



## AGENDA

- A - 1      **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session (**6:30 p.m.**)
    - (i) Personnel Matters
    - (ii) Legal Matters
  - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
  - (e) Memorials
  - (f) Agenda Additions/Deletions/Approval
  - (g) In Camera Report
  - (h) Presentations
  - (i) Delegations
- B - 1      **Approval of Minutes**
- \* (a) June 25, 2018 (Regular Board)
- C - 1      **Business Arising from Minutes and/or Previous Meetings**
- D - 1      **Director's Report**
- E - 1      **New Business – Action/Decisions Items**
- \* (a) Approval of 2018-19 Committee of the Whole and Regular Board Proposed Schedules of Agenda items
    - (i) Committee of the Whole and Regular Board Meetings
    - (ii) Bylaw, Policies and Procedure Review Schedule
  - \* (b) OPSBA Membership Fee for 2018-19
  - \* (c) 2016-20 Multi-Year Plan Update & Communication Strategy
  - \* (d) BL8 – Committees of the Board – Compensatory Education
  - \* (e) S07 – Student Expulsion
- E – 2      **New Business – Information Items**
- \* (a) Major Construction Update (FT2)
  - \* (b) 2016-17 Energy Consumption / Conservation Report
  - \* (c) School Council Report
  - \* (d) Municipal Elections Compliance Audit Committee
- F - 1      **Other Business**
- \* (a) Summary of Accounts – June 2018
  - \* (b) Summary of Accounts – July 2018
  - \* (c) Audit Committee Minutes (Draft) – June 27, 2018
  - \* (d) Indigenous Education Advisory Committee Minutes (Draft) – June 26, 2018
- B. Blancher  
R. Wyszynski  
B. Blancher  
L. Thompson  
W. Baker  
R. Wyszynski  
R. Wyszynski  
B. Blancher  
B. Blancher  
R. Wyszynski  
R. Wyszynski  
R. Wyszynski  
B. Blancher



G - 1      **Correspondence**

- \* (a) Aug 13, 2018 Memo from the Honourable Peter Bethlenfalvy, President of the Treasury Board

H - 1      **Adjournment**

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

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Committee of the Whole	September 10, 2018	7:15 PM	Board Room
Audit Committee	September 18, 2018	4:00 PM	Brant Room
Special Education Advisory Committee	September 20, 2018	6:00 PM	Board Room
Chairs' Committee	September 24, 2018	5:45 PM	Norfolk Room
Board Meeting	September 24, 2018	7:15 PM	Board Room
Quality Accommodation Committee	September 27, 2018	2:00 PM	Board Room
Committee of the Whole	October 1, 2018	7:15 PM	Board Room
Safe and Inclusive Schools Committee	October 4, 2018	1:00 PM	Board Room
Native Advisory Committee	October 9, 2018	9:00 AM	Pauline Johnson Collegiate
Chairs' Committee	October 15, 2018	5:45 PM	Norfolk Room
Board Meeting	October 15, 2018	7:15 PM	Board Room
Special Education Advisory Committee	October 18, 2018	6:00 PM	Board Room
Student Trustee Senate	October 23, 2018	10:30 AM	Board Room
Indigenous Education Advisory Committee	October 24, 2018	6:00 PM	Board Room
Grand Erie Parent Involvement Committee	October 25, 2018	6:30 PM	Dogwood, Norfolk SSC
Student Transportation Services Brant Haldimand Norfolk	October 30, 2018	9:00 AM	Brant Room



## MINUTES

**Present:** Board Chair G. Anderson, Board Vice-Chair T. Waldschmidt, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, J. Hsiao (Student Trustee), L. Kelly (Student Trustee)

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

**Regrets:**

Trustees: Nil  
Administration: Nil

**A - 1 Opening**

**(a) Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:30 p.m. for the purpose of conducting the Open Session.

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

Nil

**(c) In Camera Session**

Moved by: D. Sowers

Seconded by: T. Waldschmidt

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

**Carried**

**(d) Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 7:22 p.m.

**(e) Memorials**

Nil



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

Presented as printed.

Moved by: C.A. Sloat  
Seconded by: D. Sowers  
THAT the Agenda be approved.

**Carried**

(g) **In Camera Report**

Moved by: D. Sowers  
Seconded by: D. Dean

THAT the Grand Erie District School Board approve the Term Appointments for the Teacher Consultants for Special Education from September 1, 2018 to June 30, 2021 (with the possibility of extension) pending Board budget approval.

**Carried**

Moved by: D. Sowers  
Seconded by: A. Felsky

THAT the Grand Erie District School Board approve the Term Appointment for an Applied Behaviour Analysis Coordinator from September 1, 2018 to June 30, 2022 (with the possibility of extension) pending Board budget approval.

**Carried**

Moved by: C.A. Sloat  
Seconded by: J. Harris

THAT the Grand Erie District School Board reaffirms the approved motion from January 30, 2012.

**Carried**

Moved by: B. Doyle  
Seconded by: D. Dean

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal List, effective July 1, 2018.

**Carried**

(h) **Presentations**

Nil



(i) **Delegation**

- (i) Marcia Stinson presented her delegation regarding Caledonia Centennial Public School French Immersion
- (ii) Rebecca Walters presented her delegation regarding Caledonia Centennial Public School French Immersion
- (iii) Lindsay Rennie presented her delegation regarding Caledonia Centennial Public School French Immersion

G. Anderson thanked the delegations for their presentation and advised them that this item will be discussed further under F-1-a.

**B - 1 Approval of Minutes**

(a) **Regular Board Meeting – May 28, 2018**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Minutes of the Regular Board Meeting, held Monday, May 28, 2018 be approved.

**Carried**

(b) **Committee of the Whole Board – June 11, 2018**

Presented as printed.

Moved by: K. Sandy

Seconded by: D. Sowers

THAT the Minutes of the Committee of the Whole Board Meeting, held Monday, June 11, 2018, be approved.

**Carried**

(c) **Special Board Meeting – June 11, 2018**

Presented as printed.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Minutes of the Special Board Meeting, held Monday, June 11, 2018 be approved.

**Carried**



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

Nil

**D - 1 Director's Report**

Director's highlights:

- B. Blancher asked Chair Anderson to make a presentation to the Student Trustees.
  - G. Anderson recognized Student Trustees J. Hsiao and L. Kelly for their hard work and dedication throughout 2017-18.
- ECO Schools – story sent out on June 19 celebrating the 35 Grand Erie schools that received ECO Schools Certification this year.
  - 2 schools received Platinum certification including Grandview Central as the first elementary school to achieve this level.
  - 17 schools received Gold
  - 14 received Silver
  - 2 received Bronze

Grand Erie's Multi-Year Plan centers on six indicators essential to reach the goal of Success for Every Student and recognizes the importance of environmental stewardship among them. In addition to improving energy conversation at all Board sites, it also sets the goal of creating learning spaces that build a culture of care and respect for the planet

- June Commencements
  - Tollgate Special Education event was held on June 22<sup>nd</sup>
  - GELA Grad – June 27 at 7:00 p.m. – Sanderson Centre
  - McKinnon Park – June 28 at 7:00 – McKinnon Park
- June 28<sup>th</sup> is the last day of school for student and June 29 is a PA Day.

Moved by: D. Dean

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Director's Report of June 25, 2018 as information.

**Carried**

C.A. Sloat thanked the staff and volunteers for the successful CAGE Track and Field event that was held last Friday evening at Pauline Johnson Collegiate and Vocational School.



**E - 1 Student Trustees' Report**

J. Hsiao and L. Kelly thanked everyone for a successful term and the learning experience.

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Student Trustees' Report of June 25, 2018 as information.

**Carried**

**F - 1 Committee Report**

**(a) Committee of the Whole Board – March 5, 2018**

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated June 11, 2018 as follows:

**1. In Camera Report**

THAT the Grand Erie District School Board confirms that the Director's Performance Appraisal has been completed.

**2. Ad Hoc Committee – Grand Erie & Six Nations to Review Enrolment Pressures at McKinnon Park Report**

a) THAT the Grand Erie District School Board receive the Report of the Joint Grand Erie and Six Nations Ad Hoc to Review Enrolment Pressures at McKinnon Park Committee as information.

b) THAT the Grand Erie District School Board disband the Grand Erie and Six Nations Ad Hoc to Review Enrolment Pressures at McKinnon Park Committee

**3. Caledonia Centennial PS French Immersion Update**

THAT the Grand Erie District School Board approve the relocation of the French Immersion Programs for grades 4-8 from Caledonia Centennial Public School to River Heights School effective September 2019.



**4. Student Transportation Update**

THAT the Grand Erie District School Board receive the report on Student Transportation Update as information.

**5. Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of June 11, 2018 as information.

**6. Annual Review of the Special Education Plan**

THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the plan the Special Education Report Components Checklist to the Regional Office of the Ministry of Education.

**7. 2018-19 Board Budget**

- a) THAT the Grand Erie District School Board approve the 2018-19 Operating Budget of \$325,607,308.
- b) THAT the Grand Erie District School Board approve the 2018-19 Capital Budget of \$25,569,629.

**8. Category III Trips**

THAT the Grand Erie District School Board receive the Category III Trips report as information.

**9. Implications of 2018-19 Friday the 13<sup>th</sup> Events on Lakewood Elementary School**

THAT the Grand Erie District School Board receive the report on Implications of 2018-19 Friday the 13<sup>th</sup> Events on Port Dover Students as information.

**10. The Joint Protocol for Student Achievement**

THAT the Grand Erie District School Board receive the Joint Protocol for Student Achievement (JPSA) as information.





**11. Revised Violent Threat Risk Assessment Protocol**

THAT the Grand Erie District School Board receive the Revised School and Community Violence Threat/Risk Assessment Protocol as information.

**12. FT5 Pupil Accommodation Review**

- a) THAT the Grand Erie District School Board forward Policy FT5 Pupil Accommodation Review to all appropriate stakeholders for comments to be received by November 2, 2018 as amended.
- b) THAT the Grand Erie District School Board direct the Board Chair to write a letter congratulating the two newly elected local MPPs and request a meeting.

**13. Bylaw 27 Electronic Meetings**

THAT the Grand Erie District School Board approve Bylaw 27 – Electronic Meetings.

**14. SO6 Student Suspensions**

- a) THAT the Grand Erie District School Board approve Policy SO6 – Student Suspensions as amended.
- b) THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating SO6 Student Suspension to all appropriate stakeholders for comments.

**15. SO124 Use of Service Dogs in School**

- a) THAT the Grand Erie District School Board approve Procedure S0124 Use of Service Dogs in School as amended.
- b) THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating SO124 Use of Service Dogs in Schools to all appropriate stakeholders for comments.

Trustee Sowers requested Recommendation #3 be divided and Trustee Collver requested Recommendation #7 be divided.

Vote was taken for Recommendations #1, 2, 5, 6 and 8 to 15. **Carried**



Recommendation #3: J. Richardson thanked the delegations and noted this a complex decision and we have had a handful of different solutions. J. Richardson further noted that this is not a French Immersion issue but more of a capacity issue for Caledonia Centennial Public School. J. Richardson commented that he does not want to see Trustees make a short term decision that we may regret in a number of years and understands one of the goals is to have a new school which is a long term solution. J. Richardson would recommend this be sent back to Sr. Administration and have staff take some more time to review options/solutions. J. Richardson noted he had a number questions and is not sure if any of these can be answered tonight. J. Richardson listed his questions:

- The Fire Code comment, can we get more information on this and are we in violation?
- Can we add more portables to Caledonia Centennial PS to keep the French Immersion program together?
- When will we see the business case to the Ministry for a new school?
- Is it financially better to provide for more portables or bus students to River Heights?
- We are looking for a temporary solution and a long term solution. Have we taken into consideration the new subdivision on the south side of Caledonia and the impact to River Heights?

B. Doyle thanked the delegation and echoed J. Richardson's concerns and agrees that we need to refer this back to Sr. Administration. B. Doyle cautioned the board to move half a program that there needs to be further discussion on this.

D. Sowers commented that both J. Richardson and B. Doyle noted some very good points and agrees with them. D. Sowers further commented our very last solution is to split the French Immersion program and we need to keep it together.

J. Harris commented that he does agree with sending this back to Sr. Administration and believes that we need to set some guidelines. J. Harris reminded Trustees that we are mandated to offer English stream programming and believes J. Richardson is correct that the issue at hand is the capacity and long term growth at Caledonia Centennial Public School.

R. Collver asked for a response to J. Richardson's question on the Fire Code statement. R. Wyszynski responded that we have looked at the Fire Code, and the calculations and we are compliant. R. Wyszynski further noted that Caledonia Centennial Public School is not under investigation by the fire prevention office and not in violation of the fire code. R. Wyszynski confirmed a site visit was completed by a fire prevention officer based on a public complaint they received.



G. Anderson noted that this a capacity issue and reminded Trustees that this has been brought to Board a number of times and Trustees will need to make a decision.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board refer the relocation of the French Immersion Programs for Grande 4 – 8 from Caledonia Centennial Public School to River Heights School effective September 2019 with a report back to Board at the October 1, 2018 Committee of the Whole Board.

**Carried**

Recommendation #7 - R. Collver commented on the number of people who responded to budget input survey and thanked everyone who has worked very hard to bring a balanced budget to the Board.

C.A. Sloat noted her concerns about the budget as the B-06 Grants for Student Needs memo references that for some of the items there needs to be regulatory changes that have not taken place yet so her concern is how we can approve this budget without assurances that the changes required for funding will take place.

R. Wyszynski responded our budget is based on the assumption that the technical paper and B-06 memo are Ministry documents intended to guide the 2018-19 budget. C.A. Sloat asked if we can delay the hiring and staffing until the regulatory changes are made. R. Wyszynski and S. Sincerbox conferred that this would not be a practical alternative.

J. Harris asked if in the past have we made decision based on assumptions for the budget? R. Wyszynski responded that we have.

B. Blancher reviewed the B-06 memo for regulatory changes and noted that she does not see the regulatory changes for staffing. C.A. Sloat noted the postings for these position were completed before the budget was approved.

Vote was taken on Recommendation #7. **Carried**



**G - 1 New Business**

**(a) Quarterly Budget Report**

R. Wyszynski referred to the Quarterly Budget Report for the nine months ended May 31, 2018.

Moved by: D. Sowers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the nine months ended May 31, 2018 as information.

**Carried**

**(b) Grand Erie Parent Involvement Committee Annual Report**

B. Blancher reviewed the Grand Erie Parent Involvement Committee Annual report.

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee Report as information.

**Carried**

**H - 1 Other Business**

**(a) Summary of Accounts – May 2018**

Presented as printed.

Moved by: D. Sowers

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of May 2018 in the amount of \$10,741,355.31 as information.

**Carried**



(b) **Special Education Advisory Committee Minutes – May 17, 2018**

Presented as printed.

Moved by: D. Sowers

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – May 17, 2018 as information.

**Carried**

(c) **Joint Occupational Health & Safety Committee Minutes – May 17, 2018**

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – May 17, 2018 as information.

**Carried**

(d) **Native Advisory Committee Minutes (Draft) – May 29, 2018**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes (Draft) – May 29, 2018 as information.

**Carried**

(e) **Student Transportation Service Brant Haldimand Norfolk Committee Minutes (Draft) – May 22, 2018**

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) – May 22, 2018 as information.

**Carried**



I - 1 **Correspondence**  
Nil

J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 8:29 p.m.

**Carried**

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Board Chair, Greg Anderson



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **Committee of the Whole Board and Regular Board Proposed Schedule**  
DATE: August 27, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Proposed Schedule for the 2018-19 Committee of the Whole Board and Regular Board Meetings.</p>
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### Background

The agendas for the Committee of the Whole Board and Regular Board meetings are initiated primarily by the Board's Multi-Year Plan.

Over the last number of years, the Board has systematically reviewed all its By-Laws and numerous policies. There are a number of policy reviews that will come to the Board during the 2018-19 year.

The review of both Policy and Procedures requires a 60-day period of community consultation. Administration will bring a revised draft Policy or Procedure with a request to circulate to stakeholder groups. At the end of the 60-day period, administration will consider the input received and bring the revised Policy (for approval) or Procedure (for information) back to a Committee of the Whole Meeting.

The attached proposed schedules set out the regular reports and overview reports that the trustees would expect to see over the course of the year. There are always other reports that are added to the agendas as Ministry of Education direction is received and as the regular work of the Board progresses.

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary

**2018-19**  
**Agenda Schedule for the Committee of the Whole Board and Regular Board Meeting**

Meeting date	Meeting	Report Name	Owner(s)
September 10, 2018	CW	Enrolment Update	R. Wyszynski
		OPSBA Report	OPSBA Trustee
		Supervised Alternative Learning Annual Report (P104)	D. Martins
		Trustee Honoraria (F4) [Nov in non-municipal election years / Sept in election year]	R. Wyszynski
September 24, 2018	Board	Annual Operating Plans - School Year (2018-19)	B. Blancher
		<ul style="list-style-type: none"> <li>• Community</li> <li>• Environment</li> <li>• Equity</li> <li>• Technology</li> <li>• Well-Being</li> </ul>	R. Wyszynski
		Major Construction Projects – Final Report	W. Baker
		Patti McCleister Memorial Award	D. Abbey
		Summary of Accounts - August	L. Thompson
	Strategic Communication Plan Update	R. Wyszynski	
Board IC	Legal Updates	B. Blancher	
			S. Sincerbox
October 1, 2018	CW	OPSBA Report	OPSBA Trustee
		Public Consultation Plan for Special Education Annual Review	L. Thompson
		Voluntary Indigenous Self-Identification	D. Martins
October 15, 2018	Board	2017-18 Grand Erie's Student Achievement Plan: Success for Every Student Goals	L. De Vos/ L. Thompson/ D. Martins
		2018-19 Grand Erie's Student Achievement Plan: Success for Every Student	L. De Vos/ L. Thompson/ D. Martins
		Enrolment Update	R. Wyszynski
		Summary of Accounts - September	R. Wyszynski
	Board IC	Primary Class Size Report	R. Wyszynski
		Legal Updates	S. Sincerbox
November 12, 2018	CW	2018-19 Board Action Plan on First Nations Metis Inuit (FNMI) Board Action Plan	D. Martins
		Annual Update Multi-Year Accessibility Plan 2017-22	L. Thompson
		Facility Renewal Plan 2018-19	R. Wyszynski
		Grand Erie Graduation Rate Report	D. Martins
		Health and Safety Annual Report 2017-18	R. Wyszynski
		OPSBA Report	OPSBA Trustee
		Student Expulsion Report (SO7)	W. Baker
		Student Suspension Report (SO6)	W. Baker
		Trustees' Travel and PD Expenses (BL15)	R. Wyszynski
		Ad Hoc Committee - Grand Erie and Six Nations - Action Plan	D. Martins
		Rural and Northern Education Spending Report	R. Wyszynski
		CW IC	Final Stage Grievances – Summary Report (In Camera) (BL7)
	November 26, 2018	Board	Enrolment Update
Grand Erie Parent Involvement Committee (GEPIC) Membership 2018-19			B. Blancher
Major Construction Update (FT2)			R. Wyszynski
Organizational Board Meeting — Set Date, Time and Place			B. Blancher
Preliminary Year End (F2)			R. Wyszynski
Report to Indigenous Services Canada (ISC) and Six Nations of the Grand River			D. Martins
Summary of Accounts - October			R. Wyszynski
Workforce Report			S. Sincerbox
Camp SAIL report			L. De Vos
Board IC			Legal Updates
		President's Council Report - October 25, 2018	Board Chair
		President's Council Report - November 22, 2018	Board Chair
December 10, 2018		Board	Audit Committee Annual Report
	Borrowing Authority		R. Wyszynski
	Consolidated Financial Statements - August 31, 2018		R. Wyszynski
	Director's Annual Report		B. Blancher
	OPSBA Report		OPSBA Trustee
	Review of Borrowing Bylaws not on Board's Review Schedule		R. Wyszynski
	Revised Budget Estimates		R. Wyszynski
	Signing Officers		R. Wyszynski
	Summary of Accounts - November		R. Wyszynski
	Schedule of Pre-Budget Consultation and Budget Review Meetings		R. Wyszynski
	Board IC	Appointment to the Elementary Principal and Vice-Principal Pool	S. Sincerbox
		Appointment to the Secondary Principal and Vice-Principal Pool	S. Sincerbox
		Elementary and Secondary Principal and Vice-Principal Placements	S. Sincerbox
	Legal Updates	S. Sincerbox	



Meeting date	Meeting	Report Name	Owner(s)
January 14, 2019	CW	Enrolment vs Capacity by School Report	R. Wyszynski
		GELA Annual Report	D. Martins
		OPSBA Report	OPSBA Trustee
		Category III Trips (SO15)	B. Blancher
	CW IC	Final Stage Grievances - Summary Report (In Camera) (BL7)	S. Sincerbox
January 28, 2019	Board	Major Construction Update (FT2)	R. Wyszynski
		Quarterly Budget Report (F2)	R. Wyszynski
		Summary of Accounts - December	R. Wyszynski
	Board IC	Legal Updates	S. Sincerbox
		President's Council Report - January 17, 2019	Board Chair
February 11, 2019	CW	Draft Proposed School Year Calendar 2019-20	W. Baker
		Early Literacy Intervention Report	L. Thompson / L. DeVos
		Employee Assistance Program Annual Report (HR112)	S. Sincerbox
		OPSBA Report	OPSBA Trustee
February 25, 2019	Board	Summary of Accounts - January	R. Wyszynski
		Workforce Report	S. Sincerbox
	Board IC	Director's Interim Performance Appraisal Report (BL25) (In Camera)	Board Chair
		Legal Updates	S. Sincerbox
March 4, 2019	CW	Allocation of Self-Contained Classrooms for 2019-20	L. Thompson
		Board Approved Transportation Review	R. Wyszynski
		Information Technology Services Annual Report	D. Abbey
		OPSBA Report	OPSBA Trustee
		Transportation Consortium Annual Report	R. Wyszynski
		French Immersion Secondary Haldimand-Norfolk Location	L. De Vos
	CW IC	Final Stage Grievances - Summary Report (In Camera) (BL7)	S. Sincerbox
March 25, 2019	Board	2018-19 Grand Erie's Student Achievement Plan: Success for Every Student Mid-year Update	L. De Vos/ L. Thompson/ D. Martins
		Major Construction Update (FT2)	R. Wyszynski
		Summary of Accounts - February	R. Wyszynski
	Board IC	Legal Updates	S. Sincerbox
		Secondary Summer School Principal and Vice-Principal Placements	D. Martins
		President's Council Report - March 7, 2019	Board Chair
April 8, 2019	CW	Before and After School Programs 2019-20	L. De Vos
		Education Week 2018	B. Blancher
		Educational Technology Initiative Update	D. Abbey
		e-Learning Annual Report	D. Martins
		International Students - Fee Structure	R. Wyszynski
		Mileage Remuneration Review	R. Wyszynski
		OPSBA Report	OPSBA Trustee
		Quality Accommodations Update (BL8)	R. Wyszynski
		Secondary Class Size	S. Sincerbox
		Summer School Report	D. Martins
		Trustees' Expenses Report (F3)	R. Wyszynski
	CW IC	Term Appointments - Teachers Central Support (In Camera) (HR105)	S. Sincerbox
April 29, 2019	Board	Enrolment Update	R. Wyszynski
		Quarterly Budget Report (F2)	R. Wyszynski
		Summary of Accounts - March	R. Wyszynski
		Workforce Report	S. Sincerbox
	Board IC	Appointment to the Elementary Principal and Vice-Principal Pool	S. Sincerbox
		Appointment to the Secondary Principal and Vice-Principal Pool	S. Sincerbox
		Elementary and Secondary Principal and Vice-Principal Placements	S. Sincerbox
		Legal Updates	S. Sincerbox
		President's Council Report - April 25, 2019	Board Chair
May 13, 2019	CW	2019-20 Committee/Board Meeting Schedule	B. Blancher
		Allocation of Educational Assistants	L. Thompson
		Community Planning and Facility Partnerships – Annual Facility Status Report (FT11)	R. Wyszynski
		Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Services	L. Thompson
		MISA Update	B. Blancher
		OPSBA Report	OPSBA Trustee
		Student Senate Minutes/Report	B. Blancher
		Student Trustee Selection (BL29)	B. Blancher
		Revised 2018-19 Committee/Board Meeting Schedule	B. Blancher

Meeting date	Meeting	Report Name	Owner(s)
May 27, 2019	Board	2017-20 Strategic Communication Plan Evaluation Update	B. Blancher
		Annual Operating Plans - School Year (2018-19)	B. Blancher R. Wyszynski W. Baker D. Abbey L. Thompson
		Major Construction Update (FT2)	R. Wyszynski
	Board IC	Summary of Accounts - April	R. Wyszynski
	Legal Updates	S. Sincerbox	
Self-Funded Leaves	S. Sincerbox		
June 10, 2019	CW	2019-20 Board Budget	R. Wyszynski
		Annual Review of the Special Education Plan	L. Thompson
		Implications of 2019-20 Friday the 13th Events on Port Dover Students	W. Baker
		OPSBA Report	OPSBA Trustee
		Category III Trips (SO15)	B. Blancher
	CW IC	Director's Performance Review Report (In Camera at 6:00 p.m. (BL25))	Board Chair
Final Stage Grievances – Summary Report (In Camera) (BL7)	S. Sincerbox		
June 24, 2019	Board	Grand Erie Parent Involvement Committee Annual Report (Bylaw 8)	B. Blancher
		Quarterly Budget Report (F2)	R. Wyszynski
		Summary of Accounts - May	R. Wyszynski
	Board IC	Legal Updates	S. Sincerbox
August 19, 2019	CW	Approval of Next Year's CW and Board Schedules of Agenda Items	B. Blancher
		Major Construction Update (FT2)	R. Wyszynski
		OPSBA Membership Fee for (upcoming school year)	R. Wyszynski
		School Council Report	B. Blancher
		Energy Conservation Consumption Report (previous school year 2017-18)	R. Wyszynski
August 26, 2019	Board	2016-20 Multi Year Plan Update	B. Blancher
		Summary of Accounts - July	R. Wyszynski
		Summary of Accounts - June	R. Wyszynski
	Board IC	Legal Updates	S. Sincerbox
	Superintendent Performance Appraisal Report	B. Blancher	
Director's Operational Goals for 2019-20 Report (In Camera) (BL25)	B. Blancher		

**Standing Items on Board Reports**

Director's Report  
Student Trustees' Report  
Committee of the Whole Board Reports  
Joint Occupational Health & Safety Committee Minutes

**Items as Required**

1. Audit Committee
2. Grand Erie Parent Involvement Committee Minutes
3. Privacy and Information Management Committee Minutes
4. Native Advisory Committee Minutes
5. Quality Accommodations Committee Minutes
6. Student Transportation Services of Brant Haldimand Norfolk (STSBHN) Minutes
7. Indigenous Education Advisory Committee Minutes
8. Safe and Inclusive Schools Committee Minutes

**2018-19  
Bylaws, Policies and Procedures Review Schedule**

Review Date	Type	#	Item	SR. Admin
September 2018	Procedures	SO124	Use of Service Dogs in Schools	L. Thompson
November 2018	Bylaws	BL09	Processes for Development of By-Laws, Policies and Administrative Procedures	B. Blancher
January 2019	Policy Procedures	F06 F107 P104 SO103 SO106	Purchasing Purchasing Supervised Alternative Learning (SAL) Safe Arrivals Field Trips/Team Travel Booking	R. Wyszynski R. Wyszynski D. Martins W. Baker B. Blancher
February 2019	Policy	F01 FT13 FT14 HR01 HR08 SO21 SO29 SO112 SO118	Exclusive Suppliers: Food Services & Vending Machines in Schools Pride of Place Environmental Standards for Facility Operations and Maintenance Bereavements Workplace Violence School Food and Beverages Threat/Risk Policy Appropriate Student Dress Opening and Closing Exercises at Schools	R. Wyszynski R. Wyszynski R. Wyszynski S. Sincerbox R. Wyszynski L. DeVos W. Baker L. Thompson L. Thompson
March 2019	Bylaws Policy	BL04 BL16 FT06 FT07 SO07	Board and Committees of the Board Meeting Agendas Suspension, Revision or Repeal of any By-Law, Policy or Administrative Procedure Student Transportation Inclement Weather Student Expulsions	B. Blancher B. Blancher R. Wyszynski R. Wyszynski W. Baker
April 2019	Bylaws Policy Procedures	BL31 SO28 FT103 FT110 HR103 HR105 HR117	Bridge Financing – Coronation School Renovation Project Student Concussion and Head Injury Temporary Closure of Board Buildings Recorded Surveillance: Board Buildings & School Transportation Vehicles Duties and Expectations of Teachers Term Appointments - Central Support Staff Re-evaluating Existing Non-Union Positions	R. Wyszynski D. Martins R. Wyszynski R. Wyszynski S. Sincerbox S. Sincerbox S. Sincerbox
May 2019	Bylaws	BL02 BL12 BL32	Role of the Board Information Reports Capital Expenditure Financing – Telephone Replacement Project	B. Blancher B. Blancher R. Wyszynski
June 2019	Bylaws Policy	BL13 BL18 SO05	Signing Authorities of the Board Personnel Matters to be Considered In Camera School/Site Security and Lockdown in Schools	R. Wyszynski B. Blancher R. Wyszynski





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **OPSBA Membership Fee for 2018-19**  
DATE: August 27, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the 2018-19 OPSBA Membership Fee of \$65,343.38 (\$57,826 plus HST) for payment.</p>
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### Background

The 2018-19 OPSBA Membership renewal invoice has been received requesting a total fee of \$65,343.38. As a point of reference, the 2017-18 invoice totaled \$65,691.42. A copy of the invoice and supporting correspondence is attached.

The 2018-19 Operating Expenditure Budget approved by the Board included an estimate of \$59,794 for this fee. This budget is sufficient for this expenditure when the HST rebate is factored in.

In the past, the Board directed administration to bring the OPSBA membership renewal forward for approval when invoiced. Business Services is seeking approval to process the payment of the fee in September as invoiced.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business and Treasurer



**Ontario Public School Boards' Association**  
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Cathy Abraham  
President  
  
W.R. (Rusty) Hick  
Executive Director

**Leading Education's Advocates**

June 27, 2018

TO: Greg Anderson, Board Chair and Brenda Blancher, Director of Education

CC: Rafal Wyszynski, Superintendent of Business

GRAND ERIE DISTRICT SCHOOL BOARD

Trustees and school boards make a significant and direct contribution to the achievement and well-being of all students through their leadership in directing the policies and priorities that shape a collaborative culture of continuous improvement. Supporting these contributions is the Ontario Public School Boards' Association's (OPSBA) primary role.

This past year has been an active one, as we continued work on behalf of all public school boards with a wide variety of education stakeholders across the province and the country. We are ready to work with the newly elected provincial government and the other parties represented in the Legislature. OPSBA staff will be establishing meetings with the new Minister of Education and their staff.

The success of OPSBA is strengthened by the collective commitment of our members to the value of publicly funded education. We appreciate this opportunity to share with you some highlights of our work as an Association that support you in your role and the many benefits OPSBA membership offers our member boards.

The Association is represented on a number of key government working tables. We take pride in the range of successful outcomes resulting from our advocacy and input in many areas that are critical to supporting student achievement and well-being for all students and their families. Some of our accomplishments this year include:

- **Provincial, Municipal and School Board Elections** - OPSBA is again partnering with the Ontario Education Services Corporation (OESC) to coordinate a [series of resources](#) to support trustee candidates and communities for the October 22 Municipal and School Board elections occurring across Ontario. OPSBA also declared May 23 as [Education Day](#) in Ontario in advance of the June 7 provincial election and provided supporting resources as a number of trustees hosted non-partisan Education Day forums, inviting candidates from the major provincial parties to share their party's education platforms.
- **Mental Health and Well-Being** - OPSBA continues in its role as founding member of the [Ontario Coalition for Children and Youth Mental Health](#), which hosted the successful 2018 [Summit on Children and Youth Mental Health](#) in April, attracting hundreds of attendees from school boards and community partners. OPSBA and the Coalition's advocacy has led to significant mental health investments in the public education system for 2018-19 and beyond.
- **Equity and Inclusion** - OPSBA is providing ongoing input into the government's implementation of the Equity Action Plan, with equity and inclusion featured as a central focus at the fall 2017 OPSBA work team meetings and the 2018 Public Education Symposium. OPSBA staff and representative trustees advocated

for and participated in a planning committee for trustee professional development in the area of human rights, equity and ethical leadership. These efforts resulted in the creation of an inaugural training session for trustees in the area of human rights, equity and inclusion and provided feedback for improvement.

- **Indigenous Education** - OPSBA's Indigenous Trustees' Council has engaged in a range of initiatives to support the education of Indigenous students, and to ensure all students are educated about the history and culture of Indigenous peoples. Under the guidance of OPSBA, [Module 20](#) of the Trustee Professional Development program was completed, and the Module (A Journey towards Truth and Reconciliation) was released at OPSBA's Public Education Symposium in January 2018.
- **Education Funding** - In 2017-18, OPSBA staff [submitted a brief](#) during the Ministry's consultations regarding the development of the 2018-19 GSN, identifying several areas of advocacy and concern that have been expressed to the Association through consultation with school boards and school authorities including the re-establishment of the Local Priorities Grant, special education, children and youth mental health, administrative funding (including executive compensation) professional development for educators, capital funding/school operating budgets, and technology and digital resources.
- **Labour Relations** - As the designated bargaining agent for all English public school boards in the province, OPSBA's labour relations staff continue to work to systematize both the implementation of current collective agreements and prepare for the next round of bargaining.
- **Northern, Rural and Remote Education** – OPSBA has been working to support a Northern graduation strategy over the past two years. In addition to compiling data, organizing meetings and ongoing communication with the Minister of Education and Ministry staff, OPSBA facilitated the October Northern Region Meeting and Program in Sault Ste. Marie. This meeting focused on an in-depth dialogue with the Minister and staff in areas of equity, special education, well-being, Indigenous education, experiential learning, Specialist High Skills Major programs, as well as differentiated funding, resourcing, programming and services to better support Northern Ontario students and school boards.
- **French as a Second Language (FSL)** - OPSBA is leading the Ministry of Advanced Education and Skills Development (MAESD) [Labour Market Partnership Project](#) with all education partners, including the Ministry of Education, the Ontario College of Teachers and the Deans for the Faculties of Education, to determine recommendations to support increasing the supply pipeline with qualified and language proficient French language teachers. This is a one-year project that can be extended by application to MAESD for approval up to three years.
- **Legislative Submissions** - OPSBA engaged in a wide range of advocacy work, related to the provincial government's legislative and regulatory agenda, including [submissions and letters](#) regarding: Bill 148, Fair Workplaces, Better Jobs Act; Bill 174, Cannabis, Smoke-Free Ontario and Road Safety Statue Law; The Sector Engagement regarding Governance-Related Issues; Draft Revisions to the Pupil Accommodation Review Guideline (PARG) and Community Planning and Partnerships Guideline (CPPG); The New Vision for Student Transportation in Ontario; and the Education Accessibility Standard Engagement.

After 15 years, the political landscape in Ontario has changed. With that change comes a renewed emphasis on our priorities, which include stable, predictable funding that supports school operations and ultimately students. In addition to our strong partnerships with the many education-based organizations in Ontario, and beyond, the Association also has a 30-year history of building positive and mutually respectful working relationships with politicians and staff from all parties represented in the Ontario Legislature. These relationships allow us to successfully represent the voice of our public school boards on the many issues that affect our students and communities and will continue to be a strategic component in providing a comprehensive range of services that produces results on behalf of our members.

**Our programs and services are highly cost effective.** The financial benefits of membership far exceed not only the membership fee itself, but the outcomes that could be achieved by boards acting individually. Working with our partners at the OESC, our interventions on copyright tariffs, natural gas rates and electricity rates have continued to create significant savings for all school boards and cover membership fees many times over. When this is combined with the other benefits created through our coordination and advocacy, the value of membership speaks for itself.

Examples of 2017-18 savings realized for:

GRAND ERIE DISTRICT SCHOOL BOARD

Savings in Copyright Fees: \$ 61,590

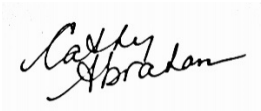
Savings in Energy Costs: \$ 552,800

The 2018-2019 OPSBA membership fee for your board is \$ 57,826.

You are invited to [review more information](#) about the valuable services OPSBA offers your board by visiting [www.opsba.org](http://www.opsba.org).

We thank you for your continued membership and valued participation in OPSBA this coming year.

Best Regards,



Cathy Abraham  
President



W.R. (Rusty) Hick  
Executive Director

*The Ontario Public School Boards' Association represents public district school boards and public school authorities across Ontario, which together serve more than 1.2 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA is seen as the credible voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions.*

Attachment: Invoice for the 2018-2019 OPSBA membership fee





**ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION**

**Leading Education's Advocates**

**Ontario Public School Boards' Association**

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Invoice to:		<b>Grand Erie District School Board</b> 349 Erie Avenue Brantford, Ontario N3T 5V3	
Invoice# 010-18/19	Date: September 01, 2018	HST #10780 0344 RT 0001	
QTY	DESCRIPTION	AMOUNT	
	<p align="center"><b>2018-2019 Membership Fee</b> September 01, 2018 to August 31, 2019</p> <p>* Final Billing</p>	\$57,826.00	
Please make cheque payable to:		Subtotal	\$57,826.00
<b>Ontario Public School Boards' Association</b>		HST @ 13%	\$7,517.38
Terms of Payment : Due upon receipt		<b>Total</b>	<b>\$65,343.38</b>

Copy 1 - Customer

Copy 2 - Accounting

Copy 3 - File





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **2016-20 Multi-Year Plan Update and Communications Strategy**  
DATE: August 27, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the report on the 2016-20 Multi-Year Plan Update and Communications Strategy as information.

### Background

In 2016, Grand Erie approved a new five-year strategic direction to guide the work that the school board is doing. At the centre of the Multi-Year Plan is *Success for Every Student*. Grand Erie will achieve *Success for Every Student* through a focus on students and staff in a culture of high expectations. The six indicators that support Grand Erie's Multi-Year Plan are: Achievement, Well-Being, Equity, Environment, Technology and Community.

Communicating Grand Erie's Multi-Year Plan to all internal and external stakeholders is crucial to its overall success. Communicating the Multi-Year Plan began with the launch in 2016-17. Last year, the 2017-18 Multi-Year Plan Communications Strategy was presented to the Board. It focused on demonstrating progress and building awareness and understanding of the Multi-Year Plan. Appendix A provides an update on the success of the 2017-18 Communications Strategy.

This year, the Multi-Year Plan Communications Strategy will continue building awareness and understanding, especially with external audiences (i.e., parents, media, community members). It will focus on finding ways to ensure all Grand Erie staff understand the important role they play in contributing to *Success for Every Student*. It will also showcase the progress Grand Erie is making with the Multi-Year Plan by highlighting a wide-range of activities, events and initiatives the school board and/or schools are doing to demonstrate the six indicators.

### Next Steps

The 2018-19 Communications Strategy for Grand Erie's Multi-Year Plan will focus on:

- Building awareness and understanding of the plan, especially with external audiences (i.e., parents, media, community members)
- Ensuring Grand Erie staff understand the important role they play in contributing to *Success for Every Student*
- Showcasing progress made throughout the school year by highlighting a wide range of activities, events and initiatives which link directly to one of the six indicator areas

Appendix B outlines the 2018-19 Communications Strategy for the Multi-Year Plan.

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary

## Appendix A



# 2017-18 Multi-Year Plan Communications Strategy Update

## Background:

- At the centre of Grand Erie's Multi-Year Plan is *Success for Every Student*
- Grand Erie will achieve this through a focus on students and staff in a culture of high expectations
- The six indicator areas that support Grand Erie's goal of *Success for Every Student* are: Achievement, Well-Being, Equity, Environment, Technology and Community

## Overview:

- Communicating Grand Erie's Multi-Year Plan to all of its internal and external audiences is crucial to the plan's overall success
- Highlighting accomplishments connected to the Multi-Year Plan during its first year (2016-17) will demonstrate progress and help build support across all audiences
- Ensuring all internal audiences (i.e., staff) fully understand the Multi-Year Plan and recognize their important role within it, will increase buy-in and contribute to the plan's long-term success

## Objectives:

- Build awareness and understanding of Grand Erie's Multi-Year Plan with all internal and external audiences through a wide range of communication activities
- Demonstrate progress made during the first year of the Multi-Year Plan (2016-17) by highlighting accomplishments in each of the six indicator areas
- Show all Grand Erie staff how they fit into the Multi-Year Plan and how their day-to-day activities contribute to its overall success

## Audiences:

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

## Tactics:

- **Build awareness and understanding of Grand Erie's Multi-Year Plan**
  - Create a series of Multi-Year Plan-focused communication resources that can be used to inform and educate internal and external audiences

- 2017-18 Multi-Year Plan view book
  - Completed
- *Success for Every Student* videos
  - Completed. Videos helped reinforce how staff help achieve *Success for Every Student*. Videos featured: Barb Guest, Israel Segura Romero, John Cartmel, and Jeannie Martin
- Key messages on each of the six indicator areas of the Multi-Year Plan for leaders (i.e., Superintendents, Principals, Managers, etc.) to share at staff meetings, with parents/students and at key events and activities throughout the school year
  - Completed with Superintendents, Principals/Vice-Principals. Will be shared with Managers in 2018-19
- Content for school/program newsletters on the Multi-Year Plan's and/or one of the six indicator areas
  - Content to be created and shared in 2018-19
- Did You Know? social media campaign highlighting key elements of the Multi-Year Plan, including each of the six indicator areas
  - Changed to: Multi-Year Plan specific hashtags (i.e. #achievement, #success4everystudent, #equity) when retweeting school initiatives, activities or events
- Link all Grand Erie District School Board reports back to one of the six indicator areas of the Multi-Year Plan and the corresponding "We will" statements. For example:
  - Grand Erie Multi-Year Plan:
    - This report supports the Equity indicator of *Success for Every Student* and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.
    - Completed
- Create a monthly theme for *Schools in the News* based on the six indicators of the Multi-Year Plan
  - For example: October/Community, January/Equity, February/Well-Being, March/Technology, April/Environment, May/Achievement
    - Completed
- Where possible, highlight how stories included in *The Blackboard* contribute to the Multi-Year Plan and/or one of the six indicator areas
  - Completed
- Create a monthly feature story spotlighting student or staff activities and initiatives that connect to the Multi-Year Plan and/or one of the six indicator areas
  - Completed

- Link all media releases to the Multi-Year Plan and/or one of the six indicator areas
  - For example: EQAO results, New Dunnville School ground-breaking, 2018-19 Budget
    - Completed, where appropriate
- Highlight Multi-Year Plan-focused activities and events during the school year (i.e., Days of Significance, themed days, School Council events, etc.)
  - Completed, where appropriate
- Incorporate the Multi-Year Plan and/or one of the six indicator areas into each Director's Blog
  - For example: Equity in the October Thanksgiving edition
    - Completed
- Embed the Multi-Year Plan and/or one of the six indicator areas into the 2017-18 Message from the Chair of the Board
  - Completed, where appropriate
- Incorporate the Multi-Year Plan and/or one of the six indicator areas into all greetings brought by the Chair of the Board and/or Trustees to meetings, events and activities throughout the school year
  - Completed, where appropriate
- Incorporate the Multi-Year Plan information graphic and/or *Success for Every Student* message into all Grand Erie publications
  - For example: School Council Guide, videos, advertisements, etc.
    - Completed, where appropriate
- **Demonstrate progress made during the first year of the Multi-Year Plan**
  - Grand Erie Multi-Year Plan overview and update presentation
    - Featuring accomplishments from 2016-17
    - Led by the Director of Education at a wide-range of meetings, events and activities
      - For example: Director's Kick-Off, Staff Professional Development Days, School Council Start-up Session
      - Completed
  - Highlight progress in the Annual Director's Report
    - Completed
  - Update Grand Erie's website content for the Multi-Year Plan to include accomplishments from 2016-17
    - Completed

- **Show staff how they fit into the Multi-Year Plan and contribute to its overall success**
  - Share staff videos (four in total) with all staff at Professional Development Days and key meetings throughout the school year
    - Videos demonstrate how each of these staff members contribute *to Success for Every Student* through their unique, individual stories
      - **Completed**
  - Spotlight one of the Multi-Year Plan's six indicator areas at each of the Director's Meetings (December to June) and ask 3-5 Principals or Managers to share 2-3 ways in which they (their school/department/staff) are contributing to the Multi-Year Plan
    - Each participant is recognized with a pair of Grand Erie socks
      - **Completed at several Director's Meetings**
  - Share each of the six Annual Operating Plans, which are how the Multi-Year Plan is implemented, with Principals at a Director's Meeting (October 2017) and post on the Grand Erie website for all internal and external audiences to review
    - **Completed, where appropriate**
  - Speed Brainstorming session with participants at an upcoming Director's Meeting
    - Attendees will be split up into small groups for a short, intense brainstorming session
    - Each participant will write down one example of how they see themselves, their school, their program area or their department contributing to the Multi-Year plan based on one of the six indicator areas
    - Examples are then posted, shared and discussed within the group
    - All examples will be collected and shared with attendees following the meeting. They will also be shared on the staff portal
      - **Completed at several Director's Meetings. Examples were also shared with Trustees, Senior Administration, Principals/Vice-Principals**
  - Develop a master list of examples showing how Grand Erie staff are helping to support the Multi-Year Plan and/or one of the six indicator areas
    - Examples will be collected monthly from schools, program areas and staff departments
    - Each month will have a focus (i.e., December/Community, January/Well-Being, February/Equity, March/Technology, April/Environment, May/Achievement)
    - Once schools/departments/program areas submit their examples, staff will be entered into a monthly draw for a catered lunch
    - Master list of examples will be featured on the staff portal to ensure all staff can see each of the ways in which they contribute to the Multi-Year Plan on a day-to-day basis and how important and valuable their work is
      - **Completed. Examples were shared with Trustees, Senior Administration, Principals/Vice-Principals**

## Measurement:

- Number of schools, departments and program areas that participate in the collection of examples
  - Community Indicator: examples collected from 37 schools
  - Well-Being Indicator: examples collected from 64 schools
  - Equity Indicator: examples collected from 58 schools
  - Technology Indicator: examples collected from 48 schools
  - Environment Indicator: examples collected from 67 schools
  - Achievement Indicator: examples collected from 54 schools
- Results collected through the annual Multi-Year Plan survey (May/June 2018)
  - Following discussion with Grand Erie's System Research Lead, the success of the Multi-Year Plan should be measured and evaluated through Year 1 (2016-17) and Year 4 (2019-20) focus groups
  - Based on survey results of Senior Administration and Principals/Vice-Principals, collected at the May 15, 2018 Director's Meeting (79 in total), 63 per cent of system leaders felt stakeholders were aware of Grand Erie's Multi-Year Plan



## Appendix B



# 2018-19 Multi-Year Plan Communications Strategy

## Background:

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

## Overview:

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

## Objectives:

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

## Stakeholders:

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

## Tactics:

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1. **Build awareness and understanding of Grand Erie's Multi-Year Plan, especially with external audiences (i.e., parents, media, community members)**
  - Create a series of Multi-Year Plan-focused communication resources that can be used to inform and educate internal and external audiences
    - 2018-19 school agendas for students – Multi-Year Plan featured on cover, with content inside to explain the Board's strategic direction

- Multi-Year Plan view book – updated for 2018-19, to be shared with schools for Future Grade 9 Student and Parent Information Nights, Kindergarten Registration events and activities as well as all Grand Erie Parent Involvement Committee (GEPIC) events
    - Multi-Year Plan videos – focus on Equity, four stories in total (LGBTQ+, physical disability, social-economic, newcomers)
    - School newsletters – content for monthly newsletters on the Multi-Year Plan or one of the six indicators
    - Key messages on each of the six indicators of the Multi-Year Plan for Principals/Vice-Principals and Managers to share with staff
    - Multi-Year Plan content on website – update for 2018-19
  - As bonus content in each edition of *The Blackboard*, provide website links to the most recent *Schools in the News* stories, feature stories and/or media releases. Organize stories by the six key indicators in the Multi-Year Plan. This ensures staff, media and community members who receive *The Blackboard* get the opportunity to review and read these stories that demonstrate how the Multi-Year Plan is being delivered across Grand Erie throughout the school year
- 2. Ensure Grand Erie staff understand the important role they play in contributing to *Success for Every Student***
- Share Multi-Year Plan videos with staff at Professional Development Days and key meetings throughout the school year (i.e. Director’s Kick-off). Videos highlight the work of students and staff in promoting and celebrating Equity at Grand Erie
  - Each edition of *The Blackboard* will provide website links to the most recent *Schools in the News* stories, feature stories or media releases
  - Monthly series of stories called “*On the Job with...*” to highlight the work being done by Grand Erie staff. Each story will endeavour to link the efforts of the staff featured back to the Multi-Year Plan and one of the six indicators
- 3. Showcase progress made on the Multi-Year Plan throughout the 2018-19 school year by highlighting a wide range of activities, events and initiatives that link to one of Grand Erie’s six indicators (i.e., Achievement, Well-Being, Equity, Environment, Technology and Community)**
- Multi-Year Plan indicators will play a key role in determining what events, activities or initiatives the Communications and Community Relations department feature in 2018-19 (e.g., Indigenous Education, PRIDE, Earth Week, Education Week, Mental Health Week, Art Soup, etc.)
  - Continue using the Multi-Year Plan indicator hashtags (e.g., #environment, #success4everystudent, #community) to link stories being told by Grand Erie schools to the Multi-Year Plan when retweeted by the Board

- Continue linking Grand Erie District School Board reports and stories included in *The Blackboard* to one of the indicators in the Multi-Year Plan
- Continue the themes for *Schools in the News*, linking the stories to one of the indicators in the Multi-Year Plan. New for 2018-19: share these stories with the media, in addition to Trustees, Senior Administration and Principals/Vice-Principals
- Continue linking feature stories and media releases, where possible, to the Multi-Year Plan and/or one of the six indicators. New for 2018-19: share feature stories with the media, in addition to Trustees, Senior Administration and Principals/Vice-Principals
- Continue to embed the Multi-Year Plan and/or one of the six indicators into the Director's Blog, the Annual Director's Report and the annual Message from the Chair of the Board
- Continue to incorporate the Multi-Year Plan and/or one of the indicators into greetings brought by the Chair of the Board, Trustees, the Director of Education, or Superintendents at events and activities hosted at Grand Erie
- Once a month, share the website links to the most recent *Schools in the News* stories, feature stories or media releases with School Council Chairs

### Measurement:

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- Number of stories created for Schools in the News and feature stories
- Media coverage generated from media releases, Schools in the News or feature stories
- Social media coverage – the number of likes/interactions on Twitter; the number of likes/total reach on Facebook – as a result of *Schools in the News*, feature stories or Multi-Year Plan hashtags
- Survey results collected from Senior Administration and Principals/Vice-Principals at a Spring 2019 Director's Meeting
- Feedback received from the monthly emails sent to school council chairs as well as feedback gathered at GEPIC meetings





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Liana Thompson, Superintendent of Education  
RE: **Bylaw 8 – Committees of the Board – Removal of Compensatory Education Committee**  
DATE: August 27, 2018

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board – Removal of Compensatory Education Committee (CEC) as a Standing Committee.

### Background

At the Committee of the Whole Meeting on May 14, 2018 Trustees approved a motion to disband the Compensatory Education Committee in Bylaw No. 8 Committees of the Board as a Standing Committee of the Board.

### Additional Information

This report is to confirm that the Standing Committee for Compensatory Education has been removed from the list of Standing Committees outlined in Bylaw 8.

### Next Steps

The revised Bylaw 8 cover pages are attached to this report.

### Grand Erie Multi-Year Plan

This report supports the Community, Equity and Achievement indicators of Success for Every Student and the following statements: we will foster and celebrate inclusive school communities to enhance the learning experiences of all students; we will promote practices that help students, families and staff feel safe, welcomed and included; we will set high expectations for our students and monitor, measure and reflect on their outcomes.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



<b>Committees of the Board</b>
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Board Received: January 29, 2018 Review Date: February 2022

### Statutory Committees

The Board is required under the Education Act and its Regulations to establish the following committees:

1. **Special Education Advisory Committee (SEAC)**  
The Board shall establish a Special Education Advisory Committee, in accordance with Regulation 464/97; a regulation made under the *Education Act*
2. **Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School Committee**  
The Board shall establish a Supervised Alternative Learning for Excused Pupils Committee, in accordance with Ontario Regulation 308; a regulation made under the *Education Act*.
3. **Student Discipline Committee**  
Matters related to student suspensions and expulsions which have been directed to the Board will be referred to a sub-committee of the whole Board as permitted under the Education Act, Section 308 (7).
4. **Accessibility Committee**  
The *Integrated Accessibility Standards Regulation* (2011) requires school boards to prepare a multi-year accessibility plan, with annual progress reports.
5. **Audit Committee**  
The Board shall establish an Audit Committee in accordance with Ontario Regulation 361/10; a regulation made under the *Education Act*.
6. **Parent Involvement Committee**  
The Board shall establish a Parent Involvement Committee in accordance with the Parent Engagement Policies of the Ministry of Education (Ontario Regulation 330/10).

The Terms of Reference for Statutory Committees shall be consistent with the associated Regulations and are attached in Appendix A.

## Standing Committees

The Board will establish Standing Committees to provide advice to the Board. The work of a Standing Committee is on-going from year-to-year. The following Standing Committees will be established at the Inaugural Meeting of the Board:

Native Advisory  
School Year Calendar  
Director's Review Committee  
Brantford Joint Use Committee  
Student Transportation Services Brant Haldimand Norfolk  
Quality Accommodations Committee  
~~Compensatory Education Committee~~  
Privacy Information Management  
Safe and Inclusive Schools  
Indigenous Education Advisory Committee (IEAC)

The Board may create and eliminate Standing Committees based on the needs of the Board. The Terms of Reference for Standing Committees are attached in Appendix B.

## Ad Hoc Committees

The Board may establish Ad Hoc Committees to provide advice to the Board.

Ad Hoc Committees are created to collect and analyze information around an identified issue, to evaluate the information, and to make recommendations to the Board. Unless otherwise described in Regulation, By-Law or policy, the Board shall determine the membership and terms of reference for the Ad Hoc Committee. Upon completing its report an Ad Hoc Committee will be disbanded.

The operating guidelines for Ad Hoc Committees are:

1. Ad Hoc Committee may request information reports from staff or other resources personnel.
2. Ad Hoc Committees will provide opportunities for public and staff input, if such opportunities are part of the mandate of the Committee.
3. Only members of the Ad Hoc Committee (or their designated alternates) may participate in the deliberations of the Committee. Student Members and Student Trustees may participate fully in the discussions of the Committee. On issues that come to a vote, committee members (or designates) may vote. Student Members and Student Trustees are non-voting members but may have their position officially recorded in the minutes
4. Decisions of the Ad Hoc Committee will be reached through consensus, to the greatest extent possible.

## Role of Trustees on Committees of the Board

Trustee representation on statutory and standing committees is referenced in the Terms of Conditions for each committee. A Striking Committee meets immediately following the annual Organizational Meeting of the Board to nominate representation on Committees of the Board. The role of Trustees on Committees of the Board is as follows:

- To represent the Board of Trustees
- To respond to Trustee questions arising from the minutes of the committee as appropriate
- To attend all meetings of the committee(s) to which they are assigned.

If an individual Trustee is unable to attend a scheduled committee meeting they are to contact the committee alternate where applicable. Where there is not a designated alternate or if the alternate is not available the Trustee representative will contact the Chair of the Board who will seek to find a replacement for that meeting.

If a Trustee is unable to continue to represent the Board on a committee, they are to communicate this to the Chair of the Board in writing. The Chair of the Board will then reconvene the Striking Committee to choose another Trustee for the committee for the duration of the term.



## APPENDIX B

## Compensatory Education Committee Terms of Reference

### 1.0 — Mandate

- ~~The Compensatory Education Committee was created as an integral part of the first Compensatory Education Plan in Grand Erie.~~
- ~~The mission of the CEC is to support the board's initiatives that are aimed at closing the opportunity gap and raising achievement for students facing barriers due to socio-economic factors in Grand Erie.~~
- ~~The CEC advises the Board on the planning and implementation of the Higher Improvement in Performance in Schools Strategy.~~

The committee shall meet three times per school year:

Fall: ~~to review the current Higher Improvement in Performance in Schools Strategy and the plan for implementation~~

Winter: ~~check in, and to provide input into the Draft Compensatory Education Plan, which includes Funding Direction and School Selection (if applicable) and the Higher Improvement in Performance in Schools Strategy for the next school year~~

Spring: ~~to hear outcomes to date of implementation of the Higher Improvement in Performance in Schools Strategy and consider plans for the upcoming school year~~

### 2.0 — Committee Composition

Membership of the CEC includes:

2.1 — ~~Trustee (2)~~

2.2 — ~~Superintendents of Education responsible for Special Education, Elementary Program, Student Success (or alternates, i.e. Principal Leaders for Student Success, Elementary Program and Special Education)~~

2.3 — ~~School Administrator Representatives (at least one from each panel)~~

2.4 — ~~Indigenous Education representation~~

2.5 — ~~School and Program Supports Lead~~

2.6 — ~~School Mental Health and Well Being Lead~~

2.7 — ~~System Research Leader~~

2.8 — ~~Manager of Communication and Community Relations~~

2.9 — ~~Manager of Facility Services~~

2.10 — ~~Community Agencies and/or Stakeholders (can include community poverty group representatives, public health, community living associations, etc.)~~

Resource personnel for consultation purposes:

2.11 — ~~Human Resources Services~~

2.12 — ~~Information Technology Services~~

2.13 — ~~Business Services~~

2.14 — ~~Transportation Services~~

2.15 — Parents/guardians

2.16 — Union Representatives

### 3.0 — ~~Committee Operating Procedures and Scope~~

3.1 — ~~The committee will support and monitor the implementation of, and annually review, the Higher Improvement in Performance in Schools Strategy by gathering information and providing advice to the board on effective strategies / practices that maximize benefits for students in Higher Improvement in Performance Schools.~~

3.2 — ~~The committee will review and interpret student and school data (demographic, achievement, qualitative) to make recommendations about strategies to decrease barriers in schools with large numbers of economically disadvantaged students~~

3.3 — ~~The committee, through the Superintendent, will provide minutes of meetings to the Board. Minutes, following review by the Superintendent, will be submitted in draft form, to Executive Council and the Board of Trustees~~

3.4 — ~~The committee, through the Superintendent, will provide a status report and make recommendations to the board each February with respect to the school selection (if applicable), and funding provided to Higher Improvement in Performance schools and the achievement of outcomes in the Higher Improvement in Performance in Schools Strategy. These recommendations will help inform planning and supports for the upcoming school year.~~

3.5 — ~~The committee will support the provision of materials and events that promote learning opportunities for students with compensatory education needs and for Grand Erie staff members.~~

### 4.0 — ~~Role of the Board~~

4.1 — ~~Receive the annual report.~~

4.2 — ~~Consider the recommendations of the Compensatory Education Committee, which includes school selection, funding directions and the Higher Improvement in Performance Schools Strategy~~

4.3 — ~~Appoint Trustee members.~~



# GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Wayne Baker, Superintendent of Education  
 RE: **SO7 – Student Expulsion**  
 DATE: August 27, 2018

**Recommended Actions:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the changes to “SO7 – Student Expulsion”.

**Recommended Actions:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating SO7 Student Expulsion to all appropriate stakeholders for comments..

### Background

SO7 – Student Expulsions was approved by Trustees in February 2015 and is scheduled for review in March 2019.

### Additional Information

Ontario’s Cannabis Act (2017) dictates changes to the Education Act, that will also have to be reflected in SO7. Specifically, section 310 of the Education Act now includes a cannabis-related reason for expulsion.

Coincidentally, a group of Grand Erie school administrators has been working to streamline the reasons for expulsion; specifically, the group was disaggregating two generalized, and overused, reasons for expulsion: “An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others” and “Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board”.

The group is now finished its work, which has been approved by Executive Council. This is an opportune time to incorporate the working group’s revisions with the Education Act changes.

### Recommendation

By-law 9 states that “The draft policy shall be circulated to all stakeholders for a minimum of 60 days for input.” Executive Council is recommending that the period of circulation be waived in this case. First, the change to SO7, while important, is limited in scope; all processes related to expulsions remain the same. Secondly, in order for the policy change to be in place for September 2018, the I.T. department required time during the summer to complete their work; a 60-day circulation period would have precluded this happening.

### Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Wayne Baker  
 Superintendent of Education



## POLICY

S07

<b>Student Expulsions</b>
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Board Received: February 23, 2015 Review Date: March 2019

**Policy Statement**

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

**Accountability**

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

**Procedures**

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

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

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

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

1. Possessing a weapon\* or replica, including a firearm;
2. Using a weapon\* or replica to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or illegal/restricted drugs;
6. Committing robbery;
7. ~~Giving alcohol to a minor~~ Giving alcohol or cannabis to a minor;

8. ~~An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others.~~ Bullying if,
- i. The pupil has previously been suspended for engaging in bullying, AND*
  - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;*
9. ~~Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where~~
- i. The pupil has previously been suspended for this behaviour, AND*
  - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;*
10. ~~Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property. Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school-related activities. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and~~
11. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.

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

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

#### **Factors to Consider Before Deciding to Impose a Suspension Pending Expulsion**

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

**Mitigating Factors**

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

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

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

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

If a pupil does not have the ability to control his or her behaviour and does not understand the foreseeable consequences of his/her behavior alternative discipline and/or other intervention may be considered by the Principal.

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

**Suspension Pending Recommendation for Expulsion**

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

**Procedural Steps When Imposing a Suspension Pending Expulsion**

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

1. Within 24 hours of the decision, the Principal must make all reasonable efforts to inform the adult pupil, or the parent/guardian.
2. The Principal must inform the pupil's teacher(s) of the suspension.
3. The Principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and pupil, and the Family of Schools Superintendent of Education. The written notice of suspension will include:
  - i. the reason for suspension;

- a. the duration of the suspension;
  - b. information about the program for suspended pupils;
  - c. information about the investigation the Principal is conducting to determine whether to recommend expulsion; and
  - d. a statement that there is no immediate right to appeal the suspension.
4. Every effort should be made to include the school work with the letter of suspension to the adult pupil or the parent/guardian of a pupil under 18 if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or e-mailed to the home address that day and school work should be made available for pick-up from the school the following school day.
    - a. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
    - b. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
  5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate-motivated violence, consideration should be given to filing a Violent Incident Form in the pupil's Ontario Student Record.

### **Long-Term Suspension Program**

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

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

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

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

### **Planning Meeting**

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

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

The Principal will strive to schedule a planning meeting to occur within three (3) school days of being informed that the pupil will participate in a program.

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

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

### **Student Action Plan (SAP)**

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

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

### **Principal's Investigation**

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



As part of the investigation, the principal will:

1. make all reasonable efforts to speak with the adult pupil or the pupil's parent/guardian and the pupil;
2. include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
3. make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian; and
4. consider the mitigating and other factors when determining whether to recommend to the Student Discipline Committee that the pupil be expelled.

#### **Decision Not to Recommend Expulsion**

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

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

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

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

#### **Recommendation to the Board for an Expulsion Hearing**

If a Principal, in consultation with the Superintendent responsible for Safe Schools, determines that a referral for expulsion is warranted, the Principal must refer the recommendation for expulsion to the

Student Discipline Committee to be heard and dealt with within 20 school days from the date the Principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

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

1. Prior to the hearing, prepare a report to be submitted to the Director of Education and provide the report to the adult pupil or the parent/guardian of a pupil under 18. The report will include:
  - a. a summary of the findings the Principal made in the investigation;

- b. an analysis of which, if any, mitigating or other factors might be applicable;
  - c. a recommendation of whether the expulsion should be from the school or from the Board; and
  - d. a recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
2. Provide written notice of the expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:
    - a. a statement that the pupil is being referred to the Student Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
    - b. a copy of the Board's Policy governing the hearing before the Student Discipline Committee;
    - c. a copy of the Board Code of Conduct, school Code of Conduct, and Suspension/Expulsion pamphlet;
    - d. a copy of the suspension letter;
    - e. a statement that the pupil and/or his or her parent/guardian has the right to respond to the principal's report in writing;
    - f. information about the procedures and possible outcomes of the expulsion hearing, including that:
      - i. if the Student Discipline Committee does not expel the pupil, they will either confirm, confirm and shorten, or withdraw the suspension;
      - ii. parties have the right to make submissions with respect to the suspension;
      - iii. any decision with respect to the suspension is final and cannot be appealed;
      - iv. if the pupil is expelled from the school, he or she must be assigned to a Board program or another school.
      - v. if the pupil is expelled from the Board, he or she will be assigned to a program for expelled pupils;
      - vi. if the pupil is expelled, there is a right of appeal to the Child and Family Services Review Board.
    - g. the name and contact information for the Superintendent responsible for Safe Schools.

**The Superintendent responsible for Safe Schools will:**

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

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

1. Prepare a package of documents for the Student Discipline Committee, which will include at least the following components:
  - a. a copy of the principal's report;
  - b. a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or parent/guardian; and
  - c. a report containing a recommendation.
  - d. The Minutes of Settlement, if the adult student or parent/guardian has chosen this option
2. Ensure the adult pupil or parent/guardian is informed of the date and location of the expulsion hearing, and provided with a copy of the Expulsion Hearing Rules, and a copy of the documentation that will be presented to the Student Discipline Committee.
3. Ensure that the item is placed on the Student Discipline Committee agenda.

### Hearing before the Student Discipline Committee

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

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

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

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

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

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

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

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Student Discipline Committee may request further evidence as set out in the Expulsion Hearing Rules, subject to the requirement that the hearing take place within 20 school days, or the Student Discipline Committee may assess the evidence and determine whether,

on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

### **No Expulsion**

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

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

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

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

### **Expulsion**

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

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

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

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

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

Once the Superintendent responsible for Safe Schools has received notice that a pupil has been expelled, s/he must direct the GESST to create a SAP in a manner consistent with the Board's policy and procedures for programs for expelled pupils.

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

### **Appeal of Board Decision to Expel**

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

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

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

#### **Re-entry Requirements Following an Expulsion**

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

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

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



**GRAND ERIE DISTRICT SCHOOL BOARD  
NOTICE OF SUSPENSION OF A PUPIL  
•• One to Five Days ••**

**A. STUDENT INFORMATION**

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

**B. REASON FOR SUSPENSION**

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

<ul style="list-style-type: none"> <li><input type="checkbox"/> Possessing a weapon or replica, including a firearm;</li> <li><input type="checkbox"/> Using a weapon or replica to cause or to threaten bodily harm to another person;</li> <li><input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medial practitioner</li> <li><input type="checkbox"/> Committing sexual assault;</li> <li><input type="checkbox"/> Trafficking in weapons or illegal/restricted drugs;</li> <li><input type="checkbox"/> Committing robbery;</li> <li><input type="checkbox"/> <del>Giving alcohol to a minor</del>Giving alcohol or cannabis to a minor;</li> <li><input type="checkbox"/> <del>An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well being of others</del>Bullying if,             <ul style="list-style-type: none"> <li>i. <del>The pupil has previously been suspended for engaging in bullying, AND</del></li> <li><input checked="" type="checkbox"/> ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;;</li> </ul> </li> <li><input type="checkbox"/> <del>Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well being of other person(s) in the school or Board; or</del>Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where             <ul style="list-style-type: none"> <li>i. <del>The pupil has previously been suspended for this behaviour, AND</del></li> <li><input checked="" type="checkbox"/> ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;</li> </ul> </li> <li><input type="checkbox"/> <del>Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are were on Board property</del>Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school related activities. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and.</li> <li><input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.</li> </ul>
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**C. SPECIFICS OF SUSPENSION**

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

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

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

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

Sincerely,

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Principal's Signature



## GRAND ERIE DISTRICT SCHOOL BOARD EXPULSION HEARING PROCESS

### 1.0 PRE-HEARING PROCEDURES

#### 1.1 Notice of Hearing and Pre-Hearing Conference:

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

#### 1.2 Pre-Hearing Conference

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

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

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

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

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

#### 1.3 Minutes of Settlement

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

### 2.0 CONDUCT OF THE HEARING

#### 2.1 Time Limits for Presentations at Hearing

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

#### 2.2 Order of Presentation

The Principal will proceed to make his/her presentation first, commencing with an opening statement and a presentation of the results of the "Principal Investigation". This may include any witnesses or videotaped evidence. The Student/Parent will then be



given an opportunity to make an opening statement and presentation which also includes calling witnesses or videotaped evidence. At this point the Hearing Committee can ask questions or clarifications of either party. Finally, the parties will be asked to leave the room and will be called back when a decision is reached.

### **2.3 Maintenance of Order of Hearing**

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

### **2.4 Failure of Party to Attend Hearing After Due Notice**

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

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

### **2.5 Notice of Decision to Expel**

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

### **2.6 Decision That Discipline Other Than Expulsion Is Appropriate**

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

### **2.7 Reasons for Decision**

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

### MINUTES OF SETTLEMENT

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

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

**BETWEEN:**

*Principal Name, School Name*

THE SCHOOL

- and -

*Parent Name*

PARENT/LEGAL GUARDIAN

- and -

*Student Name*

STUDENT

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## Minutes of Settlement

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

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

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

### THE PARTIES AGREE AS FOLLOWS:

1. The parties agree to the decision of the Student Discipline Committee of the Grand Erie District School Board appointed under the Education Act, which may impose on Student Name an expulsion from all schools of the Board, therefore making Student Name eligible for Safe Schools, the program for expelled students.
2. The parties consent to the Student Discipline Committee considering the attached Schedule "A" (Summary of Principal's Investigation Recommending Expulsion) to decide whether to impose the expulsion.
3. Parent Name and Student Name (or Adult Pupil) acknowledge that they have had the terms of the agreement explained to them by Grand Erie District School Board personnel and were informed of their right to have their independent legal counsel review this matter.
4. Parent Name and Student Name (or Adult Pupil) have reached this understanding and position voluntarily and will not make any claim or complaint through the Ontario Human Rights Commission.
5. Parent Name and Student Name (or Adult Pupil) declare that they fully understand the terms of settlement contained in this document and further declare that they voluntarily accept the terms of settlement.
6. The parties agree that this settlement is made without admission of liability on the part of School Name.
7. This Agreement shall be binding upon the parties of Student Name and the School Name respectively.
8. Parent Name and Student Name (or Adult Pupil) agree that they have had an opportunity to obtain independent legal advice with respect to the details of the settlement and further agree that they signed the Agreement freely, voluntarily and without duress.
9. This Agreement cancels and supersedes any prior understandings and agreements between the parties.

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

Signed on this \_\_\_\_ day of \_\_\_\_, 20\_\_\_\_

School Name

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Principal Name  
Principal

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Parent Name  
Parent/Guardian

\_\_\_\_\_  
Student Name  
Pupil

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Adult Pupil Name  
Adult Pupil





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
 RE: **Major Construction Project Report**  
 DATE: August 27, 2018

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

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the revised plan to take possession of Mapleview Elementary School on November 8, 2018 while closing the site to students on November 9, 2018 to facilitate the move from Fairview Avenue Public School to Mapleview Elementary School.

**Fairview Avenue Redevelopment:**

**Scope:**

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

**Background:**

At the June 5, 2018 construction meeting, it was discovered that occupancy by the first week of September would not be guaranteed. As a result, Trustees approved a plan at the June 11, 2018 Committee of the Whole meeting to delay the announcement of a move-in date until the August 27, 2018 Board meeting.

This report will summarize the work completed over the summer, the revised project schedule and a recommendation for next steps.

**Timeline:**

Dates	Description	Status
February 2017	Seek Board approval to appoint a project architect.	Completed
February - April 2017	Complete schematic design phase and seek approval to issue tender	Completed
May – June 2017	Complete all drawings and tender documents.	Completed
August 2017	Issue Tender	Completed
September 2017	Close tender and seek Board approval to award contract work.	Completed
Oct 2017 to Nov 2018	Complete project construction work.	In Progress
November 12, 2018	New school occupied by staff and students.	
Nov - Dec 2018	Old school demolished and site restored	

**Status:**

The following activities have been completed as of August 21, 2018:

- ✓ June 5, 2018
  - Storm connection at the north with excavation and manhole precast installation.
  - Roof joists are complete. Metal deck work approx. 75% complete.
  - Sheathing installation is approx. 80% complete.
  - Mechanical and electrical continue with the rough-ins throughout level 2.



Level 2 classrooms – June 5, 2018

- ✓ June 26, 2018
  - Metal deck work approx. 85% complete. Roof work is ongoing with BlueSkin application and cap sheeting at the lower roof level.
  - Masons continue to work on level 1 non-loadbearing walls.



- Washroom walls and gymnasium walls are ongoing. Brick layers have also begun the exterior façade along the north and west elevations.



View of east elevation. – June 26, 2018

- ✓ July 9, 2018
  - Metal deck work approx. 100% complete. Roof work is 98% complete.
  - Flashing and scuppers are ongoing on the roof.
  - Masons continue to work on level 2 non-loadbearing walls. Washroom walls are ongoing.
  - Brick layers continue around the exterior façade now along the south and east elevations.
  - Drywall installation is underway at the classrooms on level 2.
  - Above ceiling painting has commenced at level 2.
  - Glazing installers are on site working on curtain wall frames as well as entry way frames.
  - Installation of the stairwells is underway.
- ✓ July 24, 2018
  - Insulation is underway at interior walls between classrooms.
  - Painters have begun painting masonry walls at level 2.
  - Curtain wall installers are on site working on the Library. Curtain wall at the gymnasium is in place.
  - Stairwell work is ongoing. Concrete fill has been poured in the stair treads.



View from Library – July 24, 2018

- ✓ August 9, 2018
  - Overall site grading for hardscaped areas has commenced. Granular B placement is underway.
  - Drop ceilings are being installed in level 1 classrooms.
  - Light fixture installation is underway in the classroom drop ceilings.
  - Painting is ongoing at level 2. Painters continue to paint masonry walls.
  - Mechanical and electrical continue with the rough-ins throughout. Pipe wrap-insulation is ongoing.
  
- ✓ August 21, 2018
  - Installation of formwork for curbs is underway followed by pouring of the curbs
  - Brick layers continue around the exterior façade.
  - The brick work at the hydro meter location appears to now be complete. Hydro to be scheduled to install the meter and allow for permanent power.
  - Framing for ceilings is ongoing. Drywall work is ongoing on level 1
  - Drop ceilings are being installed in level 2 classrooms.
  - Insulation at interior walls between classrooms is ongoing.
  - Mechanical & electrical continue with the rough-ins. Pipe wrap-insulation is ongoing.
  - Classroom wood doors are wrapped and installation is ongoing throughout.
  - Cabinetry has arrived on site for installation.
  - The dry pond grading is completed. It was confirmed that tall grass or fescue like species will be planted on the slopes to create a buffer between the sidewalk and the pond. The Board will install temporary snow fencing at completion until the grass/fescue takes.



South Elevation



Main entry (foyer) into school

**Summary:**

Although the project's progress advanced throughout the summer as evident by the events above; there were many significant delays since the project's onset that resulted in a postponed date of occupancy. The main reasons for the delays were:

- i. Lack of general trades and delays with coordination on site
- ii. Steel delivery delays
- iii. Poor soils, which were unforeseen

It was later anticipated that the Thanksgiving weekend would be an ideal hand-over date, however that date would have required an aggressive execution of tasks, which was not ideal given the complexity of the project.

**Next Steps:**

At the August 21, 2018 construction meeting, a revised plan was reviewed by the project consultant, the general contractor, the school principal and staff from the Board's facilities department. The revised schedule illustrated an achievable hand-over date of Thursday November 8<sup>th</sup>, 2018.

This is a preferable date as Friday November 9<sup>th</sup> can be utilized as a moving day for teachers and facilities staff to coordinate the movement of desks, chairs, resources, materials and necessary equipment to have classes ready for Monday November 12<sup>th</sup>. This plan would be contingent on closing the site to students on Friday for safety as well as for the successful execution of the move. The facilities team would also have access on November 10 and 11 to completing any outstanding items related to the move.

After the move, abatement and demolition of the existing school will commence. Hoarding will be installed for safety purposes and would stay up until the old site is completely removed.

The facilities team in consultation with the project coordinator is confident these timelines can be met.

**Budget:**

Capital Priorities Grant approval of \$10,619,020 has been received from the Ministry of Education for this project. To date, capital costs expended total \$7,417,726. It has been confirmed that the forecasted project construction costs will exceed budget that was set. This is a result of the excavation of a large quantity of poor quality soils at the outset of the project. The costs are yet to be determined due to a fluctuating volume of material, but it is likely to result in an additional cost of \$500,000. It was assumed that the project contingency would be able to absorb the cost, but that contingency has been exhausted to support other costs.

This unanticipated piercing of the project budget will need to be resolved to avoid unsupported costs. The plan is to seek additional funding from the Ministry for the additional costs, however should that not materialize, the Board will need to access its reserves to ensure a fully funded project.

**Recommendation:**

Senior Administration recommends that Trustees approve the revised schedule to take possession on Thursday November 8, 2018. In addition, Senior Administration recommends that both Mapleview Elementary School and Fairview Avenue Public School be closed to students on Friday November 9, 2018 for moving purposes.

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

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

**Timeline:**

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
October 2017	Issue Tender	Complete
November 2017	Close tender and seek Board approval to award contract work.	Complete
Feb 2018 to October 2018	Complete project construction work.	In progress
Late October 2018	Official opening of Elevator	

**Status:**

Tender was approved by the Board on January 15, 2018. Foundation work began in February and has recently been completed. This project has experienced significant delays due to excess water; the contractor needed to pump out the water for an extended period of time. The plan is to complete the backfilling this week and have all the mechanical and electrical components completed by the end of August. The contractor has forecasted a late October completion date. This has a minor budget impact as the funding source will shift from utilizing the 2017-18 Community Hub allocation to the 2018-19 allocation.

**Budget:**

The tender was awarded at \$545,140 and the project is now expected to be completed near the end of October 2018.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **2016-17 Energy Consumption / Conservation Report**  
DATE: August 27, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2016-17 Energy Consumption/ Conservation Report as information.</p>
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### Background:

In 2009, The Green Energy Act (GEA) was passed by the Government of Ontario in order to promote and expand energy conservation throughout the public sector within the province. Effective 2012, under Ontario Regulation 397/11, public agencies such as municipalities, school boards, universities, colleges and hospitals are required to report annually on their energy consumption and greenhouse gas (GHG) emissions. O. Reg. 397/11 outlines the reporting requirements to be completed by July 1<sup>st</sup> annually and must report on the previous fiscal year.

Each school board is required to report the total consumption of all energy types for all facilities. The use of electricity, natural gas and all other energy sources for each building must be identified within the report. All data must be uploaded onto the Ministry of Energy's reporting module. From the reporting module, a report is generated using the Ministry of Energy's reporting template.

As part of O. Reg. 397/11, district school boards are required to submit their completed report to the Ministry of Energy, post the report on both the internet and intranet sites, and provide a hard copy at their office to any interested member of the public.

The annual report must include the following information:

- Name of site and building type (i.e. school, administration, etc.).
- Full Address
- Gross floor area
- Hours of operation per week
- Whether or not the school has a pool
- Number of portables on site
- Electricity (kWh) consumption for fiscal year
- Natural gas (m<sup>3</sup>) consumption for fiscal year, if applicable
- Other energy sources consumption (i.e. propane) for fiscal year, if applicable
- Total greenhouse gas emissions (kg) for each site
- Total ekWh/sq ft (equivalent kilowatt hours per square feet) for each site.

Grand Erie District School Board's 2016-2017 Energy Report was successfully completed, uploaded and available as of June 15, 2018. For the purpose of the report, GEDSB reports on Branlyn and Notre Dame while the BHCNDSB reports on St. Basils and Walter Gretzky.

### Report Data and Variables:

The report provides readers with an insight and overview into the energy consumption and performance of sites within Grand Erie District School Board.

The most informative figures within the report are the Energy Intensity figures located in the last column. Energy Use Intensity (EUI), measured in equivalent kilowatt hours per square metre (ekWh/sqft), is the base unit used by energy managers for comparison purposes. This metric is developed by first establishing natural gas consumption which is reported as cubic metres (m<sup>3</sup>) or gigajoules (GJ). Propane consumption reported in litres are also reported. These consumptions are then converted to equivalent kilowatt hours (ekWh). Total energy consumption is calculated by adding ekWh of gas and propane use to electrical consumption, already reported in kWh. Determining intensity involves accounting for square footage of all facilities in our inventory. This produces the EUI measured in ekWh/sq ft

Natural Resources Canada have established a benchmark for Ontario schools of 23.69 ekWh/sq ft within their National Energy Performance Report. Within GEDSB's 2016-2017 GEA report, the average EUI was 17.21 ekWh/sq ft. An improvement from the 17.54 ekWh/sq ft reported in the 2015-16 Energy consumption Report.

### All Sites:

Outlined below is Grand Erie District School Board's average and median energy use intensity figures from the current and previous two GEA reports. This represents all Grand Erie DSB-owned properties including administration sites. Overall, our energy use intensity has been decreasing year over year.

Energy Use Intensity (ekWh/sq foot)	2014-2015	2015-2016	2016-2017
Average	20.45	17.54	17.21
Median	19.59	16.72	16.34

### Elementary:

The chart below outlines the average and median energy use intensity (ekWh/sq ft) for GEDSB Elementary sites separated by hydro, natural gas and total energy as per the 2016-2017 GEA Report. All figures are in ekWh/sq ft.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Average	4.99	11.09	16.60
Median	4.61	11.12	15.75



**Secondary:**

The chart below outlines the average and median energy use intensity (ekWh/sq ft) for GEDSB Secondary sites separated by hydro, natural gas and total energy as per the 2016-2017 GEA Report. All figures are in ekWh/sq ft. This includes all secondary school locations and Grand Erie Learning Alternatives on Rawdon.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Average	5.37	12.37	18.12
Median	4.65	12.12	17.4

**Administration:**

The chart below outlines the average and median energy use intensity (ekWh/sq ft) for GEDSB Administration sites separated by hydro, natural gas and total energy as per the 2016-2017 GEA Report. All figures are in ekWh/sq ft. Average and median was not provided for administration sites due to the small sample size.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Education Centre/Facility Services	12.44	14.60	27.48
Joseph Brant Learning Centre	7.58	13.04	21.02
Teachers Resource Centre	19.48	7.27	26.97

Energy intensity is driven by energy consumption at each site. This is impacted by a number of variables that must be considered. It is important to note that some variables are beyond the control of the school board itself. For example, both community growth and Ministry-driven expectations require additional space and extended hours at a facility which would increase energy demand and consumption. Examples of other facility variables include:

- Year of construction and building design, including Building Automation Systems (BAS), building envelope, etc.
- Building area, including renovations, additions, portables, etc.
- Heating, ventilation, and air conditioning (HVAC) equipment on site, including system type, system age, lifecycle considerations, areas with air conditioning and vented spaces.
- Site use/Facility Type – elementary, secondary, administrative or maintenance facility
- Shared use schools, including libraries, literacy centres, sports fields, childcare facilities and other third party partnerships.
- Hours of operations and specialty programming, including before and after school programs, community use, summer school, etc.

Other variables which greatly impact the energy consumption at a site include:

- Weather as colder or hotter weather conditions drive energy demand
- Location and topography of the site (lake effect, wind, etc.)
- Occupancy behaviour

**Example of Variable: Age of Building & Performance:**

Below is an example of one of the variables. The age of the facility plays a large role in the energy performance of a building. Newer facilities include air conditioning, additional fans and pumps to draw in outside air, and were built based on different standards compared to our older facilities. As you can see, newer facilities use more hydro than schools over 100 years old, however, they use much less natural gas. All figures are in ekWh/sq ft.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
1-24 years old: 3 SCHOOLS	Average: 6.86 Median: 7.07	Average: 7.41 Median: 6.25	Average: 14.50 Median: 12.75
25-49 years old: 13 SCHOOLS	Average: 6.843 Median: 6.05	Average: 9.64 Median: 8.74	Average: 16.77 Median: 14.94
50-74 years old: 42 SCHOOLS	Average: 4.57 Median: 4.36	Average: 11.97 Median: 11.87	Average: 17.16 Median: 16.39
75-99 years old: 9 SCHOOLS	Average: 4.12 Median: 4.23	Average: 11.15 Median: 11.87	Average: 15.60 Median: 15.89
100 years +: 6 SCHOOLS	Average: 5.36 Median: 4.95	Average: 11.62 Median: 11.94	Average: 17.33 Median: 16.17

*Note: this does not include administration facilities as they use energy differently.*

It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Consumption is weather dependent and costs are market dependent. Market pricing can greatly fluctuate due to weather, demand, storage and other variables. As a strategy, The Grand Erie DSB purchases energy sources (electricity, natural gas and propane) in bulk as a commodity, when available, through a consortium.

Outlined below is Grand Erie District School Board's total utility consumptions from previous GEA reports. Values below are raw data.

Energy Consumed	2014-2015	2015-2016	2016-2017
Total Electricity (kWh)	23,631,331	23,741,079	21,316,732
Total Natural Gas (m <sup>3</sup> )	5,077,042	4,132,805	4,196,534
Total Propane (L)	32,351	24,913	26,234

**GEDSB's Top 10 Performing Buildings:**

Outlined below is Grand Erie's top 10 performing buildings based on the total energy use intensity alone (hydro + natural gas intensity) for the 2016-2017 GEA Reporting Year.

School:	Energy Use Intensity:
Pauline Johnson CVS	9.68
Major Ballachey PS	10.96
Caledonia Centennial PS	11.02
River Heights E S	11.26
Branlyn/Notre Dame	12.06
Ryerson Heights	12.53
Walsh Public School	12.55
Hagersville Elementary School	12.56
Brantford CI & VS	12.64
Cobblestone Elementary School	12.75

**GEDSB's Bottom 10 Performing Buildings:**

Outlined below is Grand Erie's bottom 10 performing buildings based on the total energy use intensity alone (hydro + natural gas intensity) for the 2016-2017 GEA Reporting Year.

School:	Energy Use Intensity:
Board Office & Facility Services	27.48
Teacher Resource Centre	26.97
Ecole Confederation	26.51
Paris Central PS	25.33
Tollgate Technological Skills Centre	25.22
McKinnon Park	24.91
Echo Place PS	24.01
Onondaga Brant PS	23.48
Grand Erie Learning Alternatives	22.85
Hagersville SS	22.75

**Energy Demand and Conservation:**

As the Grand Erie District School Board continues to monitor energy consumption and performance data under O. Reg 397/11, energy management initiatives and strategies will continue to be implemented and developed. These initiatives and strategies can be categorized into three categories.

1. Design/Construction/Retrofit
2. Operations and Maintenance
3. Occupant Behaviour

The design, construction and retrofits encompasses the original and ongoing intent of how a building and its systems are to perform as a whole. This includes but is not limited to: lighting retrofits and

upgrades, HVAC upgrades, Building Automation System expansion and upgrades, and building envelope upgrades.

Grand Erie DSB has begun the process of retrofitting all existing lighting to LED. This includes the replacement of all light tubes, ballasts and a number of fixtures. This also includes the extensive work which is taking place on our masonry, windows and roofs which will improve our buildings energy performance and conservation.

The Operations and Maintenance includes the strategies which are used to ensure that existing buildings and equipment perform at peak efficiency. This includes but is not limited to: preventative maintenance, energy audits, policy and planning, and real-time monitoring.

Finally, an efficient building requires educated occupants. Occupant behaviour strategies will assist in educating occupants, including staff, students, community users and the wider community, in changing specific behaviours in order to reduce our energy consumption. This includes but is not limited to: staff and student conferences, building automation training, energy workshops, Ontario EcoSchools program, partnerships with outside organizations (i.e. Conservation Authorities), and energy monitoring and dashboards.

**Summary:**

This report was created in order to outline the Green Energy Act's Ontario Regulation 397/11 requirements for Ontario school boards including the Grand Erie DSB. It has hopefully provided readers with a better understanding and insight into energy consumption and performance of our sites. The Board will continue to expand and improve its energy and environmental conservation initiatives for the betterment of our students, staff, school community, and the environment.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business and Treasurer

**Energy Consumption and Greenhouse Gas Emissions Reporting - for 2016**

Confirm consecutive 12-mth period (mth-yr to mth-yr)

Sept/2016 - Aug/2017

Sector	School Board	Operation Type	Address	City	Postal Code	Total Floor Area	Unit	Avg hrs/wk	Swimming Pool (Yes/No)	Number of Portables	Electricity Quantity	Electricity Unit	Natural Gas Quantity	Natural Gas Unit	Propane Quantity	Propane Unit	GHG Emissions (Kg)	Energy Intensity (ekWh/sqft)
Agnes G Hodge PS	Grand Erie District School Board	School	52 Clench Avenue	Brantford	N3T 1B6	43,771.25	Square feet	80	No	0	260,557.23926	kWh	33,693.79637	Cubic Meter			72,964.68989	14.13365
Anna Melick Memorial S - Closed July 2017		School	1347 Hutchinson Rd., R.R. #8 Rt Dunnville	Dunnville	N1A 2W7	18,297.00	Square feet	80	No	0	45,216.93060	kWh	21,403.35686	Cubic Meter			42,073.13581	14.90337
Banbury Heights PS		School	141 Banbury Rd	Brantford	N3P 1E3	47,071.23	Square feet	80	No	0	421,871.26611	kWh	25,825.58099	Cubic Meter			63,823.22047	14.79332
Bellview PS		School	97 Tenth Avenue	Brantford	N3S 1G5	37,494.46	Square feet	80	No	1	264,300.96453	kWh	45,636.16599	Cubic Meter			95,676.33829	19.98460
Bloomsburg PS		School	29 Concession 12, R.R. #3	Waterford	N0E 1Y0	24,999.28	Square feet	80	No	0	81,444.43805	kWh	27,232.68188	Cubic Meter			54,382.03053	14.83512
Board Office		Administrative offices and	349 Erie Avenue	Brantford	N3S 2H7	29,264.00	Square feet	80	No	3	364,198.55859	kWh	41,417.23068	Cubic Meter			91,251.06495	27.48673
Boston PS		School	2993 Cockshutt Rd., R.R. #1	Waterford	N0E 1Y0	21,893.79	Square feet	80	No	0	93,823.16931	kWh	34,096.55862	Cubic Meter			67,799.10035	20.83668
Brantlyn PS		School	238 Brantwood Park Rd	Brantford	N3P 1N9	86,329.81	Square feet	100	No	0	499,164.13574	kWh	51,051.35085	Cubic Meter			114,263.34899	12.06682
Brantford CI & VS		School	120 Brant Ave	Brantford	N3T 3H3	210,340.20	Square feet	80	No	0	1,855,012.02344	kWh	75,651.29906	Cubic Meter			208,970.35599	12.64151
Brier Park PS		School	10 Blackfriar Lane	Brantford	N3R 6C5	35,542.96	Square feet	80	No	3	387,769.65332	kWh	29,622.17062	Cubic Meter			69,788.91121	19.76728
Burford Elementary (formerly Burford DHS)		School	35 Alexander St	Burford	N0E 1A0	48,938.45	Square feet	80	No	0	175,941.83319	kWh	52,206.16726	Cubic Meter			104,956.76968	14.93258
Caledonia Centennial PS		School	110 Shetland St	Caledonia	N3W 2H1	30,020.89	Square feet	80	No	0	108,588.44287	kWh	20,915.25634	Cubic Meter			43,403.05032	11.02136
Cayuga SS		School	70 Highway #54	Cayuga	N0A 1E0	131,704.10	Square feet	80	No	0	597,158.63867	kWh	175,758.75360	Cubic Meter			353,522.04033	18.71683
Cedarland PS		School	60 Ashgrove Ave	Brantford	N3R 6E5	33,863.23	Square feet	80	No	0	204,945.81738	kWh	23,646.51169	Cubic Meter			51,992.14737	13.47348
Centennial-Grand Woodlands S		School	41 Ellenson Dr	Brantford	N3R 3E7	29,493.11	Square feet	80	No	0	160,033.10229	kWh	39,779.82233	Cubic Meter			80,897.66287	19.76069
Central PS		School	135 George St	Brantford	N3T 6B4	22,913.82	Square feet	80	No	1	150,452.41333	kWh	18,067.62573	Cubic Meter			39,507.42342	14.94605
Cobblestone Elementary School		School	179 Grandville Circle	Paris	N3L 0A9	48,569.17	Square feet	80	No	0	343,443.68652	kWh	25,966.10807	Cubic Meter			61,300.96116	12.75306
Courtland PS		School	1012 Queen Street, Box 245	Courtland	N0J 1E0	25,679.59	Square feet	80	No	0	101,374.43823	kWh	24,346.32121	Cubic Meter			49,633.47075	14.02366
Delhi DSS		School	393 James St	Delhi	N4B 2B6	89,890.49	Square feet	80	No	0	385,142.32446	kWh	104,848.55318	Cubic Meter			211,920.54491	16.68085
Delhi PS		School	227 Queen St	Delhi	N4B 2K6	36,551.00	Square feet	80	No	2	204,563.90155	kWh	46,970.51697	Cubic Meter			96,075.56517	19.25409
Deerlin PS		School	106 Chestnut Ave	Brantford	N3T 4C6	40,358.19	Square feet	80	No	4	207,619.30000	kWh	53,521.95412	Cubic Meter			108,570.50242	19.23869
Dunnville SS		School	110 Helena St	Dunnville	N1A 2S5	151,913.40	Square feet	80	No	0	566,870.20703	kWh	172,810.31571	Cubic Meter			346,870.95088	15.82125
Echo Place PS		School	723 Colborne St	Brantford	N3S 3R5	18,376.00	Square feet	80	No	0	83,204.29239	kWh	33,690.60826	Cubic Meter			66,654.11981	24.01287
Ecole Confederation (Formerly Coronation (Bra School		School	54 Ewing D Dr	Brantford	N3R 5H8	31,502.00	Square feet	80	No	4	269,820.62109	kWh	53,202.50541	Cubic Meter			110,177.67664	26.51403
Elgin Avenue PS		School	80 Elgin Ave	Simcoe	N3Y 4A8	40,121.00	Square feet	80	No	0	147,587.99902	kWh	35,308.67957	Cubic Meter			72,002.00112	13.03160
Fairview Avenue PS		School	223 Fairview Ave W	Dunnville	N1A 1M4	33,330.00	Square feet	80	No	0	105,261.80713	kWh	33,775.03266	Cubic Meter			67,597.83539	13.92785
Fairview PS - Sold June 2017		School	34 Norman Street	Brantford	N3R 2Y1	26,361.00	Square feet	80	No	0	26,216.40021	kWh	32,345.44295	Cubic Meter			62,085.10837	14.03500
Glen Morris Central PS		School	522 Glen Morris Rd E	Glen Morris	N0B 1W0	16,693.00	Square feet	80	No	0	77,994.56884	kWh	39,229.36049	Cubic Meter		26,234.19108	43,199.01964	15.72129
Graham Bell-Victoria PS		School	56 Grand St	Brantford	N3R 4B2	34,103.00	Square feet	80	No	0	107,359.51189	kWh	36,578.97641	Cubic Meter			77,984.50406	15.37344
Grand Erie Learning Alternatives		School	365 Rawdon St	Brantford	N3S 6J3	20,343.79	Square feet	80	No	0	76,135.81793	kWh	24,677.79407	Cubic Meter			71,863.67650	22.85164
Grandview Central PS		School	11 Thrush St	Dunnville	N1A 1X7	20,479.00	Square feet	80	No	0	60,987.12457	kWh	36,839.03511	Cubic Meter			48,824.47407	15.78481
Grandview PS		School	68 North Park St	Brantford	N3R 4I9	33,568.60	Square feet	80	No	0	142,035.13110	kWh	74,697.93927	Cubic Meter			15,89438	15.89438
Greenbrier PS		School	33 White Oaks Ave	Brantford	N3R 5N8	22,068.00	Square feet	80	No	0	100,315.48407	kWh	22,017.19313	Cubic Meter			45,192.31463	15.14905
Hagersville Elementary School		School	40 Parkview Road	Hagersville	N0A 1H0	30,868.00	Square feet	80	No	0	85,523.09784	kWh	28,461.35700	Cubic Meter			56,849.98508	12.56978
Hagersville SS		School	70 Parkview Rd	Hagersville	N0A 1H0	132,596.60	Square feet	80	No	1	791,441.53516	kWh	209,412.31647	Cubic Meter			424,054.74333	22.75344
Houghton PS		School	505 Fairground Sideroad	Langton	N0E 1G0	30,361.08	Square feet	80	No	1	181,002.89232	kWh	37,611.52540	Cubic Meter			77,543.65625	19.12744
St. Mitchener PS		School	Box 99 60 Munsee St South	Cayuga	N0A 1E0	35,900.22	Square feet	80	No	0	83,994.43311	kWh	37,273.00543	Cubic Meter			73,455.18455	13.37384
James Hillier PS		School	62 Queensway Dr	Brantford	N3R 4W8	30,211.06	Square feet	80	No	2	103,437.23132	kWh	33,615.23642	Cubic Meter			67,230.86028	15.24913
Jarvis PS		School	14 Monson St	Jarvis	N0A 1J0	31,947.30	Square feet	80	No	0	171,290.50801	kWh	27,083.27075	Cubic Meter			57,293.39791	14.37134
Joseph Brant Learning Centre		Administrative offices and	347 Erie Ave	Brantford	N3S 2H7	19,278.69	Square feet	80	No	3	146,215.77490	kWh	24,375.39856	Cubic Meter			51,282.46501	21.02176
King George PS		School	265 Rawdon St	Brantford	N3S 6G7	39,245.22	Square feet	80	No	0	233,708.10059	kWh	36,287.84450	Cubic Meter			76,914.63415	15.78198
Lakewood Elementary (Formerly Port Dover Co School		School	713 St. George St	Port Dover	N0A 1N0	90,309.21	Square feet	80	No	0	381,481.29010	kWh	103,987.76401	Cubic Meter			210,162.97120	16.46167
Langton PS		School	23 Albert Street	Langton	N0E 1G0	20,870.57	Square feet	80	No	0	76,301.13428	kWh	28,521.46133	Cubic Meter			56,635.79760	18.17971
Lansdowne PS		School	21 Preston Blvd	Brantford	N3T 5B1	29,050.92	Square feet	80	No	0	169,773.71222	kWh	28,979.28540	Cubic Meter			60,824.13533	16.44558
Lynndale Heights ES		School	55 Donly Drive South	Simcoe	N3Y 5G7	35,284.10	Square feet	80	No	0	262,698.00034	kWh	35,796.98863	Cubic Meter			77,017.14174	18.22749
Major Ballachey PS		School	105 Rawdon St	Brantford	N3S 6C7	47,813.29	Square feet	80	No	0	160,129.23547	kWh	34,251.49006	Cubic Meter			70,449.06596	10.96236
McKinnon Park SS		School	91 Haddington St	Caledonia	N3W 2H2	125,386.00	Square feet	80	No	14	1,249,575.25781	kWh	176,407.52645	Cubic Meter			377,940.73378	24.91821
Mount Pleasant PS		School	667 Mt. Pleasant Road	Mt. Pleasant	N0E 1K0	21,936.77	Square feet	80	No	0	105,266.80225	kWh	27,148.32088	Cubic Meter			55,069.37275	17.95128
North Park C & VS		School	280 North Park St	Brantford	N3R 4L1	175,153.10	Square feet	80	No	7	751,713.58713	kWh	181,711.45950	Cubic Meter			370,270.50614	15.31747
North Ward PS		School	107 Silver St	Paris	N3L 1V2	43,927.52	Square feet	80	No	0	158,527.05008	kWh	59,431.98261	Cubic Meter			117,999.03056	17.98774
Oakland-Scotland PS		School	15 Church Street West	Scotland	N0E 1R0	23,201.64	Square feet	80	No	0	138,399.99911	kWh	27,028.79569	Cubic Meter			56,021.21408	18.34595

Oneida Central PS	School	661 4th Line	Caledonia	N3W 2B2	20,634.61 Square feet	80	No	4	153,378.00000 kWh	23,917.04270 Cubic Meter	50,670.48784	19,75143
Onondaga-Brant PS	School	21 Brant School Rd., R.R. #1	Brantford	N3T 5L4	19,906.23 Square feet	80	No	1	104,642.03460 kWh	34,151.11804 Cubic Meter	68,286.84090	23.48976
Paris Central PS	School	7 Broadway St E	Paris	N3L 2R2	25,969.96 Square feet	80	No	0	245,633.57239 kWh	38,804.32091 Cubic Meter	82,096.27906	25.33840
Paris DHS (Sec)	School	231 Grand River St N	Paris	N3L 2N6	148,945.00 Square feet	80	No	7	777,116.01605 kWh	176,191.06426 Cubic Meter	360,736.50339	17.78935
Pauline Johnson C & VS	School	627 Colborne St	Brantford	N3S 3M8	184,622.60 Square feet	80	No	0	602,794.28711 kWh	111,525.77776 Cubic Meter	232,281.77795	9.68498
Port Rowan PS	School	48 College Avenue	Port Rowan	N0E 1M0	22,997.59 Square feet	80	No	0	104,832.49963 kWh	26,446.95479 Cubic Meter	53,727.91249	16.78023
Prince Charles PS	School	40 Morton Ave	Brantford	N3R 2N5	28,621.24 Square feet	80	No	0	158,531.68945 kWh	45,256.23825 Cubic Meter	22.34372	22.34372
Princess Elizabeth PS	School	60 Tecumseh St	Brantford	N3S 2B5	26,128.11 Square feet	80	No	0	83,190.09335 kWh	42,195.73551 Cubic Meter	82,733.63829	20.34732
Rainham Central PS	School	RR 1 572 Concession 5	Fisherville	N0A 1G0	23,560.31 Square feet	80	No	1	118,319.41260 kWh	24,692.51711 Cubic Meter	50,890.35803	16.16048
River Heights E S	School	37 Forfar St.	Caledonia	N3W 1L6	57,724.13 Square feet	80	No	0	173,975.99927 kWh	44,788.42172 Cubic Meter	90,862.69821	11.26006
Russell Reid PS	School	43 Cambridge Dr.	Brantford	N3R 5E3	29,267.07 Square feet	80	No	0	124,402.57629 kWh	28,906.41629 Cubic Meter	59,073.51388	14.74741
Steverson Heights	School	33 Dowden Ave	Brantford	N3T 0A3	64,661.56 Square feet	80	No	0	393,765.51807 kWh	39,209.84471 Cubic Meter	88,128.76772	12.53417
Seneca Central PS	School	2767 Reg Rd #9	York	N0A 1R0	16,913.01 Square feet	80	No	0	68,718.77148 kWh	17,907.68154 Cubic Meter	36,299.56111	15.31588
Simcoe Comp S	School	40 Wilson Ave	Simcoe	N3Y 2E5	163,363.00 Square feet	80	No	0	779,671.00912 kWh	181,272.31517 Cubic Meter	370,434.07844	16.56552
St George-German PS	School	3 College Street	St. George	N0E 1N0	41,430.29 Square feet	80	No	0	297,965.12103 kWh	32,539.99657 Cubic Meter	72,113.06023	15.53919
Teacher Resource Centre	Administrative offices and	108 Tollgate Road	Brantford	N3R 4Z6	18,909.11 Square feet	80	No	0	368,520.00000 kWh	13,321.59600 Cubic Meter	38,286.31804	26.97636
Teeterville PS	School	229 Teeter St. PO Box 1	Teeterville	N0E 1S0	21,394.15 Square feet	80	No	0	87,045.13663 kWh	30,368.88934 Cubic Meter	60,510.52267	19.15472
Thompson Creek E S	School	800 Cross St W	Dunnville	N1A 1N7	52,463.30 Square feet	80	No	0	175,991.11060 kWh	48,421.01082 Cubic Meter	97,802.20242	13.16347
Tollgate Technological Skills Centre	School	112 Tollgate Rd	Brantford	N3R 4Z6	101,939.60 Square feet	80	No	6	684,806.53907 kWh	177,540.00895 Cubic Meter	360,005.43736	25.22731
Valley Heights SS	School	2561 #59 Highway	Langton	N0E 1G0	110,141.30 Square feet	80	No	0	600,333.33496 kWh	123,584.95061 Cubic Meter	254,993.69380	17.37556
Walpole North E S	School	1895 Regional Rd. #55, R.R. #5	Hagersville	N0A 1H0	20,654.65 Square feet	80	No	1	91,689.83105 kWh	23,129.09786 Cubic Meter	46,987.88701	16.34018
Walsh Public School	School	933 St. John's Road West ,RR#2	Simcoe	N3Y 4K1	38,065.47 Square feet	80	No	4	133,207.50000 kWh	32,432.76160 Cubic Meter	66,053.51497	12.55457
Waterford DHS	School	227 Main St., South	Waterford	N0E 1Y0	126,260.70 Square feet	80	No	0	572,759.99719 kWh	153,207.60103 Cubic Meter	310,018.89949	17.43231
Waterford PS (Formally A.B. Massecar)	School	100 East Church St	Waterford	N0E 1Y0	25,936.06 Square feet	80	No	3	166,102.21127 kWh	33,072.71763 Cubic Meter	68,432.77431	19.95645
West Lynn PS	School	18 Parker Dr	Simcoe	N3Y 1A1	29,041.31 Square feet	80	No	0	155,918.13623 kWh	41,554.32198 Cubic Meter	84,106.30100	20.57580
Woodman Drive (Cainsville PS)	School	51 Woodman Dr	Brantford	N3S 4K3	26,063.71 Square feet	80	No	4	166,531.24414 kWh	22,578.06877 Cubic Meter	48,606.55909	15.59586



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **School Council Report**  
DATE: August 27, 2018

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<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the School Council Report as information.
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### Background

School councils play a vital role in the education of all Grand Erie students. Through their work, they promote and improve student achievement as well as school performance. The Grand Erie District School Board believes parent involvement is crucial to achieving *Success for Every Student*. School councils give parents and community members the opportunity to be involved in the discussion of education issues. They help schools identify and respond to the needs of students. School councils also offer advice on the development and implementation of policies and are tasked with encouraging parent involvement in learning and increasing participation in school events or activities.

Each year, Grand Erie provides each school council with \$500, including: \$300 to help encourage and increase parent involvement, and \$200 to use towards any cause that benefits the school (i.e., improving the school environment, engaging the community or contributing to the achievement of students). Many school councils also apply for grants from the Grand Erie Parent Involvement Committee (GEPIC) or the Ministry of Education (Parents Reaching Out grants).

Each June, school councils are asked to provide a brief report on their activities throughout the school year. For 2017-18, each school council was asked to provide three examples of what they did to encourage parent engagement at their school. In total, examples were submitted by 44 Grand Erie school councils. These examples can be found in Appendix A.

### Grand Erie Multi-Year Plan

This report supports the Community indicator of Grand Erie's Multi-Year Plan and *Success for Every Student* through the following goal: "Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home."

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary

## 2017-18 School Council Reports

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### ELEMENTARY SCHOOLS:

#### Agnes G. Hodge Public School

- **Example #1 – Winter Wonderland Holiday Event**
  - Parents were invited to hear the school choir and classes perform holiday songs/shows. Classes were set-up with various stations for crafts, hot apple cider and treats. Each room had a theme. At each stop, families received a stamp on their passport, which was entered into a draw for a movie gift card. The event was well received.
- **Example #2 – Fun Fair**
  - Held by school council to bring families to the school for a fun, year end event. Activities included games, face painting, Jail Escape, fire fighters with their truck and food trucks. Fair had a Super Hero theme, with many families dressed up as their favourite hero. It was a great fundraiser.
- **Example #3 – Music Monday**
  - Held to showcase the school's music program. Families were able to see the different music programs offered at the school, including: choirs and various musical instruments. It was well attended and received great feedback.

#### Banbury Heights School

- **Example #1 – Meet the Teacher Night**
  - Information booths for parent council and the snack program were showcased. Food for Thought was invited. Teachers opened their classrooms to parents. Event attracted new members to school council and the snack program.
- **Example #2 – Math in Motion and Bistro Dinner Night**
  - Parents brought their children to school to engage in math problem solving. Kids won prizes for completing a circuit. A bistro dinner was incorporated for parents who chose to purchase food tickets. Food was catered by Pauline Johnson Collegiate and Vocational School. Many parents participated, including 18 families who purchased tickets.
- **Example #3 – Reading Rocks**
  - Parents made a pancake brunch for the entire school and served as guest readers. This event is a school tradition.

#### Bellview Public School

- **Example #1 – Christmas Open House Dinner**
  - Parents and community members enjoy a turkey dinner and watch a presentation made on the school's green screen. 300 people were fed and every class participated.
- **Example #2 – Education Week Math Flip**
  - Kids brought their parents/grandparents to the school to participate in a math block. Goal was to show them the change in the math program and the type of activities students engage in. 100 guardians attended.
- **Example #3 – Clothing and Food Drive – Post-Flood**
  - Partnered with Walsh Public School and the Board Office to get donations (food/clothing) following the February flooding. \$700 worth of gift cards and over 1,000 articles of clothing were collected.

#### Boston Public School

- **Example #1 – Waterford Pumpkinfest Parade Float**
  - Parents/students helped decorate the school float. This was a great activity to celebrate school spirit. At the parade, the float was full, with many parents walking beside it. Everyone agreed it was a fun day.
- **Example #2 – Dr. Templeman, Managing Childhood Anxiety**
  - Partnered with Waterford Public School for this event. Dr. Templeman spoke about managing childhood anxiety. Generated great questions and discussion amongst parents.
- **Example #3 – Fun Fair**
  - An evening of games, prizes, food, a DJ and principal pie in the face.



## Brier Park Pubic School

- **Example #1 – Kindergarten Orientation**
  - Used to welcome new families to the school. Students completed activities in the Kindergarten rooms. Families were introduced to school council. The teachers discussed the Kindergarten program and parents signed-up for school council notices.
- **Example #2 – Christmas Evening**
  - Families did holiday-themed activities in the classrooms. We had a great turnout with approximately 55 per cent of all school families.
- **Example #3 – Basket Wrap Night**
  - School council members wrapped baskets for the Christmas event. We didn't have a great turnout.

## Branlyn Community School

- **Example #1 – Coding Night**
  - Approximately 40 parents and their children attended. An Ed Tech teacher ran the event, with the purpose of engaging parents and their children in coding. We supplied a light supper. The evening was well received.

## Burford District Elementary School

- **Example #1 – School Turkey Dinner**
  - School council provided funds to have all students have a Christmas turkey dinner together. Parents volunteered to serve.
- **Example #2 – Fun Fair**
  - An evening of games, activities, raffle baskets and prizes for all students. Open to the community. A great event to have parents, students, teachers and the community interact.
- **Example #3 – Grade 8 Graduation**
  - School council provided funds to have the Grade 8 students celebrate their accomplishments. A committee of Grade 7 & 8 parents arranged for the celebration and attended as supervisors.

## Caledonia Centennial Public School

- **Example #1 – Family Skate Day**
  - A two-hour ice rental. All were welcome. Skating, refreshments, games and conversation. Good turnout and well received.
- **Example #2 – Grandparents Tea**
  - Cancelled due to increased class sizes and safety concerns. Difficult to accommodate 60-120 extra people per classroom.

## Cedarland Public School

- **Example #1 – Reading Rocks**
  - Parents/community members invited to share the importance of reading in their profession. Day begins with an assembly. Guests then visit the classroom to engage with students. Many guests read their favour book. Morning ends with a pancake feast for everyone provided by school council. Very well received.
- **Example #2 – The Amazing Race**
  - Parents/students working together to learn about healthy living. Teams visited classrooms that were transformed into different countries and completed the required activity. They then raced back to the gym to check-in with a passport officer (former Cedarland students) before racing to the next room. Passports were entered into a draw for prizes. One of our best parent engagement activities. The gym was packed!
- **Example #3 – Food Truck Night**
  - A variety of food trucks for an evening feast organized by school council. Brought members of the school community and the surrounding neighbourhood together. Well attended.

## Central Public School

- **Example #1 – Volunteer of the Year Award, City of Brantford**
  - Central and the Downtown Central Neighbourhood Association (DCNA) received the Volunteer of the Year Award from the City of Brantford. Over the course of the year, families, staff and community members came together to provide a variety of experiences for children/youth in Downtown.
- **Example #2 – Jane's Walk**
  - Central, the DCNA and a variety of community partners engaged in a Jane's walk to promote, celebrate and learn about the assets in Downtown Brantford.

- **Example #3 – Change Makers Certification, Laurier**
  - Principal Joe Atanas and three parents enrolled in the Community Change Makers program at Laurier. The course taught them how to be strong advocates and change makers in the community. All received a certificate and began developing plans to increase digital inclusiveness within Downtown Brantford.

### Courtland Public School

- **Example #1 – Meet the Teacher Family Dinner**
  - Hosted a dinner organized by school council. Very well attended event.
- **Example #2 – Sara Westbrook Parent Presentation**
  - Building healthy and resilient families was a GEPIC event highlighting the power of positive messaging and healthy family relationships. The event was well attended (30).
- **Example #3 – Paint Night**
  - Community members came together for a paint night to build relationships. The event was well attended (40) and also served as a fundraiser for the school.

### Delhi Public School

- **Example #1 – Speaker Chris DeSousa**
  - Chris DeSousa spoke with parents about inclusivity. Feedback confirmed it was very informative. Wish more families had attended.
- **Example #2 – Annual Turkey Dinner**
  - School council arranged the annual Holiday Turkey Dinner. Parents were encouraged to attend and volunteer. This event attracted the largest parent volunteer turnout of all the programs at the school.
- **Example #3 – Breakfast for Grade 3 & 6 Students for Opening Day of EQAO**
  - On the first day of EQAO testing, school council provided eggs, English muffins and juice to Grade 3 & 6 students.

### Ecole Dufferin

- **Example #1 – Hawaiian Luau Year End Celebration**
  - An event that united parents, teachers and students. Plenty of games and activities, face painting, food and fun. 376 parents/students attended.
- **Example #2 – Parent/Student Yoga Nights**
  - Following yoga instruction to the students, three evenings were set aside for parents to join in. A packed gym every night. Parents loved sharing the experience.
- **Example #3 – Parent/Grandparent Day**
  - During Teacher Appreciation Week, guardians were invited to join their children's class as they did fun activities, including math games, trivia, art and reading. Guests were thrilled to take part.

### Elgin Avenue Public School

- **Example #1 – Meet the Teacher**
  - Hosted a Meet the Teacher BBQ to foster communication between parents and teachers. Fantastic turnout.
- **Example #2 – Winter Celebration**
  - Class presentations to bring parents into the school to celebrate students' talents.
- **Example #3 – Open House and Math Night**
  - Hosted an Open House with math activities to help parents engage with their children at home. Bags of math activities were provided to all families who attended.

### Greenbrier Public School

- **Example #1 – Fall Fair**
  - Hosted a Fall Fair with interactive games, crafts, food, raffle, tractor, pick-up for pumpkin orders and a fire truck. Money raised went towards other school council initiatives.
- **Example #2 – Family Skate**
  - The Civic Centre was rented for an hour for a free skate. Healthy lifestyle, exercise and stress reduction was the same of the event.
- **Example #3 – Winter Arts Night**
  - Families were invited for arts and refreshments.

## Jarvis Public School

- **Example #1 – Family Engagement Night, Olympic Theme**
  - Families participated in various stations including: bird feeder building, physical activity (dance party, hockey shoot-out, Yoga), Math/Literacy, games and drink/healthy snacks. Beads were collected to form a bracelet in the colours of the Olympic rings. Many community partners sponsored the event or volunteered their services. 110 people attended. Overall feedback was very positive.
- **Example #2 – Bulletin Board**
  - School council bulletin board was created in the main foyer to promote news, activities, events, photos and contact information. Parents, community volunteers, visitors and even students are often found looking at it.
- **Example #3 – Council Representative at Open House/Orientation Nights**
  - School council representatives were present at the Meet the Teacher BBQ and Kindergarten Orientation events. This helped attract three new members to join school council. We were also able to promote volunteer opportunities at the school and make connections with new parents.

## J.L. Mitchener Public School

- **Example #1 – Mad Science, Since Fair**
  - During Education week, classes from Grade 5-8 had science experiments in each room showcasing bridges, levers, kinetic energy, etc. With the help of a GEPIC grant, we had Mad Science come. We offered a \$50 gift card as a prize. 35 families and more than 100 people attended. The event received positive feedback.
- **Example #2 – Special Guest Speaker Paul Davis**
  - Thanks to a PRO grant, parents and teachers of local schools were invited to hear Paul Davis speak while students were engaged by a similar talk earlier in the day. The evening event had very low attendance.
- **Example #3 – Year-end Picnic**
  - A school tradition during the break between the awards ceremony. The entire school community joins together outside to receive a free hotdog, drink and ice cream treat. This was accomplished with the help of the local fire department. An opportunity to thank parents for their support during the year.

## King George School

- **Example #1 – Meet the Teacher Night**
  - Parents visited classrooms and met their children's teachers who provided a presentation on communication systems and classroom expectations. After the visits, there was a pizza dinner and a chance to meet/celebrate community partners. The event was well attended, with very positive feedback.
- **Example #2 – The Great Cobra Race and Pasta Night**
  - Event allowed parents to be active participants in their children's education, specifically with the Math curriculum and technology. It helped make the community aware of the school council's fundraising towards the Learning Commons (Maker Space). Results were extremely positive. Overwhelming attendance.
- **Example #3 – Fun Fair**
  - This brought families together to celebrate the school year. The event was planned and co-ordinated with school council. Families enjoyed an evening of food, games, music and prizes. Grade 7/8 students ran the games. Every classroom donated a themed auction basket. Teachers/parents sold tickets and served the food. This was the most popular and well-attended event of the school year and a positive way to thank parents.

## Langton School

- **Example #1 – Meet the Teacher Night**
  - Parents had the opportunity to meet their children's teacher, visit the Book Fair and tour the school. Free pizza was provided to all who attended.
- **Example #2 – Christmas Open House**
  - Opportunity for families to have photos taken, play games, make crafts and enjoy cookies and hot chocolate. Overall, turnout was excellent.
- **Example #3 – Drama Production of the Jungle Book and Open House**
  - The entire school collaborated on the production of The Jungle Book. Prior to the play, parents visited their children's classes, spoke with teachers, looked at student work and visited the Book Fair. Overall, the event had excellent attendance.

## Lynndale Heights Public School

- **Example #1 – Family Movie Night**
  - Outdoor movie night on an inflatable screen. Families from Elgin Avenue, West Lynn and Lynndale Heights came together to enjoy the event.
- **Example #2 – Lynndale Heights Community Spring Fling**
  - This was a community event which showcased a silent auction, various vendors and a spa. Families from Elgin Avenue and Lynndale Heights attended. Funds raised will go towards building a sun shelter/pavilion for use as an outdoor learning space.
- **Example #3 – Sidewalk Request**
  - School council developed a petition to request a sidewalk be built at the back of the school (Rutherford Drive) to ensure the safety of students. The petition was presented to Norfolk County Council members in May. School council members brought the petition door-to-door to raise awareness. At Council, a motion was passed to have County staff write a report on the cost/timeline of the project.

## North Ward School

- **Example #1 – Parent Teacher Night/Open House Night**
  - Encouraged parents to meet the teachers. School services/groups were promoted (i.e., Strong Start, School Council, Library).
- **Example #2 – Christmas Concert/Open House**
  - Encouraged parents to come and see the kids perform in a festive environment.
- **Example #3 – Math/Art Night**
  - Each classroom, as grade appropriate, had math games to play. The gym also had a piece of art from each student displayed. School services/groups were promoted.

## Oakland-Scotland Public School

- **Example #1 – Art Night**
  - Funded by a PRO grant, it supported the mental health of students through engagement in the arts.
- **Example #2 – Nutrition Program**
  - Supported by school council, a number of parent volunteers made this program happen. Whether engaging in food preparation and/or shopping, the parent volunteers were deeply engaged in supporting our students.
- **Example #3 – Farmfest 2018**
  - Event brought together community groups, attractions, food trucks and live entertainment to raise over \$6,000 for the school.

## Onondaga-Brant Public School

- **Example #1 – Healthy Bodies**
  - Supported student achievement and well-being. Consisted of three family yoga sessions with lessons on nutrition, stress and wellness. Parents had a fun time doing yoga with their children. Yoga was paired with literacy. Students did a craft while parents had sessions on making healthy food fun, managing stress and finding happiness and mindfulness. We had 20-30 participants each night.
- **Example #2 – Meet the Teacher Night**
  - Parents met in the gym over pizza and water, then dispersed to classrooms to meet the teacher and find out about this year's learning. Most parents were in attendance.
- **Example #3 – Vendor Sale**
  - A fundraiser for the Grade 7-8 Quebec trip with the help of school council. The event was well received by the community and the vendors were happy.

## Paris Central Public School

- **Example #1 – Movie Night**
  - School council hosted a family movie night. Intent was to include families in a relaxed, fun evening where they could connect and enjoy a social night out. The families in attendance enjoyed the event. However, it was poorly attended, with less than 20 families.
- **Example #2 – Internet Safety Night**
  - A GEPIC grant event. Families from North Ward, Cobblestone and the French Immersion program at Burford were invited. The evening consisted of two speakers – a representative from the Grand Erie Safe Schools team and a member of the Brant OPP. It was very informative and eye-opening for families. A brief survey was

distributed at the end. Everyone enjoyed the event and found it informative. The event was poorly attended with less than 15 families.

- **Example #3 – Math and Yoga Night**
  - A PRO grant event. Families received a passport to travel to classrooms for grade-appropriate math activities. Estimation stations for students to guess how many candies were in a jar. A yoga station to show parents/students how to work on breathing techniques/poses to help calm them during stressful situations. Everyone who attended enjoyed the evening. This event was poorly attended with less than 20 families

### Port Rowan Public School

- **Example #1 – Wildcat Winter Games: Family Edition (GEPIC grant)**
  - Families competed together in various activities and learned about Olympic history. Kids made their own medals and torches. We built a podium to rate the event. It overwhelmingly received positive reviews, with 95% giving the event a gold medal.
- **Example #2 – Christmas Open House**
  - During the event, each classroom had an activity for families. Crafts, candy canes, hot chocolate and Christmas carols were just some of the highlights.
- **Example #3 – School-wide Family Picnic**
  - All students and their families were encouraged to attend. The goal was to bring everyone together in an informal setting so they can mingle and interact at their own pace and comfort level. Everyone brought their own lunches and school council provided dessert.

### Prince Charles Public School

- **Example #1 – Healthy Living, JR Gallarza Trainer**
  - Part of the school's Ophea Gold application, JR Gallarza was hired to help families understand the importance of being fit. Families were trained on how to keep active in their daily lives.
- **Example #2 – Motivational Speaker, Doug the Great (World Record Holder)**
  - Doug visited with families to deliver a message of perseverance. He also showed students how to walk on stilts and juggle. He talked about the importance of being in shape and having balance. As part of our Ophea Gold Application, Doug continued the message of increased physical activity.

### River Heights School

- **Example #1 – Mistletoe Market Holiday Gift Shop**
  - Students were encouraged to shop at the market (hosted by school council) with the purpose of purchasing small Christmas gifts for their family/friends. Parents were invited to attend. Many parents volunteered to set up the shop, price items, work as cashiers, assist students with their gift selections, counting or managing their money, etc. A portion of the shop's sales were given to the school's fundraising account for equipment/materials. \$910.67 was raised.
- **Example #2 – Paint Night**
  - Parents were invited to participate with their children or friends. Each participant created a 12"x12" wooden sign. 68 participated, including children, parents, grandparents, and friends. \$655.00 was raised.
- **Example #3 – Track and Field Day**
  - Parents were invited to participate by watching or volunteering at the refreshment booth. \$658.67 was raised.

### Ryerson Heights Elementary School

- **Example #1 – Paul Davis, Internet Safety**
  - PRO grant. Paul Davis spoke to students about internet safety during the day and parents in the evening. 100 parents attended.
- **Example #2 – Innovation Day**
  - Parents were invited to see students learning.

### Seneca Central Public School

- **Example #1 – Meet the Teacher BBQ**
  - Outdoor social event with pre-ordered food. Staff met and socialized with parents/students.
- **Example #2 – Winter Concert**
  - Families were invited to watch performances by all classes. Excellent attendance.
- **Example #3 – Celebrate Seneca and Grandparents Day**

- This annual event allowed visitors to see a variety of student work on display. Grandparents Day is a morning event that has visitors come to the school to watch a student talent show and see the classrooms. Excellent attendance, with positive feedback.

### St. George-German Public School

- **Example #1 – Family Arts and Wellness Night**
  - Families engaged in yoga, drumming, portrait drawing and crafts, all with positive messages around mental health, mindfulness and a growth mindset. Funded by a PRO grant.
- **Example #2 – Family Coding Night**
  - Families spent time learning coding from Ed Tech students in Grades 6-8. Funded by a GEPIC grant. Great turnout.
- **Example #3 – St. George-German School Fun Fair**
  - Evening full of games, raffles, prizes and food. Organized and managed by school council. Huge success due to the many volunteers.

### Teeterville Public School

- **Example #1 – Roar for Fitness**
  - Parents joined their children's class in a series of special fitness events, including Yoga and Zumba. Light refreshments were provided. Very poor attendance.
- **Example #2 – Mosaic Workshop**
  - Parents were encouraged to participate with their children as they learned the basics of glass mosaics in preparation for the mural. Many parents spent time in the room watching their children work, however, not many participated themselves.
- **Example #3 – Education Week Open House and Mural Unveiling**
  - Event was a true success with excellent attendance and positive feedback. Many parents commented they loved the backyard BBQ feel.

### Thompson Creek Elementary School

- **Example #1 – Family Movie Night**
  - During this annual event, parents donated items to each classroom to create theme-based baskets to be raffled. Parents/students came with lawn chairs and blankets to watch a movie. The event was well-attended and the raffle generated money towards the school.
- **Example #2 – Grandparents and Special Friends Tea**
  - During Education Week, grandparents and friends were invited to visit students and their classrooms. Guests watched brief demonstrations and enjoyed refreshments. 300 guests attended.
- **Example #3 – Career Day**
  - Held for intermediate students. Parents were approached to make presentations to small groups of students to introduce them to various professions. Parents discussed the required qualifications and the type of lifestyle the profession afforded them. The event was funded through a SpeakUp grant. Staff, students and parents spoke positively about the event.

### Walpole North Elementary School

- **Example #1 – Meet the Teacher Night**
  - A BBQ to encourage parents to meet and get to know each other. Staff assisted by serving food. Families then visited teachers in the classrooms. A "Drive4YourPlayground" fundraising event was included. Parents took Ford cars for a test drive, with Ford donating \$20 per test to the school. A huge turnout, with 250 people. Everyone enjoyed the event and \$3,000 was raised.
- **Example #2 – Mindfulness Day and Night**
  - GEPIC grant event. Yoga, GoNoodle, essential oils bracelets, a still and quiet place activity, Zen doodling and Mind-up curriculum breathing exercises were included. 40 attended the event with positive feedback.
- **Example #3 – Third Annual Family Fun Dance**
  - Families were invited to a fun dance which included a DJ, food, photo booth and prizes. The event was well attended (150) and those who came had fun.

## Walsh Public School

- **Example #1 – Christmas Open House and Book Fair**
  - Classrooms hosted different events for families. Examples included a photo booth, cookie decorating and craft making. The Book Fair was held in conjunction with the Open House. Attended by at least half the students. Overall, feedback was positive.
- **Example #2 – Meet the Teacher Event**
  - Parents were invited to meet the staff. Hot dogs and drinks were provided to families. Both staff and parents felt this was a good, informal introduction.
- **Example #3 – Education Week Open House and Book Fair**
  - Each classroom was given the same open-ended math problem to solve. The different solutions were posted around the foyer for families to see. Classrooms were also open for families to visit. Students were able to show off the work they completed during the year. A volunteer information table was present to collect parent information for future volunteer opportunities at the school. A Book Fair was held in conjunction with the Open House. The event was not as well attended as December's, however, many families participated and feedback was positive.

## West Lynn Public School

- **Example #1 – Partnership with local Women's Shelter**
  - School council arranged a visit to a local women's shelter. Tour included a presentation by a staff member and insights into the issues facing families who need such services. Minor adjustments were made to the school's breakfast program (accounting for families late due to space/facility sharing at the shelter). The school also formalized a partnership, allowing residents at the shelter into the school's movie night for free.
- **Example #2 – Family Fun Night**
  - Event included an outdoor movie, BBQ, activities, parent-student volleyball games, snacks, candy, sno-cones, popcorn and pop. Second annual event received tremendous positive feedback. Community members attended, not just school families.
- **Example #3 – Trip Subsidies**
  - Part of a staff commitment to offering a wide variety of out-of-classroom trips/experiences for students. School council subsidized every trip and created a family fee to account for multiple-child families. All year end trips were free as a combined effort between school/student council.

## Woodman-Cainsville School

- **Example #1 – Facebook Page**
  - Set up a school Facebook page to reach parents who don't look at the website or read letters home. All letters and information about the school are posted, along with events and photos. 15 per cent of our followers were parents who hadn't checked agendas or school pages in the past.
- **Example #2 – Production of Cinderella**
  - A three-night staff production of Cinderella. Two nights almost sold out. The final performance completely sold out. The aim was to build positive relationships between staff/families and for families to see staff are prepared to contribute time to fundraising. Brought together the school community and resulted in a lot of goodwill.
- **Example #3 – Family Movie Nights**
  - Rather than children coming alone to a movie night, we tried to make this a family event. Attendance was very poor.

## SECONDARY SCHOOLS:

### Brantford Collegiate Institute and Vocational School

- **Example #1 – Let’s Talk About Drugs**
  - Panel for parents/families to learn how to discuss drug use, including the risks, effects and supports available. The panel included Brantford Police, Grand Erie Safe Schools, and the Brant County Health Unit. Turnout was less than we had hoped for.

### Dunnville Secondary School

- **Example #1 – Relay for Life (Fundraiser in support of the Canadian Cancer Society)**
  - Students organized this event with the support of staff/parents. Many parents came out in support. Parents/local businesses provided activities and food for the students. School council supported the event with a monetary donation. Over \$18,000 was raised.
- **Example #2 – Crime Stoppers Breakfast**
  - Staff/students organized this breakfast. School council provided money to assist with the breakfast. Over 90 in attendance.

### Hagersville Secondary School

- **Example #1 – Let’s Talk About Opioids – Community Information Event**
  - Event raised awareness about illicit drug use, overdoses, and opioids in the community. There were community agency tables, in addition to the speakers. The event included personal stories from those with lived experiences and a panel of community experts from the OPP, EMS, Roulston’s Pharmacy, the Haldimand-Norfolk Health Unit and a physician specializing in addiction treatment. Over 60 parents/individuals were in attendance.

### McKinnon Park Secondary School

- **Example #1 – Clubs and Athletic Awards Banquet**
  - Partnered with Student Council to run a larger Clubs and Athletic Awards Banquet. Parents attended. Banquet included a Pasta Dinner prepared by the Hospitality and Tourism classes. Over 100 tickets were sold for the event.

### Pauline Johnson Collegiate and Vocational School

- **Example #1 – Parent Night from Dr. Templeman**
  - Information night for parents on how to cope with teenage anxiety/stress. Parents were very appreciative.

### Simcoe Composite School

- **Example #1 – Dr. Templeman, Managing Student Anxiety at Home**
  - GEPIC grant in conjunction with other Norfolk schools. Dr. Templeman focused on managing student anxiety at home. Great turnout, with nearly 200 participants.
- **Example #2 – Parent Teacher Night**
  - Information table at both Parent Teacher Nights. School council had snacks and swag to encourage parents to join council or the email list. Two new parents are now attending meetings and the email list has grown.

### Tollgate Technological Skills Centre

- **Example #1 – Spaghetti Dinner for Community**
  - A dinner sponsored by school council and Tollgate’s Hospitality Department. It was an enjoyable evening that included school promotion, a facility tour and an opportunity to meet staff.
- **Example #2 – Pre-registration/Orientation**
  - Chance for students/parents to pick-up timetables, find their classrooms/lockers or just ask questions. Light snacks were provided. This was a great way to ease jitters.



## Valley Heights Secondary School

- **Example #1 – Simcoe Managing School Anxiety Presentation**
  - Multi-partner workshop hosted at Simcoe Composite School. Dr. Templeman spoke about managing student anxiety at home. The event was well attended and informative.
- **Example #2 – Parent Group Social Meetings**
  - Twice a year, school council meets at a local restaurant to encourage parents to attend in a less formal atmosphere. This initiative has increased the number of parents attending meetings.
- **Example #3 – Facebook Group/Social Media Activity**
  - As many parents are unable to attend meetings, we have actively used a Facebook group since 2015 as a mechanism to communicate with parents and share meeting information. It also provides an open forum for parents to engage. Currently, the group has 116 members.





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **Municipal Elections Compliance Audit Committee**  
DATE: August 27, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Municipal Elections Compliance Audit Committee report as information.</p>
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### Background

Under the Municipal Elections Act, 1996, as amended, a Municipal Elections Compliance Audit Committee (MECAC) must be established by October 1<sup>st</sup> in an election year. In past years, in our area, the City of Brantford has established this committee in collaboration with the County of Brant, Haldimand County and Norfolk County. Applicants for the committee are informed that they may also be appointed to serve in a similar capacity for both the Brant Haldimand Norfolk District School Board and the Grand Erie District School Board and this is why Grand Erie has not established its own MECAC in the past.

Earlier in August, Superintendent Wyszynski was contacted by the City of Brantford Returning Officer for the 2018 Election who stated that this year some of the applicants who applied for the committee did not want to serve in the same capacity for the school boards. This issue means that Grand Erie must establish an MECAC this year by October 1<sup>st</sup>. The City of Brantford completed the application process and has forwarded the applications of 14 people who did select to be part of the Grand Erie Compliance Audit Committee.

### Additional Information

The terms of office for this committee is four years beginning on December 1, 2018. The powers and functions of MECAC are set out in subsections 88.33 through 88.36 of the Municipal Elections Act, 1996. The requirements of the Grand Erie MECAC are as follows:

MECAC will be required to:

- (a) review and consider a compliance audit application submitted by an elector and decide whether it should be granted or rejected;
- (b) if the application is granted, appoint an auditor to conduct a compliance audit;
- (c) receive the auditor's report;
- (d) consider the auditor's report and if the report concludes that the candidate appears to have contravened a provision of the Municipal Elections Act, 1996, as amended, relating to election campaign finances, the committee may commence legal proceedings against the candidate for the apparent contravention
- (e) review and consider any reports prepared by the Clerk pursuant to subsection 88.34 or 88.36 of the Act.

In accordance with the Act, Subsection 88.37(2), membership shall not include:

- (a) employees or officers of the municipality or local board;
- (b) members of the municipality or local board;
- (c) any persons who are Candidates in the election for which the committee is established; or
- (d) any persons who are registered third parties in the municipality in the election for which the committee is established.

In addition to the legislated restrictions established for the composition of this committee, in order to avoid a conflict of interest, an individual shall be deemed ineligible to be a member of the committee if the individual:

- (a) gives financial advice or prepares the financial statements of a candidate in an election for which the committee is established;
- (b) is a family member or employee of a candidate in an election for which the committee is established, or any person connected to a candidate through an employment, contractual, business or partnership relationship; or
- (c) is a volunteer or seeks employment to assist any candidate in the election for which the committee is established.

MECAC is a quasi-judicial body and does not report to the Board.

**Next Steps**

1. Develop a Bylaw to cover the requirements for an MECAC as per the Municipal Elections Act, 1996 and bring the new Bylaw to the September 10, 2018 Committee of the Whole Meeting for Trustee approval.
2. Grand Erie staff will select three committee members from the applications received and notify the successful applicants.
3. An inaugural meeting for the selected committee will be held.

Attached as Appendix A is the Terms of Reference for the MECAC that covers the City of Brantford, the County of Brant, Haldimand County and Norfolk County that we can use as a sample. This is provided as information only.

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary

**NAME**

The name of the Committee is the “Municipal Election Compliance Audit Committee” (MECAC). Members appointed to the Committee will serve the municipalities of the City of Brantford, the County of Brant, Haldimand County and Norfolk County. Members will also serve as the members of the Grand Erie District School Board and the Brant Haldimand Norfolk Catholic District School Board Election Compliance Audit Committees in a similar capacity.

**MANDATE**

The powers and functions of MECAC are set out in subsections 88.33 through 88.36 of the *Municipal Elections Act, 1996*, as amended (Act). MECAC is a quasi-judicial body and does not report to Council. MECAC will be required to:

- (a) review and consider a compliance audit application submitted by an elector and decide whether it should be granted or rejected;
- (b) if the application is granted, appoint an auditor to conduct a compliance audit;
- (c) receive the auditor’s report;
- (d) consider the auditor’s report and if the report concludes that the candidate appears to have contravened a provision of the Municipal Elections Act, 1996, as amended, relating to election campaign finances, the committee may commence legal proceedings against the candidate for the apparent contravention
- (e) review and consider any reports prepared by the Clerk pursuant to subsection 88.34 or 88.36 of the Act
- (f) in the case where the Clerk’s report identifies that a contributor has contravened the Act as described in subsection 88.34 or 88.36, the committee may commence legal proceedings against the contributor for the apparent contravention

**TERM OF THE COMMITTEE**

The term of MECAC shall be equivalent to the term of Council.

**MEETINGS**

MECAC will meet as needed, with meetings scheduled by the Clerk of the host municipality or his/her designate when a municipal election compliance audit application is received, or Clerk’s report is submitted.

**COMPOSITION**

MECAC will consist of 5 (five) members. Where possible, a minimum of one member shall be a qualified elector within each of the municipalities.

In accordance with the Act, Subsection 88.37(2), membership shall not include:

- a. employees or officers of the municipality or local board;
- b. members of the council or local board;
- c. any persons who are Candidates in the election for which the committee is established; or
- d. any persons who are registered third parties in the municipality in the election for which the committee is established.

In addition to the legislated restrictions established for the composition of this committee, in order to avoid a conflict of interest, an individual shall be deemed ineligible to be a member of the committee if the individual:

- a) gives financial advice or prepares the financial statements of a candidate in an election for which the committee is established;
- b) is a family member or employee of a candidate in an election for which the committee is established, or any person connected to a candidate through an employment, contractual, business or partnership relationship; or
- c) is a volunteer or seeks employment to assist any candidate in the election for which the committee is established.

### **SELECTION OF MEMBERS**

The Clerks (or designates) from the municipalities of the City of Brantford, County of Brant, Haldimand County and Norfolk County will meet to review the applications. Appointments selection will be approved by the majority vote of the Clerks. The approved names will be put forward to each Council for appointment to the committee.

Recommended skill sets for members of the MECAC include:

- Accounting and/or auditing experience
- Academic experience with expertise in political science or local government administration
- Legal experience and/or education
- Others with knowledge of the campaign finance rules contained in the Act

Criteria used to determine membership may include:

- Demonstrated knowledge and understanding of the municipal election finance rules;
- Analytical and decision making skills;
- Availability for meetings;
- Previous committee experience.

### **REMUNERATION**

Members of the MECAC shall be paid a per diem rate of \$150 plus the applicable mileage rate as set by the host municipality. The mileage rate shall be applied from the member's home to the host municipality designated meeting location and return trip.

Expenses related to each meeting will be paid by the host municipality. Expenses for the inaugural meeting will be shared equally by all participating municipalities.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Summary of Accounts – June 2018**  
DATE: August 27, 2018

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of June 2018 in the amount of \$12,260,204.78 as information.</p>
--

**Rationale/Background:**

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer







## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Summary of Accounts – July 2018**  
DATE: August 27, 2018

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of July 2018 in the amount of \$10,653,686.51 as information.</p>
--

**Rationale/Background:**

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## Recommendations to the Board

### D – 1 Internal Audit

Moved by: B Collingwood

Seconded by: J Harris

The Audit Committee recommends to Grand Erie District School Board, “That PricewaterhouseCoopers proceed with the Internal Audit Plan for 2018-19 as presented by prioritizing the Reserve Management, Management Action Plan Validation and Annual Risk Assessment and IA Plan Development Audits”.

CARRIED.

Moved by: B Collingwood

Seconded by: J Harris

That the Audit Committee recommends to the Grand Erie District School Board, “to approve a change to the 2017-2018 Internal Audit Plan to remove the Business Continuity Review and replace it with Enrolment Monitoring and Forecasting.”

CARRIED.

#### (a) Attendance Support and Employee Assistance Programs

Moved by: B Collingwood

Seconded by: J Harris

“That the audit committee forward the Attendance Support and Employee Assistance Programs Audit to the Board of Trustees.

CARRIED.

### E – 1 External Audit

#### (a) Appointment of the External Auditor

R Collver explained to the committee the need to appoint the external auditor and discussed the history of the external auditor and the value with continuing with the same service provider.

Moved by: CA Sloat

Seconded by: C Woodley

The Audit Committee recommends to Grand Erie District School Board, “That Millards Chartered Accountants, continue as the external auditor and request that the audit plan and fee estimates be presented at the September 2018 Audit Committee meeting.”

CARRIED.



## Minutes

**Present:** Rita Collver, Chair, Carol Ann Sloat, Trustee, John Harris, Trustee, Christine Woodley, Volunteer, Beryl Collingwood, Volunteer, Brenda Blancher, Director of Education, Rafal Wyszynski, Superintendent of Business and Treasurer, Cindy Smith, Manager of Business Services, Suk Bedi and Christopher O'Conner, PwC Internal Auditor, Dianne Latta, External Auditor MRR

**Regrets:** Blaine Schell, External Auditor MRR

**Recorder:** Kathryn Underwood, Recording Secretary

### A – 1 **Opening**

#### (a) **Roll Call**

The meeting was called to order at 3:30pm.

#### (b) **Welcome/Land Acknowledgement Statement**

The Chair welcomed the committee members and read the land acknowledgement statement to the committee.

#### (c) **Agenda Additions/Deletions/Approval**

The Chair suggested that the Multi-Year Financial Recovery Plan be added as a standing item under F-1b. D-1-a and D-1-b be switched. The Chair highlighted the changes to the agenda including Emerging Issues, Recommendations to the Board and Proposed Audit Committee Agenda Topics.

Moved by: J Harris

Seconded by: C Woodley

That the Audit Committee approve the agenda of June 27, 2018 as amended.

**Carried.**

### B – 1 **Minutes**

#### (a) **Approval of the March 27th, 2018 meeting minutes.**

It was recommended to amend the language "Internal audit for sick days" to "Internal audit for attendance support and employee assistance program" on page 2 of the minutes.

Moved by: J Harris

Seconded by: C A Sloat

That the Audit Committee approve the minutes of March 27, 2018 as amended.

**Carried.**



## Audit Committee

Wednesday June 27, 2018  
Education Centre, Board Room

### C – 1 Business Arising from the Previous Minutes

#### (a) Review of the Audit Committee Self-Assessment Tool

The Chair reported that the working group reviewed the current self-assessment tool and stated that it is a helpful tool and process to complete.

#### (b) Sample Metrics

R Wyszynski indicated that he will be presenting some sample metrics for internal data for the next Audit Committee meeting. He further highlighted that there are some metrics that are highlighted in the quarterly dashboard.

B Collingwood suggested that perhaps that Human Resources metrics be brought forward such as retirement ages, staff turnover and sick leave time. It was suggested that Metrics be gathered based on identified risks. In response to a question, B Blancher indicated that staff appointments are reviewed regularly by the Senior Administration and that this is not a significant risk.

C A Sloat reminded the committee that PwC was going to also bring forward some examples of metrics. In response, C O’Conner, indicated that they could provide samples of metrics and identified that the metrics may be more useful as a tool for Management. He further recommended that the audit committee would need to determine the need for metrics based on the strategic objectives.

The group discussed the need to share Board reports where data is being presented to the Board.

C O’Conner indicated that he could provide the Data Analytics on attendance. He further clarified that the Enterprise Risk Management initiative by the Ministry of Education that will provide examples for Boards is underway.

In response to a question, B Blancher highlight the process of understanding the Boards risks in terms of the strategic plan. B Blancher informed the committee that the annual operating plan updates can be provided to the Audit Committee members. R Wyszynski reported that in the next quarter the dash board data can be expanded to include a more detailed report on staffing enhanced utility information and more detail on the utilization of supply days.

C O’Conner indicated that he will provide the sample metrics to R Wyszynski, as it is a management tool for further analysis.

J Harris, identified the importance of ensuring that the process is in place is in place for the data collection but the details of the data would be the responsibility of the staff to review and analyze and bring forward any areas of concern to the Audit Committee.



## Audit Committee

Wednesday June 27, 2018  
Education Centre, Board Room

The committee members discussed the approach and purpose of the Audit Committee receiving the metrics and identifying the risks. The committee discussed the value in measurable outcomes and the required resources.

### D – 1 Internal Audit

#### (a) 2018-19 Internal Audit Plan

S Bedi highlighted the summary of proposed internal audit scopes in order of recommendations including; Enrolment Monitoring and Forecasting, Reserve Management and Budget Performance and Recovery Plan Monitoring. S Bedi highlighted the plan that included the executive summary, approach, annual internal audit plan and the methodology.

S Bedi highlighted that over the next three years (2018-19, 2019-20 and 2020-21, there will be four audits completed. He highlighted the adjustment in the hours and the estimates to complete the work. C O’Conner clarified that the committee is only approving the audits for 2018-19 and that future audits would require approval of both the audit committee and the resources permitted by budget discussion held at the Regional Internal Audit.

C A Sloat proposed that the Validate-Procurement & Payables audit may be more of a priority over Assist-Reserve Management. C O’Conner responded and explained further how the priority was proposed and the plan proposals hours.

In response to a questions, R Wyszynski indicated that the Reserve Management audit does not flow into the Operational Plan like the the Assist-Business Continuity Planning Audit would. J Harris suggested that we may be too early in the Financial Recovery Plan to complete the Assist-Reserve Management audit.

C Smith reported to the committee that the when the Enrolment Audit was last completed the system and supports were different and the Board has since used a different software system and the audit would be timely to audit the new system.

Moved by: B Collingwood

Seconded by: J Harris

“The Audit Committee recommends to the Grand Erie District School Board, That PricewaterhouseCoopers proceed with the Internal Audit Plan for 2018-19 as presented by prioritizing the Reserve Management, Management Action Plan Validation and Annual Risk Assessment and IA Plan Development Audits”.

CARRIED.

Moved by: B Collingwood

Seconded by: J Harris

“That the Audit Committee recommends to the Grand Erie District School Board to approve a change to the 2017-2018 Internal Audit Plan to remove the Business Continuity Review and replace it with Enrolment Monitoring and Forecasting.”



## Audit Committee

Wednesday June 27, 2018  
Education Centre, Board Room

CARRIED.

(b) Management Action Plan Validation Report

C O'Conner highlighted the Management Action Plan Validation Report as of February 28, 2018. This included an overview of the Scope and Approach, Summary of Findings and the Detail of Delayed Findings. C O'Conner acknowledged the work and resources provided from the management team. He further reported that there were no delayed findings that identified a concern. In response to a question C O'Conner indicated that they would be able to provide the details of the delays via email to the committee.

(c) Enrolment Audit Update

S Bedi stated that the 2012-13 enrolment Audit Update was included in the agenda package as a supplementary resource. He further presented the Grand Erie DSB Enrolment Monitoring Planning Memo as of June 26, 2018 that highlighted the processes, objectives and reporting and timelines. In response to a question, C O'Conner highlighted the sample process to validate that the audit process is still following the scope of the Audit and the timeframe. He reported that the Audit report will be presented to the Audit Committee at the September meeting.

(d) Attendance Support and Employee Assistance Programs

S Bedi highlighted the Attendance Support and Employee Assistance Programs that included the Audit Context, Summary of Internal Audit Results, Summary of Findings, Detailed Observations and Considerations for Improvement. He further highlighted the three review areas; Supply Management, Attendance Tracking and Reporting and Management of Wellness Program and the recommendations.

In response to a question, S Bedi confirmed that there is data software system to provide this data and that staff are adequately trained to use the software system. In response to a question, S Bedi confirmed that manual processes are processes that are people driven. S Bedi informed the committee that SBCI looks at the board's leave of absence data to create data reports and identifies trends.

Moved by: B Collingwood

Seconded by: J Harris

"The audit committee forward the Attendance Support and Employee Assistance Programs Audit to the Board of Trustees.

CARRIED.

(e) Evaluation of Regional Internal Audit

The Chair discussed the evaluation tool for the Regional Internal Audit. The Chair requested that committee members complete the evaluation tool and provide to the Superintendent of Business no later than Friday July 13, 2018 in order for the summary to be included for the September meeting.



## Audit Committee

Wednesday June 27, 2018  
Education Centre, Board Room

### E – 1 External Audit

#### (a) Appointment of the External Auditor

R Collver explained to the committee the need to appoint the external auditor and discussed the history of the external auditor and the value with continuing with the same service provider.

Moved by: CA Sloat

Seconded by: C Woodley

“The Audit Committee recommends to the Grand Erie District School Board that Millards Chartered Professional Accountants and continue as the external auditor and request that the audit plan and fee estimates be presented at the September 2018 Audit Committee meeting.”

CARRIED.

### F – 1 Other Business and Emerging Issues

#### (a) Training for Audit Committee Members

The Chair discussed the need for training for new committee member and ongoing training for all committee members. R Wyszynski reported there is available training available to the members through the Ministry website and will share the following link with the committee members: [Ministry of Education Audit Committee](#)

He further recommended that the modules 1-2 be reviewed before the next meeting and be prepared for discussion at the next Audit Committee meeting.

#### (b) Multi Year Financial Recovery Plan

R. Wyszynski presented an update on the Multi-Year Financial Recovery Plan and that this will be a standing item for the Audit Committee.

R. Wyszynski highlighted the report that the Financial Forecast as of the end of May 2018 was presented to the Board on June 25, 2018. He highlighted the current financial picture and forecasted surplus, major factors, strategies for success, description of risks and financial summary and impact.

R Wyszynski indicated that he would provide comparative data for future periods.

### G – 1 Consent Items

#### (a) Consolidated Due Diligence Report

The Committee received the due diligence report of June 21, 2018. The committee discussed the value of the report. If some of the obligations were not complete, there would be a significant financial burden. It was suggested that this report be completed quarterly and that the questions would be revised to identify incomplete items. This item was deferred for further review at the next Audit Committee.





## Audit Committee

Wednesday June 27, 2018  
Education Centre, Board Room

- (b) 2017-18 Q3 Budget Report  
R. Wyszynski reviewed the dashboard that included the summary of enrolment for both elementary and secondary, staff, revenue and expenditures.

### H – 1 Recommendations to the Board

The committee discussed the need to identify the recommendations to the board and requested that the following recommendations be presented as a covering page;

- Enrolment Audit Plan Change
- Motion to approve the plan
- Appointment of the external Auditor

### I – 1 Next Meeting

The Chair highlighted the proposed meeting dates for the 2018-19 school year, 4:00 pm at the Education Centre, Board Room.

- September 18, 2018
- November 20, 2018
- December 4, 2018
- March 19, 2019
- June 18, 2019

The committee discussed the proposal of combining the November and December meetings. The committee will discuss this proposal at the September meeting.

### J – 1 Proposed Audit Committee Agenda Topics

The committee discussed the agenda topics for the September meeting including; Planning Calendar, Trustee Code of Ethics, Internal Audit Evaluation Summary, Proposed Metrics and the committee meeting dates.

### K – 1 Adjournment

Moved by: CA Sloat

Seconded by: B Collingwood

That the Audit Committee of June 27, 2018 adjourn at 5:22pm.

# Grand Erie District School Board

## Attendance Support and Employee Assistance Programs

Internal Audit Report

June 22, 2018

### Distribution List

**For action**

Scott Sincerbox, Superintendent of Education (Human Resources)  
Sharon Bell, HR Manager

**For information**

Rafal Wyszynski, Superintendent of Business  
Audit Committee

### Limitations & Responsibilities

This document has been prepared only for the Grand Erie District School Board (GEDSB) and solely for the purpose and on the terms agreed with you. This document may contain our confidential commercial, financial or other proprietary information, the disclosure of which may prejudice us. We accept no liability (including for negligence) to anyone else in connection with this document, and it may not be provided to anyone else, without prior written consent from PricewaterhouseCoopers LLP.



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# Internal Audit Context

## Background Information

The purpose of this report is to summarize the results of the internal audit performed as directed by the Audit Committee in June 2017 relating to processes and controls related to the Attendance Support Program and Employee Assistance Programs.

This internal audit considered a review of the design effectiveness of controls over supply staff management, attendance tracking, and wellness program support. This internal audit focused on the appropriateness of the board’s controls to identify and assess whether risks are managed to an acceptable level in an efficient and effective manner, and identify control improvements to achieve the control objectives.

The following graphic presents an overall perspective on the lifecycle of attendance support and the interaction between the stages of supply staff management, attendance tracking and reporting, and employee assistance and wellness programs.



### Supply Staff Management

The key regulation governing the School Board’s occasional teacher management is in regards to Regulation 274/12. Under Ontario Regulation 274/12, the school board must maintain two occasional teacher lists for each panel (both elementary and secondary schools): the “roster”, which includes all occasional teachers hired by GEDSB, ranked by seniority, and the long-term occasional teacher list, known as the “LTO list”. In the past with more available occasional teachers than positions, a ready-to-hire pool is maintained separate to the roster. The ready-to-hire pool would consist of candidates on the school board’s radar if positions on the roster became available.

The School Board also maintains casual lists to replace absent educational assistants, early childhood educators, clerical and caretaking staff.

Occasional teachers are eligible to apply for the LTO list upon being on the “roster” for at least ten months and have taught for at least 20 full days during a 10-month period within the 5 years immediately preceding the day the occasional teacher applies for the LTO List selection process.

Occasional teachers must also teach a minimum number of days in order to remain on the “roster” - at least 10 FTE

days for secondary or 20 days for elementary in a school year. Only teachers on the LTO list are eventually eligible for permanent positions, unless there are no applicants for the List.

Since the passing of Regulation 274/12, the School Board has indicated a strong correlation between an increase in unfilled positions and having an unmotivated environment for occasional teachers. Specifically, the School Board indicates the minimum number of days needed for an occasional teacher to be on assignment is low, allowing teachers to remain on the roster for years to come as well as having great flexibility in choosing the positions they take. This impacts the School Board's ability to fill vacant positions on a regular basis; in particular, on days when there are workshops, Mondays and Fridays, and the end of the school year.

Another major factor the School Board highlights as a contributing factor to unfilled positions involves the changing of full-time teachers' sick leave/short term leave and disability plan. Prior to the 2012 central bargaining process, teachers were allowed 20 sick days per year paid at 100% with the ability to carry forward unused sick days into future years. Currently per union agreement, full-time teachers are allocated 131 days on a sick leave/disability plan for the year (11 sick days at 100% salary and 120 days for short-term disability at 90% salary). Unused sick days are no longer able to be carry forward. Per discussion, GEDSB highlights the change in the sick leave/short term leave and disability plan to motivate full-time teachers to use sick leave as they are no longer able to bank for future years.

The School Board's supply staff management process is conducted by the HR staff.

### **Attendance Tracking and Reporting**

With absenteeism becoming a growing concern over recent years, the issue has become a focal point for school boards province-wide. The School Board implements numerous attendance tracking and reporting processes to combat the issue of absenteeism amongst permanent staff. These procedures are managed and conducted by the HR staff.

Some of the key attendance tracking and reporting processes include:

- HR performs a daily review of employee absence exports from the Automatic Dispatch System (ADS) to the HR database (IPPS) where employee banks are stored. The review is to assess accuracy of sick leave days.
- HR performs a daily review of the Greater than Ten Consecutive Days of Absence Report to identify employees that meet the threshold of ten or more consecutive days. The H&D Officer follows up with principals for new employees found on the list via call to understand the situation, including the reason for being off work, estimated return date and if a doctor's note has been requested.
- Monthly review of the Attendance Threshold Report to identify employees who exceed the frequency or severity thresholds of 2%. A sample of employees who are near or exceed the frequency and severity thresholds are selected from the Attendance Threshold report on a monthly basis. The names of identified employees are communicated to their respective supervisor who then set up a discussion with the identified employee to improve their attendance.
- Annual review of the Severity and Frequency of Absences by Employee Group Report to monitor absences by employee group by year.

Absenteeism procedural details are defined in HR115: Absenteeism found on the GEDSB's website.

GEDSB monitors employees on extended periods of absence (generally greater than five days) in its Parklane system. This system is used for specific case notes and to set up reminders. Reminders are set according to the employee's doctor's appointment to follow up on possible return to work. The follow-up provides information needed to manage longer-term occasional/supply staff needed for that position and for the employee's Return to Work (RTW) program.

RTW program details are defined in HR116: Return to Work and Workplace Accommodation found on the School Board's website.

### **Management of Wellness Program**

With increased awareness of the various health and well-being issues that can affect teachers and Board staff, the Wellness Committee was formed in 2016. The committee is not mandated by Board Bylaws nor is it an official ad hoc committee. As such, the committee is currently comprised of various Board staff employees who are in strong support of the committee's objectives. The committee has defined a vision and mission as the following:

- Vision: Workplaces that allow staff to reach and maintain optimal wellness.
- Mission: To develop, implement, and evaluate a comprehensive workplace wellness strategy to support and enhance the wellness of our staff.

Staff well-being is a part of the 2016-2020 Multi-Year Plan of the School Board, with defined strategies to be carried out in each year's annual operating plan. The current strategies involve assessing the status of employee wellness and create responsive wellness initiatives/programs.

The Employee Assistance Program (EAP) is run separate to the wellness initiatives created by the Wellness Committee. EAP specifically provides confidential counselling services for permanent employees. GEDSB uses a number of third party service providers in localized regions for the various counselling areas.

## ***Internal Audit Objectives & Scope***

### ***Objectives***

In conducting this internal audit, we considered the processes and control mechanisms management has in place to achieve the following objectives:

<b>Review Area</b>	<b>Management's Control Objectives</b>
1. Supply Management	1.1 Management of absence monitoring and processing costs considers the automatic dispatch system, supply list, and associated trend analysis on attendance records and utilization of supply/occasional staff.
2. Attendance Tracking and Reporting	2.1 Processes are in place for verification and timeliness of absence requests.
	2.2 Metrics for attendance are being tracked and monitored for noting exceptions which are appropriately followed up by HR.
	2.3 Absenteeism trends and baseline comparison reporting are utilized to determine root causes for absences and improve the attendance support program.
3. Management of Wellness Program	3.1 Key initiatives are formalized, aligned to program objectives, and implemented to support the continual growth and progress of the Wellness Program.
	3.2 Planning and resource allocation for Wellness Program is performed for appropriateness in alignment with future initiatives.
	3.3 Monitoring of Wellness Program incorporates feedback from key stakeholders and considers alternative service models or best practices.

### ***Scope Period***

The scope of this internal audit included an assessment of the controls in effect for the period September 1, 2016 through August 31, 2017.

### ***Scope Exclusions***

Consistent with commonly accepted practices, our work was dependent on the following management activities which are excluded from the scope of this internal audit:

1. IT general controls, application controls, and data integrity.
2. Employee staffing and staff evaluation.
3. Student attendance management.
4. Accuracy and completeness of attendance records and/or leave balances.

# Summary of Internal Audit results

## Report classification

Overall, the School Board is aware of the growing absenteeism issue across the province and its increasing priority. The Board has implemented numerous processes and controls throughout the various areas and stages impacting control objectives outlined. However, there are identified processes and controls that should be formalized and have enhanced monitoring to increase effectiveness. An inevitable outcome of acting on our recommendations to address risks requires additional resources (time, costs).

## Supply staff management

In today's environment, the School Board suffers from a shortage in available occasional teachers - even in maintaining an uncapped occasional teacher list. For instance, the roster for elementary schools is currently around 370 names, with the optimal target of at least 450 individuals. Of the elementary roster members, around 100 are on long-term assignments and are not available for the short-term assignments presented. In mitigating the current shortage, GEDSB identifies several key factors that limit their effective ability in resolving the issue:

- Teachers' colleges were extended from a one-year program to two-year program, resulting in no graduating 2015-16 class.
- Increased time off taken by both regular and occasional teachers due to changes in the sick plan as a result of the 2012 collective bargaining process, with sick days no longer being accumulated.
- Natural increase in the number of personal days or absenteeism related to personal illness on Mondays and Fridays.

Some measures GEDSB has identified to utilize as short-term solutions include:

- increasing the effort in the application and interview process by being accessible for interviews on weekends, making new applications a priority to review for potential interview, and considering using Board staff to conduct interview if principals are unavailable;
- eliminating voluntary PD days for regular teachers in periods of the year with higher unfilled risk; and
- streamlining the Board Calendar by grouping PD days and limiting the number of permanent staff away on any given day.

In the past with more available occasional teachers than need, GEDSB maintained a ready-to-hire pool separate to the roster. The ready-to-hire pool would consist of candidates who had successfully gone through the selection process and were waiting to be activated to start work. As the School Board currently suffers a shortage of occasional teacher candidates, a ready-to-hire pool is not maintained. Applicants are interviewed as they are received and if successful, they are activated as soon as possible thereafter.

GEDSB utilizes various communication methods and has an ongoing discussion with permanent and supply staff teacher unions in addressing the supply shortage. Communication methods include direct communication via email with supply staff, as well as posting messages on union newsletters.

Supply staff management processes conducted are informal and lack defined objectives. As such, consideration of formally defining its strategic plan and objectives as well as the supporting processes is recommended.

## Attendance tracking and reporting

GEDSB has had an established attendance support program since 2001. The program combines policies, procedures and information systems to record and analyze trends in absenteeism. In addition, the School Board has recently adopted a wellness program to support its employee assistance program.

For absence verification, staff are to notify supervisor for intended absence. For illnesses and emergency absences, staff are to notify supervisor via direct call in the morning to report their absence. Entry into the automated dispatch

system for advance notice absences usually occurs by office staff. Day of absence entries occurs by supervisor or the employee as determined in the call. Office staff will verify the absences in the automated dispatch system.

The H&D officer and HR Manager reviews the daily export report of absences for accuracy of the transfer of information from ADS to IPPS. In addition, the H&D Officer follows up with two principals on a weekly basis on employees taking full days of absence for personal medical/dental appointments, using a brochure as a coaching tool in addressing the employee. Weekly meetings are held between H&D Officer and HR Manager to discuss long-term absences and identify any discrepancies found. Combined with Parklane, this allows both the HR Manager and H&D Officer have a working knowledge of the caseload and absence management situation.

An absence as defined in procedure HR115: Absenteeism includes illness and injury unrelated to work. In terms of absenteeism thresholds, the Board sets thresholds of frequency (number of days absent) and severity (number of occurrences of absences) at 2% or less. In addition, GEDSB monitors absence thresholds such as:

- five consecutive days of absence;
- sixth occurrence; and/or
- ten or more consecutive days of absence.

The School Board utilizes numerous reports to monitor and review employee absence and to flag employees for follow up. As such, GEDSB should strongly consider enhancing its attendance tracking and reporting processes using Power BI, an existing analytical tool. Power BI can help showcase unique trends in attendance to management and all levels of staff on a real-time basis.

### **Management of wellness program**

The Wellness Committee has a clearly defined mission and vision. Wellbeing has become part of the 2016-2020 Multi-Year Plan of GEDSB as a key strategic area. Furthermore, an Annual Operating Plan is defined to set out the goals, as well as the activities to be conducted to support the goals. However, a long-term plan has not been defined, with a lack of a wellness program framework to assess and review initiatives in meeting longer-term goals and objectives.




To support wellness initiatives, the Wellness Committee is comprised of a group of volunteers. The committee is split between a main working group to lead initiatives with the rest of the committee composition to support. The committee meets on a regular basis to plan, discuss implementation, and review initiatives completed. Identification of implementation gaps and solutions are done on an informal basis, through utilizing committee members' ideas on how the event would be perceived by staff and any key concerns.

To gather perspectives and general knowledge on both staff engagement and staff well-being, GEDSB uses a confidential annual Wellness Survey Report. The survey results are fed into the Board's analytical tool, Power BI, to develop trends and graphs to present a dashboard view. The survey is a key source used by the committee in developing wellness initiatives.

The EAP Program defines its program through its policy statement and outlined objective. HR112: Employee Assistance Program is the key procedure in support of the policy statement and objective. The procedure outlines a description of the program, key roles and responsibilities, high-level administration procedures of the program, and the terms of review. In terms of communication methods, a brochure pamphlet is made available to staff outlining key details. The EAP Committee supports the administration of the program. An annual review of EAP is presented to the Board on the utilization, scope of service, cost of service, program evaluation, and recommendations. In terms of its feedback and review process, EAP utilization statistics are aggregated and analyzed to support the recommendation. Employee participant survey feedback is utilized in updating its communication methods, particularly with the brochure as the key communication tool.

Based on the controls identified and tested as part of the internal audit of the GEDSB's processes surrounding Attendance Support and Employee Assistance Programs, we have determined that there is reasonable evidence to indicate that:



	No or limited scope improvement	No major concerns noted	Cause for concern	Cause for considerable concern
<b>For the objectives related to: Supply Staff Management</b>				
Controls over the process are designed in such a manner that there are:				
<b>For the objectives related to: Attendance Tracking and Reporting</b>				
Controls over the process are designed in such a manner that there are:				
<b>For the objectives related to: Management of Wellness Program</b>				
Controls over the process are designed in such a manner that there are:				

Management has provided comprehensive action plans, which we believe will address the opportunities noted. We would like to thank management for their support and cooperation during the course of this review.

### ***Summary of positive themes***

Based on the fieldwork conducted by Internal Audit, the following positive themes were noted:

#### **Supply staff management**

- The “roster” comprises the list of supply teachers available to the Board to fill short-term and/or long-term needs. In a period with excess number of supply teachers available for hire over their intended roster limit, the Board identifies a pool of candidates with the potential of being added to the roster in the future.
- The use of the automatic dispatch system (ADS) to reach occasional teachers helps increase the efficiency of filling positions.
- A procedure conducted to improve the shortage of supply teachers is accelerating the hiring process. For new applications received, a high priority is placed on setting up interviews with an appropriate supervisor. Extenuating circumstances are considered, such as conducting interviews on weekends or HR assisting in the interview process.

### Attendance tracking and reporting

- Complete policies and procedures are outlined in attendance tracking, absence identification, and absence resolution and available to key stakeholders.
- Various preventative measures are used to bring awareness on absenteeism to principals and staff through the annual reminder regarding medical/dental appointments, the online tool with absence information for staff, and brochure made available.
- Clear metrics are defined for absenteeism. The key metrics are the frequency and severity rates of 2% or less, which is addressed by the H&D Officer in reviewing the Attendance Threshold report on a monthly basis.
- GEDSB performs early review of employees using total days of absence prior to the maximum of 11 days allowed. This allows earlier intervention and application of attendance support processes.
- Metrics tracked also includes identification flags for five consecutive days of absence, 6<sup>th</sup> occurrence of absence, and ten or more consecutive days of absence. Complete reporting procedures are utilized to collect key metric data and proceed with the procedures outlined for each.
- Follow up procedures on absenteeism is based on the absence metric reached by the employee. These procedures are performed by the HR Manager and H&D Officer. This indicates alignment of the severity of absenteeism with the appropriate action taken.
- GEDSB utilizes the SBCI service to highlight key attendance and absenteeism trends. These include:
  - magnitude of absence across employee groups;
  - magnitude of absence across periods;
  - sick leave utilization across employee groups; and
  - absenteeism cost trends measured as a percentage of employee salary.
- The SBCI results specific to GEDSB are categorized and assessed across the years. The aggregated data is summarized and presented to the Executive Committee on an annual basis.

### Management of wellness program

- Wellness Committee defines a mission, vision and preamble. These policies and objectives are the cornerstone to the initiative planning, implementation, and review processes.
- Employee Assistance Program (EAP) outlines its objective and goals through the procedure HR112. GEDSB ensures service providers are available in each local region to allow easier accessibility for staff.
- Significant detail is placed in wellness initiative planning, with regular meetings to facilitate discussion.
- Initiative themes utilize the basis of the annual engagement survey results and statistics. The results and statistics form a key component of facilitating meeting discussions on the next potential initiative to undertake.
- Wellness Committee has begun to conduct initial research into alternative models other Boards have considered or implemented, as noted in the Wellness Committee meeting discussion on April 9, 2018. These include:
  - consideration of having well-being professionals on retainer to lead sessions;
  - consideration of other wellness initiatives that have been implemented at other Boards; and
  - consideration of having wellness pop-up events in place of Wellness Wednesdays.
- Wellness initiatives have been well received by participants and has been allocated a formal budget to proceed with for the 2017-2018 year.

## Summary of findings

Finding #	Topic	Rating <sup>1</sup>			Management Action Plan
		Significant	Moderate	Low	
<b>Supply Staff Management</b>					
1	Defining the Objectives of Supply Staff Management	-	-	x	Management will work collaboratively with Executive Council to develop an Action Plan to manage available supply teaching staff.
<b>Attendance Tracking and Reporting</b>					
2	Improving Resource Planning using Attendance Analytics	-	-	x	Management will work with Human Resources staff, Information Technology personnel, and the System Research Lead to consider an analytics tool that provides fulsome information on patterns and trends associated with employee absences.
<b>Management of Wellness Program</b>					
3	Alignment of Wellness Resources to Long-Term Strategic Plan	-	x	-	Management will work with the Staff Wellness Committee to develop a three year strategic plan that includes an annual operating plan along with an associated 2018-2019 budget.
<b>Total Audit Findings</b>		<b>0</b>	<b>1</b>	<b>2</b>	

## Summary of significant findings

No significant findings were noted in this internal audit.

## Management comments

*Management agrees with the findings of this audit and accepts the responsibility of working towards implementing the recommendations.*

Name: Scott Sincerbox  
 Title: Superintendent of Education (Human Resources)  
 Date: June 19, 2018

<sup>1</sup> See Appendix A for Basis of Finding Rating and Report Classification

# Detailed observations

<b>1. Defining the objectives of supply staff management</b> <i>(Design Effectiveness)</i>			<b>Overall Rating:</b> Low
<b>Impact:</b>	Low	<b>Likelihood:</b>	Likely
<p><b>Observation:</b>                      Market (capacity, geography, etc.), regulatory (e.g. regulation 274/12) and employment factors (2 year teachers college, candidates seeking roles at multiple boards, etc.) create an environment where Boards faces a shortage of supply staff available to meet positional needs. The School Board's process and controls to execute the strategy is done by a core team of people. The process and controls are significantly dependent on the people involved; as such, the process documentation and evidence of control operation is limited. However, the process outcomes imply that activities are occurring.</p> <p>For additional context please note the following:</p> <p>GEDSB faces a shortage of supply staff available to meet positional needs. While GEDSB maintains an uncapped occasional teacher list known as the “roster”, there have been limitations. GEDSB has identified a number of these negative causes that hinder the ability to fill positions. Specific to occasional teachers, a limiting factor includes:</p> <ul style="list-style-type: none"> <li>Teachers’ college being extended from one year to two years resulted in having no graduating class for 2016 Spring.</li> <li>Overall provincial shortage of available qualified occasional teachers and casual educational assistants.</li> </ul> <p>The operating environment the Board is situated in, as well as the limitations of Regulation 274/12, present challenges in staff motivation:</p> <ul style="list-style-type: none"> <li>There has been an increasing trend of sick days used due to changes in the sick plan, with sick days no longer accumulated.</li> <li>Occasional staff must work a minimum number of days to remain on the roster - 20 days for elementary, 10 days for secondary - a threshold viewed by the Board to be too few days.</li> <li>Increased absenteeism trends on Mondays and Fridays for both permanent and supply staff (per discussion with management).</li> </ul> <p>In response to these limitations, a number of mitigating factors has been identified. HR executes a number of informal supply staff management processes in the event of these specific shortage scenarios. Some examples include:</p> <ul style="list-style-type: none"> <li>both permanent and supply staff availability begins to be limited during the flu season. One mitigating factor implemented is streamlining the Board Calendar through limiting the number of permanent staff taking Professional Development (PD) days or workshops, as well as limiting the number of permanent staff attending PD in each geographic area;</li> <li>permanent and supply staff availability becomes increasingly strained towards the end of the school year. The mitigating factor implemented is eliminating PD days available to be taken by staff for specific dates and/or for the rest of the school year if needed;</li> <li>maintaining ongoing communication with permanent and occasional teacher unions to spread awareness of positional needs as well as a reminder of the GEDSB’s expectations. Direct methods of communication to the roster and staff include email communication as well as union newsletters; and</li> <li>HR has shifted their recruitment strategy to ongoing intake - HR staff set up interviews for occasional teacher applicants as the applications are received to get staff added to the roster list often and frequently. HR no longer waits and does interviews once a year to a ready-to-hire pool as in the past.</li> </ul> <p>GEDSB has identified a number of cause and effect relationships on supply staff management. In identifying limiting factors, the Board has executed specific processes in response to generate a positive effect in mitigating the factors.</p>			

<p><b>Implication:</b> The process is dependent on a small team of personnel (four individuals) which creates a risk of knowledge transfer in the event of unforeseen circumstances.</p>		
<p><b>Possible root cause:</b> Market, regulatory and employment factors create an environment where GEDSB faces a shortage of supply staff available to meet positional needs creating a circumstance where the ability to adapt and respond must be effectively managed with limited resources.</p>		
<p><b>Recommendation:</b> While the Board faces a shortage of supply staff available to meet positional needs is a reality that the board must operate in consideration as to either:</p> <ol style="list-style-type: none"> <li>1. formalizing the strategy, process and controls currently in effect to enable knowledge transfer; or</li> <li>2. formally accepting the risk associated having a process which is seen to be operating effectively within cost and capacity constraints.</li> </ol> <p>Also refer to recommendations for finding #1 and consideration for improvement #1.</p>		
<p><b>Management Action Plan</b></p>		
<p><b>Action Plan:</b> Management will work collaboratively with Executive Council to develop an Action Plan to manage available supply teaching staff.</p>	<p><b>Responsible Party:</b></p>	<p>Scott Sincerbox, Superintendent of Education (Human Resources)</p>
	<p><b>Due Date:</b></p>	<p>September 2018</p>

<b>2. Improving resource planning using attendance analytics</b> <i>(Design Effectiveness)</i>		<b>Overall Rating:</b> Low	
<b>Impact:</b>	Medium	<b>Likelihood:</b>	Unlikely
<p><b>Observation:</b>                      The Board utilizes a number of reports in the attendance support process to monitor absenteeism. Reports such as the Attendance Threshold Report and the 10 Consecutive Days of Absence Report requires effort and manual intervention by the H&amp;D Officer and HR Manager to be aware of the nature of absences and perform the necessary follow up, and the logging of such follow up is a manual process. In addition, longer term absences being maintained in Parklane are periodically followed up with by the H&amp;D Officer as an early intervention procedure to develop the most optimal return to work (RTW) programs.</p>			
<p><b>Implication:</b>                      Once HR staff and supervisors have the absence data, much of the follow-up related to employee absence involves human intervention - interpreting the data, determining if employee absence is already known, communicating with the employee and/or the supervisor, requesting additional medical documentation, interpreting doctor's notes, determining if a workplace accommodation is possible, arranging and conducting return to work meetings, maintenance of employee-specific Parklane notes, discussion with the unions, and more.</p> <p>While there are detailed case notes in Parklane and the fact that both the H&amp;D Officer and HR Manager are aware of the caseload details and current issues related to the health and disability portfolio, there is some risk of being overly reliant on the key HR staff to maintain a consistent level of service delivery and assess the overall absenteeism environment.</p>			
<p><b>Possible root cause:</b>                      The nature of the attendance support processes and procedures requires manual-specific tasks, such as follow up with individual absences to identify and monitor exceptions. As such, a greater understanding of the landscape and environment for absenteeism can be enhanced quantitatively to support the knowledge of the key HR staff.</p>			
<p><b>Recommendation:</b>                      To enhance attendance transparency to all HR staff and management, the Board should consider the implementation of attendance analytics. In particular, as the Board retains licensing, the use of Power BI module can showcase continuous monitoring dashboards of key attendance trends. With predictive analytics, the Board may be able to gain a better understanding of the resourcing and budgeting gaps in higher-risk periods of the school year and implement appropriate solutions to mitigate the risk.</p> <p>Furthermore, a macro view of the indicators/data points which drive the exception reports (as noted in the observation) should be visualized using data analytics and overlaid with the records maintained in HR to identify potential resource gaps for managing trends in the indicators/data points.</p>			
<p><b>Management Action Plan</b></p>			
<p><b>Action Plan:</b>                      Management will work with Human Resources staff, Information Technology personnel, and the System Research Lead to consider an analytics tool that provides fulsome information on patterns and trends associated with employee absences.</p>		<p><b>Responsible Party:</b></p> Scott Sincerbox, Superintendent of Education (Human Resources)	
		<p><b>Due Date:</b></p> November 2018	

<b>3. Alignment of wellness resources to long-term strategic plan</b> <i>(Design Effectiveness)</i>		<b>Overall Rating:</b> Medium	
<b>Impact:</b>	Medium	<b>Likelihood:</b>	Likely
<p><b>Observation:</b> The Wellness Committee originated as a grassroots initiative in the 2015-2016 year with a focus on promoting the well-being of staff. With greater traction and focus on mental and physical health awareness, the well-being initiative has officially become outlined as part of the Board’s Multi-Year Plan 2016-2020. The committee defines the initiatives and strategies to conduct for the current year, outlined in the Annual Operating Plan of 2017-2018. In its current stage, the Wellness Committee has begun to gather feedback an sentiment on its initiatives, as well as gather data such as participation metrics by employee group.</p> <p>As a grassroots initiative, the Wellness Committee has been focused on the implementation and execution of wellness initiatives. In the scope period, this included:</p> <ul style="list-style-type: none"> <li>Walking Wednesday Challenge - invited schools and departments to log their steps. Staff are to track and submit the steps taken throughout the week.</li> </ul> <p>Upon receiving a formal budget, new initiatives implemented in 2017-2018 year include:</p> <ul style="list-style-type: none"> <li>Wellness Wednesdays - two-hour event workshops involving guest speakers and facilitators centred on wellness. Past topics include nutrition and active living, mindfulness and meditation, and hands-on art.</li> <li>Bingo Card Challenge - year-long challenge for staff members to encourage the adoption of healthy habits and activities, and share and celebrate progress through social media.</li> <li>Wellness Fair - A trade show-style information fair featuring a variety of health and wellness-related businesses, non-profit organizations, and services available.</li> </ul> <p>However, a long-term strategic plan or strategy has not been defined. The Committee has acknowledged the lack of a long-term strategy at this point in time. As the Committee continues to grow, the need for a longer term outlook has been identified and has begun to define and structure its long-term strategy and objectives.</p>			
<p><b>Implication:</b> There is risk of wellness initiatives being developed and focused on the short-term needs of employees without a complete assessment of the long-term impact. In addition, with the committee being completely voluntary, there is a greater likelihood of longer term objectives to not be met.</p>			
<p><b>Possible root cause:</b> With the Wellness Committee being relatively new and created on a voluntary basis, the Committee has focused on developing and implementing its short-term strategy.</p>			
<p><b>Recommendation:</b> The Board should continue defining its long-term goals and objectives of the program. In doing so, the Committee should incorporate the planning and development of wellness initiatives to support both its short-term and long-term objectives. The Committee should perform a resource gap analysis to identify if the current resources available (members, time, finances) is sufficient to meet these goals.</p>			
<b>Management Action Plan</b>			
<p><b>Action Plan:</b> Management will work with the Staff Wellness Committee to develop a three year strategic plan that includes an annual operating plan along with an associated 2018-2019 budget.</p>	<p><b>Responsible Party:</b></p>		<p>Scott Sincerbox, Superintendent of Education (Human Resources)</p>
	<p><b>Due Date:</b></p>		<p>September 2018</p>

# Considerations for improvement

## 1. Continuing the identification of best practices for supply management

### Observation:

The identification of best practices and methods in managing unfilled positions is an informal process. The Board does maintain regular communication with other Boards of its size to identify appropriate methods to mitigate unfilled positions.

### Considerations:

The Board should continue to coordinate with other Boards in identifying effective procedures to mitigate unfilled positions. The Board should consider formalizing documentation such as meeting notes to support the evidence-based decision making process and for purposes of transitioning knowledge when there is a change in controls or control ownership.

## 2. Assessment of Wellness Committee composition

### Observation:

The Wellness Committee is composed of a core group of individuals, with all members on a voluntary basis. Each member will lead an event or task of the wellness program. With the committee being completely voluntary and still in a growth stage, a number of issues the committee comes across are still to be addressed:

1. Wellness initiatives are primarily developed as committee member's ideas.
2. A significant number of questions on potential initiatives raised by committee members are left unanswered.
3. A significant number of potential initiatives are identified, but action plans for these initiatives are not defined.
4. Basis in developing wellness survey questions may not be optimally designed to provide the Board insights.
5. A budget was not allocated in the scope period. However, a formalized budget of \$10,000 was allocated for the 2017-2018 year. As it is the first year with a formal budget, the Wellness Committee has not yet defined a funding budget plan or funding management processes.

### Considerations:

In response to the issues the committee has been faced with, the recommendations are:

1. While members may have insider knowledge on how initiatives would be accepted by staff in general, further analysis can be done on initiative appropriateness. For example, dedicated research can be performed on initiatives done at other Boards and their implementation process.
2. With the Committee composed on a volunteer basis, there may not be sufficient time or knowledge to resolve all questions raised. It is recommended to perform a resource gap analysis to identify if the committee has the appropriate expertise and resources available to answer the questions and issues identified.
3. A decision matrix in making go/no go decisions as well as the next steps should be raised for each potential initiative identified.
4. A dedicated member should conduct thorough research into best practice questions on wellness to improve the design of the wellness survey.
5. A funding budget plan and fund management processes should be implemented. These include the goals of the funding budget, key financial factors important to the Board, expense tracking and approval, funding sources identification, and performing initiative cost analysis.



# Appendix A: Basis of Findings Rating and Report Classification

## Findings Rating Matrix

Audit Findings Rating		Impact		
		Low	Medium	High
Likelihood	Highly Likely	Moderate	Significant	Significant
	Likely	Low	Moderate	Significant
	Unlikely	Low	Low	Moderate

## Likelihood Consideration

Rating	Description
Highly Likely	<ul style="list-style-type: none"> <li>History of regular occurrence of the event.</li> <li>The event is expected to occur in most circumstances.</li> </ul>
Likely	<ul style="list-style-type: none"> <li>History of occasional occurrence of the event.</li> <li>The event could occur at some time.</li> </ul>
Unlikely	<ul style="list-style-type: none"> <li>History of no or seldom occurrence of the event.</li> <li>The event may occur only in exceptional circumstances.</li> </ul>

## Impact Consideration

Rating	Basis	Description
HIGH	Dollar Value <sup>2</sup>	Financial impact likely to exceed \$519,000 in terms of direct loss or opportunity cost.
	Judgmental Assessment	<p><b>Internal Control</b> Significant control weaknesses, which would lead to financial or fraud loss.</p> <p><b>An issue that requires a significant amount of senior management/board effort to manage such as:</b></p> <ul style="list-style-type: none"> <li>Failure to meet key strategic objectives/major impact on strategy and objectives.</li> <li>Loss of ability to sustain ongoing operations:                             <ul style="list-style-type: none"> <li>Loss of key competitive advantage/opportunity</li> <li>Loss of supply of key process inputs</li> </ul> </li> <li>A major reputational sensitivity e.g., market share, earnings per share, credibility with stakeholders, and brand name/reputation building.</li> </ul> <p><b>Legal/Regulatory</b> Large scale action, major breach of legislation with very significant financial or reputational consequences.</p>
MEDIUM	Dollar Value	Financial impact likely to be between \$130,000 to \$519,000 in terms of direct loss or opportunity cost.
	Judgmental Assessment	<p><b>Internal Control</b> Control weaknesses, which could result in potential loss resulting from inefficiencies, wastage, and cumbersome workflow procedures.</p> <p><b>An issue that requires some amount of senior management/board effort to manage such as:</b></p> <ul style="list-style-type: none"> <li>No material or moderate impact on strategy and objectives.</li> <li>Disruption to normal operation with a limited effect on achievement of corporate strategy and objectives.</li> <li>Moderate reputational sensitivity.</li> </ul> <p><b>Legal/Regulatory</b> Regulatory breach with material financial consequences, including fines.</p>
LOW	Dollar Value	Financial impact likely to be less than \$130,000 in terms of direct loss or opportunity cost.
	Judgmental Assessment	<p><b>Internal Control</b> Control weaknesses, which could result in potential insignificant loss resulting from workflow and operational inefficiencies.</p> <p><b>An issue that requires no or minimal amount of senior management/board effort to manage such as:</b></p> <ul style="list-style-type: none"> <li>Minimal impact on strategy.</li> <li>Disruption to normal operations with no effect on achievement of corporate strategy and objectives.</li> <li>Minimal reputational sensitivity.</li> </ul> <p><b>Legal/Regulatory</b> Regulatory breach with minimal consequences.</p>

<sup>2</sup> Dollar value amounts are agreed with the client prior to execution of fieldwork.

## Audit Report Classification

Report Classification	The internal audit identified one or more of the following:
<b>Cause for considerable concern</b>	<ul style="list-style-type: none"> <li>• Significant control design improvements identified to ensure that risk of material loss is minimized and functional objectives are met.</li> <li>• An unacceptable number of controls (including a selection of both significant and minor) identified as not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Material losses have occurred as a result of control environment deficiencies.</li> <li>• Instances of fraud or significant contravention of corporate policy detected.</li> <li>• No action taken on previous significant audit findings to resolve the item on a timely basis.</li> </ul>
<b>Cause for concern</b>	<ul style="list-style-type: none"> <li>• Control design improvements identified to ensure that risk of material loss is minimized and functional objectives are met.</li> <li>• A number of significant controls identified as not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Losses have occurred as a result of control environment deficiencies.</li> <li>• Little action taken on previous significant audit findings to resolve the item on a timely basis.</li> </ul>
<b>No major concerns noted</b>	<ul style="list-style-type: none"> <li>• Control design improvements identified, however, the risk of loss is immaterial.</li> <li>• Isolated or “one-off” significant controls identified as not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Numerous instances of minor controls not operating for which sufficient mitigating back-up controls could not be identified.</li> <li>• Some previous significant audit action items have not been resolved on a timely basis.</li> </ul>
<b>No or limited scope for improvement</b>	<ul style="list-style-type: none"> <li>• No control design improvements identified.</li> <li>• Only minor instances of controls identified as not operating which have mitigating back-up controls, or the risk of loss is immaterial.</li> <li>• All previous significant audit action items have been closed.</li> </ul>

# ***Appendix B: Limitations and Responsibilities***

## ***Limitations inherent to the Internal Auditor's work***

We have undertaken the internal audit of Attendance Support and Employee Assistance Programs, subject to the limitations outlined below.

### ***Internal control***

Internal control systems, no matter how well designed and operated, are affected by inherent limitations. These include the possibility of poor judgment in decision-making, human error, control processes being deliberately circumvented by employees and others, management overriding controls, and the occurrence of unforeseeable circumstances.

### ***Future periods***

Our assessment of controls is for the period specified only. Historic evaluation of effectiveness is not relevant to future periods due to the risk that:

- the design of controls may become inadequate because of changes in operating environment, law, regulation or other; or
- the degree of compliance with policies and procedures may deteriorate.

## ***Responsibilities of Management and Internal Auditors***

It is management's responsibility to develop and maintain sound systems of risk management, internal control and governance, and for the prevention and detection of irregularities and fraud. Internal audit work should not be seen as a substitute for management's responsibilities for the design and operation of these systems.

We endeavour to plan our work so that we have a reasonable expectation of detecting significant control weaknesses and, if detected, we shall carry out additional work directed towards identification of consequent fraud or other irregularities. However, internal audit procedures alone, even when carried out with due professional care, do not guarantee that fraud will be detected.

Accordingly, our examinations as internal auditors should not be relied upon solely to disclose fraud, defalcations or other irregularities which may exist.



This document has been prepared only for the Grand Erie District School Board and solely for the purpose and on the terms agreed with the Thames Valley District School Board in our engagement letter addendum dated October 19, 2017. We accept no liability (including for negligence) to anyone else in connection with this document, and it may not be provided to anyone else.

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## MINUTES

- A-1 Call to Order S. Sawyer
- (a) Roll Call S. Sawyer
- Present:** Sabrina Sawyer, Stacy Hill, Brenda Blancher, Diane Sowers, Karen Sandy, Tobias Clarke, Dana VanEvery, Katelyn LaForme
- Regrets:** Audrey Powless-Bomberry, Trisha Simon, Dallas Squire, Jeff Burnham, Amanda Sault, Veronica Sault, Starr Kennedy, Stephanie George, Kathryn Hill, Leigh Staats, Krista McMillan, Paula Laing
- (b) Welcome and Introductions/Land Acknowledgement Statement
- i. Brenda Blancher read the statement.
- ii. Indigenous Lead Sabrina Sawyer welcomed everyone and introductions were made.
- (c) Agenda Additions/Deletions/Approval
- i. Indigenous Education Newsletter
- ii. NAC Update from Stacy Hill
- (d) Review of April 24, 2018 Minutes
- i. The minutes were accepted.
- ii. Sabrina will follow up with Tobias regarding Grade 11 program
- B-1 Board Action Plan in Review S. Sawyer
- (a) Pathways Information Night included a dinner and a Power Point presentation for parents about secondary school programming and events in Indigenous Education. Unfortunately, it was very poorly attended with only 2 students and their parents. We have been brainstorming on the best method of delivery of information to parents, such as Home and School associations; visit schools and hold events, and; set up a table at parent information nights and parent interview nights.
- (b) On June 19 we held a parent engagement event for all new Indigenous parents from Kindergarten to Grade 12. Although we had great advertising and food, we didn't have any parents register for the event. We are looking at holding school visits and more targeted events in home schools. Katelyn offered for us to join in on community events such as Caring Together in September or Powwow. Tobias Clarke also offered dates of local events and workshops that we could join in on.
- (c) Collaborative Inquiry is now completed.
- Twenty teachers from 7-8 schools, spent a day at Everlasting Tree School with teachers in classroom sessions with teachers, and was very well received. Teachers witnessed a math class using all natural initiatives such as chestnuts, wood and animals, and stories and language. It was a great day for teachers and we hope to continue with this next year and expand on the number of available days.
- Question:** What is the board's contingency plan if funding is decreased under the new provincial government?
- Answer:** Collaborative Inquiry has it's own specific funding that could possibly be reduced, but our Board Action Plan funding is mandated and shouldn't be affected.
- (d) At another event, we had a guest representing the Inuit community for half of the day. Each teacher received the 'Truth and Reconciliation' book by Pamela Rose



Toulouse. A number of other resources were supplied including books on understanding treaties. We have been looking at how to roll out the curriculum next year. We may consider sharing our Professional Days with Six Nations. We videotaped one of our curriculum sessions with Atomic Spark to use as a resource. Sharing Our Voices for elementary students was on June 20, showcasing the work of our students and presented in collaboration with ETFO.

- (e) On April 6, we elected our first ever Indigenous Student Trustee, Allan St. Pierre. We have been working hard to revive the Native Clubs, now known as Indigenous Student Association (ISAs). Schools that have them were able to send a student representative to the Senate. In recognition of his election to Student Trustee, Allan received a turtle medallion as it is the most inclusive symbol, representing Turtle Island and Mother Earth which will serve to keep him grounded; a medicine pouch to encourage him to be an effective leader; and a string of wampum to hold - each Indigenous representative passed it around and offered words of encouragement and support – and was then made into a bracelet to wear or carry. Students enjoyed team building games, while teacher advisors participated in round circle discussions. We will continue working with groups in the fall. Diane Sowers suggested sharing the Indian Horse and Blanket Exercise at Secondary level.

C-1 Board Action Plan 2018-19

S. Sawyer

- (a) Sabrina shared a brief summary of highlights for discussion purposes. The Board Action Plan gets submitted in the fall.
- i. Data Sharing
    - Education Services Agreements (ESA) reports
  - ii. Identify resources to improve achievement
  - iii. Collect, report and analyze Self ID data
  - iv. Community Engagement
    - Community Events
    - Movie Nights – possibility of purchasing rights to show
    - Cultural events at schools
  - v. Promoting Safe Schools
    - Stronger Together
    - Elementary Indigenous groups
    - Days of Significance
  - vi. Transitions
  - vii. Student Engagement
  - viii. Student Voice
    - Sharing our Voices
  - ix. Mentorship/Leadership
    - Indigenous Student Associations
  - x. Professional Development
  - xi. Culturally Responsive Pedagogy
  - xii. Literacy/Numeracy/Student Success
  - xiii. Community Awareness of Self ID
  - xiv. Community Communications





## F-1-d Indigenous Education Advisory Committee

June 26, 2018, 1:00 pm to 3:00 pm  
Pine Tree Room, Joseph Brant Learning Ctr, 347 Erie Avenue, Brantford

**Question:** How do we address Two Spirit?

**Answer:** We are looking at how to include a Two Spirit perspective as well as using Stronger Together.

**Question:** Do we have policy for keeping an Elders Traditional Knowledge Keepers Speakers list? Does it include Metis, Anishinaabe and Haudenosaunee?

**Answer:** Stacy will start with community organizations that are well trusted and hopes to have a gathering in the fall to bring community resource people together. We will discuss how to speakers can work with teachers and students; how to create activities etc. This will be an open opportunity for all community members to speak at schools.

(b) Please continue to send suggestions to Sabrina over the summer

### D-1 EQAO/Indigenous Staffing

P. Laing

(a) This data is used for school and board information only and is not published publicly. We can share the data through slides but it is not available in print. The data is usually available by the end of September.

(b) Deferred further to the next meeting

### E-1 Native Advisory Committee Update

K. Sandy

(a) Education Services Agreement has been signed by Grand Erie District School Board, awaiting signatures from Indigenous Services Canada.

(b) Reverse Education Services Agreement is now signed off with MNCFN.

(c) MPSS had requested to fly an Indigenous flag – each school will ask their ISA to come up with an idea for a flag that reflects their community. This item will be added to our agenda in fall.

(d) With respect to HSS losing 16 section, Brenda explained that due to declining enrollment we have been very conservative in our estimates for 2018-19. Therefore, many secondary schools have lost sections and teachers. Universities and Colleges are also suffering declining enrollment and are offering early acceptances, resulting in our students leaving at end of Semester I. Katelyn shared that there are some challenges emerging in the New Credit community regarding lack of school choice for students and lack of program offerings at HSS. Staff will follow up.

(e) AQ courses at Six Nations Polytechnic – information was shared with teachers in our board.

### F-1 Meeting Dates 2018-19

S. Sawyer

(a) Will try to avoid Monday, Tuesday, Wednesday; will keep a mix of afternoon and evening meeting times. Sabrina will draft a doodle poll of dates to send out to members.

### G-1 Correspondence

(a) Indigenous Education Newsletter

This first release has a Secondary focus. Hope to have three issues annually, and will work on the visual presentation to be inclusive of all FNMI as well as include stories from elementary schools. It will be available electronically and will be added to all school websites. Tobias suggested having a secondary contest in art classes to come up with a logo to be inclusive of all 3 indigenous groups; Sabrina

*SUCCESS* for Every Student



## Indigenous Education Advisory Committee

June 26, 2018, 1:00 pm to 3:00 pm  
Pine Tree Room, Joseph Brant Learning Ctr, 347 Erie Avenue, Brantford

reminded us of the brainstorming regarding a flag emblem in order to be inclusive. Tobias thanked the Indigenous Education staff for all of their hard work.

- (b) Could the Land Acknowledgement Statement be read at graduations? Can we honour Indigenous Education students receiving honour roll awards? Stacy listed student names in the Indigenous Education Report, but the issue was raised that privacy has kept us from including names in the newsletter. We would need to have principals check with students or parents on permission to publish photo, name, and school.

### H-1 Adjournment

- (a) Sabrina adjourned the meeting at 2:47 pm

DRAFT

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August 13, 2018

**MEMORANDUM TO:** Board Chairs of employers designated under the *Broader Public Sector Executive Compensation Act, 2014*

**SUBJECT:** **Update on Broader Public Sector Executive Compensation**

I am writing to provide information regarding changes to regulatory requirements for broader public sector executive compensation. Specifically, the government is suspending the current approach to broader public sector executive compensation while it completes a full regulatory review of the program. This action is part of the government's plan to ensure the best value for money and that tax dollars are going to the services that Ontarians depend on.

A new broader public sector executive compensation framework regulation called the Compensation Framework Regulation is now in effect. This work is part of the government's plan to ensure that programs are effective, affordable and sustainable.

Effective immediately, all designated employers are restricted from providing increases until the completion of a regulatory review of the program. Specifically:

- Base salaries for all designated executives cannot increase beyond their current amounts,
- The performance-related pay envelope for all designated employers cannot increase from what was previously provided in the most recently completed pay year, and
- Compensation for newly hired executives is limited to what was provided to previous incumbents.

A link to the new Compensation Framework Regulation will be posted on the Broader Public Sector Accountability page on Ontario.ca. In addition, the fact sheet attached to this memo contains an overview of the new regulatory requirements.

All designated employers under the Broader Public Sector Executive Compensation Act, 2014 are required to comply with the new Compensation Framework Regulation.

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In addition, the government may request designated employers to report on compliance with this regulation.

### **Next Steps**

The new Compensation Framework Regulation includes a commitment to review the effectiveness of the approach to broader public sector executive compensation by June 7, 2019. In the coming months, opportunities will be available for you, other stakeholders and interested parties to provide input as part of this review.

I acknowledge the work undertaken by designated employers in developing executive compensation programs under the former regulation. In addition, I would like to thank you for your continued adherence to government direction on executive compensation as we work towards a long-term solution.

Should you have any questions about the approach or how these updates affect your organization, please contact your overseeing ministry through your typical channels.

Sincerely,



Peter Bethlenfalvy  
President of the Treasury Board

Attachment: Factsheet

c: All Ministers whose ministries oversee employers designated under the Broader Public Sector Executive Compensation Act, 2014

All Chiefs of Staff to Ministers whose ministries oversee employers designated under the Broader Public Sector Executive Compensation Act, 2014

All Deputy Ministers whose ministries oversee employers designated under the Broader Public Sector Executive Compensation Act, 2014

All Executive Heads at employers designated under the Broader Public Sector Executive Compensation Act, 2014

## Broader Public Sector Executive Compensation

The Compensation Framework Regulation (the Regulation) came into force on August 13, 2018 and introduces limits on executive compensation for designated employers under the *Broader Public Sector Executive Compensation Act, 2014* (the Act).

### Scope

#### Designated Employers

All designated employers under the Act are subject to the Regulation, including:

- Public hospitals and the University of Ottawa Heart Institute;
- School boards;
- Colleges;
- Universities;
- Independent Electricity System Operator;
- Ontario Power Generation;
- Ornge; and
- Public bodies that are not also Commission public bodies under the *Public Service of Ontario Act, 2006*.

#### Designated Executives

All executives designated under the Act are subject to the Regulation. Under the Act, designated executives at designated employers are those who are entitled to receive or could potentially receive cash compensation of \$100,000 or more in a calendar year, and includes:

- The head of a designated employer, regardless of whether their title is chief executive officer, president or something else;
- The vice president, chief administrative officer, chief operating officer, chief financial officer, or chief information officer of a designated employer;
- A person holding any other executive position or office with a designated employer, regardless of title;
- A director of education or supervisory officer of a school board.

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## Terms of the Regulation

### 1. Effective Date

The Regulation is effective as of August 13, 2018 and applies to all designated employers on that date except in the following circumstances:

- For an employer that is designated under the Act after August 13, 2018, the Regulation is effective for that employer on the date it is designated.
- Despite the effective date of the Regulation or the date that an employer is designated under the Act, if a designated employer does not have any executives then the Regulation is effective for that employer on the date it hires an executive.

### 2. No Increase to Salary

The salary of each designated executive position must be less than or equal to the amount provided to the person that occupies that position on the effective date. For clarity, the salary for a position as of the effective date is what is actually being earned by the occupant of the position and cannot be another amount in a salary range for that position.

### 3. Limited Performance-related Pay Envelope

The performance-related pay envelope is the total amount of performance-related pay available to all designated executives at a designated employer in a given pay year.

As of the effective date, the designated employer's performance-related pay envelope must be less than or equal to the total performance-related pay disbursed to executives during the most recent pay year before the effective date.

After the effective date the performance-related pay envelope must be reduced by a prorated amount when a designated executive position becomes vacant or is eliminated.

Each employer's board of directors, or, if the employer does not have a board of directors, the equivalent governing body or officer of the employer, is responsible for any required adjustments to the performance-related pay envelope under the Regulation.

### 4. Other Elements of Compensation

Elements of compensation that are not salary and performance-related pay are referred to below as "other elements."

Designated employers may not provide any new other element of compensation for a designated executive position as of the effective date. Furthermore, other elements of compensation are capped at what they were on the effective date.

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In addition to the limits set out above,

- The following elements of compensation are strictly prohibited:
  - Payments or other benefits provided in lieu of perquisites
  - Signing bonuses
  - Retention bonuses
  - Cash housing allowances
  - Insured benefits not generally provided to non-executive managers
- Termination pay, including pay in lieu of notice of termination, and severance pay may not exceed a maximum of 24 months' base salary.
- Termination or severance payments that are payable in the event of termination for cause.
- Paid administrative leave may only be provided to the head of a college or university or another designated executive who is part of, or will return to, the faculty at a college or university in a teaching or research capacity.
- Paid administrative leave cannot be accrued at a rate that exceeds 10.4 weeks paid leave per year and cannot be paid out in lieu of time off.
- Payments in lieu of administrative leave.

## 5. New Hires

The Regulation includes terms that apply to employers who hire additional executives after the effective date.

When a new person is hired into a vacant executive position:

- The salary for the new hire must be less than or equal to what was provided to the person in the position when it was last occupied,
- The employer is allowed to add a prorated amount of performance-related pay to the performance-related pay envelope but that amount must be less than or equal to what was provided to the person in the position when it was last occupied, and
- The new hire cannot be provided elements of compensation beyond what was provided to the person in the position when it was last occupied.

If there was no previous occupant in the vacant position (i.e. it is a new position) then the person in the most similar position at the designated employer must be used to determine the appropriate compensation.

Each employer's board of directors, or, if the employer does not have a board of directors, the equivalent governing body or officer of the employer, is responsible for ensuring that the

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compensation elements and any performance-related pay envelope adjustment for new hires is determined correctly.

## 6. Other Designated Employers

The Regulation also includes terms that cap and limit the executive compensation of new employers.

Under the Act, the Lieutenant Governor in Council may make additional regulations establishing one or more compensation frameworks governing designated employers and designated executives. A regulation may be general or specific in application, and may apply,

- a) To all designated employers and designated executives;
- b) To classes of designated employers and classes of designated executives;
- c) To specific designated employers and specific designated executives; or
- d) Any combination of the above.

## Resources

### Contact

- **Total Compensation Strategies Branch**  
Centre for Public Sector Labour Relations and Compensation  
Treasury Board Secretariat  
Government of Ontario  
Email: [BPSECA@ontario.ca](mailto:BPSECA@ontario.ca)

### Regulation

- The Compensation Framework Regulation will be posted on the [Broader Public Sector Accountability](#) website.

### Legislation

- The [Broader Public Sector Executive Compensation Act, 2014](#)

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