards of service be included in this procedure so employees can have knowledge of what they can expect?

Response: these are established by the committee to be discussed with the service providers.

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Communication Plan

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



PROCEDURE

HR112

Employee Assistance Program (EAP)

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – Annual
2. Criteria for Success – Program edifies and supports permanent employees.
– Program promotes a healthy work place.

Procedures

1. Objective

~~The objective of~~ The program is intended 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 ~~issues problems~~.
- c) If an employee needs assistance, ~~they are 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 manager
 - 1 Elementary School Administrator representative
 - 1 Secondary School Administrator representative
 - 1 Health and Disability Officer
 - 1 DECE Representative
 - 1 Senior Administrative 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 (Human Resources)
RE: **HR124 – Principal/Vice Principal Performance Appraisal**
DATE: March 5, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure HR124 – Principal/Vice Principal Performance Appraisal as information.</p>
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Background

Procedure HR124 – Principal/Vice Principal Performance Appraisal was circulated to all appropriate stakeholders for comments to be received by February 9, 2018.

Comments Received

1. Comment: The administrators on the committee felt the leadership framework is not insensitive to any particular group. It is very generic in approach and neutral
Response: no response required
2. Comment: That a method of receiving feedback from teachers be included in principal/vice principal evaluations. Teacher input/evaluation should be based on the leadership competencies listed in Appendix A of the Principal Performance Manual. Teacher feedback would be used as a part of the appraisal process and for determining goals.
Response: This approach is not considered appropriate at this time.
3. Comment: change his or her to their
Response: amended
4. Comment: 4 a) 2nd sentence does 'goals' belong in this sentence since it is included in the first sentence
Response: amended
5. Comment: 4 b) 1st sentence is 'between appraisals' needed at the end of the sentence?
Response: amended
6. Comment: The annual growth plan that is completed every year, what happens to this document? Is it shared with SO? Who is it retained by?
Response: Yes, it is shared with the SO. In the appraisal year it is retained by HR, in intervening years the SO retains it.
7. Comment: 6 b) appendix a and b are not signed, so they are not placed in the HR file? Are they kept, where are they stored? How long are they stored for?
Response: Yes, they are attached and put in the HR file for 6 years

8. Comment: 6 c) what is considered the appraisal record for the HR file?

Response: The Summative report, performance plan and growth plan as per the technical manual

9. Comment: Appendix A – results column. This section would be completed – should this be a stronger statement? This section is completed

Response: This is a ministry document and can't be altered

10. Comment: Appendix C – Can Grand Erie be included on this document?

Response: amended

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Communication Plan

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



Principal/Vice-Principal Performance Appraisal

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. 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 their 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 **these** 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 them ~~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~~ they 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	Evidence and suggested growth plan for next year
Areas for Growth	Growth Strategies /Supports (Ways of Acquiring Skills) Follow-up if required	Target Dates for Completion	



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

thank you

Dear Grand Erie District School Board,
I would like to thank you for the
certificate of Recognition award, I am
truly honoured. I am extremely motivated
and hope to bring you good news this
Summer!

Sincerely,

Carter Rounig