



## Committee of the Whole Board Meeting

Monday, April 6, 2020  
Microsoft Teams Virtual Meeting

## MINUTES

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

**Administration:** Director - B. Blancher; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, 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 Committee Chair, S. Gibson at 6:30 p.m.

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

Nil

(c) **In Camera Session**

Moved by: C.A. Sloat

Seconded by: D. Werden

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 Committee Chair, S. Gibson at 7:16 p.m.

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

Presented as printed.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Agenda be approved.

**Carried**



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(f) **In Camera Report**

Moved by: E. Dixon

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approve Brenda Blancher continuing in the role of Director of Education, under all mutual covenants, agreements and addendums contained in her current contract, and subject to any Executive Compensation increases, until a new Director is available to start or December 31, 2020 whichever comes first.

**Carried**

(g) **Delegation**

(i) T. Best presented their delegation with respect to French Immersion at Simcoe Composite School.

(ii) S. Porteous presented their delegation with respect to French Immersion at Simcoe Composite School

R. Collver requested that French Immersion at Simcoe Composite School be added to the agenda under Business Arising as B-1-b and that it be presented before B-1-a.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board add French Immersion at Simcoe Composite School be added to the agenda.

**Carried**

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

(a) **Community Use of Schools Position**

R. Wyszynski referred to the Community Use of Schools Position report noting it is the same report as presented at the March 30, 2020 Board Meeting and referred to this meeting.

D. Dean asked if it would be feasible for us to raise rental costs to make this position work subject to budget approval. R. Wyszynski responded that the goal of this position is to be able to look at our rate and get cost recovery and essentially be cost neutral every year.

C. Speers stated that she supports the position completely.

R. Collver commented that she supports this position but does not like that it is going outside of the budget but understands time and place is always a factor and believes we need to move on this position.



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C. A. Sloat asked for clarification about the salary stated in the report \$65,000 to \$85,000 and asked if that is with or without benefits? R. Wyszynski responded that it would include benefits, the inclusive costs for the position. C.A. Sloat further commented that this is outside the budget process which is a non-starter for her and shared her concerns that if we are going to start to charge for free hours, realizing that it is certain groups, that the cost could trickle back to parents. C.A. Sloat stated that if it is before and after school programs, the providers need to increase costs which impacts parents. C.A. Sloat also noted that this has no reporting to the Board and if it is decided that some group is going to be charged an amount extra and Trustees hear about it later when it is already a signed contract or the concerns in the community that things are getting out of hand and programs become non-viable and for this reason she cannot support the role at this time.

D. Werden commented that he supports this and is a little concerned about the viability and wonders where we will stand if we start charging groups rent that are not being charged now. D. Werden further stated that the workload involved in this and this position becomes more critical to use the excess space with the declining enrolment.

G. Anderson commented that he understands C.A. Sloat's comments and believes that if this done properly the position could become cost neutral but also has concerns that you have some groups that suddenly have to pay that may push up the cost for the families but in the long run, he believes this is beneficial for the board and supports the position.

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board directs Sr. Administration to move forward with the Community Use of Schools Position.

Carried

(b) **French Immersion Program at Simcoe Composite School**

C. Speers asked for clarity on this issue and why it has come to the table. L. De Vos noted that on March 9, 2020 a report was brought to Trustees and at that time data was shared that 12 out of 17 students, who expressed an interest in continuing with French Immersion in secondary school in Haldimand/Norfolk have submitted a course selection sheet and staff were worried about the challenges with class size and running a 10-credit French Immersion program. The Extended French Program is 7-credits and on March 9, staff recommended that we explore running an Extended French Program because we could possibly invite some Core French students from the grade 8 classes in the schools that feed into Simcoe Composite to help bump up the numbers and make the program viable. L. De Vos noted that our goal was to maintain at least an Extended French Program as our coterminous board also offers Extended French. C. Speers further asked are they able to be accommodated with their original intent given the small number of students that would still like to see their fulsome



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French Immersion education and how are we meeting that need for these families? L. De Vos responded in a 10-credit French Immersion Program, students can earn a French Immersion Certificate that is issued by the school but any of our students who are taking French as a second language programs either in Core, Extended French or French Immersion, when they get into grade 12 they can challenge a diploma called the DELF and could earn a level of French proficiency. L. De Vos noted that we have had some students from Core, and in fact more Core than French Immersion students, challenge the DELF and be very successful. L. De Vos noted this an internationally recognized Diploma and has global recognition by Universities, Government and Employers, so there is more than one way to get to grade 12 and challenge and be able to have that opportunity. L. De Vos continued that together with D. Martins, the Principal of Simcoe Composite and Principal Leader for Student Success met on Friday to discuss if it would be possible to run a French Immersion program knowing that our numbers are low and similarly to what we proposed before invite other grade 8 students and they would have to be screened by our Consultant and have a certain proficiency in French but that might be another possibility. L. De Vos noted that offering either Extended French or French Immersion, the caution that we want to put forward, when speaking with our Principal Leader for Student Success who was the Principal at BCI with a French Immersion program, you have to recognize that running these programs involves very creative timetabling and not just for the first year, you have to think ahead 4 and 5 years about how you can combine courses, how you can put kids together, look at incoming numbers and it could mean that in grade 9 we can only offer one course because we have to look at all the others options that other students need as well to successfully graduate. L. De Vos noted that sometimes the only choice for a French Immersion program is to run a course in one semester and not the other which means that students don't get French Immersion for a full year. L. De Vos noted that a school can offer cultural clubs and different things in the semester without French Immersion so that students could continue to experience the French language – as French Immersion is also about the cultural aspect as well.

C. VanEvery-Albert stated her concern about Immersion because there is a similar experience and the same difficulties respecting Mohawk and Cayuga immersion and asked is there any way that we can make this happen for these kids? L. De Vos responded that yes and we would really like to provide an option as well as they have been in Immersion for their entire Elementary career. L. De Vos noted that during the meeting on Friday the feeling was that with some creative timetabling the program might be able to run, however, having to understand as a parent and the parent of the student that might mean that we cannot necessarily offer a course every semester but we know at the end of grade 12 they have to have 10 credits which means creatively working together as a staff and principal on the timetable. C. VanEvery-Albert asked where do we go from here, is it possible to make it happen and if so, how as she would really like to make this happen for the families. D. Martins responded that based upon questions of how can we make it work, L. De Vos has



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provided a good summary and that if the will of the Board is to have the French immersion Program with the existing 13 students, we would be looking at that but we would be looking at potential grade 9 students coming from grade 8 Core French whose parents felt that they have the competency to be part of a French Immersion program and as L. De Vos indicated, we could do a proficiency test for those students prior to the beginning of next year but given our current situation this will be a challenge; we could create a letter and send to those feeder schools with response back of interest and set up some type of proficiency or assessment for those grade 8 students who are not currently in French Immersion should they wish to challenge into a French Immersion program based on their current level of learning and proficiency. D. Martins noted this would certainly address the will of the Board if the decision is for a French Immersion. D. Martins noted that the plan for the Extended French Program would be to do something similar and that was to appeal to the Grade 8 students again based upon their current level of standing in French but with Extended French, this would not require students to take a proficiency test but instead having the recommendation of their Grade 8 Core French Teacher and a desire from the parent and student. D. Martins noted that we want to run a French Immersion or an Extended French Program at Simcoe Composite for the needs of those student and we have a way forward for these existing Grade 8 students.

R. Collver thanked both Superintendents for the work they have done on the questions they have had so far. R. Collver noted that we must remember that we have core programs that we must offer at the secondary level and French immersion is an optional course. R. Collver further stated that we need to really listen to our Superintendents about the opportunity to offer the Extended French Program. R. Collver stated that she would be in favour to keep exploring the Extended French Program rather than French Immersion and putting that pressure on our schools and the system.

C.A. Sloat directed her question to B. Blancher do you recall what was promised and what is the goal of French Immersion? B. Blancher responded that 9 years ago we held orientation sessions at Walsh PS, Burford District ES and Caledonia Centennial PS because those were the three areas in which we said that we would try our very best to start French Immersion. We decided that if we could get a certain number of students in kindergarten, we would run the program understanding that the first cohorts were going to be small. As it turned out the first cohorts were not necessarily that small, the issue that we have right now is because we started Kindergarten which was SK and JK together, the cohorts were bigger. B. Blancher stated that we had 26 SK students from the original groups from Walsh and Caledonia Centennial and had all of those students chosen to continue to French Immersion in Grade 9 next year, we would then have had the cohort that we needed. B. Blancher stated the challenge we had was that we could only pick one secondary school location in Haldimand and Norfolk and Simcoe Composite was selected. B. Blancher further stated that there was no promise made back in 2011 or since that time that we would guarantee or covenant that



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there would be a secondary French Immersion program in Haldimand-Norfolk. B. Blancher stated what was said in 2011, we have number of years to think about the secondary school program and we would like to offer the program in secondary within Haldimand-Norfolk however, offering and running are two different things. B. Blancher spoke to the goal around French Immersion and it is not bilingualism and L. De Vos explained that very well when she spoke to the fact that we had a number of students from Core French who are successful and get the DELF diploma in grade 12.

C.A. Sloat agreed with R. Collver's comment, we have a finite amount of money and unfortunately we sometimes need to pick one thing over another and she wonders if we start out with the Extended French Program could we later on when there is enough students interested, to somehow start a French Immersion program? D. Martins responded that it would not be the recommendation to switch programs mid-stream and we clearly feel that the cohort that enters an Extended French or French Immersion program based on the direction from the Board is what we have to see through in moving forward.

D. Werden commented that he was at the table 9 years ago and attended the presentations at the schools where we planned to start French Immersion and B. Blancher is correct, we did not promise anything and there were questions brought up about the class sizes as they went forward how they would be shrinking and the response was that we would do our best, did not know what secondary school would be chosen and we hoped to offer the secondary school program if we had the numbers. D. Werden further stated that if we have gone through the process and cannot come up with a solution, realizing 13 is a small number and it may grow to 17 or 18 if offered to Core French Grade 8 students, and indicated that running small classes does not come without a cost attached to it and we really need to understand that. D. Werden asked if we ran the French Immersion with current numbers, what is the additional cost to the Board to run that program and have we offered the program to the core grade 8 students yet? D. Martins responded no, without having consulted with HR and R. Wyszynski, but there would be cost in terms of course offerings that would diminish opportunities if a full section in a secondary school at the grade 9 level has to go to French Immersion or Extended French, it is not like we can do grouped classes like we do in other areas either by grade or level, it is a staffing cost given the anticipated declining enrolment and some of those other issues. D. Martins further responded with respect to the potential of looking at existing grade 8 Core French students, being able to provide the opportunity for students who have an interest and who can pass a proficiency level of the grade 8 requirements for French Immersion, we do feel our numbers would go up and make for more viable class sizes that could be maintained and sustained over the four years that students would have in a secondary school.

D. Werden commented that he was asking for the cost to run the French Immersion without affecting existing sections at a secondary school. D. Werden further stated if we need to run



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something and do the best we can, we don't have time right now with everything else going on to see if there are more Grade 8 students, and we need to make a decision on what we are doing next year and suggests we offer the Extended French program.

D. Dean commented that while he understands the enrolment is low, what about the numbers in Grade 2 to 6, is that more feasible? L. De Vos responded that the current Grade 7's are sitting at 10, but the current Grade 6 between the 3 schools is 36 and the Grade 5 cohort is down to 14 and then it jumps back up to 31 in Grade 3. L. De Vos further stated that's why we spoke about a grade 9/10 combined class and the need to get creative with timetabling. D. Dean further commented that he feels quite strongly that we owe these families something and feels that we should try to stretch it as much as we can, as there is hope coming down the pipe and he thinks we need to try and make this work.

E. Dixon commented that families have not been guaranteed but led to believe that French Immersion would continue in secondary school and asked can we for sure offer the Extended French program. L. De Vos responded yes that is what we propose to do.

Moved by: C.A. Sloat

Seconded by: R. Colver

THAT the Grand Erie District School Board approve Sr. Administration to implement an Extended French Program (7 credits) instead of the French Immersion Program (10 credits) at Simcoe Composite Secondary for the 2020-21 school year.

**Carried**

### C - 1 Director's Report

Director's highlights:

- **Provincial Guidance – Continuity of Learning and Assessment, Evaluation and Reporting**  
The initial Continuity of Learning Plan was received on March 31<sup>st</sup> and shared with Principals and Vice-Principals. The document was reviewed at Exec Council on April 1<sup>st</sup> and plans began to be formulated.

#### Key Points

As shared with Trustees last week, the plan has a minimum number of hours suggested by Grade ranges.

- K – Grade 3 – 5 hours per week; focus literacy and math.
- Grades 4 – 6 – 5 hours per week; focus literacy, math, science and social studies
- Grades 7 – 8 – 10 hours per week; focus core math, literacy, science and social studies
- Grades 9 – 12 – 3 hours per week per course – achieving credits/graduation
- It is important to note that the hours refer to the approximate amount of time students will spend on work assigned by teachers. Teacher work includes preparation of



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assigned work and providing feedback or assessment. Engagement with students will vary depending on the circumstances and can include a range of ways that teachers can connect with students. Students with Special Education needs should, as expected, receive appropriate accommodations or modifications where necessary.

- For elementary students, teachers will use formative assessment approaches to gather evidence on how students are progressing in their learning. It is expected that teachers will provide feedback to their students on their progress. No summative evaluation will be required.
- Secondary students will be assigned learning tasks, projects and culminating activities that will be marked by their teachers for purposes of formative and summative evaluation. Teachers will communicate results of these marked assignments to students. Results will be used by teachers to inform students' final course marks. Final Report cards will be issued.
- The Ministry of Education is working in close cooperation with the Ministry of Colleges and Universities and sector stakeholders to ensure no student's graduation or transition to post-secondary is jeopardized as a result of the school closure period.
- The graduation requirement to complete 40 hours of community involvement is suspended for this school year.
- Red Seal Certification for SHSM Students – Graduating students in the SHSM program unable to complete their SHSM requirements due to extenuating circumstances, including the impacts from COVID-19, will be supported through the override request process. This allows schools to override the full requirement for the Red Seal Certification.
- Late this past Friday, school boards received an additional memo from the Ministry which covers assessment, evaluation and reporting.

### Key Points

- Final Report Cards are required for all elementary students – in determining marks teachers will use evaluation information gathered from September 2019 to March 13, 2020. When in the best interest of students. Teachers should choose to include comments on the final report card if they feel that doing so would support the student's progress. Teachers will use assessment for learning (formative assessment) to gather evidence of how students are progressing in their learning and provide feedback to their students to support their continuous and ongoing learning but will not be evaluating any work beyond that completed by March 13<sup>th</sup>.
- Midterm marks are only required for graduating students - Marks should represent the most accurate reflection of student work, based on what is reasonable and in the best interest of students during this time. The requirement to issue mid-year (March/April) report cards for all secondary students, including graduating students, is suspended for this school year.
- Final Report Cards are required for all secondary students – teachers should choose to include comments on the final report card.
- Special Education Programs and Supports - we are expecting another memo from the Ministry this week to cover off these items.



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- **Continuity of Learning** – our Program Teams have been working hard to put together supports for teachers. Superintendent Martins and De Vos shared the plans with school administrators today and schools are getting up and running this week in our graduated implementation plan. We continue to address all issues as they come up and meet regularly over MS Teams with our school administrators and managers.
- **Access to Schools for Clerical Staff and Learning Resource Teacher** – we have developed a plan in consultation with our local Medical Officers of Health to allow certain staff into buildings to support continuity of learning. Clerical staff will be able to support copying and posting of materials for students who are unable to access the internet and LRT's are managing the redeployment of SEA equipment to students as appropriate. We are limiting the access to 2 days per week and our Principals are managing this. Custodial staff will be cleaning the areas that are accessed and staff will follow all public health protocols for social distancing etc.
- **Devices for Students** – as Trustees can understand, the redeployment of devices to students who do not have access to a device at home is a very complex task. Throughout last week Superintendent Munro and her team were busy developing a plan in consultation with the senior team at each step. Our IT department under the leadership of Manager John Ecklund has been working hard at setting up and reimaging devices for student use. They are also putting a plan in place to retrieve devices from schools and reimage those so they can be used by students accessing information from home. Our Principals are reviewing survey data and figuring out the need for their school. Superintendent Thompson's team is also working on getting SEA equipment to students who require it. In addition, Superintendent Martins has reached out to Six Nations and Mississaugas of the Credit to determine need and next steps. Deployment will start next week and will start with secondary students.

C. VanEvery-Albert shared one of the concerns that has been brought to her attention by parents from Six Nations is that even though a student might be provided a device, there is no internet connectivity in many pockets of the community, and asked what happens in that instance and you also stated that they will be provided worksheets and how is that to happen? B. Blancher responded that D. Martins has opened up discussion with representatives from Six Nations about getting wireless hubs to be used in the community and there is a plan to access Jordan's Principle funding to support this. B. Blancher also stated that the Principals are managing students who don't have devices or internet access and would prefer to get packages of work and they are managing that with the families in their communities

Z. Garbaty asked about the midterm marks and they are going to be assigned but not issued, is that correct? B. Blancher responded that there is not going to be a formal report card, but students will be told their marks and they will be entered into our system so that they can be shared with Colleges & Universities, as appropriate. Z. Garbaty further asked about students being allowed back into the school to retrieve items and is there any plan? B. Blancher



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responded that the Chief Medical Office has advised that at this time, that students are not allowed in schools.

R. Collver thanked B. Blancher and the team for the work they have doing. R. Collver asked if you could provide an overview what would be in a Continuity of Learning Plan, how it will be rolling out, any goals/measurables? B. Blancher responded that we have thought of absolutely everything, but you need to remember the Continuity of Learning Plan for Elementary is formative assessment only and it's different in Secondary. B. Blancher responded that it would take a long time to go through one of the plans, but it does set up our expectations based on the Ministry guidance of how we expect teachers to connect with students, what we expect in terms of feedback for elementary students and how that can be done (Email, phone, Brightspace) and at secondary we are relying on Brightspace where possible. B. Blancher further stated that there is a lot that has gone into those Continuity of Learning Plans.

R. Collver further commented that in a crisis there is always an opportunity and that there is a good opportunity on how we are delivering learning differently and are we going assess your plan in any way and have you thought about what worked, what didn't work, where was the great innovation and creativity and how to harness that going forward? B. Blancher responded that it may be part of our plan but at this point we are in crisis education mode and certainly there is learning right now, for example, with using virtual platforms to hold meetings, to connect students in ways we have not connected before and there is a lot of learning going on organically but we have to be aware this is truly crisis education.

Moved by: D. Werden

Seconded by: CA. Sloat

THAT the Grand Erie District School Board receive the Director's Report of April 6, 2020 as information.

**Carried**

### D - 1 New Business – Action/Decision Items

#### (a) Delhi District Secondary School – Gymnasium Viability Review

R. Wyszynski referred to the Delhi District Secondary School- Gymnasium Viability Review report and requesting this report be referred to May 11, 2020, due to COVID-19 pandemic.



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### D – 2 New Business – Information Items

#### (a) Trustees' Expenses Report

R. Wyszynski referred to the Trustees' Expenses Report as printed.

Moved by: R. Colver

Seconded by: CA. Sloat

THAT the Grand Erie District School Board receive the Trustees' Travel and PD Expenses Report as information.

Carried

#### (b) eLearning Annual Report

D. Martins referred to the eLearning Annual Report on the program that has been delivered by Grand Erie since September 2002 and shared the internal eLearning pilot project that ran for the second semester in 2018-19. D. Martins further stated that the Ontario eLearning Consortium (OeLC) has set a new proportionate limiter for member boards which is based on the size of the board's eLearning program and the proportionate number of out of board students accepted. D. Martins stated that this new parameter ensures that the traffic balance in and out of the board does not exceed this limiter amount. Grand Erie has been given a plus and minus that we have to be within. In the past, Grand Erie has been balancing around a "zero" balance and we have been doing better a job of our part in the consortium and providing the needs for our students. D. Martins provided a high-level overview of the report which consisted of:

- Current eLearning Programs
- Continuing Education and Summer School
- Grand Erie e Learning website
- Roles and Responsibilities of the Technology Enabled Learning and Teaching Contact (TELTC)
- Considerations and New Developments for 2018-19
- Budget Implications/Funding Sources
- Ongoing Program

C.A. Sloat stated that under considerations for new development for 2019-20, it refers to review the use of eLearning at all alternative ed sites, can you explain what you are looking at and how it is being used? D. Martins responded that our alternative learning sites include our Turning Point sites and Indigenous Alternative Education Program and a little bit of the work we do at GELA as an alternative school. D. Martins stated this is one of the areas that we really struggle with in terms of our most at and in risk students and that connection to being engaged and wanting to be part of a secondary school program. D. Martins further stated that our central team working with those teams of teachers in alternative education



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programs are consistently looking at mechanisms to support the online learning of those students and moving forward we will continue to work at that.

C. VanEvery-Albert stated that money is provided for Grand Erie to facilitate this eLearning initiative and in terms of the ins and outs, does any money pass from board to board? D. Martins responded that the eLearning Consortium is an agreement between all the boards to commonly run these programs and hence that limiter factor; that we are good contributing board and doing our part. D. Martins stated that it costs us nothing other than we have to pay a minor fee out to the banker board because we help to pay for a Provincial OeLC Coordinator to help navigate the program. D. Martins also stated this budget allocation comes out of the GSN budget and not a specific section or allocation and it is a priority that is looked at yearly. C. VanEvery-Albert further asked in terms of eLearning summer school are the Six Nations students that are going into Grand Erie in the fall considered Grand Erie students in terms of being able to register in these programs? D. Martins responded absolutely that any students transitioning from a Federal school into a Grand Erie school in secondary school are welcomed and included in our Reach Ahead opportunities.

Moved by: E. Dixon

Seconded by: B. Doyle

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

**Carried**

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

#### (a) SO1 Fundraising

R. Wyszynski noted to the SO1 Fundraising report has been identified for review, will be going out for comment and reviewed the suggested revisions.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Policy SO1 Fundraising to all appropriate stakeholders for comments to be received by May 28, 2020.

**Carried**



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(b) **SO14 Equity and Inclusive Education**

W. Baker noted Policy SO14 Equity and Inclusive Education was circulated to all appropriate stakeholders for comment. W. Baker referred to the comments and revisions made.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Policy SO14 Equity and Inclusive Education, as amended.

**Carried**

(c) **SO15 Out of Classroom Field Trips and Excursions**

B. Blancher noted Policy SO15 Out of Classroom Field Trips and Excursions was circulated to all appropriate stakeholders for comment. B. Blancher referred to the comments and revisions made.

Moved by: E. Dixon

Seconded by: C. Speers

THAT the Grand Erie District School Board approve Policy SO15 Out of Classroom Field Trips and Excursions.

**Carried**

(d) **SO22 Fees for Learning Materials and Activities**

D. Martins noted Policy SO22 Fees for Learning Materials and Activities was circulated to all appropriate stakeholders for comment. D. Martins referred to the comments and revisions made.

Moved by: C. Speers

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy SO22 Fees for Learning Materials and Activities.

**Carried**

(e) **SO26 Events Planning and Organizing**

B. Blancher noted Policy SO26 Events Planning and Organizing was circulated to all appropriate stakeholders for comment. B. Blancher referred to the comments and revisions made.

Z. Garbaty stated that the policy makes reference to Trustees and wonders if that applies to Student Trustees. B. Blancher responded that it does.



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Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Policy SO26 Events Planning and Organizing.

**Carried**

(f) **SO30 Management of Potentially Life-Threatening Health Conditions in Schools**

L. Thompson noted Policy SO30 Management of Potentially Life-Threatening Health Conditions in Schools was circulated to all appropriate stakeholders for comment. L. Thompson to the comments and revisions made.

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy SO30 Management of Potentially Life-Threatening Health Conditions, including Administration of Medication, in Schools.

**Carried**

E – 2 **Procedure Consideration – Information Items**

(a) **SO102 Administration of Prescribed Medications, including Medicinal Cannabis, in Schools**

L. Thompson noted that SO102 has been included into the revised SO30 Management of Potentially Life-Threatening Health Conditions, including Administration of Medication, in Schools and recommends SO102 be rescinded.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board rescind Procedure SO102 Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools.

**Carried**

(b) **SO105 Privacy Breach Protocol/Procedure**

L. Munro noted that SO105 Privacy Breach Response is a new procedure and will be going out for comment.

Moved by: D. Werden

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board forward Procedure SO105 Privacy Breach Procedure to all appropriate stakeholders for comments to be received by May 28, 2020.

**Carried**



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(c) **SO108 Community Service Providers and Schools Working Together**

L. Thompson noted Procedure SO108 Community Service Providers and Schools Working Together was circulated to all appropriate stakeholders for comment. L. Thompson referred to the comments and revisions made. L. Thompson noted one further revision is required.

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board receive Procedure SO108 Community Service Providers and Schools Working Together as information, as amended.

**Carried**

(d) **SO111 Fire Safety and Fire Safety Plan**

R. Wyszynski noted Procedure SO111 Fire Safety and Fire Safety Plan was circulated to all appropriate stakeholders for comment. R. Wyszynski referred to the comments and revisions made.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive Procedure SO111 Fire Safety and Fire Safety Plan as information.

**Carried**

(e) **SO114 Do Not Resuscitate (DNR) Confirmation Form**

L. Thompson noted that Procedure SO114 Do Not Resuscitate (DNR) Confirmation Form is a new procedure and will be going out for comment.

Moved by: R. Colver

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Procedure SO114 Do Not Resuscitate (DNR) Confirmation Form to all appropriate stakeholders for comments to be received by May 28, 2020.

**Carried**

F - 1 **Other Business**

Nil

G - 1 **Correspondence**

Nil



## Committee of the Whole Board Meeting

Monday, April 6, 2020  
Microsoft Teams Virtual Meeting

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### H - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the meeting be adjourned at 9:12 p.m.

**Carried**

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Committee of the Whole Board Chair, S. Gibson