



AGENDA

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Memorials
 - (i) R. Kroeker, Cobblestone Elementary School C. Speers
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Patti McCleister Memorial Award
 - (i) Delegations
 - (i) M. McCaffrey, Busing to Paris District High School
- B – 1 Approval of Minutes**
- * (a) August 26, 2019 (Regular Board)
 - * (b) September 9, 2019 (Committee of the Whole)
 - * (c) September 9, 2019 (Special Board)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- D – 1 Director's Report**
- E – 1 Student Trustees' Report**
- F – 1 Committee Reports**
- * (a) Committee of the Whole – September 9, 2019 R. Collver
- G – 1 New Business**
- * (a) Annual Operating Plans – Schools Year (2019-20)
 - (i) Community B. Blancher
 - (ii) Environment R. Wyszynski
 - (iii) Equity W. Baker
 - (iv) Technology L. Munro
 - (v) Well-Being L. Thompson
 - * (b) Strategic Communication Plan Update B. Blancher
 - * (c) Major Construction Projects R. Wyszynski
 - * (d) The Child Protection Protocol L. Thompson
- H – 1 Other Business**
- * (a) Summary of Accounts - August 2019 R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting

Monday, September 23, 2019
Board Room, Education Centre

- * (b) Joint Occupational Health & Safety Committee Minutes - June 20, 2019 R. Wyszynski
- * (c) Joint Occupational Health & Safety Committee Minutes – Safety Audit Tracking Report (Summer 2019) R. Wyszynski

I – 1 Correspondence

J - 1 Adjournment

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

Quality Accommodation Committee	September 26, 2019	2:00 PM	Board Room
Safe and Inclusive Schools Committee	October 3, 2019	1:00 PM	Board Room
Native Advisory Committee	October 7, 2019	1:00 PM	Tollgate Technical Skills Centre
Committee of the Whole	October 7, 2019	7:15 PM	Board Room
Special Education Advisory Committee	October 15, 2019	6:00 PM	Board Room
School Council Orientation	October 17, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Indigenous Education Advisory Committee	October 23, 2019	6:00 PM	Board Room
Student Trustee Senate	October 24, 2019	10:30 AM	Grand River Hall, JBLC
Grand Erie Parent Involvement Committee	October 24, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Chairs' Committee	October 28, 2019	5:45 PM	Norfolk Room
Board Meeting	October 28, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	October 29, 2019	9:00 AM	Norfolk Room
Native Advisory Committee	November 4, 2019	1:00 PM	McKinnon Park Secondary
Audit Committee	November 5, 2019	4:00 PM	Board Room
Safe and Inclusive Schools Committee	November 7, 2019	1:00 PM	Board Room
Committee of the Whole	November 11, 2019	7:15 PM	Board Room
Privacy and Information Management Committee	November 14, 2019	3:00 PM	Norfolk Room
Special Education Advisory Committee	November 14, 2019	6:00 PM	Board Room
Chairs' Committee	November 25, 2019	5:45 PM	Norfolk Room
Board Meeting	November 25, 2019	7:15 PM	Board Room

SUCCESS for Every Student

Memorial Statement

Rob Kroeker

It is with great sadness that we share with you the passing of Mr. Robert Kroeker on June 25, 2019.

Rob was a long-time staff member at Cobblestone Elementary as well as its predecessor schools, Bethel and Queen's Ward. Robert worked in the school's Special Education classes and was responsible for prep coverage, where he interacted with a wide range of students and staff. He also found joy in coaching many teams at the schools where he worked. Throughout his illness, Robert kept his connections to Cobblestone Elementary strong, visiting staff often and attending student performances. During the past three years, he returned to the school every September for the Annual Terry Fox Run.

Rob was the loving husband to Rhonda and father to Emily, Ben and Jake.

The staff at Cobblestone describe Rob as soft-hearted, compassionate, understanding, and kind. They shared stories about his love and patience for the students he taught, especially those in his self-contained classroom. Students' faces lit up when he entered the room and they were always ready to learn with him. Rob was passionate about coaching, specifically basketball and baseball. Rob continued to show his support for these sports by showing up for the tournaments, even as he was fighting cancer. He was an avid Calgary Flames fan – and you could always find Flames paraphernalia around his workspace.

Rob taught more than just lessons in the classroom, he taught people to be helpful, considerate and kind. He is greatly missed by the staff, students and community.

Respectfully submitted,

Jeff Senior, Principal
Cobblestone Elementary School

Date: September 19, 2019

To: Grand Erie District School Board

Re: Reasonable and Safe Transportation Walking Route to Paris District High School

To whom it may concern:

Below is a google overview of the area of concern. The second image is an email outlines an email of the board policy. This is the basis of this presentation as well as additional information.



From: Wyszynski, Rafal <rafal.wyszynski@granderie.ca>

Sent: September-11-19 3:53 PM

To: Speers, Christina <christina.speers@granderie.ca>

Cc: Munro, Lisa <lisa.munro@granderie.ca>; Blancher, Brenda <brenda.blancher@granderie.ca>; Anderson, Greg <greg.anderson@granderie.ca>

Subject: RE: Busing

Hi Christina,

The method in which STSBHN calculate distances are fair, consistent and easy to interpret from a policy perspective. STSBHN does have the ability to alter prop cannot be walked and must receive home-stop services. However, the only instances where such designations have been applied are:

- commercial or industrial stretches of roadway,
- rural addresses (even though they may fall within the technical walking distance of the school), or;
- where a unique piece of infrastructure exists (ex: bridge without sidewalks or a train depot).

When looking at the request made by the parent in Paris, this same criteria would not be applied to the area. Bobby West St, as an example, is a residential street were to be deemed closed to pedestrian traffic, each of these families would be required to be provided home pickups (similar to what you would see in a rural area). Regarding safe pedestrian paths; we have spoken with the County of Brant in the past and they have indicated that there are safe routes for these students to follow as road infrastructure and pedestrian management fall under their area of responsibility.

I think the recent growth in Paris needs to be addressed by the municipality. Our intent is to provide safe transportation to all our students in a transparent and consistent manner.

Please let me know if you have any questions.

Sincerely,

Rafal Wyszynski
Superintendent of Business & Treasurer
Grand Erie District School Board
349 Erie Avenue, Brantford, ON N3T 5V3
Office: 519-756-6301, Ext. 281142
www.granderie.ca

Clarification: The point of Bobby West was not that the road is unsafe to traverse but that its design is to be a one way street going up towards #2 Highway. This then leads walkers onto a sidewalk.

As stated above The school board attempt is to provide safe transportations to all students. A given map and the distance is calculate to be fair however the STSBHN does have the ability to alter. Two applicable points and a third point are applicable to this area.

1. Commercial or Industrial Areas: As assuming that a walker is to proceed either down the wrong way on a one way street or they walk down #2 and turn left onto a sidewalk onto Dumfries. At the intersection of Dumfries and Bobby West the Sidewalk ends. Along this side of the road there are no residences and by nature it would be considered a commercial area.
2. Unique Infrastructure - The students will then have to proceed onto the corner of Dumfries and Grand River. This side of the road is blocked by a retaining wall. This infrastructure along with the sloped hill make this side of the wall unsafe to cross. Please note the picture below.



The board's policy is to provide a fair and safe route for students. It is reasonable to point out that the left side of the road is unsafe and contains infrastructure that prevents safe walking travel. The county has also confirmed that the grass is not plowed and therefore a student would have to cross the street to walk on the other side of Grand River Street.

In 2016 the road survey rated this area as a VOS 3. Meaning there was a constant flow of traffic. This traffic has increased dramatically since 2016. In 2017 the County proposed to install a crosswalk on Dumfries to allow for a safe crossing area. This crosswalk was deemed unsafe to install based on the grade of the hill and the nature of the corner. (If a crosswalk is deemed unsafe it is reasonable to assume that it is unsafe for students to cross without a crosswalk.)

This leaves the students to cross at Grand River and Dumfries. The county's director of roads has also agreed that this area is unsafe for students to cross. As stated above the county will have to make adjustments due to the growth in Paris.

This however leaves the students in an unsafe position. There is no safe route from these neighborhoods affected that does not well exceed a 4 km.

Over 20 students are currently affected with more families to be affected in the coming years. Numerous parents are planning on attending the board meeting as they are concerned about their children's safety.

It is assumed that the GEDSB would agree with the County's assertion and would not want children doing an unsafe and dangerous walking route. This goes without saying as it would contradict the board's policy and increase potential liability.

As part of our presentation we have further videos of the road in question and documents of the road study. The video shows that at 8:15 am there is a range of 15 to 30 cars passing per minute. This leaves a range at a maximum of 10 seconds to a low of 2 seconds for a student to dart across what could be a

slippery road. There is similar traffic at 3:30 pm. Recent discussion in these neighborhoods has found that some parents have chosen to switch to the catholic board based on this issue. My children have been well served by the public board and would not want the attendance eroded based on parents safety concerns.

In conclusion we simply want to meet with the board to find a safe route (and reasonable distance) for a children to walk to school. If this is not possible then we request the affected students be provided access to the bus (no longer consider a courtesy rider) until such a time that a safe walking route is designed. I also believe that positive dialogue can eliminate frustration and find reasonable solutions.

Regards

Martin McCaffrey
232 Dundas Street West
Brant County
N3L 4H1



MINUTES

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

A - 1 Opening

(a) Roll Call

The meeting was called to order by Chair, G. Anderson at 6:26 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

R. Collver requested labour matter be added to the In Camera. S. Sincerbox also requested the addition of Personnel Update.

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 6:27 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 7:20 p.m.

(e) Memorials

Nil



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

Presented at printed.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Agenda be approved.

Carried

(g) **In Camera Report** – Board was required to return to in camera following open session.

(h) **Presentations**

Nil

(i) **Delegation**

Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – June 24, 2019**

Presented at printed.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Minutes of the Regular Board Meeting, held June 24, 2019 be approved.

Carried

(b) **Special Board Meeting – July 3, 2019**

Presented as printed. D. Werden noted that he was in attendance via teleconference.

Moved by: E. Dixon

Seconded by: J. Richardson

THAT the Minutes of the Special Board Meeting, held July 3, 2019 be approved, as amended.

Carried



(c) **Special Board Meeting – July 16, 2019**

Presented as printed.

Moved by: R. Collver

Seconded by: D. Dean

THAT the Minutes of the Special Board Meeting, held July 16, 2019 be approved.

Carried

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

Nil

D - 1 **Director's Report**

Director's highlights:

- **Welcome Back** – excited to be starting a new school year and the implementation of Year 4 of our MYP 2016-2020 and a special welcome to our Student Trustees – Alex returning for Year #2 representing Grand Erie North and Zach representing Grand Erie South and la'teieka:nereh representing Indigenous Students, joining us this year. Also welcome to our new Superintendent L. Munro.
- **Director's Kick-Off Meeting** for the 2019-20 school year will take place tomorrow at Cobblestone Elementary School, Trustees are welcome to attend the first part of the morning for the welcome back and plenary session – 9:00 – 10:15 am
- **Our Camp SAIL – Summer Adventures in Learning** programs ran from August 6 to 23 at Agnes Hodge and Waterford Elementary Schools. All reports show that the students enjoyed this special opportunity of summer learning.
- **50 Stories in 50 Days** – During the summer, the Communication and Community Relations team kept the Board's Facebook and Twitter handles active by sharing 50 stories from 2018-19 in the 50 days prior to the start of the new school year (July 15 -Sept 2). Stories highlighted the work of students and staff from all areas of the Board and each were linked to one of the indicators in the Multi-Year Plan, *Success for Every Student*.
- **Focus on Youth Program** - The Focus on Youth program is in its fourth year. This year the program ran from July 3 – August 16 and gave 31 students the opportunity to participate in a work placement for six weeks. The students received pre-employment training June 26- 28 and at the training the students obtained their Standard First Aid Certificate and High Five Training as well as the Grand Erie's required HR onboarding. This was our most successful Focus on Youth to date, in terms of continuing employment, as approximately 68% of the students involved have gained employment, either seasonally or continuing during the upcoming school year.



- 19% of the students were not seeking employment for the fall due to acceptance to university, opportunities with the Canadian Armed Forces, other employment opportunities and not seeking part-time work at this time.
- 6 students were placed within the Facilities, 4 students were placed with the City of Brantford's Horticulture Department (a new, and successful partnership) and 20 students were placed at community agencies in roles such as camp counselor, museum personnel and clerical assistant.

On Tuesday, August 13, 2019 the Ministry of Education came to meet with our Focus on Youth team and visited a few sites to see how the board runs the program and to hear first-hand from the students and supervisors about their experiences this summer and over the four years. The face-to-face meeting allowed FOY staff to share successes and challenges.

- **Secondary school registration** activities kick off this week as schools welcome the new group of Grade 9 students and welcome back the students in Grades 10 – 12 and of course the returning grads.
- The school year begins officially next Tuesday – our last week of planning and preparation for the new school year.
- **Ministry News:**
 - **June 27th Transfer Payment Agreement (TPA) re: Foundation in Mathematics Curriculum** – total dollars of \$889,000, which less money than last year (\$1,085,868) (\$196,868). B. Blancher asked L. De Vos to speak to the math hiring and Child Care piece
 - L. De Vos provided Trustees with an update regarding the 5 elementary math facilitators. S. Martins provided an update on the secondary math facilitator position.
 - L. De Vos provided Trustees with an update on the Child Care Sector noting that a meeting occurred last week with the Consolidated Municipal Service Managers (CMSM) to discuss cost recovery. L. De Vos noted that come January 2020 there will be reductions to their budget. The CMSM noted at the meeting that the partnership is beneficial to the future of our board and L. De Vos commented that we will do the best we can moving forward but there may be some hard decisions that may need to be made.
 - **July 2nd Release of new Career Studies Curriculum** – revised course was posted as of that date on the Ministry website for implementation this September – includes a more comprehensive focus on financial literacy and transferable skills.
 - **July 26th – Reciprocal Education Approach** – legislation will come into effect on September 1st to change the landscape for First Nation students and families by improving access, removing barriers and strengthening parent choice for First Nation students transitioning between school systems.



- **August 21st - Release of revised Heath and Phy-Ed (HPE) Curriculum Grades 1 to 8** along with a Kindergarten addendum
- **August 21st – TPA** received to cover implementation of revised Career Studies, HPE and Kindergarten Addendum to the amount \$36,000
- **August 21st – update** on the preparation for the introduction of a **math proficiency test** regulations filed on August 20th, new applicants to the Ontario College of Teachers will be required to successfully pass a math proficiency test if their application is completed on or after March 31, 2020. EQAO is being mandated to develop the test and to mark the test, 2 parts of the test – skills in math and pedagogy – candidates require a mark of 70% or higher on both parts
- **August 22nd – class size media release** -no change to Grand Erie
- **August 23rd – received the TPA for Mental Health Workers in Schools**
- Awaiting further information on Service Animals in Schools, Cellphones in Classrooms and plans for eLearning in Secondary Schools to begin in September 2020
- **New or Revised PPMs**
 - **PPM128** Provincial Code of Conduct – updated to include information on the use of cellphones during instructional time
 - **PPM158** School Board Policies on Concussion will establish of concussion code of conduct and annual review. In our revised policy SO28, we included a *Player Code of Conduct* in the resource guide and we will need to review the PPM requirements against this to see if there are further changes required
 - **New PPM162** – on exemption from instruction related to the Human Development and Sexual Health expectations which will require us to develop a procedure that allows parents to exempt their child from instruction of the sexual health education component, we will need a procedure in place by November 30th
 - **New PPM** Service Animals in Schools – and our procedure needs to be in place by January 2020
- **Trustee Learning Sessions for 2019-20** – G. Anderson provided Trustees with the dates - November 18, January 20, April 20
- **MYP Video** – Each fall, since 2016, as a way to highlight our Multi-Year Plan, we've created a series of videos. In Year 1, we focused on students; in Year 2, we featured staff; last year our focus was on Equity and this year, as we enter into the final year of the 2016-2020 plan we highlight each of the indicators.

Moved by: R. Collver

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Director's Report of August 26, 2019 as information.

Carried



E - 1 New Business – Action/Decision Items

(a) Approval of 2019-20 Committee of the Whole and Regular Board Proposed Schedules of Agenda Items

B. Blancher referred to the Committee of the Whole Board and Regular Board Proposed Schedule report.

B. Blancher referred to some minor revisions to the Bylaw, Policy and Procedure Review schedule.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Proposed Schedule for the 2019-20 Committee of the Whole Board and Regular Board Meetings, as amended.

Carried

(b) OPSBA Membership Fee for 2019-20

Presented as printed.

Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the 2019-20 OPSBA Membership Fee of \$64,764.82 (\$57,314 plus HST) for payment.

Carried

(c) Bylaw 34 Borrowing Bylaw Bridge Financing Dunnville School Consolidate

R. Wyszynski referred to the Bylaw 34 Borrowing Bylaw Bridge Financing Dunnville School Consolidate report.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board rescind Bylaw 34 Borrowing Bylaw Bridge Financing Dunnville School Consolidate.

Carried



E – 2 New Business – Information Items

(a) Major Construction Update

R. Wyszynski referred to the Major Construction Project Report which provided a final status update for the 2018-19 Major Constructions projects which included Mapleview Elementary School Construction and New Elevator Addition at Major Ballachey Elementary School. R. Wyszynski also provided an update on the planned Child Care Renovation at Hagersville Secondary School and the Child Care Addition at Central Public School.

C.A. Sloat asked about the condition of our kindergarten classrooms as she is concerned about using Full Time Kindergarten funding for other purposes? B. Blancher responded that we did an inventory and believes our current classrooms are in good shape. R. Wyszynski added that our facilities team conducts annual assessments of our classrooms and buildings to ensure no concerns exist.

J. Richardson asked for an update on where we are with Grandview school. R. Wyszynski responded that we are still in the process of collecting information from preferred agencies as per regulation 444/98. There are three organizations that have yet to respond. When they do, we will have fulfilled the regulatory requirements and will need Ministry approval to proceed to put the school on the market.

C.A. Sloat asked about an update on the new elevator at Pauline Johnson and if all the major projects that occurred at schools over the summer are now complete? R. Wyszynski responded that the new elevator is progressing well, but there have been some minor delays due to the lack of skilled trades. R. Wyszynski stated the elevator is anticipated to be functional by the end of the September. R. Wyszynski provided a high-level summary of the summer projects noting most are complete or on track.

B. Doyle asked for an update on Caledonia Centennial Public School. R. Wyszynski responded the masonry work is on track to be completed.

J. Richardson asked about the masonry work at Dunnville Secondary. R. Wyszynski responded that during the work some structural deficiencies were identified. R. Wyszynski stated this has delayed the project and unfortunately it will not be completed before the startup of school.



Moved by: E. Dixon

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Major Construction Project report as information.

Carried

(b) School Council Report

B. Blancher referred to the School Council Report noting that 39 Grand Erie school councils submitted a brief report of their 2018-19 activities. B. Blancher noted Appendix A provides three examples what each school did to encourage parent engagement at their schools.

R. Collver asked, are you concerned with the lack of compliance and do we have any recourse? B. Blancher responded yes we are concerned and further stated it is the school council chairs' responsibility to complete but we do know that some of the reports were completed by principal and we don't have any recourse.

Moved by: D. Dean

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the School Council Report for 2018-19 as information.

Carried

F - 1 Other Business

(a) Summary of Accounts – June 2019

Presented as printed.

Moved by: B. Doyle

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of June 2019 in the amount of \$8,808,257.48 as information.

Carried



(b) **Summary of Accounts – July 2019**

Presented as printed.

Moved by: D. Werden

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of July 2019 in the amount of \$10,219,652.67 as information.

Carried

(c) **Joint Use Agreement Task Force Minutes (Draft) – April 30, 2019**

Presented as printed.

C.A. Sloat asked about the \$5 user fee? R. Wyszynski responded that this applies to the Catholic Board, does not apply to Grand Erie.

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Joint Use Agreement Task Force Minutes (Draft) - April 30, 2019 as information.

Carried

(d) **Student Transportation Services Brant Haldimand Norfolk Special Board of Directors Minutes (Draft) – August 14, 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk Special Board of Directors Joint Use Agreement Minutes (Draft) - August 14, 2019 as information.

Carried



(e) **OPSBA Report**

C.A. Sloat referred to the report.

Moved by: B. Doyle

Seconded by: C. Speers

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

Carried

G - 1 **Correspondence**

Nil

Return to In Camera Session

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 8:08 p.m.

Carried

Board returned to public session at 9:21 p.m.

(j) **In Camera Report**

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Director's Operational goals for 2019-20.

Carried

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice Principal List, effective August 27, 2019.

Carried



Moved by: B. Doyle
Seconded by: C.A. Sloat
THAT the Grand Erie District School Board approves B-1-f.
Carried

Moved by: R. Collver
Seconded by: E. Dixon
THAT the Grand Erie District School Board approves in principle the Joint Use of Facilities Agreement between the Board, The City of Brantford and Brant Haldimand Norfolk Catholic District School Board.
Carried

H - 1 Adjournment

Moved by: C.A. Sloat
Seconded by: J. Richardson
THAT the meeting be adjourned at 9:23 p.m.
Carried

Board Chair, G. Anderson



MINUTES

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

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

Regrets:

Trustees:	B. Doyle
Administration:	Nil

A - 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest
Nil

(c) In Camera Session

S. Gibson requested a personal matter as A-1-b. C.A. Sloat requested a legal update be added B-1-d.

Moved by: D. Werden

Seconded by: J. Richardson

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, R. Collver at 7:20 p.m.



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

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

Presented as printed.

Moved by: S. Gibson

Seconded by: C.A. Sloat

THAT the Agenda be approved.

Carried

(f) **In Camera Report**

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve A-1-b.

Carried

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

(a) **Secondary Athletic Report**

D. Martins referred to the Secondary Athletic Report providing a high-level overview on the background and additional information. D. Martins reviewed Sr. Administration's recommendation which is that funds for an athletic assistant on a contract basis for 2019-20 be absorbed by the athletics transportation allocation within the secondary school budgets and the next steps.

D. Dean requested clarity regarding the recommendation and where the funds will be coming from. D. Martins responded these funds were originally allocated in the transportation budget for athletics, those funds were first moved to school budgets for 2018-19 but were not utilized. D. Dean shared his view that athletics is important and does not support any recommendation that would take funding from schools' athletics budgets.

C.A. Sloat asked would we be incurring more transportation costs by hosting athletics within an amalgamated system where schools from the far ends of the board play each other and was this part of the discussion with all the stakeholders. D. Martins responded it was and all the pro and cons were looked at. D. Martins further stated that there are some areas of the board that will see an increase to transportation but noted we are paying exorbitant fees to participate in sports/leagues outside of this board. D. Martins noted there have been multiple discussions with Secondary Administrators who support the athletics transportation budget being used for this initiative and believes this is a win/win.



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

S. Gibson asked what will happen in the following years? D. Martins responded year over year we would be required to have an athletic assistant moving forward in this role.

G. Anderson asked would we be able to make this work without the Catholic board. D. Martins responded yes, we can regardless of their decision.

D. Werden asked how many teams are involved in leagues outside of the board. D. Martins indicated we currently have one area of the board that currently has five sports that participate in leagues outside of the board. D. Werden further stated that \$20K is a start-up to get this going and asked where it will be allocated in the budget line going forward. D. Martins responded this is funding that the schools did not use, and this is not a full-time position. D. Martins stated currently the funds were under the transportation line and would mostly like occur under the same area that pays for OFSAA fees.

C.A. Sloat asked if there are any concerns in relations to legal or the Education Act? D. Martins responded that we participated in legal consultation for oversight with Secondary athletics association financials and followed up with those associations, as this is something that could be a potential audit risk. C.A. Sloat asked that the section of the Education Act be sent to her.

A. Hauser asked if this would reduce the number of tournaments teams attend to make up their season. D. Martins responded absolutely.

Moved by: C. Speers

Seconded by: E. Dixon

THAT the Grand Erie District School Board include the \$20K for the Athletic Assistant as a separate line item in the budget.

There was discussion regarding the motion on the table. C. Speers withdrew the motion.

Moved by: D. Dean

Seconded by: D. Werden

THAT the Grand Erie District School Board request Sr. Administration bring a recommendation back to the Board at the September 23, 2019 Board meeting.

D. Werden requested the amendment to the motion on the table.



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

Moved by: D. Werden

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve \$20,000 towards the contract for the position of Athletic Assistant to come from the board initiative funding for the 2019-20 school year.

After further discussion and questions, D. Werden withdrew his motion.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board refer the Secondary Athletics report to October 7, 2019 Committee of the Whole board meeting.

Carried

(b) **Response to Haldimand Huskies Basketball Delegation**

R. Wyszynski referred to the Response to Haldimand Huskies Basketball Delegation report which provided background, overview of the Ministry Guidelines with regards to Community Use of Schools (CUS), Grand Erie's CUS policy, exceptions, additional information, additional request and next steps.

G. Anderson thanked Superintendent Wyszynski for the comprehensive report.

J. Richardson stated, not overlooking Haldimand Huskies' frustration, his original question was about availability of space during the summer, and he now realizes the response is no. J. Richardson further asked do we need to clarify in the policy or procedure what the priority order is for use for our facilities? R. Wyszynski responded that our current policy already includes the priority order in which bookings are based upon; Policy FT4: Section 6h. It was suggested that this be more emphasized for user groups when the policy is up for review. It was noted that the policy is up for review in February 2020.

Moved by: D. Dean

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Response to Haldimand Huskies Basketball Delegation report as information.

Carried



C - 1 Director's Report

Director's highlights:

- **Conestoga Skilled Trades Proposal Update** - During the March Board Meeting Director's Report this year, Director Blancher shared that, Chair Anderson, Vice-Chair Dean, Superintendent Martins and herself attended a meeting on March 22nd at MPP Bouma's office along with John Tibbets, President of Conestoga College and Stephen Speers, Faculty in the Trades department for a discussion and also shared that Conestoga College is moving ahead with expanding their skilled trades facilities in Brantford and are interested in partnering with the local school boards to offer skills specific training to students in secondary schools. Superintendent Martins and Director Blancher, together with appropriate staff, put together a high level outline of a plan for how something like this might look – taking into account the awareness stage and involving students beginning in Grade 6 along with opportunities for parent events. MPP Bouma's office inquired in June as to whether we had anything to share at which time Director Blancher sent the outline by email to MPP Bouma's office and subsequently there was a brief meeting in late August with MPP and his staff to highlight key areas that would require enhanced funding – specifically staffing and transportation – and an additional discussion has been planned regarding the Workforce Planning Board of Grand Erie and how to ensure that school board has a greater voice at this table. Director Blancher will be meeting with Danette Dalton, the new Executive Director of the Workforce Planning Board this week to begin those discussions in an effort to greater support workplace connections for our students.
- **Ministry Updates – funding received since the August Board Meeting**
 - **After School Skills Development Programs** – to enhance skills for students with ASD – the amount of funds received covers 3 years of the initiative – programs can run before school or at lunch as well as after school
 - **Well-Being and Mental Health** - this covers inclusive schools as well
 - **Experiential Learning** - funding for a Lead and for training
- Director Blancher asked R. Wyszynski to speak about **Un Twinned Schools – Echo Place and Woodman-Cainsville –**
 - R. Wyszynski advised Trustees that the Ministry has approved the un-twinning of Echo Place and Woodman-Cainsville elementary schools as of the 2018-19 school year.

C.A. Sloat asked do we need to appoint a Principal at Echo Place? B. Blancher responded yes will but noted that Echo Place currently has a Vice-Principal who is in the Principal pool.
- **P.A. Day – this Friday, September 13th for elementary and secondary schools**



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of September 9, 2019 as information.

Carried

D - 1 New Business – Action/Decision Items

(a) Schedule of Pre-Budget Consultation and Budget Review Meetings

R. Wyszynski referred to the schedule of Pre-Budget Consultation and Budget Review Meetings report which outlines the proposed dates for the 2020-21 Budget cycle.

C.A. Sloat asked if we should have fourth date as a place holder. R. Wyszynski responded that he is open to suggestions.

D. Werden noted that he will be missing 3 of the proposed meetings due to prior commitments on Wednesdays.

R. Collver stated that she has had a discussion with the Director about formalizing the budget process so that minutes and attendance be taken. C. Speers would support that recommendation. C.A. Sloat commented that she understands the recommendation but stated that the current process allows for a lot of informal discussion and formalizing the process may be less effective. C.A. Sloat also noted that Bylaw 8 would need to be revised to reflect the formalized process.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board set the dates for the Pre-Budget Consultation Meetings as follows:

1. Thursday, January 20, 2020
2. Wednesday, February 26, 2020

Carried

Moved by: S. Gibson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:

1. Tuesday, April 21, 2020
2. Wednesday, May 20, 2020
3. Wednesday, May 27, 2020

Carried



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

R. Collver stepped away from table and C.A. Sloat assumed the Chair at 8:28 p.m.

(b) Request for an Ad Hoc Committee – Crisis Communications Plan Working Group

B. Blancher referred to the Ad Hoc Committee – Crisis Communications Plan Working Group report which provided background, additional information and draft Terms of Reference for the Ad Hoc Committee.

D. Dean requested that student voice be considered. B. Blancher thanked D. Dean and noted that we will ensure the student voice is part of the consultation.

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board strike an Ad Hoc Committee to develop a Crisis Communication Plan to be presented to Board in May 2020.

Carried

R. Collver reassumed the chair at 8:30 p.m.

(c) Capital Priorities Project Funding Submission

R. Wyszynski referred to the Capital Priorities Project Funding Submission report which provides background and high level overview of the recently released Ministry memorandum 2019: B17 Launch of 2019-20 Capital Priorities Program (CPP), including Child Care Capital Funding. R. Wyszynski noted that guided by the Board Long Term Accommodation Plan – March 2017, Sr. Administration recommends that business cases be submitted for the following consolidation projects:

Priority One - New School Project for the Southwest Brantford area as follows:

- A new elementary school to accommodate the current and future enrolment from the final phases of residential development in the Wyndfield community of Southwest Brantford. This school would eliminate the portable classrooms in use now and in future years at Walter Gretzky and Ryerson Heights schools.
- The proposed school would include the partnership with the City of Brantford and the Brantford Public Library Board for shared use of the adjacent sports facilities currently planned for the site, the inclusion of a City of Brantford community centre as part of the facility, a child care and child and family centre as well as the co-building of a Brantford Public Library Branch which would also serve as the school library.
- The Ministry has encouraged boards to standardize and repeat the design of new school construction. This project will look at Grand Erie's most recent design,



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

Mapleview Elementary School in Dunnville, to see if efficiencies in the design or procurement stage of the project can yield savings.

Priority Two - New Joint Elementary School Project for Caledonia as follows:

- A new joint elementary school to be a co-build with the Brant Haldimand Norfolk Catholic District School Board to serve the new Avalon (McClung Road) development in Caledonia. The most recent boundary review for this area has students from this development attending Caledonia Centennial until the new joint school is approved and constructed.
- The Grand Erie submission would include three childcare rooms as part of the new construction.
- The proposed joint-use school could also see a partnership with Haldimand County to offer shared recreational and parkland space on the proposed site.
- Both boards would be considering the Walter Gretzky Elementary/St. Basil Elementary project as a potential for a repeat design.

R. Collver asked for an update on Elgin. R. Wyszynski responded that he has followed up with the Ministry and has yet to hear anything.

Moved by: J. Richardson

Seconded by: C. Speers

THAT the Grand Erie District School Board approve the Capital Priorities for submission to the Ministry of Education.

Carried

(d) **Contract Award: Leased Devices**

R. Wyszynski invited J. Ecklund, Manager of ITS to the table. R. Wyszynski referred to the Contract Approval: Leased Devices – Compugen report providing a high-level overview of the background, proposed change in teacher/classroom device management and deployment, next steps and the Budget Impact.

C.A. Sloat asked do we have revised plan in place and how will the devices be rolled out? J. Ecklund responded looking forward these devices will be replacing the aged devices and not by the grade or subject.

R. Collver asked if the price is confirmed with Compugen? R. Wyszynski responded that the price for contract 1 is guaranteed.



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board enter into a three-year lease agreement for \$1,275,708 with Compugen for the acquisition of laptops for Grand Erie Teachers and classrooms to support the Ed Tech initiatives.

Carried

D – 2 New Business – Information Items

(a) Enrolment Update

R. Wyszynski referred to laydown Enrolment Update data report and reviewed the data which included enrolment projections, actual enrolment as of September 6, 2019 and enrolment history.

G. Anderson asked where in the board is the enrolment is down? R. Wyszynski responded we haven't done the analysis as it is too soon.

Moved by: D. Dean

Seconded by: J. Richardson

THAT the Grand Erie District School Board received the Enrolment Update Report as information.

Carried

(b) Supervised Alternative Learning Annual Report

D. Martins referred to the Supervised Alternative Learning (SAL) report and reviewed the 2018-19 school year data which consisted of:

- Percentage of Students by Age Profile (age calculated as of December 31, 2018) including ratios males to females
- Number of Students by Activity Group
- Student Enrolment
- Credit Summary
- Cumulative Data Summary Analysis

D. Martins provided a high-level overview of the summary and next steps.



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Supervised Alternative Learning Annual Report as information.

Carried

(c) **Student Census Data Report**

W. Baker invited G. Rousell, System Research Leader, to the table. W. Baker referred to the Student Census 2019 Executive Summary Report providing background, additional information which included a high-level overview of the attached Executive Summary which reflects the results for the student census and the next steps.

C.A. Sloat asked about survey completion noting the drop off in Grade 12, do we know why this occurred? G. Rousell responded that this is consistent with other boards and Grade 12 students can be difficult to track down to get them to complete the survey.

C. VanEvery-Albert is very interested in this and the native perspective, and in order to have a better review of this asked if there is a more detailed report that Trustees can look at. G. Rousell that this can be done but it will take time to complete.

R. Collver asked, as a Board, do we have an action plan moving forward from this? W. Baker responded that we will share this data with schools and will need to provide some direction. W. Baker further added there is research-based information that we can share and best practices that have been developed by other boards. G. Rousell added that he will be working with the Manager of Communications to provide the results back to schools. R. Collver further asked if G. Rousell would be working with the principals to help interpret the data? G. Rousell responded yes.

C. VanEvery-Albert asked if there is any plan to share this data with the Native Advisory or Indigenous Education Advisory Committees. G. Rousell responded there is currently no plan but would be happy to attend those meetings to share data.

Moved by: D. Dean

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Student Census 2019 Executive Summary Report as information.

Carried



(d) **Traumatic Event Response Protocols**

W. Baker invited C. Bibby, Safe and Inclusive Schools Lead, to the table. W. Baker referred to the Traumatic Events System (TES) Model report providing background, additional information, next steps and high-level overview of the Traumatic Events Response Resource Guide.

C.A. Sloat asked who are the stakeholder groups that will receive the training. C. Bibby responded that this training will be occurring with the community in November and will include all administrators, trustees, sr. admin and as many community agencies that can attend. (Brantford's BRAVE Committee is hosting a TES training November 5/6, Grand Erie is hosting a TES training on November 7/8)

C. VanEvery-Albert asked how this has been communicated to Six Nations and Mississaugas of the Credit. C. Bibby responded that we currently work with the Six Nations Mental Health Services and is looking forward to establishing more collaboration with other Six Nations and Mississaugas of the Credit support organizations.

Moved by: G. Anderson

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Traumatic Events (TES) Model report as information.

Carried

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

(a) **Bylaw 17 Communication with the Board**

B. Blancher referred to the Bylaw 17 Process for Communication with the Board report noting that Bylaw 17 was identified for review and sent to Trustees for comments. B. Blancher reviewed the revised Bylaw based on comments received.

C.A. Sloat requested further revisions to “2 a) All correspondence from the Chair, must be by Board motion or Board direction and will be shared with...”

D. Werden recommends that under 1 a) “must” be removed and “or via email” be added. D. Werden believed that if has been shared by email there is no requirement to be brought to the table. B. Blancher responded it is her understanding that correspondence received needs to be on record as received.



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D. Dean believes that we need to grant the Chair certain “executive authority” to respond quickly and would like more flexibility on section 2. C.A. Sloat responded that the Chair is speaking on behalf of the Board and all Trustees should be aware of the communication.

R. Collver stated the thought behind bringing correspondence to the table was to allow Trustees to ask question or have a discussion on it and with regards to the correspondence from the Chair, this is a practice we currently follow but it was not documented. D. Werden stated that with regards to correspondence shared by email, then Trustees can request it be added to the agenda for discussion.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approve Bylaw 17 – Process for Communication to and from the Board, as amended.

Carried

(b) **F1 Supplier Exclusivity: Food Services & Vending Machines in Schools**

R. Wyszynski noted Policy F1 Supplier Exclusivity: Food Services & Vending Machines in Schools has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: S. Gibson

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Policy F1 Supplier Exclusivity: Food Services & Vending Machines in Schools to all appropriate stakeholders for comments to be received by October 24, 2019.

Carried

(c) **F3 Capital Related Funding and Community Donations**

R. Wyszynski noted Policy F3 Capital Related Fundraising and Community Donations has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board forward Policy F3 Capital Related Fundraising and Community Donations to all appropriate stakeholders for comments to be received by October 24, 2019.

Carried



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

(d) HR8 Workplace Violence

R. Wyszynski noted that this report was originally deferred from the May 13th Committee of the Whole package due to additional work required for us to ensure compliance with Ministry of Labour orders. Staff have worked over the summer on revisions; however, upon reviewing the report, Executive Council sought the advice of legal counsel who after a quick review would like more time to fully examine the revisions to HR8. For this reason, we respectfully request that this item be moved to the October Committee of the Whole Meeting.

(e) HR9 Hiring, Supervision and Placement of a Family Member

S. Sincerbox noted Policy HR9 Hiring, Supervision and Placement of a Family Member has been identified for review and will be going out for comment with no revisions.

Moved by: D. Dean

Seconded by: S. Gibson

THAT the Grand Erie District School Board forward Policy HR9 Hiring, Supervision and Placement of a Family Member to all appropriate stakeholders for comments to be received by October 24, 2019.

Carried

(f) SO6 Student Suspensions

W. Baker noted Policy SO6 Student Suspension has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: D. Werden

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Policy SO6 Student Suspension to all appropriate stakeholders for comments to be received by October 24, 2019.

Carried

E – 2 Procedure Consideration – Information Items

(a) SO109 Availability and Use of Naloxone in Schools

W. Baker noted SO109 – Availability and Use of Naloxone in Schools is a new procedure and provided a high-level overview on the background and additional information.



B-1-b Committee of the Whole Board Meeting

Monday, September 9, 2019
Education Centre, Board Room

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board forward Procedure SO109 Availability of Use of Naloxone in Schools to all appropriate stakeholders for comments to be received by October 24, 2019.

Carried

(b) SO116 Pupils Return from Absence

W. Baker noted Procedure SO116 Pupil's Return from Absence has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Procedure SO116 Pupil's Return from Absence to all appropriate stakeholders for comments to be received by October 24, 2019.

Carried

(c) SO117 Parental Request for Temporary Excuse from Attendance at School

L. Thompson noted Procedure SO117 Parental Request for Temporary Excuse from Attendance at School has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Procedure SO117 Parental Request for Temporary Excuse from Attendance at School to all appropriate stakeholders for comments to be received by October 24, 2019.

Carried

F - 1 Other Business

Nil

G - 1 Correspondence

NIL



H - 1 Adjournment

Moved by: D. Werden

Seconded by: S. Gibson

THAT the meeting be adjourned at 9:59 p.m.

Carried

Committee of the Whole Board Chair, R. Collver



MINUTES

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

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

Regrets:

Trustees: B. Doyle
Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Board Chair, G. Anderson at 9:59 p.m.

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board proceed beyond 10:00 p.m.

Carried

B - 1 Committee Report

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated September 9, 2019 as follows

1. Contract Award: Leased Devices

THAT the Grand Erie District School Board enter into a three-year lease agreement for \$1,275,708 with Compugen for the acquisition of laptops for Grand Erie Teachers and classrooms to support the Ed Tech initiatives.

Carried

C – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the meeting be adjourned at 10:00 p.m.

Carried

Board Chair, G. Anderson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Alexandra Hauser, Student Trustee
RE: **Student Trustee Report**
DATE: September 23, 2019

Overview

In response to the Ministry of Education's newest mandate regarding making earning four eLearning credits a requirement to receive the Ontario Secondary School Diploma for all Ontario secondary students, OSTA-AECO collected feedback from students in grades 8-12 on the current program. The survey received 6087 responses from students all across Ontario. OSTA-AECO recently released their results from the eLearning survey completed by students earlier this year.

The release covers three sections, describing the state of eLearning today, the challenges students are facing with eLearning, and how eLearning can be improved.

Interesting Findings Overall

- ¼ respondents said they had a hard time contacting their eLearning teachers.
- 60% of respondents said that their learning styles were not adequately accommodated.
- 94.8% of all respondents (5772) disapprove of the new eLearning mandate.
- 3/10 of respondents had difficulty understanding their eLearning course lessons.

State of eLearning Today

- 60% of all participants took a social science, language or arts course online.
 - o OSTA-AECO attributes this to science and math courses being more reliant on in-classroom demonstrations and experiential learning. Also, they tend to be more available in schools due to higher participation rates.
- Four in ten students took a course online because they had no other option (scheduling issues, full classes, not offered).
 - o OSTA-AECO believes that this data points to the rigidity of Ontario's education system, and stem from more content-specific courses not deemed a prerequisite for post-secondary or from limited timetable availability.
- Four of every five students that responded to be currently taking or had taken an eLearning course were senior students.
 - o OSTA-AECO attributes the high volume of eLearning courses being taken in these grades due to the increased number of course options available, whereas some courses may not see an overall declining enrolment because they may not be compulsory for post-secondary admissions.

Challenges in eLearning

- 83% of respondents said they faced challenges while taking an eLearning course.
- Common challenges while taking an eLearning course were using the platform, understanding the lesson, contacting the teacher, and managing schedules.

- OSTA-AECO adds that in addition to the quantitative feedback, there was written feedback that students had also faced challenges in clearly interpreting course work, further weakening the understanding of course content.
 - OSTA-AECO notes that if there are considerable communication barriers between eLearning instructors and students, achievement levels and time management skills may be impacted.
- Two in three of student responses found that it was very difficult to manage their time while completing work.
 - OSTA-AECO believes that an issue of this size may suggest systemic issues with the management of eLearning and its implementation across school boards.
 - OSTA-AECO notes that in previous settings, time management has been noted as a significant contributor to dropping out of the course. Since the course structure allows a lot of independence, students have to be vigilant and establish consistent contact with their eLearning teacher. Students who rely more on inquisitive learning or need more guidance will not see their personality types accommodated into their workload.
- Student respondents who hadn't taken an eLearning course were asked why they had opted not to, of which 53% responded that they prefer in-person classes.
 - OSTA-AECO also says that the data has suggested significant systemic gaps that limit the facilitation of an eLearning course. In an education system that mandates the completion of an eLearning course, OSTA-AECO says that it would be challenging for students in regions which do not have access to a reliable broadband network infrastructure that is needed to complete the course.
- 35.6% of student respondents expressed concerns about being able to have quality interactions between teachers and students.
 - OSTA-AECO says that Ontario students need and value contact time to do their best learning. Since students realize that eLearning reduces their ability to access teacher expertise, they are concerned that their learning will suffer.
- Around 25% of respondents said that their teacher was not easily available when they had a question.

Looking Forward

- 35.2% of respondents reported experiencing moderate to severe challenges using the eLearning software.
 - OSTA-AECO suggests that the Ministry of Education and school boards take significant steps to improve user experience and build the necessary supports to make eLearning a useful tool for future students.
- 30% of students reported that the Wi-Fi used to complete the course was not reliable.
 - OSTA-AECO notes that all eLearning platforms require consistent access to resources like technology and reliable internet. Many respondents expressed concern since they rely on school-provided internet and technology, and over half the students surveyed described their experience with school broadband connections as being somewhat reliable to completely unreliable.
- 59.3% of respondents said that they do not think their learning styles would be accommodated through online learning.
 - OSTA-AECO adds that the data indicates that there is a wide-ranging perception amongst students with many learning styles that their learning style is not well accommodated on an eLearning platform. Almost 60% of respondents demonstrate the sentiments of high demand for eLearning administrators to accommodate more learning styles within the limitations of eLearning software.

Conclusion

OSTA-AECO understands the value of eLearning and its ability, if implemented correctly, to make publicly-funded education more accessible to all. However, concerns arise when eLearning becomes a required component of a student's high school experience. Common themes of concern highlighted with in the survey results ranged from the desire to maintain one-on-one support, the lack of access to technology, as well as a basic requirement to complete eLearning courses. OSTA-AECO stands by the position that "the government [should] reverse the mandate for four eLearning courses as a graduation requirement." They encourage the Ministry of Education and other education stakeholders to explore other avenues that are all-encompassing of every student's needs and perspectives.

Based on the feedback from 6087 respondents, OSTA-AECO advocates for the reversal of the eLearning mandate, and will continue to advocate for the following recommendations to be implemented to strengthen the eLearning model and meet the needs of Ontario's students:

1. **Broadband:** That reliable broadband internet services be accessible to all schools in Ontario;
2. **Matched Ratio:** That the student-to-teacher ratio of eLearning classes match those of in-person classrooms;
3. **Training:** That students receive proper training for the use of eLearning software;
4. **Learning Skills:** That a considerable effort is made to retain critical learning skills such as time management and collaboration by incorporating face-to-face interaction with eLearning teachers and students;
5. **Office Hours:** That eLearning teachers establish "office hours" to notify students of their availability to answer question and return course assessments;
6. **Teacher Resources:** That the Ontario College of Teachers enhance the existing Additional Qualification course for instruction eLearning. "Teaching and Learning Through eLearning," and providing additional resources for teachers;
7. **Learning Styles:** That the delivery of eLearning content should accommodate the learning styles of all students within the platform's limitations;
8. **Language Barriers:** That eLearning platforms respond to language barriers, e.g. accommodating the needs of English as a Second Language and French-speaking students;
9. **Accessibility Barriers:** That eLearning platforms respond to accessibility barriers, e.g. accommodating the needs of students with exceptionalities or physical disabilities;
10. **Diversified Impact:** That the Ministry of Education conducts research to understand the impact of this mandate on different socioeconomic statuses and backgrounds – including for Indigenous, racialized, and LGBTQ+ students – and its consequential gendered impacts;
11. **Focus Groups:** That the Ministry of Education should spend the time between now and the implementation of this mandate performing focus groups on eLearning with students of all demographics.

OSTA-AECO Executive Council, *eLearning: The Students' Perspective*. (Toronto: Ontario Student Trustees' Association, 2019)

Respectfully submitted,

Alexandra Hauser
Student Trustee



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Rita Collver, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: September 23, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the recommendations from the September 9, 2019 Committee of the Whole Board meeting as follows:</p>
--

1. In Camera Report

THAT the Grand Erie District School Board approve A-1-b.

2. Secondary Athletic Report

THAT the Grand Erie District School Board refer the Secondary Athletics report to October 7, 2019 Committee of the Whole board meeting.

3. Response to Haldimand Huskies Basketball Delegation

THAT the Grand Erie District School Board receive the Response to Haldimand Huskies Basketball Delegation report as information.

4. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of September 09, 2019 as information.

5. Schedule of Pre-Budget Consultation and Budget Review Meetings

(a) THAT the Grand Erie District School Board set the dates for the Pre-Budget Consultation Meetings as follows:

1. Thursday, January 20, 2020
2. Wednesday, February 26, 2020

(b) THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:

1. Tuesday, April 21, 2020
2. Wednesday, May 20, 2020
3. Wednesday, May 27, 2020

6. Request for an Ad Hoc Committee – Crisis Communications Plan Working Group

THAT the Grand Erie District School Board strike an Ad Hoc Committee to develop a Crisis Communication Plan to be presented to Board in May 2020.

7. Capital Priorities Project Funding

THAT the Grand Erie District School Board approve the Capital Priorities for submission to the Ministry of Education.

8. Enrolment Update

THAT the Grand Erie District School Board received the Enrolment Update Report as information.

9. Supervised Alternative Learning Annual Report

THAT the Grand Erie District School Board receive the Supervised Alternative Learning Annual Report as information.

10. Student Census Data Report

THAT the Grand Erie District School Board receive the Student Census 2019 Executive Summary Report as information.

11. Traumatic Event Response Protocols

THAT the Grand Erie District School Board receive the Traumatic Events (TES) Model report as information.

12. Bylaw 17 Communication with the Board

THAT the Grand Erie District School Board approve Bylaw 17 – Process for Communication to and from the Board, as amended.

13. F1 Supplier Exclusivity: Food Services & Vending Machines in Schools

THAT the Grand Erie District School Board forward Policy F1 Supplier Exclusivity: Food Services & Vending Machines in Schools to all appropriate stakeholders for comments to be received by October 24, 2019.

14. F3 Capital Related Funding and Community Donations

THAT the Grand Erie District School Board forward Policy F3 Capital Related Fundraising and Community Donations to all appropriate stakeholders for comments to be received by October 24, 2019.

15. HR9 Hiring, Supervision and Placement of a Family Member

THAT the Grand Erie District School Board forward Policy HR9 Hiring, Supervision and Placement of a Family Member to all appropriate stakeholders for comments to be received by October 24, 2019.

16. SO6 Student Suspensions

THAT the Grand Erie District School Board forward Policy SO6 Student Suspension to all appropriate stakeholders for comments to be received by October 24, 2019.

17. SO109 Availability and Use of Naloxone in Schools

THAT the Grand Erie District School Board forward Procedure SO109 Availability of Use of Naloxone in Schools to all appropriate stakeholders for comments to be received by October 24, 2019.

18. SO116 Pupils Return from Absence

THAT the Grand Erie District School Board forward Procedure SO116 Pupil's Return from Absence to all appropriate stakeholders for comments to be received by October 24, 2019.

19. SO117 Parental Request for Temporary Excuse from Attendance at School

THAT the Grand Erie District School Board forward Procedure SO117 Parental Request for Temporary Excuse from Attendance at School to all appropriate stakeholders for comments to be received by October 24, 2019.

Respectfully submitted,

Rita Collver, Chair
Committee of the Whole Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Revised Capital Priorities Project Funding Submissions**
DATE: September 23, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Capital Priorities for submission to the Ministry of Education.

Background

The recently released Ministry memorandum 2019: B17 *Launch of 2019-20 Capital Priorities Program (CPP)*, including *Child Care Capital Funding* calls on Boards to submit business cases identifying their urgent pupil accommodation needs.

The CPP provides school boards with an opportunity to identify and address the following needs:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating child care spaces in schools.

Capital Priority Submission Highlights/Summary Points

- The submission deadline for all capital funding requests is September 30, 2019
- The 2019-20 Capital Priorities projects are expected to be completed and open no later than the 2023-24 school year.
- School boards have an opportunity to request child care capital funding for Capital Priorities projects, if the local Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The Ministry will work with those boards to further develop those opportunities as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- School boards are invited to identify up to their 10 most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

Priority Recommendations

Guided by the Board Long Term Accommodation Plan – March 2017, we recommend that business cases be submitted for the following projects.

Priority One - New School Project for the Southwest Brantford area as follows:

- A new elementary school to accommodate the current and future enrolment from the final phases of residential development in the Wyndfield community of Southwest Brantford. This school would eliminate the portable classrooms in use now and in future years at Walter Gretzky and Ryerson Heights schools.
- The proposed school would include the partnership with the City of Brantford and the Brantford Public Library Board for shared use of the adjacent sports facilities currently planned for the site, the inclusion of a City of Brantford community centre as part of the facility, a child care and child and family centre as well as the co-building of a Brantford Public Library Branch which would also serve as the school library.
- The Ministry has encouraged boards to standardize and repeat the design of new school construction. This project will look at Grand Erie's most recent design, Mapleview Elementary School in Dunnville, to see if efficiencies in the design or procurement stage of the project can yield savings.

Priority Two - New Joint Elementary School Project for Caledonia as follows:

- A new joint elementary school to be a co-build with the Brant Haldimand Norfolk Catholic District School Board to serve the new Avalon (McClung Road) development in Caledonia. The most recent boundary review for this area has students from this development attending Caledonia Centennial until the new joint school is approved and constructed.
- The Grand Erie submission would include three child care rooms as part of the new construction.
- The proposed joint-use school could also see a partnership with Haldimand County to offer shared recreational and parkland space on the proposed site.
- Both boards would be considering the Walter Gretzky Elementary/St. Basil Elementary project as a potential for a repeat design.

Priority Three - New Elementary School in Simcoe to replace existing prohibitive-to-repair school:

- A new elementary school to consolidate the enrolment at Elgin Ave PS and West Lynn PS. This would result in a new school to be built on the existing Elgin Ave site. The old school would be demolished.
- Students would require temporary accommodation plans for the entire construction period.
- The Grand Erie submission would include child care rooms as part of the new construction.
- This project will look at Grand Erie's most recent design, Mapleview Elementary School in Dunnville, to see if efficiencies in the design or procurement stage of the project can yield savings.
- West Lynn would be closed and sold once the new school is constructed.

The three business cases outlined above are in the process of being developed and, pending Board approval, will be submitted prior to the September 30, 2019 Ministry deadline.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



BYLAW

BL17

Processes for Communication to and from the Board

Board Received: _____ Review Date: _____ 2019

1. Communication to the Board

- a) Any correspondence addressed to the Chair of the Board of Trustees and/or the Director of Education/Secretary to the Board must be made available to the Board and shared at a Committee of the Whole or Board Meeting upon request
- b) Communication received from the Ontario Public School Boards' Association (OPSBA) must be shared with all Trustees by the OPSBA Director.
- c) Requests by outside agencies or organizations to meet with the Chair of the Board must be shared with Trustees prior to the meeting taking place so that Trustees are informed and able to offer input as appropriate.

2. Communication from the Board

- a) All correspondence from the Chair, must be by Board motion or Board direction and will be shared with all Trustees for input prior to the correspondence being sent.
- b) Correspondence with the community, including media releases, being sent out by the Chair, or on behalf of the Chair, will be shared with all Trustees for input prior to the correspondence being sent.

3. Delegations

The Chair of the Board of Trustees and/or Director of Education/Secretary to the Board shall:

- a) Facilitate the process for delegation status as per Bylaw 11
- b) Determine if the correspondence is an in-camera matter as per Bylaw 18
- c) Include the communication or request for an opinion on the agenda for an upcoming Committee of the Whole or Board meeting as correspondence.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Annual Operating Plans – School Year 2019-20**
DATE: September 23, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Annual Operating Plans of Senior Administration for the school year 2019-20 as information.</p>
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Background Information

The Senior Administration and staff of the Board have prepared the Annual Operating Plans to guide their work and the work of the system. These plans address the components of the current Grand Erie Multi-Year Plan. To align with the indicators of the Multi-Year Plan, there are five Annual Operating Plans – Well-Being, Technology, Community, Equity and Environment.

The Board Improvement Plan for Student Achievement which will be presented to the Board at the October 28th Board Meeting covers all the achievement areas and serves as the annual operating plan for the Achievement indicator of the Multi-Year Plan.

The plans are in no way meant to represent all work that is done in the Board. They are intended to set out, at a fairly high level, a clear direction for senior administration and our schools. The plans for this year attached to this report include:

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

Additional Information

The attached operating plans are created to focus on the indicator statements and anticipated outcomes of our Multi-Year Plan. The plans are the basis for the work and include specific actions and also the means by which we will assess our progress.

We are always conscious of the fact that new Ministry initiatives may be directed to Boards during the school year. While we must implement these initiatives, we will try to keep our focus on the planning objectives we have set for ourselves and the system.

Budget Consideration

The funding associated with these plans is reflected in the approved 2019-20 budget.

Next Steps

- These plans will be shared with the both elementary and secondary principals, managers and union presidents.
- Plans will be posted electronically.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Annual Operating Plan Community – 2019-20

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

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

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

Strategies (What will we do?)	Strengthen the connections between home and school to support family involvement in our schools and learning at home. <ol style="list-style-type: none"> 1. Support awareness of and accessibility to the new PowerSchool Parent Portal through: <ul style="list-style-type: none"> • Communications Plan • Promotion of information access through the Portal • Gathering feedback on the usage of the Portal • Work with the Grand Erie Parent Involvement Committee (GEPIC) for input 2. Ensure that learning resources and facilities are accessible to our community. <ul style="list-style-type: none"> • Work with schools to identify needs for accessible resources that support learning and engagement • In partnership with schools and GEPIC develop a process for communicating the Board's willingness to provide accessible access
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • The number of families accessing the Parent Portal • Feedback from families on their Portal experience • Resources and facilities are accessible as required
Status (Is anyone better off? How do we know?)	



Annual Operating Plan Environment – 2019-20

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

Goal: Ensure continuity of services and programs.

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

Strategies (What will we do?)	Re-initiate the comprehensive, integrated system-wide Disaster Recovery / Business Continuity Master Plan. The plan is to develop a needs analysis by department (Finance, Payroll, Human Resources, IT, Facilities, Purchasing, Communications) based on a matrix that focuses on functional requirements by time lapse. These templates are anticipated to be compiled into a master document that will be crucial in identifying actions in the event of an interruption of services.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • A working group will be created to begin to draft the parameters for information collection. • Each functional area will submit a template to the Business Continuity Committee by December 2019. • Templates will be combined into a single matrix focusing on time lapse and actionable items • Internal Audit will review the plan and provide recommendations in 2020-21
Status (Is anyone better off? How do we know?)	

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

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

Strategies (What will we do?)	Continue to implement energy conservation measures at all Grand Erie Schools. Continue to leverage all available incentive programs from local independent electricity system operators. Monitor the energy consumption savings from the implementation of the automatic computer shutdown. Integrate technology to monitor water consumption through devices designed to enable notifications of after-hour water usage.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Utility consumption by site and time has decreased. • Increased reporting and metrics by commodity to accompany quarterly financial dashboards. • Alignment and monitoring to the Energy Conservation and Demand Management Plan
Status (Is anyone better off? How do we know?)	

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

Strategies (What will we do?)	Increase Eco awareness for all building occupants (students, staff and community users) and explore certifications for schools that have yet to successfully attained EcoSchool certification. Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. Implement a paper reduction strategy among the board's buildings by incorporating healthy competition while simultaneously decreasing paper consumption.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • The number and ranking of Eco Schools increases year over year including gauging first-time certifications. • Reduction in quantity of paper copies by school; resulting in less expenditures. • Number of Electrical Safety and Energy Conservation presentations delivered to Grand Erie elementary schools
Status (Is anyone better off? How do we know?)	

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

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

Strategies (What will we do?)	Update multi-year capital plan to review enrolment data and meet with Quality Accommodations Committee to review new information and develop accommodation strategies in anticipation of any changes to Pupil Accommodation Review Guidelines (PARGs).
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> A Multi-Year capital plan is reviewed by the Quality Accommodations Committee and presented to the Board for approval.
Status (Is anyone better off? How do we know?)	

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

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

Strategies (What will we do?)	Continue long-term renovation plan to convert libraries to learning commons using centralized framework. By utilizing efficiencies such as repeat design and Board experience, the Learning Commons Committee has been able to increase its annual locations to 4. Improve access to our buildings to fulfill AODA requirements. Focus on enhancing entrances to Grand Erie buildings by standardizing our brand and ensuring consistency.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> Report on Learning Commons projects completed and dollars invested Identify and address barriers to accessibility, create plan to reduce barriers and demonstrate success. Conduct assessment of entrances for all Grand Erie buildings
Status (Is anyone better off? How do we know?)	

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

Service Improvement (Responsibility: R. Wyszynski, System Managers and Leaders)

Strategies (What will we do?)	Improve communication channels between schools and central services (Business Services, Facility Services) Implement a prioritized work order system that will attribute priority level to work order systems <ul style="list-style-type: none"> • Orientation package to staff and principals <ul style="list-style-type: none"> ○ Emergency NOW (gas smell, flood, damage) ○ High 48 hours (service disruption to school such as lights not working, bathroom failure) ○ Medium 10 Days (Inconvenience to school such as non-critical lock requests, carpet cleaning) ○ Low 90 Days (Painting, shelving, hanging pictures) Transition School budgets to a more streamlined and centralized model that focuses on system standardization and focuses on fiscal responsibility and efficient budget management.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • EBase contains work order conversion metrics on priority levels; will monitor and report on data. • Eliminate school-level budget overspending.
Status (Is anyone better off? How do we know?)	



Annual Operating Plan Equity – 2019-20

We will create equitable environments for all Grand Erie students.

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

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

Strategies (What will we do?)	In accordance with the Ontario Education Equity Action Plan, <ul style="list-style-type: none"> utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools; and gather identity-based workforce data in order to identify gaps in sense of belonging among potentially marginalized employee subgroups.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> Each school administrator will become familiar with the student census data relevant to their schools and include an equity component in their School Achievement Plan. Each school administrator will attend data-literacy training. The Grand Erie workforce census will identify potentially marginalized subgroups in anticipation of cross-referencing demographic data with measures of job (dis)satisfaction. <ul style="list-style-type: none"> At this point, marginalized subgroups could include: employees living in poverty; newcomers to Canada; LGBTQ+ employees; Indigenous employees; employees with disabilities; racialized employees. With involvement of the Safe and Inclusive Schools Committee, contacts will be established within each marginalized subgroup – (Fall 2019) <ul style="list-style-type: none"> Community advocacy groups will have the opportunity to review and provide feedback on the workforce census questions. A workforce census will be finalized (January 2020) and implemented (March 2020). Develop a communications plan for sharing information with staff, Senior Administration, Trustees and the public. Data analysis will establish and compare sense of belonging scores with special consideration of intersectionality of demographic factors.
Status (Is anyone better off? How do we know?)	

Goal: To support administrators in creating safer, more inclusive school environments

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

Strategies (What will we do?)	Increase the capacity of administrators to manage and resolve issues of equity and inclusion by providing: <ul style="list-style-type: none"> • Targeted training related to safety and inclusion (e.g., diversity videos, Traumatic Events Response, Violence Threat Risk Assessment, progressive discipline, and the risks of cannabis and vaping for youth) • Targeted intervention strategies (e.g., Safe Schools Wednesdays, Days of Dignity, Rainbow Ball, funding for school-based equity projects)
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Most equity issues will be resolved at the school level (e.g., gender-neutral washrooms, personal pronouns, documentation, field trip accommodations, change rooms). • Unique equity issues will be vetted through the Safe and Inclusive Schools staff and shared with the Safe and Inclusive Schools Committee (e.g., issues relating to evolving human rights). These will become training topics. • System standards will be developed to address new protected human rights. • 90% of all school administrators will be trained in Violence Threat Risk Assessment by the end of 2019-20. • A Safe Schools sub-committee will review all Board policies and procedures through a lens of student behaviour and school safety. • A Smoke-Free Ontario working group will be created to address issues of student smoking/vaping.
Status (Is anyone better off? How do we know?)	



Annual Operating Plan Technology – 2019-20

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

Goal: Increase staff knowledge and usage of the technology available for teaching, learning and workplace applications to improve student achievement outcomes.

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

(Responsibility: Superintendent of Education (L. Munro), Manager of IT, Educational Technology Team)

Strategies (What will we do?)	Prioritize and begin the strategic implementation of the recommendations made through the IBM Board Learning Plan Leveraging Digital.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none">• Formation of Learning Council to inform the Ed Tech Plan• Review and prioritize goals based on the February 2019 report recommendations• Create an educational technology plan for the Board that will ensure technology is embedded and embraced by educators, and is an integral part of the teaching and learning of the Board's key achievement priorities• Develop next steps for communication to inform stakeholders of the updated learning plan
Status (Is anyone better off? How do we know?)	

Goal: Use an up-to-date technology platform (D2L, Brightspace and O365) to support student achievement.
Goal: Provide a single, secure, Ministry of Education approved platform for families to receive communication.

Focus on the implementation of a secure communication platform for parents/guardians. Support educators' understanding and usage of a virtual learning environment to improve student achievement outcomes.

(Responsibility: Superintendent of Education (L. Munro), Information Technology Services Management Team, Educational Technology Team)

Strategies (What will we do?)	Launch the Parent Portal and Brightspace platform across the Grand Erie District School Board.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Create a plan for the incremental launch of the Parent Portal/ Brightspace model at Elementary and Secondary schools across the district complete by May 2020 • Track the number of families using the Parent Portal • Track the number of educators using Brightspace • Collect feedback from families on their Portal Experience • Communicate resources to the system on best practices using the Parent Portal and Brightspace
Status (Is anyone better off? How do we know?)	

Goal: Ensure ongoing, equitable and reliable access to technology for all classrooms and educators.
Goal: Create a financially sustainable plan for the deployment of up-to-date technology.

Focus on the process for implementing a sustainable plan to refresh classroom and educator devices.

(Responsibility: Superintendent of Education (L. Munro), Information Technology Services Management Team)

Strategies (What will we do?)	Implement a robust technology refresh schedule that will ensure well performing devices are consistently in place for classrooms and educators.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Replacement of one third of all teacher-issued and classroom devices with leased devices, beginning with the oldest devices in use • Reduced IT inventory of spare parts set aside for device repairs • Decrease in the number of work orders required for devices
Status (Is anyone better off? How do we know?)	



Annual Operating Plan

Well-Being – 2019-20

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

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

Staff Wellness (Responsibility: S. Sincerbox)

Strategies (What will we do?)	<ul style="list-style-type: none"> • Consult with employee groups regarding areas of need where staff can best be supported in their wellbeing. • Develop a resource kit for administrators and managers to utilize in promoting and supporting wellness in their buildings/departments. • Utilize online resources via LifeSpeak and investigate options for making wellness information more accessible to more employees. • Establish a connection with local businesses and service providers that promote and support wellbeing, in order to obtain discounts and special offers for Grand Erie staff.
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • LifeSpeak usage data is reviewed monthly • Monthly survey questions are distributed to all employees as part of a Wellness Wednesday email blast • Employees access local health and wellness services (e.g., participating health clubs and yoga studios) where discounts are offered to Grand Erie employees • Anecdotal feedback from administrators/managers is collected and analyzed during the November, March, and May Director's Meetings to assess the use of the toolkit
Status (Is anyone better off? How do we know?)	

Goal: Create and promote an enabling environment where all students can participate fully in their education.

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

Strategies (What will we do?)	<p>Provide students and educators with opportunities for sequenced and grade-appropriate social-emotional learning. Support parent/family/caregiver through knowledge of social-emotional learning and skill development, mental health awareness and community resources.</p> <ul style="list-style-type: none"> • Continue to implement the Promoting Alternative THinking Strategies (PATHs) program in grade one and/or grade four • Implementation evidence-based mental health promotion and prevention programming • Collaborate with classroom teachers and Learning Resource Teachers (LRTs) in the delivery of social-emotional, self-regulation, healthy relationships and mental health awareness programs and curriculum • Deliver targeted interventions to students who are at-risk • Pilot whole school social-emotional learning curriculum (Umbrella Project) at one elementary school • Partner with Woodview Children’s Mental Health and Autism Services in the delivery of Stop Now And Plan (SNAP program in two Strategies Classrooms • Introduce Elementary Wellness Champions in select elementary schools
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • 90% of elementary schools will be exposed to, and receive support for, the delivery of grade-appropriate social-emotional learning • Within these elementary schools, parents/families/guardians will be provided with complementary information on social-emotional skills and strategies • Develop a bank of evidence based or informed Social-Emotional Learning (SEL) resources or programs • Child and Youth Worker (CYW) will be part of In-School Team, where they will provide advice, education and resources on social-emotional learning, self-regulation, healthy relationships and mental health awareness • Organize Chalk It Up activities during Mental Health Week • Established sixteen Elementary Wellness Champions • Surveys, referrals and anecdotal evidence from CYWs, classroom teachers, and LRTs to assess gains/impact/barriers in the delivery of SEL programming in the classroom • Monitor the implementation and effectiveness of structured and evidence-based interventions with students who may be at-risk
Status (Is anyone better off? How do we know?)	

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

Strategies (What will we do?)	<ul style="list-style-type: none"> • Provide students and educators with opportunities for sequenced and grade-appropriate social-emotional learning • Support parent/family/caregiver through knowledge of social-emotional learning and skill development, mental health awareness and community resources • Implementation evidence-based mental health promotion and prevention programming • Collaborate with classroom teachers in the delivery of social-emotional, healthy relationships and mental health awareness programs and curriculum such as Stress Lessons and the Fourth R (Relationships) • Designate two social work positions to focus on mental health promotion and prevention in Grand Erie secondary schools • Create and deliver an evidence-based small group intervention for students to address anxiety and teach stress management • Use evidence-based interventions such as BRief Intervention for School Clinicians (BRISC) or Cognitive-Behavioural Therapy (CBT) when working with students • Roll out the 'Conquering Stress' resources and binder • Develop the 'Mindful Everyday' resources • Supporting community agencies in delivering a Jack Summit in the Haldimand and Norfolk areas • Continue to work with Secondary Wellness Champions
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Increase awareness, knowledge and skills related to mental health and wellness among administrators and educators • 50% of secondary schools will be exposed to, and receive support for, the delivery of social-emotional learning • 100% participation among secondary schools, in the Secondary Wellness Champions initiative • Increasing 'student voice' within the Wellness Champions initiative • 100% of secondary schools roll out 'Conquering Stress' resources in both digital and binder formats, supported by Secondary Wellness Champions • Monitor number of referrals for counselling, and application of interventions (such as BRISC) through regular 'community of practice' meetings • Work with the Wellness Champions alongside the Mental Health Lead, other board staff and community agencies in planning, designing and implementing 'mentally healthy' resources and initiatives
Status (Is anyone better off? How do we know?)	

Goal: Accessible work sites and programs will be available to students, staff and families.

Student Wellness (Responsibility: L. Thompson, P. Bagchee, K. Mertins)

Strategies (What will we do?)	Supporting specific populations <ul style="list-style-type: none"> • Maintain consistent, safe, and evidence-based professional practices with regards to suicide prevention, intervention and post-vention
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • In-services will be provided to Grand Erie staff to ensure all are aware of the procedures in the Grand Erie Suicide Risk Protocol • 100% of staff will be aware of where to find the process to support others who may be demonstrating suicidal ideation • Community partners will be made aware of protocol and procedures to support student suicide prevention, intervention and post-vention.
Status (Is anyone better off? How do we know?)	

Strategies (What will we do?)	Improving accessibility through awareness building. <ul style="list-style-type: none"> • Set the conditions for full participation in schools
Evidence of Progress (How well did we do it?)	<ul style="list-style-type: none"> • Partner with the Rick Hansen Foundation to provide all schools in Grand Erie with access to online resources to build staff and student awareness about accessibility in their buildings and programs • Provide opportunities for schools to access speakers from the Rick Hansen Foundation to promote accessibility awareness • Encourage all schools to implement ideas and activities to promote accessibility awareness in their buildings on Accessibility Awareness Day on December 3, 2019 • 100% of schools participate in activities to promote awareness on Accessibility Awareness Day
Status (Is anyone better off? How do we know?)	



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **2017-20 Strategic Communications Plan – Year 3 (2019-20)**
DATE: September 23, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2017-20 Strategic Communications Plan for Year 3 (2019-20).</p>
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Background

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

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

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

The Year 3 Update, which follows, provides an overview of the strategies and tactics outlined for each stream for the 2019-20 school year.

Stream 1 – Leadership:

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

Objectives:

- Maximize communication with trained leadership in various levels of Grand Erie
- Support communications with sufficient resources and ongoing training
- Ensure communication effectiveness through adherence to guiding principles
- Effective response and management during crisis-communication situations
- Build parent leaders in order for them to effectively support student achievement, well-being and parent involvement

Year 3 Update:

Included below are the strategies and tactics selected to achieve the objectives for the Leadership Stream in 2019-20.

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Trustees	Trustee Caucus	Trustee Caucus session with the new Board following the election	Annually	A Trustee Caucus session on communications will be considered in 2019-20
Clerical, custodial and caretakers	Staff development and customer service	Customer service will be a topic at each Professional Development Day	Annually	Customer service will continue to be a topic for 2019-20
Administrators	Management Clinics	Three Management Clinics; Topics may include: social media, crisis communications, media training	Annually	The 2019-20 Management Clinic on communications will take place in the Spring of 2020
Staff seeking leadership opportunities	Aspiring Leaders Session	Communications will be a topic included within the Aspiring Leaders program	Annually	Communications will continue to be imbedded into the Aspiring Leaders program in 2019-20
All staff	<i>Communicate 2020</i> Series	Shared with staff. Relevant topics include social media, visual identity, and consistent communications	Twice per year	The Communications team will continue to provide a reminder to all staff regarding Grand Erie's visual identity standards as well as an overview of consistent communications within the Board. This will take place via email in the Fall of 2019 and the Winter of 2020

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
All staff	Support the communications associated with the Staff Wellness portfolio	Events, initiatives, and information to staff	Ongoing, as required	The Communications Assistant will continue to provide guidance and support to all staff wellness initiatives in 2019-20
All staff	In consultation with Safe Schools and Mental Health/Well-Being Lead, staff will receive key messages and resources during tragic events and critical incidents	As required	Ongoing, as required May 2020	Grand Erie staff will continue to receive key messages during crisis situations in 2019-20. This includes events that happen within Grand Erie as well as those that take place outside the Board, but impact Grand Erie students and staff due to their nature/scope In 2019-20, a Crisis Communications Plan will be developed and presented to the Board in May 2020

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
All staff	Communicate staff recognition or appreciation initiatives to celebrate staff contributions	As needed (Patti McCleister Award, Retirement celebration, and other staff appreciation initiatives)	Annually	The Communications team will continue to provide support for a wide range of Board activities in 2019-20. For example: Patti McCleister Award, Retirement Dinner, 25 Year Recognition, etc.
All staff	Create a web/portal presence and posters reflecting the four concepts of Be Well	One-time launch, updates as required	2017-18	Grand Erie's website and staff portal for mental health were updated in 2017-18 to align with the Mental Health Strategy Additional updates will continue to be made, as required, in 2019-20
All staff	Review communication requirements for bereavements	HR1 Bereavement	2018-19	Completed in 2018-19

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Administrators	Principal's Communications Toolkit (includes key messages, key dates and template letters)	Resources for Principals	Ongoing, as required	The toolkit was completed and shared with administrators in 2018-19 The toolkit will be updated in 2019-20 as new resources are created
Administrators Parents	Create standard communication resources, including best practices for administrators and a public awareness for parents	Feedback collected from various Grand Erie committees, school council chairs, administrators and secretaries	2019-20	In 2019-20, input/feedback will be collected on messaging sent to parents (i.e., letters, school messenger, newsletters, etc.) as well as school website content and recruiting efforts (i.e., Kindergarten, Grade 9) from the following groups: Grand Erie Parent Involvement Committee, Native Advisory Committee, Special Education Advisory Committee, School Council Chairs, Principals/Vice-Principals, Secretaries
Parents	Develop a Grand Erie App with the Information Technology department	Creation and development	2019-20	App replaced with the launch of the Parent Portal

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
School Council Chairs and Members	School council orientation events	Three sessions	Annually	The 2019-20 School Council Start-up session takes place on October 17, 2019
School Council Chairs and Members	Information session for parents based on interest/needs	Guest speaker	Annually	Following input from Grand Erie's Parent Involvement Committee in the Fall of 2019, a relevant event for parents will be created and delivered in the Spring of 2020
Parents	Enhance parent section on the website with resources to support strategies for family involvement	Reviewed annually	Ongoing	The <i>Strategies for Literacy & Numeracy</i> guide was added to the website in the Fall of 2017 and shared with school councils in 2017-18 and 2018-19 This resource will once again be shared with parents in 2019-20. Additional information/new content will be generated following feedback from Grand Erie's Parent Involvement Committee
Parents	Deploy a parent portal with the Information Technology department to improve home-school communications	Creation and development	2019-20	The parent portal is expected to be launched by the Information Technology team in 2019-20. The Communications team will provide support, as requested

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Students, Parents, Community, Media	Focus on Equity	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	Initiatives, activities or events to be featured in 2019-20 include: Indigenous Education (Orange, Shirt Day, Treaties Week, Indigenous Peoples Day), Day of Dignity, Accessible Grand Erie Day, Pink Shirt Day, Rainbow Ball, Pride Month, and the Grand Erie Games
Students, Parents, Community, Media	Focus on Technology	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	Initiatives, activities or events to be featured in 2019-20 include: launch of the Parent Portal; Ed Tech professional learning opportunities; and, Ed Tech related student events
Students, Parents, Community, Media	Focus on Environment	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	Initiatives, activities or events to be featured in 2019-20 include: Waste Reduction Week, the ECO Symposium, ECO schools program and Earth Day celebrations

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Students, Parents, Community, Media	Focus on Well-Being	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	Initiatives, activities or events to be featured in 2019-20 include: launch of the stress binder, CAGE events, staff wellness, Bell Let's Talk and Mental Health Week

Stream 2 – Internal Communications:

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

Objectives:

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

Year 3 Update:

Included below are the strategies and tactics selected to achieve the objectives for the Internal Communications Stream in 2019-20.

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
All staff	Enhance the News section on the staff portal	Align stories with the Multi-Year Plan	Annually	Relevant stories will continue to be shared on the staff portal In 2019-20, Grand Erie news releases, feature stories and <i>On the Job With...</i> series will be shared with all staff via email to ensure they are receiving the information and to increase overall awareness of board-related news and events
All staff	<i>On the Job With...</i> series	Highlights work of staff, linking their efforts back to one of the indicators in the Multi-Year Plan	Annually	The Communications team will continue to identify and profile individuals to feature in the <i>On the Job With...</i> series. The goal is to produce eight profiles in 2019-20. Profiles will continue to be shared with local media and featured on the board website and social media
All staff	Build a Classifieds sections for staff, including a buy and sell section, hobbies/interests, and employee incentives	One-time launch	TBC	Abandoned in 2019-20. Limited need as well as concerns related to oversight, management and privacy

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
System leaders, key users/ webmasters	Create a governance model for the website outlined in an Admin Memo. Include a website, portal and school website review cycle process	Working group consisting of IT, Administration, and clerical staff	TBC	To be discussed with the Information Technology team in 2019-20
All staff	Staff pictures on Outlook	Email staff	Annually	In 2019-20, all Grand Erie staff will be encouraged to post their picture on Outlook as this provides a way for everyone to connect names and faces

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff	Standard email signature for all Grand Erie staff	Email staff	Annually	In 2019-20, all Grand Erie staff will be asked to use a standard, accessible email signature that promotes the Board's website and social media channels
Staff	Develop a staff newsletter that reflects the Multi-Year Plan	Emailed staff	Ongoing	A staff newsletter was abandoned in 2017-18 as all Grand Erie staff receive <i>The Blackboard</i> , which links reports back to the Multi-Year Plan In 2018-19, bonus content was added to <i>The Blackboard</i> , with links to the most recent feature stories, media releases, and <i>Schools in the News</i> stories included. This will continue in 2019-20
Staff, media, parents, and community	Enhance the delivery of <i>The Blackboard</i> and expand readership	<i>The Blackboard</i> is sent following each Board Meeting	Ongoing	In 2017-18, media members were added to <i>The Blackboard</i> distribution list. Parents and community members are added upon request In 2019-20, to ensure school councils are kept up to date on Board activities, all school council chairs will be added to the distribution list

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff, community, parents, Trustees	Align Director's Blog with the Multi-Year Plan	3-4 per calendar year	Ongoing	<p>Each Director's Blog aligns with one of the indicators in the Multi-Year Plan. There are three Director's Blogs planned for 2019-20</p> <p>On the first day of school in 2018-19, the Director participated in <i>The Great Grand Erie Road Trip</i>, a highly successful social media spotlight that highlighted a wide range of programs and sites across the board</p> <p><i>The Great Grand Erie Road Trip</i> will be repeated in 2019-20 on September 3, 2019</p>

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

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

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff	Develop a resource to support the Communications and Customer Services standards of the Accessibility of Ontarians with Disabilities Act while promoting an Accessible Grand Erie experience	Accessible Grand Erie Day promotes awareness of accessibility in our schools	Annually	<p>Accessible Grand Erie Day is celebrated each November</p> <p>Additional communication resources will be created and developed at the request of the Accessibility Advisory Committee</p>
Staff	Raise awareness related to the privacy and protection of staff and student information	Meet with Privacy and Information Management Committee to determine next steps	2019-20	<p>Communications support will be provided to the Privacy Committee, as requested</p> <p>In 2018-19, a privacy-focused video was developed. It is expected to be launched in 2019-20 by the Privacy Committee</p>

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff	Support the communications related to the mandatory training programs legislated for staff to complete	One-time launch of a section on the portal that describes the mandatory training requirements in Grand Erie and the training matrix schedule	2019-20	To be discussed in 2019-20 with the Information Technology team, the Human Resources team and the Health and Safety team. Goal would be to find a solution that tracks training and pushes notifications to employees to complete training as well as review all mandatory training requirements for staff
New employees	Develop a Communications 101 package for new employees to complement the HR orientation program	One-time development of a resource for HR to use in their staff orientation	2019-20	To be discussed with the Human Resources team in 2019-20

Stream 3 – Marketing and Branding:

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

Objectives:

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

Year 3 Update:

Included below are the strategies and tactics selected to achieve the objectives for the Marketing and Branding Stream in 2019-20.

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Students, staff, parents, media, and community	<i>Schools in the News</i> (Align with the six indicators of the Multi-Year Plan)	75 school stories per year	Ongoing	In 2018-19, all <i>Schools in the News</i> stories were linked to the Multi-Year Plan In 2019-20, all <i>Schools in the News</i> stories will emphasize student voice or perspective, highlighting student connection to the Multi-Year Plan
Students, staff, parents and community	Feature Stories which align with the Multi-Year Plan	Ongoing	Ongoing	In 2018-19, all feature stories were linked to the Multi-Year Plan and each feature story was sent to local media. This will continue in 2019-20

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Students, staff, parents and community	Videos	Eight to ten videos per year	Ongoing	A high-quality video focused on all six indicators of the Multi-Year Plan was created for 2019-20 The Communications team will continue to capture short cell phone videos at events and activities to be shared on social media
Students, staff, parents, media and community	Social Media (Twitter, Facebook and Instagram)	Increase followers/likes by 15 per cent on each platform each year	Ongoing	Grand Erie had the following social media connections as of May 2019, when the Strategic Communications Plan Evaluation was presented to the Board: Twitter followers (7,464); Facebook likes (11,916); and Instagram followers (1,896)
Students, staff, parents, and community	Photos and graphic design with emphasis on inclusiveness/diversity	Two to three photo shoots per year to align with various initiatives	Ongoing	Diversity is always top of mind when creating communication pieces. Photos are taken throughout the school year, as required
Students	Create the Grand Erie Storybook in the Logo	75 schools = 75 pages Once complete, present to Board	2017-18	Abandoned in 2017-18. All stories are captured on Grand Erie's website and shared on social media

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff, parents, students and community	Continue to implement the Multi-Year Plan communications plans	Annually	Ongoing	The Multi-Year Plan Communications Strategy for 2019-20 is outlined in Appendix A of this report
Parents	Facebook ads	Ongoing, as required	Ongoing	Facebook ads will continue to be used to target parents and school community members In 2019-20, Facebook ads are planned for Future Grade 9 Student and Parent Info Nights, Kindergarten Registration and the Grand Erie Parent Involvement Committee's Spring event
Parents, staff, students, and community	Use website as the main feature of the Grand Erie brand and the main source of information	Staff training	2017-18	In 2017-18, training for staff responsible for the website took place Individual, one-on-one training for schools will be provided, as requested, in 2019-20
Parents, teachers and Administrators	Review School Agendas and ensure consistent messaging, link to Multi-Year Plan	Conduct content audit and provide covers for all agendas	Annually	Grand Erie's Multi-Year Plan is the focus of all Student Agenda covers. Agenda content is also reviewed annually by the Communications team

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Community	Wrap vehicles	29 vehicles will be wrapped	2017-18	Wrapping all 29 vehicles was abandoned in 2017-18 due to costs. The Facility Services team will review logo placement on vehicles as they are purchased
Community	Brand school facilities (logo plaque beside school name)	75 schools - Grand Erie logo fixed to its building	2018-19	Abandoned due to costs in 2017-18. As updates are made to school signage, the Grand Erie logo will be added
Staff	Create cheat sheets to enforce the visual identity program	Annually	2018-19	Covered in section 1.1
Staff, parents, students, and community	Rebrand items (signs, forms, outdated website images, etc.)	Establish a list of items	2017-18	Grand Erie's website and staff portal were updated in 2017-18 along with all images and forms

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Parents of children who are entering Kindergarten	Kindergarten Registration	Review guide, social media plan, website information and advertisements	Annually	All materials are reviewed and updated annually with a focus on speaking directly to Kindergarten parents Communicating online registration will be a focus in 2019-20
Students, Parents	Develop a Student Success strategy that highlights the transition to Grade 9	Review guide, social media plan, website information, Future Grade 9 Student and Parent Information Night advertisements	Annually	All materials are reviewed and updated annually with the goal of speaking directly to both students and parents Understanding how students make their choice of school for Grade 9 will be a focus in 2019-20
Students, Parents	Program promotion of GELA	To be determined in consultation with GELA	2019-20	All materials will be reviewed and updated, as required, in 2019-20 Promoting GELA and its various programs to the community will be a focus in 2019-20
Parents of children who are in childcare	Early Years	To be determined	2018-19	Abandoned in 2017-18 to focus on Kindergarten Registration

Stream 4 – Public Relations

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

Objectives:

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

Year 3 Update:

Included below are the strategies and tactics selected to achieve the objectives for the Public Relations Stream in 2019-20.

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

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Parents, Students, Community	Indigenous Education Communications Strategy	Develop plan in conjunction with the Indigenous Education team	Ongoing	A wide range of Indigenous-focused events and activities will continue to be highlighted in 2019-20 The Communications team will continue to support the Indigenous Education team with their Two Row Times advertising in 2019-20
Parents, Students, Community	Achievement/Renewed Math Strategy Communications Strategy	Develop plan in conjunction with system leaders	2019-20	A plan that showcases staff and student success in the area of achievement, including effective learning, instruction and assessment will be a focus for 2019-20
Parents, Students, Community	Special Education Communications Strategy	Develop plan in conjunction with the Special Education team	2019-20	A communications strategy that highlights the resources available for Special Education students at Grand Erie, including available supports for families, will be discussed in 2019-20

Next Steps

Delivery of the strategies and tactics identified in the Strategic Communications Plan for Year 3. In May 2020, the Manager of Communications and Community Relations will provide the Board an update on the Strategic Communications Plan.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Appendix A



2019-20 Multi-Year Plan Communications Strategy

Background:

At the centre of Grand Erie's 2016-20 Multi-Year Plan is *Success for Every Student*. The six indicators that support Grand Erie's Multi-Year Plan are: Achievement, Community, Environment, Equity, Technology and Well-Being.

Overview:

The 2019-20 school year marks the final year of Grand Erie's Multi-Year Plan. As a result, continuing to communicate and reinforce the plan with all stakeholders – staff, students, parents, community members and the media – is crucial to its overall success and effectiveness.

The 2019-20 Multi-Year Plan Communications Strategy will build on the success achieved through previous strategies and focus on increasing awareness and understanding of the plan with students and parents. This will be achieved through the following tactics, new for 2019-20:

- An emphasis on student voice in all *Schools in the News* stories, which link directly to the Multi-Year Plan
- Adding the Multi-Year Plan as a topic of discussion to all Grand Erie Parent Involvement Committee (GEPIC) Meetings
- Recommending all school councils add the Multi-Year Plan as a discussion item at their meetings
- Sharing the Multi-Year Plan with parents by providing content for school newsletters
- Creating a postcard or bookmark series about the Multi-Year Plan for distribution to parents and students

Sharing stories with local media that are focused on the work Grand Erie staff and schools are doing to support the Multi-Year Plan will continue in 2019-20. All of these stories will also be shared with all Grand Erie staff in 2019-20 in an ongoing effort to increase awareness and celebrate the important role staff play as ambassadors for the Multi-Year Plan and the board in general.

Objectives:

There are three main objectives for the 2019-20 Multi-Year Plan Communications Strategy:

1. Continue to build awareness and understanding of the Multi-Year Plan with all stakeholders (i.e., staff, students, parents, community members and the media)

2. Ensure Grand Erie staff understand the important role they play in contributing to *Success for Every Student* and celebrate the work they are doing in each of the six indicators of the Multi-Year Plan
3. Showcase the Multi-Year Plan throughout the school year via feature stories, media releases, events and social media content

Stakeholders:

Internal stakeholders include Trustees, staff and students. External stakeholders include: parents, community members and the media.

Tactics:

1. **Continue to build awareness and understanding of the Multi-Year Plan with all stakeholders (i.e., staff, students, parents, community members and the media):**
 - Multi-Year Plan View Book
 - Updated for the 2019-20 school year
 - Shared with all staff and posted to the board's website:
<http://granderie.ca/board/about/multi-year-plan>
 - To be shared with students and parents at all Future Grade 9 Student and Parent Info Nights
 - To be shared with parents at all Kindergarten Registration events and activities
 - Will be distributed to all participants at GEPIC events/activities
 - Will be distributed to all GEPIC members as a tool for discussion at each meeting
 - Will be distributed to all school councils as a tool for discussion at each meeting
 - Multi-Year Plan Video
 - Provides an overview of each of the six indicators in the Multi-Year Plan (i.e., Achievement, Community, Environment, Equity, Technology and Well-Being)
 - Emphasis is on student voice and student perspective of the Multi-Year Plan
 - Shared with all stakeholders at the start of the 2019-20 school year (i.e., email, website, social media, media release and school newsletters)
 - Will be shared throughout the school year at a wide range of meetings, events and activities (i.e., school council meetings, GEPIC events, professional development sessions for staff, Board meetings)
 - Website Banners
 - Updated for the 2019-20 school year
 - Banners highlight each of the six indicators in the Multi-Year Plan
 - Each banner links to a webpage that provides the goals for each indicator. It also includes the current and past Annual Operating Plans, and their results
 - School Agendas
 - The Multi-Year Plan is featured on the cover of all 2019-20 student agendas

- School Newsletters
 - Multi-Year Plan content will be provided to schools on a monthly basis
 - Postcard or Bookmark
 - Will highlight each of the six indicators in the Multi-Year Plan
 - To be distributed to parents and students during the school year as a way to keep the Multi-Year Plan top of mind
 - Multi-Year Plan Overview
 - PowerPoint presentation that includes key messages and examples of each of the six indicators in the Multi-Year Plan
 - Will be distributed to Principals/Vice-Principals, Managers and System Leaders to share with staff, parents, school councils or community members
2. Ensure Grand Erie staff understand the important role they play in contributing to *Success for Every Student* and celebrate the work they are doing in each of the six indicators of the Multi-Year Plan
- *On the Job With...*
 - Will be continued in 2019-20. Feature story series that highlights the work of Grand Erie staff and how their efforts link to the Multi-Year Plan
 - Stories will be shared with all staff via email
 - Director's Blog
 - Multi-Year Plan and/or one of the six indicators will continue to be embedded into each of the Director's Blogs throughout the year
 - Will try to spotlight the work of staff and celebrate their role as ambassadors for the Multi-Year Plan and the board as a whole
 - *The Blackboard*
 - All Grand Erie Board Reports will continue to be tied to the Multi-Year Plan
 - Website links to the most recent stories produced by the board will continue to be shared (i.e., *Schools in the News*, media releases, feature stories) ensuring the Multi-Year Plan is kept top of mind
 - Social Media Spotlights
 - Will continue to link the Multi-Year Plan and/or the indicators of the plan to work showcased by the board or staff when using social media (i.e., add hashtags such as #Success4EveryStudent, #Community or #Achievement when re-tweeting)
 - Annual Director's Report
 - Will continue to embed the Multi-Year Plan into the Annual Director's Report

3. Showcase the Multi-Year Plan throughout the school year via feature stories, media releases, events and social media content

- *Schools in the News*
 - All stories will feature student voice and/or student perspective, while also linking directly to the Multi-Year Plan
- Feature Stories
 - Will continue sharing feature stories, including the *On the Job With...* series, with local media as a way to reach a wide range of stakeholders
 - Will continue sharing all feature stories on social media
- Social Media Content
 - Will continue generating social media content that highlights the work of the Multi-Year Plan and/or links to one of the six indicators of the plan
 - Examples include: *New Faces in Grand Erie*, *Familiar Faces in New Places*, *The Great Grand Erie Road Trip*, school visits and event-specific hashtags, etc.)
- Board Events/Activities
 - The six indicators of the Multi-Year Plan will continue to play a crucial role in determining what events or activities are featured in media releases (i.e., Indigenous Education, PRIDE, Special Education, Earth Day, Education Week, and Mental Health Week, etc.) by the Board

Measurement/Evaluation:

The 2019-20 Multi-Year Plan Communications Strategy will be measured and evaluated by:

- The number of stories created by the Board (i.e., *Schools in the News*, *On the Job With...*, media releases)
- Media coverage generated from the stories created by the Board
- Increase in social media followers (i.e., followers on Twitter and Instagram and likes on Facebook)
- Survey results collected from Senior Administration, Principals/Vice-Principals and System Leaders in the Spring of 2020



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: September 23, 2019

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

Background

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

Mapleview Elementary School

Project Scope

Construction of a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The Mapleview Elementary School construction project included new space for both child care and child and family program spaces. The old school (Fairview) was demolished following occupancy of the new elementary school.

Space: New Construction

Gross Square Feet: 44,740

Total Project Budget: \$11,388,529

Funding Source: Capital Priorities Grant

Total Project Cost to Date: \$12,300,921

Total Project Forecast Cost: \$12,437,855

Architect: Salter Pilon

General Contractor: JR Certus

Timeline:

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

High Level Milestone Schedule

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

Summary

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

Budget Summary

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

A request has been submitted to the Ministry to secure funding for these unique costs. Although that may only potentially secure \$687,957 of the \$1,109,128 required to avoid any unsupported costs, senior administration is looking at utilizing unencumbered FDK savings to absorb the remaining overage.

It is anticipated there will not be any additional unsupported capital.

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

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

Space: New Construction

Gross Square Feet: 450

Total Project Budget: \$545,140

Funding Source: Community Hub Capital Grant

Total Project Cost to Date: \$742,733

Total Project Forecast Cost: \$ 765,000

Architect: Thier & Curran Architects

General Contractor: Abcott Construction

Timeline

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

Status

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

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

Status

In April 2019 the Ministry of Education released a memo, 2019: EYCC3 outlining the government's new plan for child care. As per the plan, A Joint Confirmation – Previously-Approved School-Based Child Care Capital Projects form, will need to be submitted to the Ministry by the recently extended timeline of October 31, 2019. This will include each Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) and the affiliated school board to determine whether the project can proceed without dedicated multi-year provincial operating funding.

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

Senior administration has sent the completed Joint Confirmation forms to the Ministry. We are awaiting Ministry Approval to Proceed for these two Child Care projects.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Child Protection Protocol**
DATE: September 23, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the updated Child Protection Protocol as information.

Background

The Grand Erie District School Board is committed to supporting the well-being of students. Working collaboratively with community partners is an important part of providing school environments that promote the well-being of students.

Children in care of the Child Welfare Agencies have unique needs and challenges that require the collaborative effort of both the Child Welfare Agency and the local Boards of Education to meet their full potential. Both the Child Welfare Agencies and local Boards of Education share some common objectives, including a commitment to:

- a) ensuring that all children have the opportunity to achieve to their educational potential;
- b) making continuity of school placement a priority, wherever possible;
- c) actively involving the multi-disciplinary team of all service providers;
- d) open communication and transparent sharing of information;
- e) ensuring that educational planning is a dynamic process that has regular and ongoing reviews to ensure the plan is working effectively and that the child is meeting with success.

This Child Protection Protocol addresses:

- a) Child Protection Investigations
- b) Transitions/School Registration (through the Joint Protocol for Student Achievement)
- c) Case Management (through the Joint Protocol for Student Achievement)
- d) School-Based CAS Workers

This Child Protection Protocol has been created and vetted collaboratively by the following participants:

Grand Erie District School Board
Brant-Haldimand-Norfolk Catholic District School Board
Ogwadeni:deo
Brant Family and Children's Services
The Children's Aid Society of Haldimand and Norfolk

Additional Information

The purpose of this protocol is to formalize the coordination and collaboration of services between the School Boards and the Child Welfare Agencies. The protocol outlines guiding principles for working relationships, clarifies roles and responsibilities, outlines consent and confidentiality expectations, and describes communication protocols, accountability measures, and a dispute resolution process.

In January 2018, regulatory changes were made to the Child and Family Services Act. All changes made are reflected in the revised protocol.

Next Steps

The revised Child Protection Protocol will be shared with school administrators. School administrators will be asked to share the protocol with staff members. The revised Child Protection Protocol will be posted on Grand Erie's public facing website. The protocol will be reviewed every three years, or at any time within the three years at the request of a signing party to the protocol or if there are regulatory changes.

Grand Erie Multi-Year Plan

This report supports the Community and Well-Being indicators of Success for Every Student and the following statements: we will facilitate opportunities to encourage family support and involvement in our schools and staff will know how to access supports when needed.

Respectfully submitted,

Liana Thompson
Superintendent of Education

CHILD PROTECTION PROTOCOL

BETWEEN:



THE CHILDREN'S AID SOCIETY
OF HALDIMAND & NORFOLK
70 TOWN CENTRE DRIVE, TOWNSEND, ONTARIO
(519) 587-5437

AND



BRANT FAMILY AND CHILDREN'S SERVICES
70 CHATHAM ST., BRANTFORD, ONTARIO
(519) 753-8681

AND



OGWADENI:DEO
2469 FOURTH LINE, OHSWEKEN, ONTARIO
(519) 445-1864

AND



THE GRAND ERIE DISTRICT SCHOOL BOARD
349 ERIE AVE., BRANTFORD, ONTARIO
(519) 756-6301

AND



THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD
322 FAIRVIEW, BRANTFORD, ONTARIO
(519) 756-6369

Revised September, 2019

Guiding Principles

1. Children in care of the Child Welfare Agencies have unique needs and challenges that require the collaborative effort of both the Child Welfare Agency and the local Boards of Education to meet their full potential.
2. Both the Child Welfare Agencies and local Boards of Education share some common objectives, including a commitment to:
 - a) ensuring that all children have the opportunity to achieve to their educational potential;
 - b) making continuity of school placement a priority, wherever possible;
 - c) actively involving the multi-disciplinary team of all service providers;
 - d) open communication and transparent sharing of information;
 - e) ensuring that educational planning is a dynamic process that has regular and ongoing reviews to ensure the plan is working effectively and that the child is meeting with success.
3. This Child Protection Protocol addresses:
 - i. Child Protection Investigations
 - ii. Transitions/School Registration (through the Joint Protocol for Student Achievement)
 - iii. Case Management (through the Joint Protocol for Student Achievement)
 - iv. School-Based CAS Workers

Review and Sharing of the Child Protection Protocol

The Child Protection Protocol will be reviewed every three years by designates from Child Welfare Agencies and Boards of Education.

The Child Protection Protocol will be reviewed with the following staff annually:

- school board administrators
- by school board student support staff workers
- by child welfare agency case workers

The Child Protection Protocol will be shared with all newly hired school administrators, student support staff workers, and newly hired case workers of Child Welfare Agencies.

Child Protection Investigations

Where it is suspected or alleged that a child is in need of protection (Appendix A – *Child in need of Protection*, Child and Family Services Act), the person having the concern shall promptly inform the Principal (or superintendent where the concern pertains to the principal) and make a telephone referral to the local Child Welfare, Agency (Appendix B - *Duty to Report*). Upon making contact with the Child Welfare Agency, school personnel shall record the name of the intake worker and the date and time of the report in the *Child Protection Report of Suspected Child Protection Concern Form* (Appendix C-1).

1. Following a referral by the school that a child is suspected to be in need of protection, the Child Welfare Agency shall initiate an investigation to determine if the child requires protective services. The Child Welfare Agency will contact the school administrator on the day that the referral is made to share the following information:
 - the investigation plan
 - the location for the investigation
 - the assigned worker
 - whether the police will be involved

2. When an allegation is made against an employee or volunteer of the Board of Education, the Director of Service or designate at the Child Welfare Agency will immediately notify the Superintendent of Human Resources (HR) or designate/Manager of Human Resources at the Board of Education. At the conclusion of an investigation the Child Welfare Agency will forward an Outcome Letter to the employee/volunteer with a copy of the same letter to the Manager of Human Resources at the Board of Education outlining the results of the investigation. The Child Welfare Agency and School Board will fully cooperate during all phases of the investigation. The investigation and Outcome Letter will be completed as expeditiously as possible, no later than 45 days but may be extended to 60 days with CAS supervisory approval. In the event that circumstances outside of the control of the Agency result in the investigation being delayed beyond 60 days the Agency will notify the Manager of HR at the Board of Education.
3. Upon arrival at school, the investigating Child Welfare Agency worker shall produce proper identification and complete the "*Record of CAS School Visits*" log (Appendix C-2). The Principal will make the student, and the person who made the report to the Child Welfare Agency, available for interview by the investigating worker.
4. The school will provide a private room for the interview with the student. The investigating worker will ask the student if he/she wishes another adult present during the interview. The adult must be informed that he/she could be called at a later date to corroborate the interview, if the proceedings go to Court.
5. If the investigation includes an employee of the Board of Education, the employee has the right to make their union aware of the investigation and have a union representative present at the meeting with the Child Welfare Agency worker.
6. At the request of the investigating worker and at the discretion of the student, the Principal, operating in the role of a parent, may be asked to be present at the interview. In the course of an investigation, the Child Welfare Agency has the authority to interview the student without the presence of a parent or the Principal. The Child Welfare Agency investigating worker does not require any consent to conduct an investigation.
7. The school shall not inform the parent(s)/guardian(s) of the referral unless authorized to do so by the investigating worker as parental/guardian contact could jeopardize or obstruct the investigation. It is the responsibility of the Child Welfare Agency to advise parents/guardians about the investigation involving their child. The Child Welfare Agency will not disclose the referral source unless it is required as part of the investigation. In the event that the timing of the investigation prevents the child from returning home at the usual time, the Child Welfare Agency will advise parents/guardians of their child's whereabouts promptly. It is also the Child Welfare Agency's investigating worker's responsibility to inform the referral source of the outcome of the investigation as soon as possible after completion. The outcome of the investigation and the date the referral source is informed will be recorded on Appendix C-1.
8. The first duty of Child Welfare Agency is the protection and care of the child(ren) during its investigation. Detailed information about a case may be needed in order to move forward with an investigation, especially when court action is required. The school administrator will cooperate fully with the investigation which will include making a best effort to have staff and children available for interviews by the Child Welfare Agency and/or police and by making available all records or other documents pertinent to the investigation. Every effort will be made to protect the confidentiality of all participants in order to facilitate a positive relationship between school staff and families, however, confidentiality cannot be guaranteed.

Transitions/School Registration

To ensure best practice for school registration and transitions of students in the care of child welfare agencies and boards of education, please refer to Joint Protocol for Student Achievement (JPSA).

http://www.granderie.ca/application/files/7815/3556/5767/JPSA_English_Version.pdf

http://www.granderie.ca/application/files/9015/3556/5793/JPSA_French_Version.pdf

The Child Welfare Agency worker will provide the Principal with any known or available information needed for registration on the *Pre-Registration Information Form – For Children in the Care of the Child Welfare Agency Hamilton, Brant, Haldimand, Norfolk* (Appendix D)

http://www.granderie.ca/application/files/7815/3556/5767/JPSA_English_Version.pdf

http://www.granderie.ca/application/files/9015/3556/5793/JPSA_French_Version.pdf

Case Management

To ensure best practice for case management of students in the care of child welfare agencies and boards of education, please refer to the Joint Protocol for Student Achievement (JPSA).

http://www.granderie.ca/application/files/7815/3556/5767/JPSA_English_Version.pdf

http://www.granderie.ca/application/files/9015/3556/5793/JPSA_French_Version.pdf

School Based CAS Workers

1. Brant Family and Children's Services, in cooperation with both the Brant Haldimand Norfolk Catholic District School Board and the Grand Erie District School Board, place child welfare workers in selected schools in the City of Brantford to better serve the needs of children, families, schools, and the community. Best practices for school-based Child Welfare Agency workers and schools working together are provided in Appendix E, covering the following areas:
 - Role Definitions
 - Confidentiality
 - Communication
 - Record Keeping and Sharing Space
 - Introducing a School-Based Child Welfare Agency Worker into a School
 - Dispute Resolution
2. Requests to have a school-based Child Welfare Agency worker within a school must be submitted to the Superintendent of Education.

Signed by:

Bernadette Gallagher, Executive Director
Brant Family and Children's Services

Date

Shannon Chevrier, Executive Director
Haldimand & Norfolk Children's Aid Society

Date

Yeyatakenhas Doxtator
Director of Ogwadeni:deo

Date

Arliss Skye
Director of Six Nations Social Services

Date

Michael McDonald, Director of Education
Brant Haldimand Norfolk Catholic DSB

Date

Rick Petrella, Chair of the Board
Brant Haldimand Norfolk Catholic DSB

Date

Brenda Blancher, Director of Education
Grand Erie District School Board

Date

Greg Anderson, Chair of the Board
Grand Erie District School Board

Date

This protocol will remain in effect without further amendment until August 31, 2022 unless there are changes to legislation or there are requests for amendments made by any of the signing parties above.

APPENDICES

Appendix A	Child in Need of Protection
Appendix B	Duty to Report
Appendix C-1	CAS Log Book – Report of Suspected Child Protection Concern Form
Appendix C-2	CAS Log Book - Record of Child Welfare Agency School Visits
Appendix D	Pre-Registration Information Form - For Children in the Care of the Child Welfare Agency (Brant, Haldimand Norfolk)
Appendix E	School Based CAS Workers-Roles and Responsibilities
Appendix F	Progressive Discipline and Promoting Positive Student Behaviour Policies and Procedures

Child in need of protection

(2) A child is in need of protection where,

- (a) the child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
 - (i) failure to adequately care for, provide for, supervise or protect the child, or
 - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child;
- (b) there is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - (i) failure to adequately care for, provide for, supervise or protect the child, or
 - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child;
- (c) the child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child;

Note: On a day to be named by proclamation of the Lieutenant Governor, clause (c) is repealed by the Statutes of Ontario, 2008, chapter 21, section 2 and the following substituted:

- (c) the child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child;*

See: 2008, c.21, ss.2, 6.

- (d) there is a risk that the child is likely to be sexually molested or sexually exploited as described in clause (c);
- (e) the child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment;
- (f) the child has suffered emotional harm, demonstrated by serious,
 - (i) anxiety,
 - (ii) depression,
 - (iii) withdrawal,
 - (iv) self-destructive or aggressive behaviour, or
 - (v) delayed development,
 and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- (f.1) the child has suffered emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv) or (v) and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm;

- (g) there is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv) or (v) resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- (g.1) there is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv) or (v) and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm;
- (h) the child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition;
- (i) the child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody;
- (j) the child is less than twelve years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment;
- (k) the child is less than twelve years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately;
- (l) the child's parent is unable to care for the child and the child is brought before the court with the parent's consent and, where the child is twelve years of age or older, with the child's consent, to be dealt with under this Part. R.S.O. 1990, c.C.11, s.37(2); 1999, c.2, s.9.; or
- (m) the child is 16 or 17 years of age and a prescribed circumstance or condition exists.

DUTY TO REPORT*Duty to report child in need of protection*

72(1) Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.

Note: On a day to be named by proclamation of the Lieutenant Governor, paragraph 3 is repealed by the Statutes of Ontario, 2008, chapter 21, subsection 3 (1) and the following substituted:

3. *The child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.*

See: 2008, c.21, ss.3(1), 6.

4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
6. The child has suffered emotional harm, demonstrated by serious,
 - i. anxiety,
 - ii. depression,
 - iii. withdrawal,
 - iv. self-destructive or aggressive behaviour, or
 - v. delayed development,
 and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.

8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that the child's parent or the person having charge of the child does not provide or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately. 1999, c.2, s.22(1).

Note: On a day to be named by proclamation of the Lieutenant Governor, section 72 is amended by the Statutes of Ontario, 2008, chapter 21, subsection 3 (2) by adding the following subsections:

Reporting child pornography

- (1.1) In addition to the duty to report under subsection (1), any person who reasonably believes that a representation or material is, or might be, child pornography shall promptly report the information to an organization, agency or person designated by a regulation made under clause 216 (c.3). 2008, c.21, s.3(2).

Seeking out child pornography not required or authorized

- (1.2) Nothing in this section requires or authorizes a person to seek out child pornography. 2008, c.21, s.3(2).

Protection of informant

- (1.3) No action lies against a person for providing information in good faith in compliance with subsection (1.1). 2008, c.21, s.3(2).

Identity of informant

- (1.4) Except as required or permitted in the course of a judicial proceeding, in the context of the provision of child welfare services, otherwise by law or with the written consent of an informant, no person shall disclose,
 - (a) the identity of an informant under subsection (1) or (1.1),
 - (i) to the family of the child reported to be in need of protection, or

- (ii) to the person who is believed to have caused the child to be in need of protection; or
- (b) the identity of an informant under subsection (1.1) to the person who possessed or accessed the representation or material that is or might be child pornography. 2008, c.21, s.3(2).

Retaliation against informant prohibited

- (1.4) No person shall dismiss, suspend, demote, discipline, harass, interfere with or otherwise disadvantage an informant under this section. 2008, c.21, s.3(2).

See: 2008, c.21, ss.3(2), 6.

Ongoing duty to report

- (2) A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) shall make a further report under subsection (1) even if he or she has made previous reports with respect to the same child. 1999, c.2, s.22(1).

Note: On a day to be named by proclamation of the Lieutenant Governor, subsection (2) is repealed by the Statutes of Ontario, 2008, chapter 21, subsection 3 (3) and the following substituted:

Ongoing duty to report

- (2) *A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) or to believe that a representation or material is, or might be, child pornography under subsection (1.1) shall make a further report under subsection (1) or (1.1) even if he or she has made previous reports with respect to the same child. 2008, c.21, s.3(3).*

See: 2008, c.21, ss.3(3), 6.

Person must report directly

- (3) A person who has a duty to report a matter under subsection (1) or (2) shall make the report directly to the society and shall not rely on any other person to report on his or her behalf. 1999, c.2, s.22(1).

Note: On a day to be named by proclamation of the Lieutenant Governor, subsection (3) is repealed by the Statutes of Ontario, 2008, chapter 21, subsection 3 (3) and the following substituted:

Person to report directly

- (3) *A person who has a duty to report under subsection (1) or (2) shall make the report directly to the society, a person who has a duty to report under subsection (1.1) shall make the report directly to any organization, agency or person designated by regulation to receive such reports, and such persons shall not rely on any other person to report on their behalf. 2008, c.21, s.3(3).*

Duty to report does not apply to older children

- (3.1) Subsections (1) and (2) do not apply in respect of a child who is 16 or 17 years old, but a person may make a report under subsection (1) or (2) in respect of a child who is 16 or 17 years old if either a circumstance or condition described in paragraphs 1 to 11 of subsection (1) or a prescribed circumstance or condition exists. 2017, c. 14, Sched. 2, s. 13.

REPORT OF SUSPECTED CHILD PROTECTION CONCERN FORM

To be used in preparation of making a report to child welfare.

Not all information is required but can be useful.

Brant FCS (519) 753-8681

CAS of Haldimand Norfolk 1-888-227-5437

Student's Last Name	First Name	Gender	Date and Time of Report
Date of Birth	StudentNumber	Grade / Class	Teacher
School	School Address	School Telephone No.	
Home Address (Street No. / Apt)	City	Postal Code	HomeTelephoneNo.

Religion or Culture (if known)	Languages Spoken at Home
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Medical Concerns or Relevant Special Needs**Siblings**

Mother / Guardian Last Name	First Name	Business No.	CellNo.
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Father / Guardian Last Name	First Name	Business No.	CellNo.
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Keep your consultation to the minimum. This report form and any other written records may be subpoenaed in subsequent legal proceedings.

- What the child said and to whom
- The alleged offender (s) and relationship to the child
- When and where the incident occurred.
- Names of any other children who might be involved
- Brief description of easily visible marks or injuries or evidence of neglect

Details of Alleged Abuse / Neglect (use an additional form if further space is required)

Person Making the Report

Last Name

First Name

Position

Name of Child Welfare Agency

Name of the Person to Whom the Information was Reported.

Investigation Outcome:

Investigation Undertaken?	YES	NO	UNKNOWN
Follow Up Received?	YES	NO	

Status of File

Principal / Supervisor or Designate Signature

Print Name (print)

Principal to retain this record in CAS Log Book file

RECORD OF CHILD WELFARE AGENCY SCHOOL VISITS

DATE	TIME IN	CASE WORKER	PURPOSE OF VISIT	TIME OUT	SIGNATURE

PRINCIPAL TO RETAIN THIS RECORD IN THE CAS LOG BOOK FILE

PRE-REGISTRATION INFORMATION FORM FOR CHILDREN IN CARE

Principal's Name: _____

School Name: _____

School Phone: _____ School FAX: _____

Date of Registration Meeting: _____

*****This form with student details is not to be copied without the permission of the Child Welfare Authority.*****

Note: This form has been prepared by the agency worker, in collaboration with the child, to provide **preliminary** planning information regarding the child's education program, and should be placed in the Ontario Student Record.

Part A - Student Details

Student's Legal Name: _____

Student's Date of Birth: (day/month/year)

Current Grade Level: _____

Previous School: _____

Previous School Board: _____

Names of other biological/step siblings in this school: _____

Date of most recent admission to care: _____

Child Welfare Authority Details (check appropriate agency box)

Brant Family and Children's Services

Catholic Children's Aid Society of Hamilton

Ogwadeni:deco

The Children's Aid Society of Haldimand and Norfolk

The Children's Aid Society of Hamilton

Name of Child Protection Worker: _____

Telephone Contact Number: _____

Caregivers as designated by Child Welfare Authority

Caregiver Name

Indicate Caregiver Role (choose 1)

Telephone Contact

Kin Placement

Foster Home

Group Home

Part B – Student Strengths, Interests, Identities, Preferences			
What important things do you want people to know about this student's strengths, interests, identities, and learning preferences?			
	Yes	No	Unsure
Has this student been Identified through the IPRC process?			
If "yes", what is the identification?			
Does this student have an Individual Education Plan (IEP)?			
Has this student been placed in a specialized learning environment (e.g. self-contained, or Section classroom)?			
Does this student have a Safe Intervention Plan (SIP)?			
Has this student ever received English Language Learner/English as a Second Language (ELL/ESL) support?			
Has this student fulfilled the Literacy Graduation requirement?			
Has this student fulfilled the Community Involvement Graduation requirement?			
Is the student currently receiving supports for any of the following: <ul style="list-style-type: none"> medication, behaviour, physical health, emotional well-being, mental health, communication? 	If "yes" to any of these supports, please provide additional details:		

Part C – Access Details		
List all persons with signing authority for this student. (Full Name of Persons)	Authority (choose one) <ul style="list-style-type: none"> Kin Foster Parent Child Protection Worker 	
	"No"	"Yes"
Are there other agencies or volunteer services (e.g. volunteer drivers) involved with this child?		If "yes", list agencies:
Are there restrictions related to parental/family access to this child?		If "yes", please discuss at the time of intake.

List of Descriptors:

Temporary Care Agreement: Voluntary contractual arrangement with caregivers where the Society agrees to care for a child for a temporary period not to exceed 12 months. The child is not in need of protection. Parents maintain their legal rights however can appoint a Society representative including a foster parent to sign school documents (e.g. permission slips, report cards). In the absence of appointing the Society as the legal guardian the parent's authorization is required. The Society should always be the first point of contact.

Temporary Care and Custody: A child has been brought before the court via a Protection Application. The court orders temporary care and custody to the Society during the periods of adjournment. No final order of status has been made. The Child Welfare Agency has sole parental rights unless a court orders otherwise.

Society Ward: The Court finds a child in need of protection and makes a final order placing the child in Society care on a temporary basis-not to exceed 12 months for children 0-6 years, or 24 months for children 6-16 years. The Child Welfare Agency has sole parental rights unless a court orders otherwise.

Crown Ward: A child whose parents have no parental rights. The child is a permanent ward with the Child Welfare Agency until the age of 18.

Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board School Based Child Welfare Agency Workers – Roles and Responsibilities

Rationale

The Grand Erie District School Board, the Brant Haldimand Norfolk Catholic District School Board and the Brant Family and Children's Services work together to have Child Welfare Agency workers based in some schools in the City of Brantford. Roles and responsibilities of school-based Child Welfare Agency workers are outlined below.

Role Definitions

Student Support Services Worker Role

Both school boards have professional staff assigned to each school to support student, families, staff, and each of these disciplines has a clearly defined role in the school.

In Grand Erie, these professionals include Attendance Counselors, Behaviour Counselors, Board Certified Behaviour Analysts, Child and Youth Workers, Indigenous Counselors, Psychological Services, a Mental Health Lead, Social Workers, Communication Services (Speech-Language Pathologists, Communicative Disorders Assistants).

In Brant Haldimand Norfolk Catholic District School Board, these professionals include Child and Youth Workers, a consulting psychologist, Social Workers who also serve as Attendance Counsellors, Speech and Language pathologists, Applied Behaviour Analysis Leads, a Mental Health

School Based Child Welfare Agency Worker Role

The school based Child Welfare Agency worker is guided by the child welfare mandate as legislated under the Child and Family Services Act. They will carry a caseload of families who have been referred to the Child Welfare Agency for services. These services may include individual counseling with children, support for families, referrals to community resources and support/therapy groups. The school-based Child Welfare Agency worker brings a unique expertise and mandate pertaining to the delivery of child welfare services. This role can help enrich the support to schools and encourage a collegial working relationship between the two organizations.

The school based Child Welfare Agency worker is available for consultation about children or families where there is a concern that a child is being neglected, or there is concern about harm or abuse or potential harm or abuse of a child. If a school board staff member is uncertain about whether a report should be made to the Child Welfare Agency, they can consult with the Child Welfare Agency worker without giving identifying information about the family. The Child Welfare Agency worker will then determine if the information warrants a report to the Child Welfare Agency.

These consultations are dealt with in the same manner that a phone call to the intake department would be- documented and entered into the Child Welfare Agency database when identifying information is provided. If the school based Child Welfare Agency worker is unavailable, a call should be placed to the covering Child Welfare Agency worker and if this is unsuccessful to the Child Welfare Agency central intake. Reports must always be made in a timely manner and school staff should not delay making a report because the school based Child Welfare Agency worker is unavailable.

Confidentiality

The Child Welfare Agency worker is an employee of the Child Welfare Agency **not** Grand Erie or Brant Haldimand Norfolk Catholic District School Board. As such, there are limits to what information can be shared between school board staff and the school based Child Welfare Agency worker. Information pertaining to a child at risk must be shared under the duty to report legislation. Any information about a child and/or family that does not directly pertain to a child being harmed or neglected can only be shared with the written consent of the family. School board staff and Child Welfare Agency staff will have more open communication as a result of the Child Welfare Agency worker being located in the school. As a result, standard practice will be for the Child Welfare Agency worker to consult with the family regarding their wishes about information sharing between the school and the Child Welfare Agency. If the parent agrees, the Child Welfare Agency worker will obtain consent to disclose information which will allow open communication between the Child Welfare Agency the respective school board. A copy of this form will be provided to the school administrator to be filed in the student's Ontario Student Record (OSR). A separate consent to disclose information form is required to access information from school board support staff. This practice follows current Municipal Freedom of Information and Privacy Act and Consent laws.

Communication

With Children and Families

It is essential that the school based Child Welfare Agency worker identifies themselves as a Child Welfare Agency worker, not a school social worker. As the Child Welfare Agency worker is located in the school, it is quite possible that children and families may assume that they are a social worker employed by the board. Social workers employed by the board and school based Child Welfare Agency workers provide different services and are under different mandates. This should be explained to the family. If school board staff is directing a family to the school based Child Welfare Agency worker they must explain to the family that the individual is an employee of the Child Welfare Agency.

With Student Support Services Workers

There exists the potential for overlap in service delivery between school board staff supporting the school and the school based Child Welfare Agency worker. Therefore, communication is essential. The school based Child Welfare Agency worker must have an understanding of the existing supports in the school. Each school has its own support team. To increase communication, the Child Welfare Agency worker will be provided with names and contact information for the student support services staff for their school. When support for a family/child is shared between the school based Child Welfare Agency worker and school board support services staff, a discussion to define roles will take place. Consent should be obtained from the family before this discussion. The school administration should inform the Child Welfare Agency worker of any support services staff working with the child.

In Grand Erie, school board support staff attend the school each month for a resource team meeting. If there is a child being presented at team who is an open file to the Child Welfare Agency, the school could consider inviting the school based Child Welfare Agency worker to attend for the discussion of that child. The school must contact the parent to get his/her permission for the Child Welfare Agency worker to attend the team meeting. The Child Welfare Agency worker should only be present for the part of the meeting pertaining to the child with whom he/she is involved.

In the Brant Haldimand Norfolk Catholic District School Board, team meetings occur on an as needed basis. If there is a child being presented, who is an open file to the Child Welfare Agency, the school could consider inviting the school based Child Welfare Agency worker to attend for the discussion of that child. The school must contact the parent to get his/her permission for the Child Welfare Agency worker to attend the team meeting. The Child Welfare Agency worker should only be present for the part of the meeting pertaining to the child with whom he/she is involved.

The school based Child Welfare Agency worker may run groups in the school for the children on his/her caseload. Child and Youth Workers (CYW) employed by the board also run groups in schools. If a school based Child Welfare Agency worker is interested in offering a group, he/she should consult with the CYW for that school.

Support for families is provided by the school social worker in both boards, if informed consent has been provided. If a parent presents to school administration requesting support for their family or child, the administrator must determine whether to call the school social worker or direct the parent to the school based Child Welfare Agency worker. If the school administrator is concerned that the child is at risk of abuse or neglect, then they should refer to the Child Welfare Agency. If there is no evidence that the child is at risk of harm from the parent or anyone else, then a call should be made to the school social worker. Child Welfare Agency staff work under a child welfare mandate. While they also provide support to families, there are other agencies in the community which provide support as well and may be more appropriate. The school social worker can be consulted by the administrator if guidance is needed around the best agency to support a family in crisis.

Record Keeping and Sharing Space

Appropriate space for counseling and parent meetings is at a premium in many schools within the both school boards. While the school based Child Welfare Agency worker will be assigned space, they will often be out in the community providing service. The school based Child Welfare Agency worker will store their files in a locked filing cabinet in this assigned area. The school secretary will have a key to the Child Welfare Agency worker's space. The Child Welfare Agency worker will tell the school secretary when their space will be empty. The Child Welfare Agency worker will keep his/her workspace clear of confidential documents. First priority will be given to the Child Welfare Agency worker, but this procedure will allow school board support services staff and others to use this space when it is not being used by the Child Welfare Agency worker.

Premises

The school board shall permit staff of the Child Welfare Agency space in the school to conduct their work. This space will be designated by the principal in the school. Should the needs at the school change so that the space is required for school business, the school board will provide 30 days' notice to the Child Welfare Agency that the space can no longer be used as a school-based Child Welfare Agency location. The space will be available during the school year, but not during the months of July and August.

Introduction of a Child Welfare Agency Worker into a School

When it is decided a Child Welfare Agency worker will be located in a school, this information will be presented to the staff at the school. The Child Welfare Agency worker and appropriate student support services workers assigned to the school (i.e. social worker, child and youth worker) could present at a staff meeting to define roles and answer questions about service delivery. The Child Welfare Agency worker will review this protocol before beginning work in an assigned space at a school. This protocol will be shared with school staff to review before the Child Welfare Agency worker accesses space at the school.

Internet/telephone cabling

Access to the internet or phone within a school must be discussed with the principal. If additional internet/telephone cables are required to provide confidential access by the school based Child Welfare Agency worker, the principal shall discuss this need with the School Superintendent. Costs associated with enhanced cabling will be paid by the Child Welfare Agency. Schools in both school boards have a guest Wi-Fi network that could be used by non-employees as required. The office at each school has the password to this network.

Dispute Resolution

Periodically, disagreements may arise between Child Welfare Agencies and school boards when the agency has a worker based in a school. The following dispute resolution process will be used to identify solutions for these conflicts.

- Step 1: The School Based Child Welfare Agency worker and School Administrator will be the first level of dispute resolution authority.
- Step 2: If the dispute is not satisfactorily resolved within 15 school days, the matter will be referred to the Child Welfare Agency Director of Service and the Superintendent of the appropriate Family of Schools.
- Step 3: If the dispute continues to remain unresolved, the agency will vacate the office space in the school.

Progressive Discipline and Promoting Positive Student Behaviour Policies and Procedures

Brant Haldimand Norfolk Catholic District School Board:

Student Discipline Policy and Administrative Procedures:
http://www.bhncdsb.ca/files/policies/student_discipline_20026.pdf

Grand Erie District School Board:

Progressive Discipline and Promoting Positive Student Behavior Policy

http://www.granderie.ca/application/files/3815/4351/7495/SO11_Progress_Discipline_and_promoting_positive_student_behaviour.pdf

Code of Conduct Policy

http://www.granderie.ca/application/files/3815/4351/7495/SO11_Progress_Discipline_and_promoting_positive_student_behaviour.pdf



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – August 2019**
DATE: September 23, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of August 2019 in the amount of \$11,236,797.80 as information.

Rationale/Background

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



MINUTES

(Chair – George Wittet)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Co-Chair</i>)
Griffin Cobb	Secondary School Administration (Certified Member)
Cheryl Innes	Elementary School Administration (Certified Member)
Philip Kuckyt	Human Resources
Tom Krukowski	Facility Services

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (<i>Chair</i>)
Elizabeth Armstrong	CUPE Clerical/Technical
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Laura Adlington	Professional Student Services Personnel
Ian Smith	CUPE Facility Services
Valerie Slawich	Non-Union (Alternate)

Resources

Hilary Sutton	Health and Safety Officer
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Recording Secretary:

Jennifer Chopra	Human Resources Assistant
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Regrets:

Jennifer Orr	Elementary Teachers (Certified Member)
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2.0 Minutes of Last Meeting

The draft minutes for May were reviewed. A minor grammatical correction was made under item 5.1.

3.0 Approval of Last Meeting Minutes

The minutes were approved as amended.

4.0 Agenda Additions

- 6.3 Kitchen Exhaust Vent Hoods
- 6.4 Joint Ministry of Labour and Ministry of Education Survey
- 6.5 Construction at Pauline Johnson Collegiate and Vocational School
- 6.6 Himalayan Salt Lamps



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5.0 Unfinished Business – Discussion

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

April 2019: The Ministry of Labour visited the Board in response to complaints that were received related to issues at Pauline Johnson. A total of 3 orders were received by Pauline Johnson, one was to ensure all staff working with students who have Be Safe Plans have current Behavioural Management System training. A second was to provide information to the JOHSC regarding steps to prevent Reoccurrence related to a notification of injury recently sent to them. The third is updating the Be Safe Plan. All of these orders were complied with by the dates required by the Ministry of Labour.

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

May 2019: Information was sent to the Ministry of Labour as a response to the orders issued regarding Workplace Violence training and the creation of a Notification of Risk map. A response from the Ministry of Labour has not yet been received and is pending approval. The Division Manager of Operations and Health & Safety explained in detail the functionality of the map outlining potential workplace violence risks. Although the map is now showing as an item on the workplace violence checklist, the committee was informed that the maps are not yet available. In the interim, the Division Manager of Operations and Health & Safety advised that reminders will be sent out to Principals regarding filling out workplace violence reports to ensure consistency. Further details will be provided once a response is received from the Ministry of Labour. This item will remain on the next agenda.

June 2019: The Ministry of Labour conducted a field visit on May 22, 2019 to review the workplace violence compliance plan and discuss alterations that are to be made. As a result, an order extension was granted until June 14, 2019. Modifications were made to the Notification of Risk map to eliminate the yellow areas. Red areas, indicated on the map, will represent areas where workplace violence has occurred and where students with Be Safe plans are predominantly located. These red areas will be restricted access areas and all visitors, contractors and workers will have to obtain approval from the school administrator and/or classroom teacher prior to admittance. The compliance plan also included notification of risk for all internal staff at a location. Notification of risk of workplace violence to workers will be made by posting a Notification of Risk of Physical Injury in as the staff room. This Notification of Risk of Physical Injury will include information regarding the student with the Be Safe Plan and history of aggression and include their picture, name,



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classroom, triggers, early warning signs, Do's, Don'ts and how to summon immediate emergency assistance. The Notification of Risk of Workplace Violence Map and the Notification of Risk of Physical Injury will be updated as Be Safe plan changes. Another concern noted from the May 22nd MOL field visit report was ensuring Be Safe Plans are updated after incidents of workplace violence. A Be Safe Plan/Workplace Violence Incident checklist was created as a guideline for Administrators to use to ensure Be Safe Plans are being updated, distributed to staff, posted in appropriate locations and signed off by workers working with the student with the plan. The updated compliance plan was sent to the Ministry of Labour on June 14, 2019 and a response has not yet been received. This item will remain on the next agenda.

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

April 2019: The Ministry of Labour visited BCI and the Education Centre in response to a Noise Induced Hearing Loss (NIHL) claim submitted by a retired teacher. The Ministry of Labour reviewed training documents and took noise readings. Orders were issued for BCI to provide training regarding hearing protection to workers that are exposed to equipment above 85 decibels (dB) and to identify types of hearing protection required when using the equipment. This item will remain on the next agenda.

May 2019: A training document was created for workers working in Tech shops and Music rooms. The document outlines maximum decibels levels of exposure when using and working with different equipment and identifies what type of hearing protection that is required when working with the equipment. The document was forwarded to the committee and the Ministry of Labour for feedback. Feedback from the Occupational Hygienist with the Ministry of Labour was utilizing administrative controls of limiting time and use of equipment. The training document and information needs to be reviewed to see if adjustments are required to hearing protection. In order to accommodate this review, the Ministry of Labour has granted an extension until May 24, 2019 to allow time to collect information regarding average daily noise exposures in the different tech shops. This item will remain on the next agenda.

June 2019: On June 4, 2014 the Ministry of Labour conducted a follow-up visit in response to the hearing protection orders issued at BCI. A hearing protection training document was created and distributed to all Secondary Schools and Facility Services for signatures to demonstrate awareness and compliance with all hearing protection guidelines. The signed document is to be returned to the Health and Safety Officer by June 21, 2019 in order to ensure full compliance with the Ministry of Labour order prior to the deadline of June 28, 2019. This item will remain on the next agenda.

5.3 Recommendation to Executive Council- BCI Structural Concern of Interior Arches

May 2019: A response was received from the Superintendent of Business regarding the recommendation to investigate the structural concern of the interior brick arches at Brantford Collegiate Institute. The response indicated that Facility Services has engaged the services of an Engineer to investigate the concern and further information will be provided to the committee. This item will remain on the next agenda.



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June 2019: A Structural Engineer visited BCI in response to the concerns raised regarding the structural integrity of the interior brick arches. It was determined that the arches are not structural, but rather decorative in nature. A written report has not yet been released to outline the findings but will be made available to the committee once received. Ongoing repairs will take place this summer to the arches. This item will remain on the next agenda.

5.4 Recommendation to Executive Council- BCI Noxious Odours Library Room 306

May 2019: A response was received from the Superintendent of Business regarding the recommendation put forward to investigate the noxious odours in the Library at Brantford Collegiate Institution. The response indicated that Facility Services will be engaging the services of an Environmental Consultant to investigate concerns. In the interim, the source of the odour may have been uncovered. The elevator room adjacent to the library at BCI has a motor that is overheating and upon further investigation it was discovered that the air conditioning unit in the elevator room is not functioning correctly. A contractor has been called to fix the air conditioning unit and repairs are underway. Once the repairs have been completed the Environmental Consultant will be consulted to discuss next steps if required. This item will remain on the next agenda.

June 2019: The results of the Volatile Organic Compounds (VOC) and Chlorine Gas Assessment were released after concerns were previously raised regarding a noxious odour at BCI. It was determined that the average VOC measurements fell within the comfort zone of the European Collaborative Guideline as well as below the Health Canada Target guidelines. Additionally, chlorine concentration levels were below the minimum detection limit. Several recommendations were made to have the Seminar Room and Elevator Machine Room further inspected for repairs to HVAC and equipment. These recommendations will be completed during the summer months. This item will remain on the next agenda.

Indoor Air Quality Reports

5.5 Indoor Air Quality Report- Central Public School- eBase #203 (Classroom)- May 16, 2019

Indoor Air Quality testing was conducted in a classroom at Central Public School. Average workday readings for temperature, carbon monoxide, carbon dioxide and relative humidity were within regulated levels, however carbon dioxide levels continue to elevate in the middle of the day. Automation adjustments to the HVAC system have been made and recommendations were put forth to allow fresh air to circulate into the space. An additional work order was created to have the HVAC unit checked and additional air testing will be completed if required. This item can be removed from the next agenda.

5.6 Indoor Air Quality Report- Ecole Dufferin- eBase #212 (Classroom)- June 14, 2019

Indoor Air Quality testing was conducted in a classroom at Ecole Dufferin in response to concerns from staff regarding headaches. Test readings for temperature and carbon monoxide are within regulated levels. Carbon dioxide levels elevate in the middle of the day. A recommendation was put forth to run a ceiling fan or open windows to allow fresh air. A work order was placed to have the HVAC filters changed. No additional testing is required at this time. This item can be removed from the next agenda.



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6.0 New Business

6.1 Health and Safety Concern Form- McKinnon Park Secondary School- Long Grass- June 3, 2019

A Health and Safety Concern Form was submitted pertaining to the long grass at McKinnon Park. The grass has since been cut and the Board is working with the Contractor to ensure grass is cut in a timely manner. It was recommended in the future if a school feels their grass is too long and unsafe that they should not use the grounds until the grass is cut. This item can be removed from the next agenda.

6.2 Joint Occupational Health and Safety Notification of Occupational Illness/Disease- Noise Induced Hearing Loss- June 6, 2019

The Board received a Noise Induced Hearing Loss (NIHL) claim from the Workplace Safety and Insurance Board (WSIB) on behalf of a retired teacher that was employed with the Board between 1975-2007. Information was sent back to the WSIB regarding this claim. This item can be removed from the next agenda.

6.3 Kitchen Exhaust Vent Hoods

A committee member raised a concern regarding the lack of presence of vent hoods installed over kitchen stoves that are being utilized in Family Studies rooms. The Division Manager of Operations and Health & Safety clarified that it is only a requirement as per Fire Code for commercial kitchens to have vent hoods installed as the kitchen stoves in question are not to be producing grease or smoke as a result of cooking. It was reminded that the primary purpose of the kitchen stoves in classrooms are for reheating foods and basic usage. This item can be removed from the next agenda.

6.4 Joint Ministry of Labour and Ministry of Education Survey Link

A committee member expressed concern about not receiving an email that was sent as a BCC to all employees on June 10, 2019 containing the survey link which elicits feedback from staff regarding workplace violence. The Division Manager of Operations and Health & Safety will investigate the accuracy of distribution lists and examine corrections required to ensure all staff are receiving emails accordingly. This item will remain on the next agenda.

6.5 Construction at Pauline Johnson Collegiate and Vocational School

A committee member brought forward a concern regarding construction at Pauline Johnson that was taking place during school hours, causing construction dust throughout the school and elevated noise levels on the second floor. The Division Manager of Operations and Health & Safety advised that the Ministry of Labour had come and spoke with the Contractor to ensure the hallway was cleaned immediately and extra ventilation was brought in for the working space. No further issues were reported, and the construction had resumed with the approval of the Ministry of Labour the following day. This item can be removed from the next agenda.

6.6 Himalayan Salt Lamps

A committee member had brought forward a concern regarding the increasing presence of Himalayan Salt Lamps in schools, as these appliances do not have the CSA approved certifications. The Division Manager of Operations and Health & Safety confirmed these are



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unapproved and that direction will be sent that these must be removed from all locations. This item can be removed from the next agenda.

7.0 Information Items

7.1 Asbestos Abatement Site Report No. 04- Princess Elizabeth Public School- eBase #36 (Library)- May 16, 2019

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

7.2 Asbestos Abatement Site Report No. 01- Hagersville Secondary School- eBase #1094 (Mechanical Room)- May 21, 2019

An asbestos abatement was performed at Hagersville Secondary School to remove asbestos-containing pipe fitting insulation from the Mechanical Room. All work was completed according to regulation. This item can be removed from the next agenda.

7.3 Bulk Sample Analysis Site Report No. 01- Dunnville Secondary School- eBase #2026 (Plaster Samples)- May 22, 2019

Multiple samples of building material were collected from plaster samples for the determination of asbestos content. The samples were confirmed to contain asbestos. Item 7.4 references the abatement that was completed. This item can be removed from the next agenda.

7.4 Asbestos Abatement Site Report No. 01- Dunnville Secondary School- eBase #2026 (Classroom)- May 22, 2019

An asbestos abatement was performed at Dunnville Secondary School to clean up the asbestos-containing plaster debris originally determined in the Bulk Sample Analysis as indicated in 7.3. All work was completed according to regulation. This item can be removed from the next agenda.

7.5 Lead Analysis Site Report for Paint Sample- Waterford District High School- eBase #1009 (Storage)- May 24, 2019

A bulk sample of beige paint was collected from Waterford District High school for the determination of lead content prior to needed repairs. The paint sample was confirmed to be Low Level Lead (virtually safe), repairs will be made following protocol. This item can be removed from the next agenda.

7.6 Bulk Sample Analysis Site Report No. 01- Waterford District High School- eBase #1083 (Storage)- May 27, 2019

Multiple samples of building material were collected from the Storage Room at Waterford District High School for the determination of asbestos. The samples collected did not contain asbestos. This item can be removed from the next agenda.



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7.7 Bulk Sample Analysis Site Report No. 01- North Park Collegiate and Vocational School- eBase #1157, 1158, 1159, 1160 & 1163- May 29, 2019

Multiple samples of building materials were collected from various areas at North Park Collegiate and Vocational School for the determination of asbestos content. The smooth plaster sampled within Room 1163 was confirmed to be asbestos-containing, while all other samples were not found to contain asbestos. See 7.8 below for remediation. This item can be removed from the next agenda.

7.8 Asbestos Abatement Site Report No. 02- North Park Collegiate and Vocational School- eBase #1163- May 30, 2019

An asbestos abatement was completed at North Park Collegiate and Vocational School in Room 1163 as asbestos-containing debris was previously confirmed in item 7.7. All work was completed according to regulation. This item can be removed from the next agenda.

7.9 Bulk Sample Analysis Site Report No. 01- Grandview Public School- eBase #011 (Corridor)- June 5, 2019

Multiple samples of building materials were collected from the corridor at Grandview Public School for the determination of asbestos content. The samples did not contain asbestos. This item can be removed from the next agenda.

7.10 Bulk Sample Analysis Site Report No. 01- Joseph Brant Learning Centre- eBase #29 (Storage Room)- June 6, 2019

A sample of building material was collected from the storage room at Joseph Brant Learning Centre for the determination of asbestos content. The sample collected was confirmed to not contain asbestos. This item can be removed from the next agenda.

7.11 Asbestos Abatement Site Report No. 01- Hagersville Elementary School- eBase #118/119- June 6, 2019

An asbestos abatement was performed at Hagersville Elementary School. A pre-contamination inspection was completed. Additionally, remediation was completed of drywall finishes and asbestos-containing paring cement that was applied to pipe fittings within eBase #118/119. All work was performed according to regulation. This item can be removed from the next agenda.

7.12 Asbestos Abatement Site Report No. 02- Hagersville Elementary School- eBase #118/119- June 7, 2019

A subsequent asbestos abatement was performed at Hagersville Elementary School within eBase #118-119. No asbestos-containing debris or residue was observed to be remaining in the work area. All work was completed according to regulation. This item can be removed from the next agenda.

7.13 Preliminary Investigation for Mould and Water Damage- Delhi Public School- eBase #65 (Classroom 3)- June 2019

A visual assessment was completed at Delhi Public School for the presence of water damaged building materials within classroom 3 as a result of a roof leak that caused water to impact the wood bulkhead. Recommendations were made to have cleaning and repairs



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done. The wooden bulkhead and cleaning will take place over the summer months. This item can be removed from the next agenda.

7.14 Bulk Sample Analysis Site Report No. 01- Caledonia Centennial Public School- eBase #013 (Girl's Washroom) & #015 (Boy's Washroom)- June 19, 2019

Multiple samples of building materials were collected from the boy's and girl's washrooms at Caledonia Centennial Public School for the determination of asbestos content. The samples collected did not contain asbestos. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary- May 2019
Workplace Safety and Insurance Board Reportable- May 2019
Student Aggression Summary Table for May 2019
All reports were reviewed by the committee.

8.2 Status of Workplace Inspections Including Non-Academic Sites- May 2019
All inspections were completed for the month of May with the exception of North Ward Public School. As a result, they will be expected to submit 2 separate inspections for the month of June.

8.3 Health and Safety/Facility Services Committee- The minutes were reviewed by the committee. Next meeting is October 22, 2019.

8.4 Critical Injuries- There have been 4 staff critical injuries and 76 student critical injuries for the 2018/19 school year.

8.5 Focus Group Meeting Minutes- The minutes were reviewed by the committee. Next meeting is TBD- October 2019.

8.6 Review of Ongoing Project Items- See chart.

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

9.0 Health and Safety Training

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

First Aid:

- Emergency First Aid (Facility Services): June 28, 2019

BMS:

- Initial Training: June 7 & 26, 2019
- Recertification: June 7 & 26, 2019

The Emergency First Aid training that is taking place on June 28, 2019 at Hagersville



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Secondary School continues to have low registration. Further information will be sent to administrators.

Additionally, information has been sent to all Administrators introducing a 1-hour workshop that will take place on June 7th and 26th from 9:00-10:00AM prior to BMS recertification and will focus on responding to challenging student behaviour. This training is available on PD Place to register.

The Health and Safety Officer advised the committee that Health and Safety Training dates for the 2019-20 school year have been tentatively determined. Information will be forwarded to all Administrators prior to the start of the new school year.

10.0 Recommendations to Executive Council
None.

11.0 Adjournment/Next Meeting(s): Meeting adjourned at 11:20am. Next meeting is September 20, 2019 in the Facility Services Meeting Room.



Joint Occupational Health and Safety Committee

May 16, 2019

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As of June 2019:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2018- September	The Terms of Reference Review document has been approved by the Ministry. (Current agreement expires September 2022)	Review September 2021
November 2018	Workplace Violence Risk Assessment	2018- November- 2019- June	Survey results and summary document reviewed by committee	Committee reviewed June 2019
April 2019	Eyewash Stations	2019- April – June	Process for ordering signs and stickers being looked into	Review September 2019
April 2019	Staff Safety Plan Template	2019- April- June	Creation of template is in progress and not yet completed	Review September 2019

Annual Updates Provided Each School Year:

Item		Review Month	Resulting Update
Pavement Improvements		2020- May	

Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	September 2019	Committee Approved December 2018
HR5 – Harassment		Board approved September 2015	October 2019	September 2019	Committee Approved December 2018
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2019	Back from comment. Numerous changes as a result of MOL visit

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

41	Paris Central	C	C	C	C	C	C	A	C	C	C		
42	Port Rowan	C	C	C	C	A	C	C	C	C	C		
43	Prince Charles	C	C	C	C	C	C	A	C	C	C		
44	Princess Elizabeth	C	C	C	C	A	C	C	C	C	C		
45	Rainham	C	A	C	C	C	C	C	C	C	C		
46	River Heights	C	C	C	A	C	C	C	C	C	C		
47	Russell Reid	C	C	C	C	A	C	C	C	C	C		
48	Ryerson Heights	C	C	C	C	C	A	C	C	C	C		
49	Seneca Central	C	C	C	C	C	A	C	C	C	C		
50	St. George-German	C	C	C	C	C	C	A	C	C	C		
51	Teeterville P.S.	C	C	C	C	A	C	C	C	C	C		
52	Thompson Creek	C	A	C	C	C	C	C	C	C	C		
53	Walpole North	C	C	C	C	C	C	A	C	C	C		
54	Walsh	C	C	C	A	C	C	C	C	C	C		
	Walter Gretzky Elementary School	C	C	C	C	C	A	C	C	C	C		
55	Waterford Public	C	C	A	C	C	C	C	C	C	C		
56	West Lynn	C	C	A	C	C	C	C	C	C	C		
57	Woodman-Cainsville	C	C	C	C	C	C	C	A	C	C		
Secondary Schools													
59	B.C.I. & V.S.	C	C	A	C	C	C	C	A	C	C		
60	Cayuga Secondary S. (CSS)	C	C	A	C	C	C	C	A	C	C		
61	Delhi District Secondary S. (DDSS)	C	C	A	C	C	C	C	A	C	C		
62	Dunnville Secondary S. (DSS)	C	A	C	C	C	C	A	C	C	C		
63	G.E.L.A. Brantford (Rawdon)	C	A	C	C	C	C	A	C	C	C		
64	G.E.L.A. - CareerLink Eaton Market Square and ALT ED	A	C	C	C	C	C	A	C	C	C		
65	G.E.L.A. - Simcoe	A	C	C	C	C	C	A	C	C	C		
66	Hagersville S.S. (HSS)	A	C	C	C	C	A	C	C	C	C		
67	McKinnon Park S.S. (MPSS)	C	A	C	C	C	C	C	C	A	C		
68	North Park C. & V.S. (NPCVS)	C	A	C	C	C	C	C	C	A	C		
69	Paris District H.S. (PDHS)	C+C	A	C	C	C	C	C	C	A	C		
70	Pauline Johnson C.V.S. (PJCVS)	A	C	C	C	C	C	A	C	C	C		
71	Simcoe Composite School (SCS)	C	A	C	C	C	C	C	A	C	C		
72	Tollgate Tech. Skills Centre (TTSC)	C	A	C	C	C	C	A	C	C	C		
73	Valley Heights S.S. (VHSS)	C	C	C	A	C	C	C	C	A	C		
74	Waterford District High School (WDHS)	C	C	A	C	C	C	C	A	C	C		

Turning Points and Leased Spaces													
75	CSS Turning Point - Haldimand County Library, 28 Cayuga St. N., Cayuga								A	C	C		
76	DDSS Turning Point - 640 James St., Delhi								A	C	C		
77	HSS Turning Point - 12 Almas St. Unit 2, Hagersville								C	C	C		
78	HSS New Start - 2319 3rd Line Road, Oshweken								C	C	C		
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia								C	A	C		
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris								C	A	C		
81	PJCVS Turning Point - Alexandra Presbyterian Church 410 Colborne St., Brantford								C	C	C		
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover								A	C	C		
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer								C	A	C		
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford								A	C	C		
Support Centre													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	C	C	C	A	C		
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C	C	C	A	C	C		
87	Haldimand School Support Centre								C	C	C		
88	Norfolk School Support Centre								A	C	C		
89	Head Office	C	C	C	C	C	C	A	C	C	C		
90	Head Office - Facility Services	C	C	C	C	C	C	A	C	C	C		

Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	C	C	A	C	C		
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	A	C	C	C	C	C	C		
93	Walsh Bus Barn, 93 Regional Road #3 Walsh	C	C	C	A	C	C	C	C	C	C		
Total Sites		81	81	81	81	81	81	81	93	93	93	93	93
Total Regular Monthly Inspections		76	70	68	73	70	75	60	74	79	92	-	-
Total Annual Inspections Completed		4	11	12	8	11	6	21	19	13	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	-	-	-	-	-
Total Double Inspections Completed		1	-	1	-	-	-	-	-	-	1	-	-
Total Incomplete		-	-	-	-	-	-	-	-	1	-	-	-
Total Not Reported		-	-	-	-	-	-	-	-	-	-	93	93

Annual JOHSC inspection
 Monthly inspection was
 Two inspections completed due
 to a missed inspection
 Monthly inspection was not
 completed
 Annual JOHSC inspection
 planned

A
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C+C
NC
P

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64	G.E.L.A. - CareerLink Eaton Market Square and ALT ED	A	C	C	C	C	C	A	C	C	C		
65	G.E.L.A. - Simcoe	A	C	C	C	C	C	A	C	C	C		
66	Hagersville S.S. (HSS)	A	C	C	C	C	A	C	C	C	C	C	
67	McKinnon Park S.S. (MPSS)	C	A	C	C	C	C	C	C	A	C		
68	North Park C. & V.S. (NPCVS)	C	A	C	C	C	C	C	C	A	C		
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70	Pauline Johnson C.V.S. (PJCVS)	A	C	C	C	C	C	A	C	C	C		
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93	Walsh Bus Barn, 93 Regional Road #3 Walsh	C	C	C	A	C	C	C	C	C	C	C	C
Total Sites		81	81	81	81	81	81	81	93	93	93	93	93
Total Regular Monthly Inspections		76	70	68	73	70	75	60	74	79	92	9	9
Total Annual Inspections Completed		4	11	12	8	11	6	21	19	13	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	-	-	-	-	-
Total Double Inspections Completed		1	-	1	-	-	-	-	-	-	1	-	-
Total Incomplete		-	-	-	-	-	-	-	-	1	-	-	-
Total Not Reported		-	-	-	-	-	-	-	-	-	-	-	-

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