



## AGENDA

- A – 1      **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session (**6:30 p.m.**)
    - (i) Personnel Matters
    - (ii) Legal Matters
  - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
  - (e) Memorials
  - (f) Agenda Additions/Deletions/Approval
  - (g) In Camera Report
  - (h) Presentations
    - (i) Student Showcase
  - (i) Delegations
- B – 1      **Approval of Minutes**
- \* (a) September 23, 2019 (Regular Board)
  - \* (b) October 1, 2019 (Special Board)
  - \* (c) October 7, 2019 (Committee of the Whole)
- C – 1      **Business Arising from Minutes and/or Previous Meetings**
- \* (a) Hagersville Secondary Child Care Renovation Project Committee      R. Wyszynski
- D – 1      **Director's Report**
- E – 1      **Student Trustees' Report**
- F – 1      **Committee Reports**
- \* (a) Committee of the Whole – October 7, 2019      R. Collver
- G – 1      **New Business**
- \* (a) 2018-19 Grand Erie's Student Achievement Plan: Success for Every Student Goals      L. De Vos  
L. Thompson  
D. Martins
  - \* (b) 2019-20 Grand Erie's Student Achievement Plan: Success for Every Student      L. De Vos  
L. Thompson  
D. Martins
  - \* (c) Enrolment Update      R. Wyszynski
  - \* (d) Elementary Class Size Report      R. Wyszynski
- H – 1      **Other Business**
- \* (a) Summary of Accounts - September 2019      R. Wyszynski
  - \* (b) Special Education Advisory Committee Minutes – June 13, 2019      L. Thompson
  - \* (c) Joint Occupational Health & Safety Committee Minutes - September 19, 2019      R. Wyszynski

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**Regular Board Meeting**  
 Monday, October 28, 2019  
 Board Room, Education Centre

- \* (d) Audit Committee Minutes (Draft) – September 17, 2019 R. Wyszynski
- \* (e) Native Advisory Committee Minutes (Draft) – October 7, 2019 D. Martins
- \* (f) Safe and Inclusive Schools Committee Minutes (Draft) – October 11, 2019 W. Baker

**I – 1 Correspondence**

- \* (a) October 9, 2019 Email from C. Blott

**J - 1 Adjournment**

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

Student Transportation Services Brant Haldimand Norfolk	October 29, 2019	9:00 AM	Norfolk Room
Native Advisory Committee	November 4, 2019	1:00 PM	Tollgate Tech. Skills Centre
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
Board Nominations and Organizational	December 2, 2019	6:30 PM	Board Room
Student Trustee Senate	December 3, 2019	11:00 AM	Board Room
Inaugural Board	December 9, 2019	7:15 PM	Board Room
Indigenous Education Advisory Committee	December 12, 2019	6:00 PM	Pine Tree Room, JBLC
Special Education Advisory Committee	December 12, 2019	6:00 PM	Board Room
Native Advisory Committee	December 16, 2019	12:00 PM	Pauline Johnson Collegiate

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## MINUTES

**Present:** Board Chair G. Anderson, Board Vice-Chair D. Dean, R. Collver, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. Speers, C. VanEvery-Albert, 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: Nil  
Administration: Nil

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:30 p.m.

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

Nil

(c) **In Camera Session**

Moved by: B. Doyle

Seconded by: C.A. Sloat

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

**Carried**

(d) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 7:15 p.m.

(e) **Memorials**

C. Speers read the memorial statement for R. Kroeker, Cobblestone Elementary School.

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

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Agenda be approved.

**Carried**



(g) **In Camera Report**

Nil

(h) **Presentations**

(i) **Patti McCleister Memorial Award**

S. Sincerbox provided an overview of this award. The Patti McCleister Award is given on an annual basis to the Grand Erie employee who best embodies Patti's passion and has shown great leadership and effort within their role. The recipient of the 2019 Patti McCleister Memorial Award is:

Melanie Kraemer, Teacher at Pauline Johnson Collegiate and Vocational School, co-chaired the Kiwanis Field committee and activated the community connections necessary to bring the \$3.5 million project to fruition. The results of M. Kraemer's leadership and dedication was the opening of the facility in 2016. The project also would have been possible without the more than 100 community partners who were inspired to contribute to it. Since the field's opening, M. Kraemar has continued to provided leadership and support to the project through the organization of annual fundraisers for equipment, and the hosting of events which utilize the field for feeder schools and community members. Additionally, as Pauline Johnson's staff adviser to the school's Student Council and the lead on several school events, M. Kraemar is inspiring and developing leadership capacity within her students as well.

Director B. Blancher, G. Anderson, Chair of the Board and Ted McCleister presented the award to Melanie Kraemar.

(i) **Delegation**

(i) M. McCaffrey presented his delegation regarding busing to Paris District High School.

Trustees asked clarifying questions.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve busing to Paris District High School be added to the agenda.

**Carried**



P. Kuckyt, Manager of Transportation Services, was invited to the table. G. Anderson requested P. Kuckyt share with the Trustees his view of the situation. P. Kuckyt spoke to the challenges regarding the intersection in question and believes it to be a very difficult intersection to traverse due to the volume of traffic and blind corner east of Bobby West St.

G. Anderson thanked P. Kuckyt and asked what would be required to accommodate a change in the status to the transportation issue in question.

R. Wyszynski responded that if we restrict pedestrian traffic on Bobby West and the portion of Dumfries and recalculated the updated safe walking routes for the students, that the distance for some students would extend beyond the 3.2 km limit and make them eligible for transportation services. R. Wyszynski stated that after the data was run, this change would require transportation for 18 students and would allow for additional courtesy riders on the newly created run that would need to be implemented to transport the newly eligible students. R. Wyszynski stated that this is a good temporary measure for 2019-20 and would recommend that an update be brought back to the Board in June 2020 for the 2020-21 School Year.

S. Gibson stated the desire to ensure safety of students but asked if we should approach the county to subsidize the cost. G. Anderson responded that he is prepared as Chair of the Board to write a letter to the County of Brant regarding our student safety concerns for this intersection as well as the measures the Board is temporarily putting in place to address concerns shared by parents.

B. Doyle asked if this is approved tonight what would the timing be to implement this? P. Kuckyt responded that due to a current lack of school bus drivers in our district, an immediate solution was not possible. P. Kuckyt shared that an implementation date of Monday, September 30<sup>th</sup> was the soonest staff of STSBHN could have a solution in place as a class of drivers was scheduled to complete their training at that time; P. Kuckyt added the additional time would be needed to create the new run and to communicate with those impacted families regarding the services to be provided.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board direct Transportation Services to update the walking routes in Paris, ON by restricting pedestrian traffic on Bobby West, and the portion of Dumfries (north of Church) for the 2019-20 School Year and that a report be brought back to the Board at the June 2020 Committee of the Whole Board meeting.

**Carried**



Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board direct the Chair to write a letter to the County of Brant.

**Carried**

**B - 1 Approval of Minutes**

**(a) Regular Board Meeting – August 26, 2019**

Presented as printed.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Minutes of the Regular Board Meeting, held August 26, 2019 be approved.

**Carried**

**(b) Committee of the Whole Board – September 9, 2019**

Presented as printed.

Moved by: R. Collver

Seconded by: D. Dean

THAT the Minutes of the Committee of the Whole Board Meeting, held September 9, 2019 be approved.

**Carried**

**(c) Special Board – September 9, 2019**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Minutes of the Special Board Meeting, held September 9, 2019 be approved.

**Carried**

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

Nil



## D - 1 Director's Report

Director's highlights:

- **September 30<sup>th</sup> – Orange Shirt Day** - Orange Shirt Day is the legacy of the 2013 St. Joseph Mission Residential School commemoration event in British Columbia. It grew out of Phyllis (Jack) Webstad's story of having her shiny new orange shirt taken from her on her first day of school at the Mission, and it has become an opportunity to keep the discussion on all aspects of residential schools happening annually. **Orange Shirt Day is an opportunity to come together in the spirit of reconciliation and hope for the future. The date for Orange Shirt Day was chosen because it is the time of year when children were taken from their homes to residential schools, and because it is an opportunity to set the stage for anti-racism and anti-bullying policies in the school year ahead. Grand Erie students and staff will honour Orange Shirt Day next Monday.**
- **Article in Teaching Librarian** – article by Cynthia Gozzard, VP at Delhi Public School entitled *Grand Erie Revitalizes Library Spaces*. Director Blancher read an excerpt from the article.
- **Student Recognition** - Nominations are now open for Grand Erie's Student Recognition awards program. Students are honoured for outstanding achievement in one of four areas: arts, athletics, academics or community leadership.
- **2019 Leadership Gala** - Grand Erie staff and trustees are invited to the 2019 Leadership Gala to learn more about leadership opportunities and programming available during 2019-20. The gala takes place on Thursday (September 26) at The Dominion Telegraph Event Centre in Paris. Guests will be welcomed beginning at 4:30 p.m., with the formal program beginning at 5:30 p.m.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's report of September 23, 2019 as information

**Carried**

## E - 1 Student Trustees' Report

A. Hauser referred to the Student Trustee Report providing an overview of recently released OSTA-AECO results collected from students in grade 8-12 regarding the Ministry's mandate for eLearning where students will be required to pass four eLearning credits as a requirement to receive the Ontario Secondary School Diploma.

D. Werden commented that he hopes the government will take notice and not make it mandatory.



Moved by: S. Gibson

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Student Trustee Report of September 23, 2019 as information.

**Carried**

**F - 1 Committee Report**

**(a) Committee of the Whole Board – September 9, 2019**

Moved by: J. Richardson

Seconded by: C.A. Sloat

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

**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:
  - i. Thursday, January 30, 2020
  - ii. Wednesday, February 26, 2020
  
- b. THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:
  - i. Tuesday, April 21, 2020
  - ii. Wednesday, May 20, 2020
  - iii. 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.

R. Collver requested that recommendation #7 Capital Priorities be divided.

Vote was taken on recommendations #1 to #6 and #8 to #19. **Carried**

R. Wyszynski had a telephone call with P. Bloye, Director of the Capital Program Branch, to discuss an update on the Elgin Avenue Consolidation Project. Since the the Capital Priorities Funding Submission report that was brought to the Committee of the Whole meeting on September 9th was recommended for approval and based on direction from the Ministry to include a new school on Elgin Ave. as part of the Capital Priorities process due September 30, the September 9 Capital Priorities report has been revised to include a new school on Elgin Ave. as Priority #3

A vote was taken on recommendation #7:

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

**Carried**

**G - 1 New Business**

**(a) Annual Operating Plans – School Year 2019-20**

B. Blancher reviewed the Annual Operating Plans report providing a brief overview of the Annual Operating Plans prepared by Sr. Administration and staff of the Board to guide their work and the work of the system, to address components of Grand Erie's Multi-Year Plan. B. Blancher noted that these plans are in no way meant to represent all the work that is done in the Board. They are intended to set out at a high level, clear direction for the Sr. Administration and our schools. To align with the indicators and outcomes of the Multi-Year Plan, there are five Annual Operative Plans which are as follows:



**i) Community**

B. Blancher reviewed the Community Operating Plan for the 2019-20 School Year.

C. Speers asked about the PowerSchool Parent Portal if it will be mandatory or optional. B. Blancher responded PowerSchool Parent Portal will be reviewed in detail as part of the Technology Operation Plan

R. Collver asked about accessible access and how to ensure it is met. B. Blancher responded that we need to do research around what is needed or required and we will need to establish common message. R. Collver further asked how will you monitor and ensure that happens? B. Blancher responded we will need to survey our schools to see what they have in place and need to follow up with those who have had requests for accessible access or formats of resources.

**ii) Environment**

R. Wyszynski reviewed the Environment Operating Plan for the 2019-20 School Year.

**iii) Equity**

W. Baker reviewed the Equity Operating Plan for the 2019-20 School Year.

C.A. Sloat commented that she does not recall any discussion regarding a staff census? W. Baker responded this is part of the Equity Action Plan.

**iv) Technology**

L. Munro reviewed the Technology Operating Plan for the 2019-20 School Year.

R. Collver asked what the timeline is for the development of the Education Technology Plan, wonders if the student voice should be considered for the Learning Council Committee and how indicators of success will be measured. L. Munro responded that in year one we will measure the number of parents who access the parent portal and number of teacher's using Brightspace. Additionally, we can collect qualitative data on the impact of technology on teaching and learning. L. Munro further commented the vehicle for student voice could be examined through the Learning Council. Future student voice may include the Ed Tech Crew and/or student trustees. With regards to the timing of the Education Technology Plan the first meeting will be scheduled for October.



v) **Well-Being**

L. Thompson reviewed the Well-Being Operating Plan for the 2019 -20 School Year.  
S. Sincerbox reviewed the Staff Wellness piece of this Operating Plan.

R. Collver commented that she understands the need to keep our initiatives minimal to keep everyone on track but asked what is the Umbrella Project? L. Thompson responded this was brought on by the initiative of school staff really interested in the program and it is evidence-informed. R. Collver asked if it is different from PATHS. L. Thompson responded - yes, PATHS will continue to be implemented by the Child and Youth Workers and classroom teacher while the Umbrella Project is a whole-school approach to supporting students.

Moved by: R. Collver

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Annual Operating Plans of Senior Administration for the school year 2019-20 as information.

**Carried**

(b) **Strategic Communication Plan Update**

B. Blancher invited K. Newhouse, Manager of Communications and Community Relations. B. Blancher referred to the 2017-20 Strategic Communications Plan – Year 3 (2019-20) report providing Trustees with background. B. Blancher reminded Trustees that Grand Erie's Strategic Communication Plan consists of four streams: Leadership, Internal Communications, Marketing and Branding and Public Relations and noted the Year 3 update provides an overview of the strategies/tactics for the 2019-20 school year.

C. Van-Every-Albert asked about 4.1 Indigenous Education Communication Strategy and looking at the outputs, asked why only the Two Row Times? K. Newhouse responded that this was selected by the Indigenous Education Group.

Moved by: E. Dixon

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the 2017-20 Strategic Communications Plan for Year 3 (2019-20).

**Carried**



(c) **Major Construction Project – Final Report**

R. Wyszynski referred to the Major Construction Project Report providing Trustees with a final update for the 2018-19 Major Construction Projects which included Mapleview Elementary School, New Elevator Addition at Major Ballachey Elementary School and an updated on Child Care Renovation at Hagersville Secondary School & Child Care Addition at Central Public School.

R. Collver shared her concern with the overrun and requested clarification that that we will not use unsupported capital? R. Wyszynski responded that we will not use unsupported and will looking at utilizing the unencumbered FDK savings.

Moved by: C.A. Sloat

Seconded by: B. Doyle

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

**Carried**

(d) **The Child Protection Protocol**

L. Thompson referred to the Child Protection Protocol report providing background and noting the revised Child Protection Protocol has been created and vetted collaboratively with the three local Child Welfare Agencies based on the January 2018 regulatory changes to the Child and Family Services Act. L. Thompson reviewed the next steps.

C.A. Sloat noted there are some minor revisions that are required.

Moved by: C.A. Sloat

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the updated Child Protection Protocol as information.

**Carried**



H - 1 Other Business

(a) Summary of Accounts – August 2019

Presented as printed.

Moved by: D. Werden

Seconded by: B. Doyle

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.

**Carried**

(b) Joint Occupational Health & Safety Committee Minutes – June 20, 2019

Presented as printed.

Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – June 20, 2019 as information.

**Carried**

(c) Joint Occupational Health & Safety Committee – Safety Audit Tracking Report (Summer 2019)

Presented as printed.

Moved by: S. Gibson

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee – Safety Audit Tracking Report (Summer 2019) as information.

**Carried**

I - 1 Correspondence

Nil



J - 1    **Adjournment**

Moved by:    C.A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 8:46 p.m.

**Carried**

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Board Chair, G. Anderson



## MINUTES

**Present:** Board Chair G. Anderson, Board Vice-Chair D. Dean, C.A. Sloat,

**Via Teleconference:** R. Collver, E. Dixon, J. Richardson, D. Werden,

**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:** B. Doyle, S. Gibson, C. Speers, C. VanEvery-Albert, Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)

**Administration:** Nil

**A - 1 Opening**

**(a) Roll Call**

The meeting was called to order by Chair, G. Anderson at 4:03 p.m.

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

Nil

**(c) In Camera Session**

Moved by: D. Dean

Seconded by: C.A. Sloat

THAT the Board move into In Camera Session to discuss legal matters at 4:03 p.m.

**Carried**

**(d) Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 4:20 p.m.

**(e) In Camera Report**

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board declares one or more schools closed to ensure the safety of students according to Section 19 of the Education Act on school day(s) (to be determined) between October 2, 2019 and December 20, 2019.

**Carried**



**B - 1 Adjournment**

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the meeting be adjourned at 4:21 p.m.

**Carried**

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Board Chair, G. Anderson



## MINUTES

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

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

**Regrets:**

**Trustees:** S. Gibson, I. Doxtador-Swamp (Student Trustee)  
**Administration:** R. Wyszynski

**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**

Moved by: B. Doyle

Seconded by: E. Dixon

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

**Carried**

**(d) Welcome to Open Session**

The Public Session meeting was called to order by Committee Chair, R. Collver at 7:15 p.m.

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

Presented as printed.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Agenda be approved.

**Carried**



(f) **In Camera Report**

Nil

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

(a) **Absence Statistic**

S. Sincerbox referred to the Absence Statistic report which provided a summary of absence information for permanent employees for the past three years and pertains to sick leave absence only.

D. Dean asked what difference there would be if we went back 5 or 7 years. S. Sincerbox responded that it is difficult to say, however, since the sick leave plan was changed in 2012-13 there has been a 41% increase in sick day absences across the sector. However, there were negatives pre 2012 as well considering that the gratuity payouts boards had to absorb for banked sick days at retirement were an unfunded liability.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Absence Statistic report as information.

**Carried**

(b) **Secondary Athletics Report**

D. Martins referred to the Secondary Athletics Report providing additional rationale to the information presented in the September 9, 2019 report.

D. Dean commented that he will support this and believes it is very important that we get the right person and will raise this during the next budget cycle.

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board approve the Secondary Athletics budget of \$20,00 from the board initiatives budget for the 2019-20 school year.

**Carried**



**C - 1 Director's Report**

Director's highlights:

- **School Council Start-Up Event – October 17<sup>th</sup> at Waterford DHS** - Grand Erie's annual School Council Start-up, sponsored by the Grand Erie Parent Involvement Committee (GEPIC), takes place **Thursday, October 17 from 6-8 p.m. at Waterford District High School**. All School Council Chairs, Home and School Associations Chairs or Parent Teacher Associations Chairs as well as their members are invited to attend. The School Council Start-up is an important event for all School Council Chairs as key information is provided and great ideas are shared.
- **Upcoming Commencement Ceremonies**
  - **Paris District** – Thursday October 10<sup>th</sup> at 7:00 pm
  - **Pauline Johnson Collegiate** – Thursday October 10<sup>th</sup> at 7:00 pm
  - **Dunnville Secondary** – Friday October 11<sup>th</sup> at 7:00 pm
  - **Waterford District** – Friday October 11<sup>th</sup> at 8:00 pm
  - **Simcoe Composite** – Friday October 18<sup>th</sup> at 7:00 pm
  - **Valley Heights** – Friday October 18<sup>th</sup> at 7:00 pm
  - **Tollgate TSC** – Wednesday October 23<sup>rd</sup> at 7:00 pm
  - **BCI** – Saturday October 26<sup>th</sup> at 7:00 pm
- **PA Day – October 8<sup>th</sup>**
  - **Elementary Schools** – focus on numeracy
  - **Secondary Schools** – Safe and Inclusive Schools and School Improvement Planning
- Ministry has provided approvals to proceed for Child Care Renovations at Hagersville Secondary School and for the Child Care Addition at Central Public School.
- **Thanksgiving Holiday – Monday October 14, 2019**
  - all schools and board offices closed to observe this holiday
  - on behalf of Senior Administrative Team – Happy Thanksgiving

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Director's Report of October 7, 2019 as information.

**Carried**



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

**(a) Amendments to the Special Education Plan**

L. Thompson referred to the Amendments to the Special Education Plan report providing background and noted changes to the 2018-19 Special Education Plan were confirmed after the Board had approved the 2019-20 Annual Budget and in order to better serve Grand Erie families and community members, amendments to Grand Erie's Special Education Plan 2018-20 were made. L. Thompson noted that these amendments were presented and approved at the September 19, 2019 Special Education Advisory Committee Meeting and will be submitted to the Ministry of Education.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Special Education Plan 2018-19 as amended and resubmit it to the Ministry of Education as amended.

**Carried**

**D – 2 New Business – Information Items**

**(a) Public Consultation Plan for Special Education Plan Annual Review**

L. Thompson referred to the Public Consultation Plan for Special Education Plan Annual Review report providing a high-level overview on the background and the recommended next steps.

R. Collver stated that she likes the additional question but asked that we provide ideas/examples? L. Thompson responded we can provide some examples.

Moved by: E. Dixon

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Public Consultation Plan for Special Education Plan Annual review as information.

**Carried**



(b) **Voluntary Indigenous Self-Identification Report**

D. Martins referred to the Voluntary Indigenous Self-Identification Report providing a high-level overview on the background, additional information, the data charts and summary.

D. Werden asked why there is a spike for grade 11? D. Martins responded that the 2018-19 data for grade 10 was 243 which shows alignment in the number of students. D. Werden further asked was there something specific that occurred to have the increased self-identification? D. Martins responded that she is not aware of anything and noted that the Six Nations STEAM program is having an impact on our numbers.

C. VanEvery-Albert asked if these numbers include the students on an Education Services Agreement. B. Blancher responded it does but only if the student has self-identified. B. Blancher further noted that there was a discussion that we would not identify the students who have not self-identified. C. VanEvery-Albert stated that she would like to see the statistics. B. Blancher asked for clarification. C. VanEvery-Albert responded how many students from Six Nations and the Mississaugas of the Credit who attend Grand Erie as part of the Education Services Agreements have not self-identified.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Voluntary Indigenous Self-Identification Report as information.

**Carried**

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

(a) **Bylaw 33 – Bridge Financing Capital Projects**

B. Blancher, in the absence of R. Wyszynski, referred to the Bylaw 33 Bridge Financing Capital Project report.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board rescind Bylaw 33 – Bridge Financing Capital Projects.

**Carried**



(b) **HR4 Health & Safety**

B. Blancher, in the absence of R. Wyszynski, noted Policy HR4 Health and Safety has been identified for review and will be going out for comment.

Moved by: J. Richardson

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Policy HR4 – Health and Safety to appropriate stakeholders for comments to be received by November 27, 2019.

**Carried**

(c) **HR5 Harassment/Objectionable Behaviour**

S. Sincerbox noted Policy HR5 Harassment/Objectionable Behaviour has been identified for review, will be going out for comment and reviewed the suggested revisions.

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Policy HR5 Harassment/Objectionable Behaviour to appropriate stakeholders for comments to be received by November 27, 2019.

**Carried**

(d) **HR8 Workplace Violence**

B. Blancher, in the absence of R. Wyszynski, noted that Policy HR8 Workplace Violence was circulated to all appropriate stakeholders for comments and after further review it was discovered that enhancements were required. B. Blancher noted as a result of comments, discussions with Ministry of Labour and legal counsel, the policy has been revised.

C.A. Sloat requested that for notification of risk map, would like to ensure the same language is used in the Policy and the Manual. C.A. Sloat asked about retention – page 9 of the Policy #12 – it states that retention is 7 years and if there is no litigation, investigation or further activities – records can be shredded, what if it's a worker's compensation claim?

Moved by: G. Anderson

Seconded by: C. Speers

THAT the Grand Erie District School Board approve Policy HR8 Workplace Violence.

**Carried**



(e) **P2 Honouring Indigenous History, Cultures & Traditions**

D. Martins referred to the P2 Honouring Indigenous History, Cultures & Traditions report noting this Policy required amendments as a result of The Mississaugas of the Credit officially changing their name in the Fall of 2018.

C. VanEvery-Albert stated that she feels this should be sent out for comment and noted that Six Nations should be referred to as Six Nations of the Grand River.

D. Werden requested that under The Grand Erie District School Board – first bullet - change “an” to “the” acknowledgement statement.

Moved by: B. Doyle

Seconded by: D. Werden

THAT Bylaw 9 – Process for Development of Bylaws, Policies, Procedures and Protocols be waived with respect to circulating Policy P2 – Honouring Indigenous History, Cultures and Traditions to all appropriate stakeholders for comment.

**Carried**

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board approve Policy P2 – Honouring Indigenous History, Culture and Traditions, as amended.

**Carried**

(f) **SO5 School/Site Security (Emergency Preparedness, Response and Recovery)**

W. Baker noted Policy SO5 School/Site Security (Emergency Preparedness, Response and Recovery) was circulated to all appropriate stakeholders for comments. W. Baker referred to the comments and noted a working group significantly revised the Policy.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy SO5 School/Site Security (Emergency Preparedness, Response and Recovery).

**Carried**



(g) **SO13 Access to School Premises**

W. Baker noted Policy SO13 Access to School Premises has been identified for review, will be going out for comment and reviewed the suggested revisions.

B. Doyle asked about after school activities, how does the public get into a school? W. Baker responded that the coach usually makes arrangements to have someone at the door to allow access to the school.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Policy SO13 Access to School Premises to all appropriate stakeholders for comments to be received by November 27, 2019.

**Carried**

(h) **SO32 Exclusion of Students**

W. Baker noted Policy SO32 Exclusion of Students was created to describe the processes related to the refusal to admit students to school whose presence in the classroom, would, in the principal's judgement be detrimental to physical or mental well-being of pupils, and will be going out for comment.

C. VanEvery-Albert asked if it was possible for a student to be excluded more than once? W. Baker responded that it could happen, but it would be unlikely.

G. Anderson commented that an Exclusion is solely the decision of the Principal and expressed some concerns. G. Anderson asked why the appeal of exclusions couldn't go before the Student Disciplinary Committee? W. Baker responded the Education Act grants authority to the Principal to exclude a student, but our policy includes many safeguards against the overuse of this strategy of last resort. W. Baker further responded a legal opinion indicated that appeal of exclusion must go before the entire Board of Trustees. On a second issue, any student who comes to our Board after being expelled from another Board automatically is excluded; Safe Schools will provide academic and counselling supports until the student is deemed appropriate to return to school.

C.A. Sloat thought this may be more robust and believes Reg. 298 should be in it, as a student being sent home for the afternoon by a Principal could be considered an exclusion. W. Baker responded that for the purposes of our working group, that is a "voluntary withdrawal" and not part of the conversation about true exclusions.

G. Anderson noted that he has concerns with Exclusions. W. Baker responded that at one time, before the courts/tribunals established the authority to exclude students, there was a hesitation to use 265.1(m). W. Baker added the thinking has changed significantly over the



past few years; legal training sessions are now stressing the importance of having an exclusion policy on the books.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board forward Policy SO32 Exclusion of Student to all appropriate stakeholders for comments to be received by November 27, 2019.

**Carried**

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

**(a) HR117 Re-evaluating Existing Non-Union Positions**

S. Sincerbox noted Procedure HR117 Re-evaluating Existing Non-Union Positions was circulated to all appropriate stakeholders for comments. S. Sincerbox noted as a result of the comments received, the procedure has been revised.

C.A. Sloat asked can a non-union employee use HR2 and Bylaw 18 to come to the Trustees? S. Sincerbox responded that he would suggest that is not the best practice and if we did allow this process for this purpose, we would have individuals who would circumvent the process. C.A. Sloat further asked if an employee and supervisor do not agree with the decision, can they bring it to the Director? C.A. Sloat also stated that she hopes that we are doing right by our employees and believes we need to be doing performance appraisals. S. Sincerbox responded that performance appraisals are important.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Procedure HR117 Re-evaluating Existing Non-Union Positions as information.

**Carried**

**(b) P101 Request for Core French Exemptions**

L. De Vos noted Procedure P101 Request for Core French Exemptions is a new procedure and will be going out for comment.

C. VanEvery-Albert is concerned about students that come from the immersion programs on Six Nations? L. De Vos responded that they may use a level 1 Native language instead of Grade 9 French. D. Martins provided an overview of the Native languages offered in secondary schools throughout Grand Erie.



D. Werden asked if accommodations are still in place for the Mennonite students in Norfolk County? B. Blancher responded that she is not aware of anything in place and further states we are not aware of any issues.

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the Grand Erie District School Board forward P101 Request for Core French Exemptions to all appropriate stakeholders for comments to be received by November 27, 2019.

**Carried**

(c) **SO120 Student and Visitor Injuries/Accidents**

B. Blancher, in the absence of R. Wyszynski, noted Procedure SO120 Student and Visitor Injuries/Accidents has been identified for review, will be going out for comment and reviewed the suggested revisions.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward SO120 Student and Visitor Injuries/Accidents to all appropriate stakeholders for comments to be received by November 27, 2019.

**Carried**

(d) **SO110 Exemption to Human Development and Sexual Health**

L. De Vos noted that SO110 Exemption to Human Development and Sexual Health is a new procedure as a result of the Ministry of Education, Policy/Program Memorandum No. 162 Exemption for Instruction Related to the Human Development and Sexual Health Expectations in *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

L. De Vos noted that school boards must implement their procedure by no later than November 30, 2019 and as this procedure aligns with PPM No. 162, Sr. Administration is requesting circulation be waived.

C.A. Sloat stated that she would support removing the second option under supervision of exempted students and asked Trustees their thoughts. C. Speers stated that she would prefer to keep the three options. D. Dean agreed with C.A. Sloat and is concerned about placing more on our Administrators. D. Werden agrees that it is problematic and believes the Ministry has not thought this through.

D. Werden understands waiving bylaw 9 and would like to see this come back in a year for a community review.



**B-1-c**  
**Committee of the Whole Board Meeting**

Monday, October 7, 2019  
Education Centre, Board Room

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R. Collver requested that staff start collecting data on how many students are being exempted.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT Bylaw 9 – Process for Development of Bylaws, Policies, Procedures and Protocols be waived with respect to circulating Procedure SO110 Exemption to Human Development and Sexual Health to all appropriate stakeholders for comment.

**Carried**

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board receive Procedure SO110 Exemption to Human Development and Sexual Health as information, as amended.

**Carried**

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board request that SO110 Exemption to Human Development and Sexual Health be brought to Board in September 2020 for review and to include the exemption data in the report.

**Carried**

**F - 1 Other Business**

**(a) OPSBA report**

C.A. Sloat noted that there was not a lot of updates. D. Werden will share the report with Trustees.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

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

**Carried**



**B-1-c**  
**Committee of the Whole Board Meeting**

Monday, October 7, 2019  
Education Centre, Board Room

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**G - 1 Correspondence**

- (a) **September 17, 2019 Haldimand County: Extension of Access to Kinsmen Park by Mapleview School**

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the correspondence as information.

**Carried**

**H - 1 Adjournment**

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the meeting be adjourned at 8:50 p.m.

**Carried**

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Committee of the Whole Board Chair, R. Collver



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **Hagersville Secondary Child Care Renovation Project Committee**  
DATE: October 28, 2019

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board disband the project committee for the Hagersville Secondary Child Care Renovation Project.

### Background:

In May 2017, the Ministry of Education's Early Years Division awarded \$786,505 to the Grand Erie District School Board to develop a new child care or child and family program through either an addition or retrofit at Hagersville Secondary School.

In May 2018, the Ministry approved the floor plan for the Hagersville Secondary School child care program and an architect was engaged to begin developing construction documents which were essential in the creation of tender documents.

In November 2018, the Board approved the striking of a project committee, however that formation stalled when the government paused all Approvals to Proceed (ATP) while it evaluated child care capital investments in Ontario.

Finally, in September 2019, the Board received an ATP for the project from the Ministry. Grand Erie staff are eager to compile the appropriate documentation for a tender release.

### Additional Information

In April 2019, Trustees approved modifications to *Board Policy FT1: Major Construction Projects* that revised the criteria that would initiate the striking of a project committee. The revised criteria, when applied to this project, would no longer trigger a project committee. As a result, Senior Administration is recommending that Trustees disband the project committee.

The general scope of the project is to renovate classroom space on the first floor at Hagersville Secondary School into a Child Care Program that will service 10 infants, 15 toddlers and 24 preschoolers. The anticipated opening date is September 2020.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board  
FROM: Alexandra Hauser, Student Trustee  
Zachary Garbaty, Student Trustee  
RE: **Student Trustee Report**  
DATE: October 28, 2019

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### OSTA-AÉCO Fall General Meeting – October 17<sup>th</sup>-20<sup>th</sup>

#### Overall

It was a great weekend and a lot was accomplished. I gained more knowledge about what goes on at other boards and the plan for the year.

#### Vision for the Year

After releasing the e-Learning survey results, the Executive Council plans on working on a document that covers the accessibility of education in Ontario and gives recommendations for the Ministry of Education on steps forward.

#### Norah Marsh – CEO of EQAO

- Spoke to the process of EQAO test creation and student input.
- Planning on bringing technology into the test-taking process, but are waiting on a mandate from the government.

#### Nancy Naylor – Deputy Minister of Education

- Spoke about the importance of Student Trustees and how the Minister of Education values our input.
- When asked about the e-Learning mandate, responded that the Ministry is taking the OSTA-AÉCO e-Learning report into consideration.

#### Public Board Council

- Current initiatives are a province-wide Student Trustee mentorship program and working with OPSBA on the PBC Award
- Mentorship program started as of day two of the conference and pairs Student Trustees together from across Ontario to work together and share initiatives.
  - There will be challenges each month for the pairs to complete with the chance of winning the chance to speak at OPSBA's Public Education Symposium or Annual General Meeting, or being featured on OSTA-AÉCO's social media
- The hope for collaborating with the PBC Award is to become financially stable so the award can be available for more Student Trustees that meet the criteria.

#### Student Trustee Development

- Session on developing a professional presence by the Board of Directors.
- Session on elementary student engagement by Outreach Coordinator.
- Session on the Student Trustee policy by Policy Coordinator.
- Session on communications by Public Affairs Coordinator.

## The Impact of C.U.P.E. Contract Negotiations on Students

On September 23, 2019, it was brought to the public's attention that work to rule was being implemented to all Grand Erie District School Board facilities the following Monday, for all staff who fall under the C.U.P.E. union. Through hearing this announcement, confusion began amongst students, as to what this would entail.

Once the work to rule came into full effect, the school environment was not the same. It became obvious to students that this was a serious change happening. They were able to see bathrooms and hallways become littered, extra-curriculars cancelled, and crucial resources to them, such as libraries, taken away. Many students were left feeling confused and did not know what would happen next.

As the matter drew out, the impact on students became greater. There were mixed reactions from the students on this matter from what I gathered. Majority of the students felt these actions were unfair, however from the students I was able to reach out to, most understood what C.U.P.E. members were fighting for, and fully cooperated to support them.

When it was announced on October 4<sup>th</sup>, 2019, that if there was to be a full withdrawal of service from C.U.P.E, and all Grand Erie District School Board schools would be closed, there again was split reactions from students. Through discussing with students their thoughts on the possibility of school being closed for an undefined amount of time, their initial reaction was they were open to the closure, and in most cases excited to be excused from school. However, once they were able to process the impact on their education this could possibly have, many were scared. Many worried this would cause their classes to not have enough time to cover certain concepts, making them fall behind. As well some worried that the school year would be extended into summer, interfering with their vacation.

There was a strong senior opinion regarding falling behind in classes, those who have deadlines they need to reach in order to pursue a post-secondary education. They were worried that this could jeopardize this process, as a result of them not meeting the requirements for the application process. In an effort to combat this fear teachers tried to scramble at the last minute to set up ways to continue to cover course content, if there in fact the schools were closed.

Thankfully, the different parties involved in the contract negotiations for C.U.P.E were able to reach a deal right before their deadlines, which secured the schools stay open. From this, the schools' atmospheres changed which served as an instant relief of pressure for those students worried of the impact this may have caused.

## October 24<sup>th</sup> Student Senate

### Overall

Student leaders from across the GEDSB joined us in our first Student Senate meeting of the year. We all learned a lot and are excited to take the newfound knowledge back to our home schools.

### Senate Plan for the Year

Three main focuses:

- 1) More Senate meetings
  - Held virtually and after school for more participation.
- 2) Monthly reports
  - Reports about events and student initiatives at each school that are sent to the Student Trustees each month to be added into the Student Trustee Report.
  - May be creating a calendar for Trustees that has all of the events from each school on it.
- 3) Inter-School Initiatives
  - Working together so that schools can run events and initiatives together and connect the schools across the GEDSB.

### Speakers

Jenny Gladish – Advertising and Promotion

- Spoke about how students can be efficient with their advertising and make other students pay attention and remember what they are trying to advertise.

Katie Hashimoto – Environmental Issues

- Spoke about various environmental issues, what we can do as student leaders, and what the GEDSB does for the issues.

Marianne Wesseling – Office 365

- Spoke about the Office 365 platform and the various applications that student leaders can utilize to work with their groups and learn more about the student voice at their schools.

### Round Table

What is your “Student Council’s” plan for your year?

- CSS: increase spirit, academic, and community involvement through a ‘House System’
  - o Teachers have points to give out to students’ houses
- HSS: focus on Indigenous student involvement and spread awareness about Indigenous issues
- TTSC: focus on various Indigenous issues
- PDHS: focus on tech improvement and updates through an Audio Video and Media club to help students access various initiative, updating their constitution
- DSS: improve communication and inclusiveness between student body
- SCS: getting people out to clubs and involved in school activities

What events are you currently running?

- PDHS: Halloween events (ex. paper cut-out pumpkin hunt, costume contest, escape rooms), Christmas events (ex. seniors’ dinner)
- PJS: Princess Margret Fundraiser for OSLC, dance coming up, senior night, community clean-up, Hoops for Hearts, giving tree for Thanksgiving

- WDHS: charity volleyball (intramural)
- DSS: Halloween week (hall decorations, pumpkin decorating contest, candy hunt, Halloween dance, Christmas movie)
- CSS: haunted hallways, Halloween dance, playing a movie
- SCS: Halloween dance buy-in with a costume contest

How do you get students involved in your events?

- NPC: make challenges (between homerooms for a prize), pumping up through homerooms and 'houses'
- HSS: always involving food into the event
- CSS: ensuring competitiveness, 'house points,' getting out of class
- PDHS: making advertisements visually appealing and effective, using social media to share things, Youtube channel
- DDSS: use advertisement space on T.V. in the lobby, use Youtube to do live video announcements
- SCS: live broadcasts announcements over Instagram so they are available the whole day

What is the student environment like at your school?

- CSS: want to keep everyone included (when a basketball game is run, make sure that everyone feels invited)
- NPC: the events that used to work aren't as popular (like dances), have to find unique ways to get people involved
- SCS: 'less is more' (ex. run less dances, so more people come out to the dances), keep each dance very unique, see grade nines as very involved which means keeping more events are keeping them interested
- DSS: diverse atmosphere (sport people, tech people, etc.) and keeping events specific for groups as well as ones that bring groups together

Where can you go when you are not in class (creative commons)?

- NPC: 'Zen Den' in library with coffee machine, couches, music, colouring, and other low-stress activities
- SCS: courtyard during warmer months with benches and lots of sun (also some baby ducks), café in library that has drinks and snacks, senior lounge (has university and college information, foosball table)
- DSS: student lounge for older students with spares (small room with comfortable chairs and laptops if needed), student support room

Respectfully submitted,

Alexandra Hauser, Student Trustee  
Zachary Garbaty, Student Trustee



## GRAND ERIE DISTRICT SCHOOL BOARD

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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

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the recommendations from the October 7, 2019 Committee of the Whole Board meeting as follows:</p>
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1. **Absence Statistic**  
THAT the Grand Erie District School Board receive the Absence Statistic report as information.
2. **Secondary Athletics Report**  
THAT the Grand Erie District School Board approve the Secondary Athletics budget of \$20,00 from the board initiatives budget for the 2019-20 school year.
3. **Director's Report**  
THAT the Grand Erie District School Board receive the Director's Report of October 7, 2019 as information.
4. **Amendments to the Special Education Plan**  
THAT the Grand Erie District School Board approve the Special Education Plan 2018-19 as amended and resubmit it to the Ministry of Education as amended.
5. **Public Consultation Plan for Special Education Plan Annual Review**  
THAT the Grand Erie District School Board receive the Public Consultation Plan for Special Education Plan Annual review as information.
6. **Voluntary Indigenous Self-Identification Report**  
THAT the Grand Erie District School Board receive the Voluntary Indigenous Self-Identification Report as information.
7. **Bylaw 33 – Bridge Financing Capital Projects**  
THAT the Grand Erie District School Board rescind Bylaw 33 – Bridge Financing Capital Projects.
8. **HR4 Health & Safety**  
THAT the Grand Erie District School Board forward Policy HR4 – Health and Safety to appropriate stakeholders for comments to be received by November 27, 2019.

9. **HR5 Harassment/Objectionable Behaviour**  
THAT the Grand Erie District School Board forward Policy HR5 Harassment/Objectionable Behaviour to appropriate stakeholders for comments to be received by November 27, 2019.
10. **HR8 Workplace Violence**  
THAT the Grand Erie District School Board approve Policy HR8 Workplace Violence, as amended.
11. **P2 Honouring Indigenous History, Cultures & Traditions**
  - a) THAT Bylaw 9 – Process for Development of Bylaws, Policies, Procedures and Protocols be waived with respect to circulating Policy P2 – Honouring Indigenous History, Cultures and Traditions to all appropriate stakeholders for comment.
  - b) THAT the Grand Erie District School Board approve Policy P2 – Honouring Indigenous History, Culture and Traditions, as amended.
12. **SO5 School/Site Security (Emergency Preparedness, Response and Recovery)**  
THAT the Grand Erie District School Board approve Policy SO5 School/Site Security (Emergency Preparedness, Response and Recovery).
13. **SO13 Access to School Premises**  
THAT the Grand Erie District School Board forward Policy SO13 Access to School Premises to all appropriate stakeholders for comments to be received by November 27, 2019.  
**Carried**
14. **SO32 Exclusion of Students**  
THAT the Grand Erie District School Board forward Policy SO32 Exclusion of Student to all appropriate stakeholders for comments to be received by November 27, 2019.
15. **HR117 Re-evaluating Existing Non-Union Positions**  
THAT the Grand Erie District School Board receive the Procedure HR117 Re-evaluating Existing Non-Union Positions as information.
16. **P101 Request for Core French Exemptions**  
THAT the Grand Erie District School Board forward P101 Request for Core French Exemptions to all appropriate stakeholders for comments to be received by November 27, 2019.
17. **SO120 Student and Visitor Injuries/Accidents**  
THAT the Grand Erie District School Board forward SO120 Student and Visitor Injuries/Accidents to all appropriate stakeholders for comments to be received by November 27, 2019.

18. **SO110 Exemption to Human Development and Sexual Health**
  - a) THAT Bylaw 9 – Process for Development of Bylaws, Policies, Procedures and Protocols be waived with respect to circulating Procedure SO110 Exemption to Human Development and Sexual Health to all appropriate stakeholders for comment.
  - b) THAT the Grand Erie District School Board receive Procedure SO110 Exemption to Human Development and Sexual Health as information, as amended.
  - c) THAT the Grand Erie District School Board request that SO110 Exemption to Human Development and Sexual Health be brought to Board in September 2020 for review and to include the exemption data in the report.
19. **OPSBA report**

THAT the Grand Erie District School Board receive the OPSBA Report as information.
20. **September 17, 2019 Haldimand County: Extension of Access to Kinsmen Park by Mapleview School**

THAT the Grand Erie District School Board receive the correspondence as information.

Respectfully submitted,

Rita Collver, Chair  
Committee of the Whole Board



POLICY

HR8

Workplace Violence

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

Policy Statement

The Grand Erie District School Board is committed to providing a working and learning environment free from Workplace Violence. Everyone should be able to work without fear of violence, in a safe and healthy workplace. Violence in the workplace is unacceptable. The Grand Erie District School Board will not tolerate violence.

Accountability

- 1. Frequency of Reports – As needed
2. Criteria for Success – Employee safety is enhanced
– Reduction in violent behaviour

Background

Under the Occupational Health and Safety Act (OHSA), everyone in the workplace has a responsibility to act cooperatively together to provide a safe and healthy work environment.

The Grand Erie District School Board will take appropriate steps from a human resource, student discipline and safety perspective to address concerns regarding unsafe or violent behaviour. Violent behaviour and behavior which increases the risk of violence in the workplace will not be tolerated.

This Policy is to be interpreted and applied in conjunction with other Board policies related to employee behaviour, progressive discipline and school safety. This Policy shall be reviewed annually by the Joint Occupational Health and Safety Committee (JOHSC) of the Board.

Procedures

Workplace Violence

1. Application

This procedure applies to all members of the Board community, including but not limited to, trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited onto Board property.

2. Definition of Violence

The Occupational Health and Safety Act (OHSA) defines workplace violence as:

- 2.1 the exercise of physical force by a person against a worker, in a workplace, that cause or could cause physical injury to the worker,
2.2 attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker; and
2.3 a statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

This definition of workplace violence is broad enough to include acts that would constitute offences under Canada's *Criminal Code*.

The following examples are provided for guidance and illustration and are not intended to limit the applicability of the Workplace Violence Policy.

- verbally threatening to attack a worker, biting, scratching, hitting, kicking, punching and all other forms of violence;
- leaving threatening notes at the workplace or sending threatening e-mails to a worker;
- wielding a weapon at work;
- throwing an object at a worker;
- sexual violence against a worker;
- situations where two non-workers, students for example, are fighting and a worker is injured when he or she intervenes. The non-workers may not have intended their violence to spill over to anyone else, but they used physical force, which could ultimately cause physical injury to a worker.
- a person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member – may physically harm, or attempt or threaten to physically harm, that worker at work. In these situations, domestic violence is considered workplace violence.

Domestic violence occurring in the workplace is recognized by the *OHSA* as workplace violence. Unlike many risks which may lend themselves to regular and ongoing assessment, the risk of domestic violence taking place in the workplace is much more variable and less easily anticipated, although nonetheless real. The *OHSA* does not require an assessment of the risks of domestic violence becoming workplace violence. However, the Grand Erie District School Board is committed to educating workers regarding domestic violence, and to take every reasonable precaution to protect workers from domestic violence that is likely to expose workers to physical injury in the workplace.

### 3. Definition of Workplace

The *Occupational Health and Safety Act* defines a workplace as “any land, premises, location or thing at, upon, in or near which a worker works”.

A workplace could be a building, mine, construction site, vehicle, open field, road or forest.

### 4. Duties of Workplace Parties

#### 4.1 Duties of Employer

Under Section 25 of the *OHSA*, an Employer shall:

“take every precaution reasonable in the circumstances for the protection of a worker.”

This includes protecting workers from the hazard of workplace violence and harassment. Under Section 32.0.2 (1) of the *OHSA*:

“An employer shall develop and maintain a program to implement the policy with respect to workplace violence required under clause 32.0.1 (1) (a).”

#### Domestic Violence

Under sect 32.0.4 of the *OHSA*:

“If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the

employer shall take every precaution reasonable in the circumstances for the protection of the worker.”

### **Measures and Procedures for Summoning Immediate Assistance When Workplace Violence Occurs or is Likely to Occur**

Depending on the nature, location and level of risk, this includes summoning assistance from the site supervisor or site emergency response team as well as community assistance through 911. When determining the effectiveness of various devices, it is important to consider the employee’s location (onsite or offsite) and time of day (working during or outside of regular hours). Training in emergency communication procedures is essential if they are to be used effectively.

### **Information about a Person with a History of Violent Behaviour**

The *Occupational Health and Safety Act* clarifies that employers and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour. However, this duty is limited and applies only when the:

- a) worker can be expected to encounter that person in the course of their work; and
  - b) the risk of workplace violence is likely to expose the worker to physical injury.
- Employers and supervisors must also not disclose more personal information than is reasonably necessary for the protection of a worker from physical injury.

## Notification of Risk of Workplace Violence (see the Workplace Violence Manual)

### Methods of Notification:

#### A. Be Safe Plans

*Be Safe Plans* will be kept in classrooms and be accessible to all staff who work in that classroom, this includes occasional or casual staff who are called in to work in these areas.

#### B. Notification of Risk Map

The map outlines all the locations within the building where students who have a history of violence and are likely to expose one or more worker to physical injury are predominately located.

A copy of the map will be placed in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

Contractors or non-site-specific staff MUST attend the main office and sign in. They must be made aware of the Notification of Risk Map as appropriate. [Access to areas of risk must be approved by the building administrator.](#)

Administrator or designate are to complete/update the Notification of Risk Map (see Workplace Violence Manual) AND a Workplace Violence Assessment Survey. This will be completed/updated as soon as reasonably possible after changes occur to the risk of workplace violence in each building and annually each September.

#### C. Violence Awareness for School Staff

This form will be used to identify (to the worker expected to encounter the student in their work and the worker is likely to be exposed to physical injury) the students in the school who have a history of violence.

These forms will be kept in a binder in the Office and updated as soon as reasonably possible after information changes

This form will include the following information:

- Student's name, grade and location (Classroom)
- Photo of the student
- Information, precautions and safety measures: this includes strengths, triggers, early warning signs, do's and do not's
- Summoning immediate assistance in case of an emergency: steps to summon assistance.

As per Section 27 of the *OHS*A:

#### 4.2 Duties of Supervisors

- “Advise a worker of the existence of any potential or actual danger to the health or safety of the worker of which the supervisor is aware;”
  - “where so prescribed, provide a worker with written instructions as to the measures and procedures to be taken for protection of the worker”
  - “take every precaution reasonable in the circumstances for the protection of a worker.” This includes protecting workers from workplace violence”

Board-wide and school codes of conduct will be shared during each school year, and staff will receive training appropriate to the tasks they perform to deal with violent acts and the potential for violent acts.

Supervisors share the same duties related to Domestic Violence and Information about a Person with a History of Violent Behaviour as listed above for an Employer.

#### 4.3 Duties of Workers with respect to Workplace Violence

- If you are working with a student who has a *Be Safe Plan*, then you need to **be aware of the plan and follow the steps** outlined within that plan.
- **Verbally report workplace violence** incidents to your Principal/Supervisor immediately.
- **Complete an incident report** using the Safe Schools/Workplace Violence Incident Tool found on the staff portal within 48 hours if possible.
- **Complete other reports as required:**
  - The Board’s Work-Related Injury Form if an injury was sustained (for workers/WSIB)
  - The Board’s Physical Restraint Incident Form may also be required. [See Procedure SO107 Physical Intervention/Restraint.](#)

#### Duties of Workers with respect to Domestic Violence:

- Employees are obligated to report if they believe they may be exposed to domestic violence in the workplace.
- Employees are obligated to report if they believe a co-worker is experiencing domestic violence (or engaging in domestic violence) such that this may cause a risk to themselves or others at work.

#### 4.4 Enforcement of Personal Protective Equipment

The *Occupational Health and Safety Act* requires employers to take all precautions reasonable in the protection of a worker. This protection may include the implementation and use of personal protective equipment as part of a plan to increase employee safety. The *OHS Act* also provides a duty to workers to use or wear protective devices or clothing as required by their employer. This shall be supervised and monitored by the Principal/Supervisor. The need for such equipment should be reviewed as required.

### 5. Resources

Provide assistance and resources as required during and after workplace violence incidents. The utilization of such resources may require the activation of the Board’s Crisis/Emergency Response Team. Such assistance and resources may include:

#### Site Based

- Emergency Response Team

## Board Administration

- Tragic Events Response Team
- Employee Assistance Providers (for Board staff)
- Principal Leader of Special Education
- Human Resources Department
- Health & Safety Officer
- Processes outlined in the Board’s Harassment Objectable Behaviour Policy (HR5)
- Board Policies & Procedures

## Community Based

- Police
- Children’s Aid Society (CAS)

**6. Reporting and Response**

- To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
- Under this policy, persons are required to report an act of violence.
- Verbal reports shall be made to a person’s immediate supervisor.
- Complete an online incident report using the Safe Schools/Workplace Violence Incident Tool which is found on the Staff Portal. The Employer is obliged to investigate the report. In most cases, the investigation will be done by the immediate supervisor.
- Implement immediate crisis response measures if reasonably required by the circumstances.
- The results of the investigation will be communicated to the person who reported the circumstances and to others involved in the investigation who reasonably ought to be informed of the result.
- The Board will provide such medical and counseling support as necessary in the circumstances consistent with programs described in collective agreements or terms and conditions applicable to non-unionized staff.
- Implement progressive discipline as per the Board Procedure HR119 and Ministry Policy.
- In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board’s investigation as reasonable in the circumstances.
- The Joint Occupational Health and Safety Committee will be provided with written notice of any incident of workplace violence reported within 4 days of the occurrence as per Section 52 of the *Occupational Health and Safety Act*. Written notice will include all information at required by the *OHS*A.

**STEPS IN THE REPORTING PROCEDURE**

Following a report of workplace violence, the following process must be implemented immediately:

- Implement immediate crisis response measures if reasonably required by the circumstances.

## Requirement for employee:

- Report immediately to their supervisor (*or school board management if supervisor is involved*); and the police if there is any question as to whether a criminal act has taken place. **Complete an incident report using the Safe Schools/Workplace Violence Incident Tool found on the staff portal.**

*It must be emphasized that if the police become involved in the incident, they will take control of the situation and the environment. Their instructions must be adhered to and they must be allowed to complete their duties before an internal investigation is initiated.*

- Complete other reports as may be applicable based on injuries sustained to workers, students, parents, contractors or others. Such forms may include:
  - The Board’s Work-Related Injury Form if an injury was sustained
  - The Board’s Physical Restraint Incident Form

An employee who is the victim of an act of violence/threat may refuse to work if the workplace violence/threat is likely to endanger themselves. (A teacher’s right to refuse work does not apply where the circumstances are such that the life, health or safety of a student is in imminent jeopardy.) The employee must follow steps for work refusal as outlined in *Occupational Health and Safety Act*. In such a case the worker, pending the investigation, shall remain at work during the worker’s normal working hours, in a safe place that is as near as reasonably possible to their work station and available to the inspector for the purposes of the investigation.

The supervisor must:

- Give the injured workers priority.
- Call emergency services for medical assistance, secure area and administer first aid.
- Take all reasonable precautions in the circumstances to ensure workplace safety and the safety of persons who are connected with the reported incident.
- Request completion of an incident report using the Safe Schools/Workplace Violence Incident Tool found on the staff portal.
- Implement interim response measures as necessary while incident is under investigation.
- In the case of a critical injury (loss of consciousness, substantial loss of blood, a fracture of the leg or arm, loss of sight, significant burns) as defined by regulation 834 under the *OHS Act*, report the incident immediately to the Board’s Health and Safety Officer and if not available report to the Occupational Health and Safety Branch of the Ministry of Labour. The incident scene is to be preserved until an inspector from the Ministry of Labour has had an opportunity to view it or to instruct you otherwise.
- Apart from the *OHS Act* considerations, if there is a possibility that the incident may constitute an offence under the *Criminal Code*, the police should be notified immediately. The incident scene should not be disturbed.
- Consideration must be given as to whether the School Board’s Tragic Events Response Team needs to be notified.
- Consideration must be given as to who needs to be immediately informed (i.e. family members).
- A list of potential witnesses needs to be developed.
- In consultation with the supervisory officer, or with senior management, an initial analysis ought to be conducted which will include a plan for the incident investigation
- All incidents of workplace violence must be reported to the school’s Superintendent and the Superintendent responsible for Health and Safety or Designate. All incidents and measures taken need to be documented.
- Complete online the Principal/Supervisor section of the incident report in the Safe Schools/Workplace Violence Incident Tool once received and forward to the school’s Superintendent and the Superintendent responsible for Health and Safety or Designate.
- Ensure that the investigation includes steps to prevent reoccurrence and that those steps identified are implemented/completed in a timely fashion.
- Complete the Workplace Violence Investigation/Be Safe Plan Checklist for Administrators This document will be completed each time there is a workplace

violence report submitted or situation occurs that requires changes to the Be Safe Plan (i.e., a new trigger is identified). (See the Workplace Violence Manual)

- Ensure the Notification of Risk Map is updated as needed
- Ensure Be Safe Plans are updated as needed as new information becomes available i.e. triggers, or practices. Ensure all staff working directly with the student receive updated copies
- Complete other reports as required based on injuries sustained to workers, students, parents, contractors or others.
- The Board’s Work-Related Injury Form
- Ontario School Board’s Insurance Exchange (“OSBIE”) Incident Report Form (for students, parents or other visitors to the building)
- The Board’s Physical Restraint Incident Form

## 7. Information and Instruction specific to staff in workplace areas where elevated risk exists

The Board and the site supervisor shall ensure that:

- all the staff who work on a regular basis in positions where moderate to high risk exists shall have the qualifications, experience and training necessary to minimize the risk of workplace violence;
- all staff have received training in the nature and recognition of the risks specific to their assignment;
- all staff have received training in procedures/safety measures that minimize the risks specific to their assignment;
- that all staff working regularly with a student who has a Be Safe Plan have current certification in Behaviour Management Systems or equivalent
- all staff have any personal protective equipment (PPE) deemed reasonable and necessary in the circumstances;
- the effected and necessary staff are involved in the development of the Be Safe Plan for the staff working with the student. A copy of the Be Safe Plan is made available to all staff working with the student.
- procedures and safety measures that are implemented to reduce risk are included in the Be Safe Plans, are available to the effected staff as required;
- training is updated and/or refreshed as often as necessary;
- procedures are in place when these staff are absent
- any replacement staff (short or long-term) are aware of the risks and are provided with access to any Be Safe Plans in the classroom and have the training requirements noted

The assessment identified an elevated risk of workplace violence with Educational Assistants (“EA”) and special education support staff and teaching staff working in high needs classes. All Educational Assistants, Special Education support staff and teaching staff identified as working in positions with elevated risk where a Be Safe Plan is in effect will be trained in Behaviour Management Systems techniques.

## 8. Low Risk Worker

The assessment identified the risk to all other Board workers as being moderate to low risk. All such workers will be made aware of workplace violence prevention through this Policy. A copy of the Notification of Risk Map (see the Workplace Violence Manual) will be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

A copy of the Violence Awareness for School Staff (see the Workplace Violence Manual) will be posted in the staff room. See Section 4.2 above

## 9. New Hires

### *Behaviour Management Systems Training*

All newly hired Educational Assistants, Designated Early Childhood Educators, Special Education support staff and teaching staff working in areas of elevated risk may be required to have behaviour management systems training or equivalent prior to being hired by the Board. However, if new Educational Assistants, Early Childhood Educators, Special Education support staff and teaching staff new hires do not have behaviour management systems training or equivalent and will be working with students who have a Be Safe Plan in effect, they must be trained in Behaviour Management Systems techniques or equivalent before beginning work in that area.

### *Workplace Violence Prevention Procedure*

All new hires to the Board will be made aware of our workplace violence prevention program.

## 10. Annual Review

All Board workers will be required to complete annual awareness review of their workplace responsibilities as outlined in this Workplace Violence Policy.

## 11. Re-Assessment

*OHSA 32.0.3(4) an employer shall reassess the risks of workplace violence as often as is necessary to ensure that the related policy... and program ... continue to protect workers from workplace violence.*

The Board shall ensure that:

- ongoing annual review procedures are in place to monitor levels of workplace violence risk and to evaluate the effectiveness of controls, procedures and measures in place;
- all incidents of workplace violence are documented and reported immediately to the site supervisor and as required to the Joint Occupational Health and Safety Committee for the Board; and
- an ongoing site-based process is in place to modify controls, procedures and measures as necessary.
- On an annual basis, or as required by change, that completion of Workplace Violence Assessment Survey is done by building Administrator in consultation with staff at the location and posted to staff for information
- On an annual basis, or as required by change, that the Notification of Risk Map identifying areas of risk is updated as needed, as soon as reasonably possible after a change. A copy is to be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

## 12. Records

All ~~workplace violence records, correspondence and other documents~~ generated under ~~this ese policy or manual procedures are~~ must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, ~~be marked "Private and Confidential"~~ and ~~are~~ ~~must to~~ be stored ~~electronic format in a secure manner in the Human Resources Department~~ for ~~current year plus three (3) previous years. seven (7) years.~~ If after ~~three seven (37) years,~~ there is no litigation, investigation (*i.e. Workplace Safety Insurance Board*) or further activity under ~~this policyese procedures~~ involving a party to the original complaint, all records of the complaint will be shredded or erased.

## 13. Confidentiality

- It is the duty of the Board and supervisory/managerial personnel to maintain confidentiality in the complaint process to the extent possible. All complainants, respondents, and other persons involved with the complaint processes under these procedures have a responsibility to ensure that all matters remain confidential. The obligation to maintain confidentiality does not prohibit any party to a complaint from obtaining advice or counsel or from speaking to any union/association representative.
- The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*. Examples of such agencies are the Ministry of Labour or Police.

#### 14. Contacts and Supports

- a) Local ETFO President
- b) Local OSSTF President
- c) Local CUPE President
- d) Board – Superintendent of Education (Human Resources)
- e) Board – Manager of Human Resources
- f) Human Rights Commission, Toronto Office – Phone (416) 326-9511 or 1-800-387-9080
- g) Ministry of Labour, Call Centre – 1-877-202-0008

#### BOARD POLICIES & PROCEDURES (SEE ALSO)

1. Health & Safety Policy - HR4
2. Safe Schools Policy - SO13
3. Physical Intervention/Restraint Procedure - SO107
4. Code of Conduct Policy - SO12
5. Maintaining Employee Safety While Working with Students Procedure - HR107
6. Harassment/Objectionable Behaviour - HR5
7. Employee Safety Protocol at Non-Board Locations - HR104
8. Local Police/School Board Protocol - Main Office and Grand Erie website.
9. Administrative Memo 'Transition of Students with a History of Risk, Violent, or Aggressive Behaviours (AM47)



# Workplace Violence Manual

October 2019

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## Notification of Risk Map

On an annual basis or as soon as reasonably possible after new information is made available, the Administrator/Building Manager will create/update a Notification of Risk floor map.

A copy of this map will be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

The Notification of Risk map will note locations where students who have a history of violence and are likely to expose one or more workers to physical injury are predominately located.

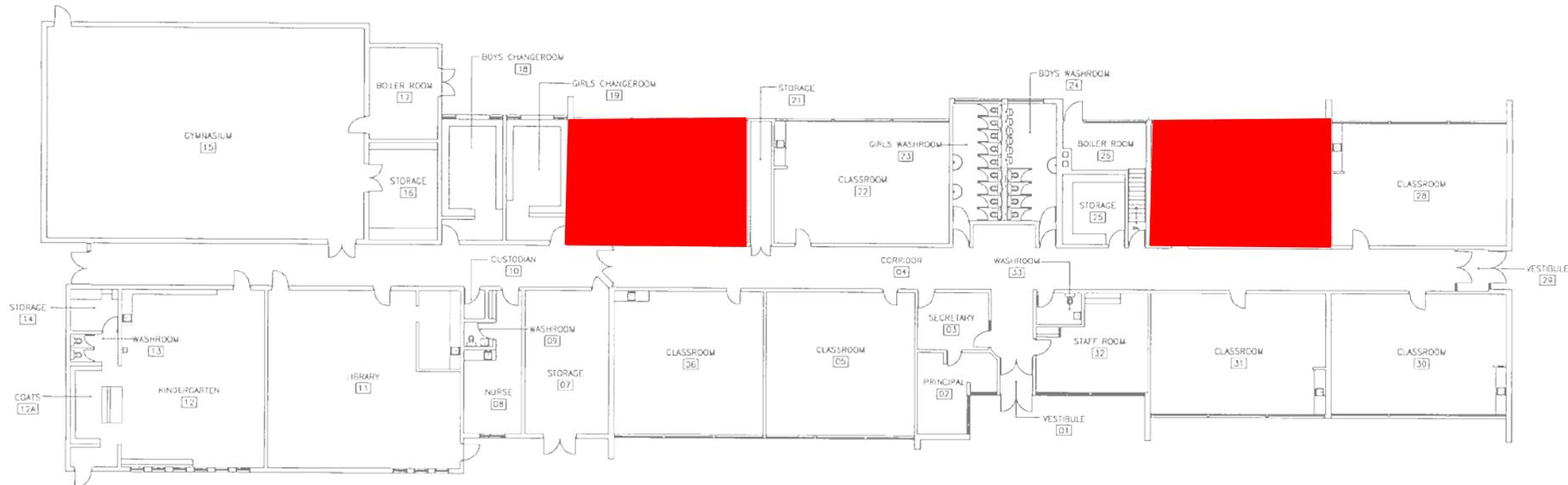
Contractors or non-site-specific staff MUST attend the main office and sign in. They must be made aware of the Notification of Risk Maps as appropriate.

If you encounter aggressive situations taking place in the school, DO NOT intervene and contact the Main Office immediately.

## Notification of Risk Map Example

A copy of this map will be posted in the Main Office in a binder and will be made available to central school board staff if they will be in contact with students.

This map will note locations where students who have a history of violence and are likely to expose one or more workers to physical injury are predominantly located. If you encounter aggressive situations taking place in the school do not intervene and contact the main office.



 Access to these areas is restricted to staff who work in those locations. Anyone requiring access to those locations, who does not work in those locations must have approval of the building administrator prior to entering.



## Workplace Violence Investigation/Be Safe Plan Checklist

A student safety plan is a plan developed for a student whose behaviour is known to pose an ongoing risk to themselves, other students, workers or other people in general. It can serve as a crisis-response plan that outlines the roles and responsibilities of the workers in dealing with specific problem behaviours.

The development of a student safety plan involves all workers who work on an ongoing basis with a student, as well as parents and the representatives from any community agencies working with the student/ family (*Caring and Safe Schools in Ontario, 2010*). A student safety plan can be created for a student who is, or is not, receiving special education programs and services who meets the above criteria.

*Workplace Violence in School Boards: A Guide to the Law, 2018*

### There are instances when a Student Safety Plan must be reviewed:

1. Start of the school year
2. New student
  - i. New student to the school
  - ii. New student to the school board
3. When there is a change in behaviour that could increase the potential for violence or aggression
4. Following any violent incident involving the student

### *Checklist to review a Student Safety Plan includes:*

- Review the student's Ontario Student Record (OSR) to determine if a safety plan has previously been/is required. This is an important question to ask during transition planning or registration prior to the OSR arriving.
- Create/update the safety plan in LITE
- Determine if the existing intervention strategies are relevant, applicable and appropriate within the current school environment
- Determine possible methods to reduce or eliminate known triggers for the student
- Check that all communication devices are in working order (e.g. intercoms, walkie-talkies, cell phones or alert system)
- Establish and communicate the roles of staff members during an emergency/crisis
- Collaborate on the development of the safety plan by having all school staff contribute that work directly with the student
- Ensure that all school staff who have direct involvement with the student have read and signed the safety plan
- Consider an appropriate location to store the Student Safety Plan to facilitate appropriate information sharing, while also adhering to legislative requirements for privacy.
- All school staff that have regular and direct involvement with the student should rehearse the safety plan, at least once, after it is developed or updated
- Ensure that all school staff have the necessary Personal Protective Equipment (PPE), and have been trained on the care, use, maintenance and limitations of the PPE
- Procedures must be in place so that all staff have access to the safety plan, as needed, prior to working with the student (e.g. occasional staff and system staff may require this information)
- Ensure that data is being collected regularly to monitor if there is any change in behaviour that could increase the potential for violence or aggression
- Ensure that all school staff working with the student have current BMS training.
- Ensure the student and any relevant updates have been added to the Violence Awareness for School Staff and the information has been shared with all staff.



Violence Awareness for \_\_\_\_\_ School Staff  
STUDENT

**Purpose:** The Occupational Health and Safety Act (OHSA) requires the principal/supervisor to provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if the worker can be expected to encounter that person in the course of their work and the risk of workplace violence is likely to expose the worker to physical injury.(OHSA section 32.0.5(3))

DATE (YYYY-MM-DD)

Name:		Information, Precautions and Safety Measures
Grade:		STRENGTHS
Location:		TRIGGERS EARLY WARNIG SIGNS DO DO NOT

**Important:** Check the attendance list. If you supervise this student, you must also review and follow the Student Support Plan and/or Student Safety Plan. Contact the principal if the student support plan and/or student safety plan is not available.

Name:		Information, Precautions and Safety Measures
Grade:		STRENGTHS
Location:		TRIGGERS EARLY WARNIG SIGNS DO DO NOT

**Important:** Check the attendance list. If you supervise this student, you must also review and follow the Student Support Plan and/or Student Safety Plan. Contact the principal if the student support plan and/or student safety plan is not available.

**HOW TO GET IMMEDIATE ASSISTANCE - IN CASE OF AN EMERGENCY**

1. Call the office (e.g. PA system, two-way radio, phone)
2. Call for help - ask someone nearby to go to the office
3. If off school property, call 911 – Police

**Private & Confidential** - Personal information contained on this form must remain confidential and shall only be used for the purpose it was shared. Employees must ensure that all records containing personal and/or confidential information are kept secure and protected from unauthorized access and disclosure. Employees must report any privacy breaches to the principal/supervisor at that the time they become aware or suspect a breach may have occurred; as outlined in Privacy Breach Protocol AP 194.



Violence Awareness for \_\_\_\_\_ School Staff

\*Insert the name of the school into the header.

Instruction Guide

**Purpose:** The Occupational Health and Safety Act (OHSA) requires the principal/supervisor to provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if the worker can be expected to encounter that person in the course of their work and the risk of workplace violence is likely to expose the worker to physical injury.(OHSA section 32.0.5(3))

COMPLETING INFORMATION ABOUT A STUDENT

**1** Add First and Last Name

Grade:

Location(s):

**2** Add a photo; if not available, add a description:

- Gender
- Height
- Hair colour
- Eye colour
- Distinctive features

**8** Do not edit this section

**9** Do not edit the heading. Specify school procedures for calling for help, if different from what is listed.

<b>1</b> NAME: Jane Doe	<b>2</b> 	<b>Information, Precautions and Safety Measures</b>
GRADE: 4		<b>3</b> Strengths: oral communication
LOCATION: Primary Hall, Room 104		<b>4</b> Triggers: transition times, owning behaviour, being touched
		<b>5</b> Early Warning Signs: raises voice, bangs desk with fist
		<b>6</b> DO: increase space, call the office
		<b>7</b> DO NOT: touch student or block door/path
<b>8</b> Important: Check the attendance list. If you supervise this student you must also review and follow the Student Support Plan and/or Student Safety Plan. Contact the principal if the student support plan and/or student safety plan is not available.		

**9** HOW TO GET IMMEDIATE ASSISTANCE - IN CASE OF AN EMERGENCY

1. Call the office (e.g., PA system, two-way radio, phone).
2. Call for help (ask someone nearby to go to the office).
3. If off school property, call 911 – Police.

**3** Add Strengths e.g.,

- oral communication
- eager to please

**4** Add Triggers e.g.,

- Transition times
- Loud noises
- Being touched
- Owing behaviour

**5** Add Early Warning Signs e.g.,

- Raised voice
- Pacing
- Throwing objects
- Red face
- Hitting self

**6** Add DO e.g.,

- Increase proximity/space
- STOP talking
- Call Administration

**7** Add DO NOT e.g.,

- Give verbal direction
- Touch student
- Take object
- Confrontational posture

**Private & Confidential** - Personal information contained on this form must remain confidential and shall only be used for the purpose it was shared. Employees must ensure that all records containing personal and/or confidential information are kept secure and protected from unauthorized access and disclosure. Employees must report any privacy breaches to the principal/supervisor at that the time they become aware or suspect a breach may have occurred, as outlined in Privacy Breach Protocol AP 194.



# POLICY

P2

## Honouring Indigenous, History Cultures and Traditions

Board Received: January 30, 2017 Review Date: February 2021

### Policy Statement

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations [of the Grand River](#) and Mississauga of the Credit Native reserves are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations [of the Grand River](#) and the Mississaugas of the Credit. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of actions which serve to honour Indigenous, history cultures and traditions.

### Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Increased understanding of the history, cultures and traditions Indigenous population

### Procedures

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including a number specifically focused on education.

### The Grand Erie District School Board

- Will read [thean](#) acknowledgement statement at the opening of each Committee of the Whole and Regular Board Meeting and ensure that the acknowledgement statement is read at all Grand Erie meetings.
  - The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.
- Will encourage schools to include the acknowledgement of the Indigenous people of the land in their opening exercises and at other school events as deemed appropriate by the Principal
- Will build understanding of the Indigenous knowledge, culture, and history, including the impact of residential schools and perspectives into curriculum delivery.

- Will support the development and implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

**References**

*Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015*



# PROCEDURE

SO110

## Exemption to Human Development and Sexual Health

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Accountability

1. Frequency of Reports – As needed.
2. Criteria for Success – Schools will annually notify and communicate the process  
– Parents/guardians submit in writing requests for exemption

### Procedures

#### Background

On August 21, 2019, the Minister of Education released Policy/Program Memorandum No. 162, Exemption from Instruction Related to the Human Development and Sexual Health Expectations in *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

At the request of their parents/guardians, students are to be exempted from instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

Exemption from instruction is to be on an individual basis, according to the following conditions:

- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects.
- Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student’s grade, and not for instruction related to selected expectations or groups of expectations.
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students’ achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students’ grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

## Purpose

The purposes of this procedure are:

- To outline the responsibilities of Board staff regarding exemptions to human development and sexual health expectations; and,
- Value the role parents/guardians play in their children's learning.

## 1. Context – Roles and Responsibilities

### a) Parents/Guardians

Parents/Guardians play an important role in their children's learning. They are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethno- cultural, spiritual, and personal beliefs and traditions, and are their children's first role models. It is therefore important for schools and parents/guardians to work together to ensure that home and school provide a mutually supportive framework for young people's education.

Parents/Guardians who become familiar with the health and physical education curriculum can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents'/guardians' ability to discuss their children's learning with them, to communicate with their children's teachers, and to ask relevant questions about their children's progress. It could also inform their decision making about seeking an exemption under their school board's procedure. Parents/Guardians must be informed of ~~this~~the school board procedure that allows for students to be exempted, at their parents'/guardians' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

### b) Teachers

Teachers are responsible for using appropriate and effective teaching strategies to help students achieve the health and physical education curriculum expectations. They bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The attitude with which teachers approach student learning in health and physical education is critical, as teachers are important role models for students.

To increase their comfort level and their skill in teaching health and physical education and to ensure effective delivery of the curriculum, teachers are expected to reflect on their own attitudes, biases, and values with respect to the topics they are teaching and seek out current resources, mentors, and professional development and training opportunities, as necessary.

As part of effective teaching practice, teachers communicate with parents/guardians about what their children are learning. Communication enables parents/guardians to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context.

Teachers must follow ~~this~~their school board's procedure that allows for students to be exempted, at their parents'/guardians' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

### c) Principals

Principals are community builders who create a healthy and safe school environment that is welcoming to all, and who ensure that all members of the school community are kept well informed.

Principals work in partnership with teachers and parents/guardians to ensure that each student has access to the best possible educational experience. They can provide support for the successful implementation of the health and physical education curriculum by emphasizing the importance of the curriculum within the framework of a healthy, safe, inclusive, and accepting school.

Principals must follow the procedure that allows for students to be exempted, at their parents'/guardians' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

## 2. Notice and Communications

### a) Schools/Teachers are required to:

- provide parents/guardians with a letter outlining the list of all Human Development and Sexual Health expectations by grade (Appendix A);
- inform parents/guardians that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning an exemption form for each child;
- make the *Exemption from Instruction in Human Development and Sexual Health Form* (Appendix B) available to parents/guardians every school year, accommodating the timelines specified below.
- notify all parents/guardians at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations;
- inform parents/guardians of the date by which the completed exemption form or written request must be submitted in order for their child to be exempted from instruction related to the Human Development and Sexual Health expectations. The deadline for parents/guardians to submit their completed exemption form or written request must not be more than five school days before the start of the period of instruction;
- inform parents/guardians that, in the case of an unforeseen event, school boards and schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents/guardians as soon as reasonably possible.

## 3. Process

### a) Schools are required to:

- allow students to be exempt from instruction related to the Human Development and Sexual Health expectations without academic penalty when a request for an exemption has been submitted on the *Exemption from Instruction in Human Development and Sexual Health Form*;
- acknowledge by written letter (Appendix C) the receipt of exemption forms from parents/guardians;
- make the final decision about whether to accept or reject a request for an exemption that does not fall within the parameters set out in this memorandum (e.g., if the exemption form is returned to the school during the scheduled period of instruction rather than by the school's official submission date).

## 4. Supervision of Exempted Students

Parents/Guardians will be given the choice of how their exempted child will be supervised during the exemption period. Parents/Guardians must choose one of the following options for their child:

- to remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are unrelated to Human Development and Sexual Health; or
- to leave the classroom for the duration of the instruction and remain in the school under supervision. The student's activities during the exemption period will be at the discretion of the teacher or principal. The supervision of the student will be determined by the school according to the board's procedure; or
- to be released into the care of the parent/guardian or the parent's/guardian's approved designate.

**Resources**

*The Ontario Curriculum Grades 1-8: Health and Physical Education; 2019.*

*Insert on School Letterhead*

Date

Dear Parent/Guardians:

**Re: Human Development and Sexual Health Expectations**

There are four strands in the *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*. Strand D: Healthy Living focusses on five health topics.

School boards are required to notify parents twenty (20) school days in advance of the topic: Human Development and Sexual Health Expectations being taught.

The chart below summarizes the expectation that are to be taught in Grade ...

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Human Development and Sexual Health			

For the 20– school year, the period of instruction related to the Human Development and Sexual Health expectations in your child’s grade will start on and end on .

The daily schedule for this instruction is attached.

Parents/Guardians can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning the attached *Exemption from Instruction in Human Development and Sexual Health Form* for each child.

Sincerely,

Your Name  
Your School Name

## APPENDIX B

## Exemption from Instruction in Human Development and Sexual Health Form

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child's grade, I would like my child to be exempted from instruction related to these expectations, without academic penalty.

**During the exemption period, I would like my child to [select one only]:**

- Remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand that my child's activities unrelated to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
- Leave the classroom and remain in the school under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal.
- Be released into my care or the care of my approved designate.

*NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.*

**I understand and agree with the following statements:**

the Human Development and Sexual Health expectations in strand D of the health and physical education curriculum are different in every grade, so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and Sexual Health expectations in that school year;

- references to or conversations about sexual health-related concepts among teachers, school staff, or other students outside formal instruction in Human Development and Sexual Health are not subject to this exemption;
- my child will continue to receive instruction related to all other elementary health and physical education curriculum expectations;
- requests for exemption made by phone, or exemption forms or written requests that do not have a parent/guardian signature, will not be accepted;
- this exemption form must be returned by for my child to be excluded from instruction related to the Human Development and Sexual Health expectations in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

\_\_\_\_\_  
Child's Last Name

\_\_\_\_\_  
Child's First Name

\_\_\_\_\_  
Parent's/Guardian's Name (print)

\_\_\_\_\_  
Parent's/Guardian's Signature

\_\_\_\_\_  
Grade and Class

\_\_\_\_\_  
Date

**PLEASE NOTE:**

You will receive an acknowledgement from the school by letter by .

If you do not receive an acknowledgement, please contact: [enter contact name here](#).

Please return this signed form no later than: .

*Insert on School Letterhead*

Date

Dear **enter name of parent/guardian**

Re: Exemption from Human Development and Sexual Health Expectations

This letter is to acknowledge that your request for your Grade \_\_ child to be exempted from the Human Development and Sexual Health expectations has been received.

As requested,ffamend your child will: (Choose one)

- Remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health.
- Leave the classroom and remain in the school under staff supervision.
- Be released into my care or the care of my approved designate

Sincerely,

Your Name

Your Title

Name of School





# GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education  
Denise Martins, Superintendent of Education  
Liana Thompson, Superintendent of Education

RE: **2018-19 Grand Erie Student Achievement Plan Outcomes**

DATE: October 28, 2019

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the 2018-19 Board Improvement Plan for Student Achievement Outcomes as information.

### Background

The 2018-19 Grand Erie Student Achievement Plan was presented at the November 26, 2018 Board Meeting. On March 25, 2019 a mid-year update was shared based on monitoring and the evidence of impact to date.

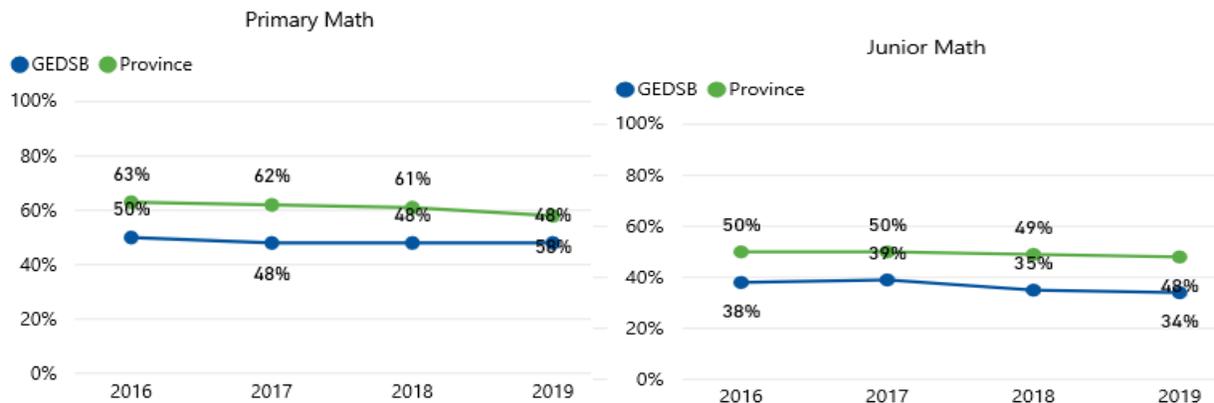
In mid-September 2019, final EQAO results were released to school boards and the public. These results, along with evidence of impact have been reviewed and are included within this report.

### Additional Information

The 2018-19 Theory of Change outlined in the Grand Erie Student Achievement Plan is the foundation on which the implementation and actions with respect to the outcomes were attained.

### Elementary Outcomes 2018-19

#### Numeracy -How did we do? (Measure of Success)



	Primary		Junior	
	ALL	Participating	ALL	Participating
Mathematics	48	50	34	35

### Quantitative Results for Participating Primary Students

- 50% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 remained the same from 50% in 2018 to 50% in 2019
- The percentage of primary students scoring level 2 on the 2019 assessment in Mathematics was 39% (39% in 2018; 40% in 2017; 39% in 2016)
- 89% of students are performing at a Level 2 or higher in Mathematics
- Our participating result in Primary Mathematics remained constant at 50%, while the province decreased by 3% from 64% to 61%
- In Primary Math, 28 of 59 of our schools improved ranging from 1% to 35%
- A significant gap of 16% between report card data and EQAO results continues in Mathematics

### Primary Assessment of Mathematics Narrative Results

#### Strengths:

- According to our board data, the best answered student responses, are from the content strands of Number Sense and Numeration, Measurement and Patterning/Algebra, which aligns with our focused learning on: Quantity and Operational Sense which are foundational;

#### Relative Strengths:

- When considering the Achievement Chart, the strongest responses were to multiple choice questions that assessed knowledge;

#### Need/ Weakness:

- According to our board data, and considering the Achievement Chart, the weakest responses were to multiple choice or open response questions designed to assess thinking skills or application skills.

### Quantitative Results for Participating Junior Students

- 35% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 was a 2% decrease from the 2018 results
- The percentage of junior students scoring Level 2 on the 2018 assessment in Mathematics was 35% (37% in 2018; 36% in 2017; 38% in 2016)
- 70% of students are performing at a Level 2 or higher in Mathematics
- 26 out of 59 schools showed improvement, ranging from 2% to 33%
- A significant gap of 38% between report card data and EQAO results continues in Mathematics

### Junior Assessment of Mathematics Narrative Results

#### Strengths:

- According to our board data, the best answered student responses, are from the content strands of Number Sense and Numeration, Measurement and Patterning/Algebra, which aligns with our focused learning on: Quantity and Operational Sense which are foundational;

#### Relative Strength:

- When considering the Achievement Chart, the strongest responses were to multiple choice questions that assessed knowledge;

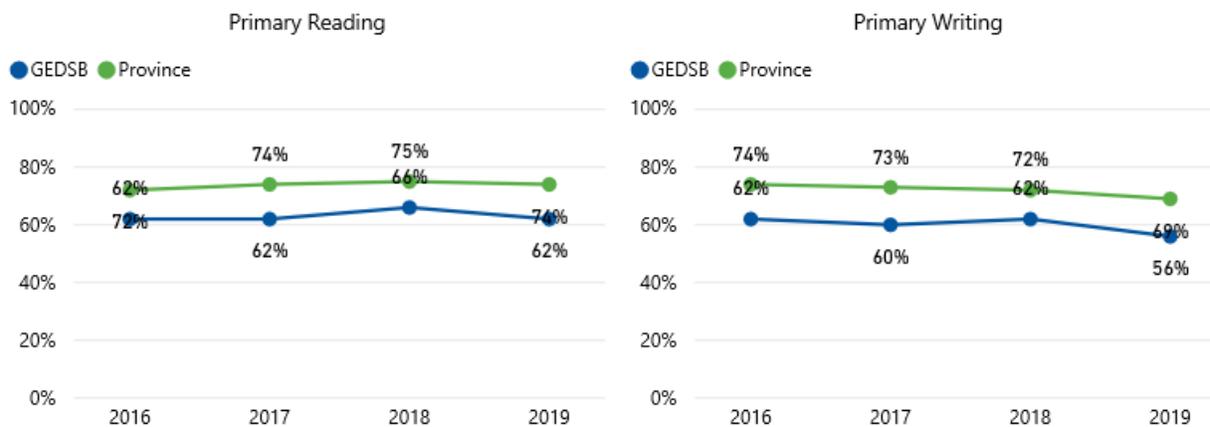
Need/ Weakness:

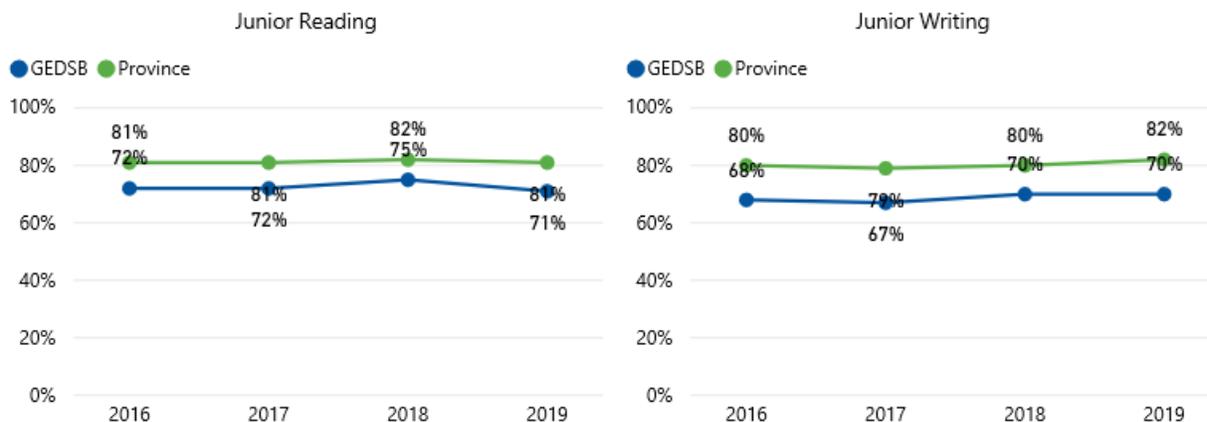
- According to our Board data, and considering the Achievement Chart, the weakest responses were from both multiple choice and open response questions that assessed thinking skills or application skills.

Where are we Now? (Story of how we are responding to how we did)

- Thinking and application skills continue to be the area of greatest need. Students need more opportunities and experiences to develop reasoning skills through math tasks that allow for the use of a variety of tools and models, and multiple ways to solve.
- All Grade 3 & 6 teachers will receive a copy of Nelson’s *Math Pre-Assessment Resource* and in-class professional learning support to assess individual student gaps, so that next steps with respect to closing gaps in student learning needs are based on student data, are intentional, and, provide targeted opportunities for next steps on the learning continuum.
- Additionally, in-class professional learning support will include the use of Grand Erie District School Board’s *Developing Operational Sense: A Guide for Educators Resource* to assist educators with learning how to: recognize student thinking and respond with appropriate strategies; use of a variety of tools and models; and, advance student mathematical thinking along the continuum of learning.
- In collaboration with our Kindergarten to Grade 8 Literacy/Math Consultants and Math Facilitators, in-class opportunities will be provided for Grade 3 & 6 teachers to co-plan, co-teach, and co-reflect to enhance educator pedagogical content knowledge and, individual student next steps.
- All new teachers in the New Teacher Induction Program (NTIP), will receive a copy of Marian Small’s *Making Math Meaningful* and, professional learning support. In collaboration with Ed Tech, an additional day of professional learning; and, the opportunity to visit a numeracy demonstration classroom will also be provided.

Literacy -How did we do? (Measure of Success)





	Primary		Junior	
	ALL	Participating	ALL	Participating
Reading	62	65	71	74
Writing	55	58	70	73

**Quantitative Reading Results for Participating Primary Students**

- 65% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 on the 2018-19 assessment in Reading decreased by 4%, from 69% in 2018
- The percentage of primary students scoring Level 2 on the 2019 assessment in Reading was 30% (26% in 2018; 28% in 2017))
- 95% of students are performing at a Level 2 or higher in Reading (95% in 2018)
- 23 out of 59 schools did see an improvement in Primary Reading scores since the 2018 EQAO Assessment, ranging from 1% to 50%
- The percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is 62% which is slightly below 65% of participating students

**Primary Assessment of Reading Narrative Results**

**Strength:**

- When presented with multiple choice questions that ask for explicitly stated information, students demonstrate they can read with fluency, infer and can make connections

**Relative Strength:**

- When presented with multiple choice questions that ask students to make connections, students demonstrate they understand how form and style of text helps communicate meaning

**Need/ Weakness:**

- In open response questions that ask students to make an inference or make a connection, reading for meaning and understanding how form and style of text helps communicate meaning is a weakness

**Quantitative Reading Results for Participating Junior Students**

- 74% of participating students achieved Level 3 or 4
- The percentage of participating students scoring Level 3 and 4 on the 2019 Reading assessment decreased by 3%
- The percentage of junior students scoring Level 2 on the 2019 assessment in Reading was 24% (21% in 2018; 24% in 2017; 22% in 2016))
- 98% of students are performing at a Level 2 or higher in Reading
- 25 out of 59 of our schools saw an improvement in Junior Reading scores from 2018 ranging from 1% to 53%
- The percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than our EQAO results (66%)

**Junior Assessment of Reading Narrative Results****Strength:**

- When presented with multiple choice questions that ask for explicitly stated information and, an inference, students demonstrate they can read for meaning.

**Relative Strength:**

- Students demonstrate they can read with fluency when presented with multiple choice questions that ask for explicitly stated information and, an inference.

**Need/ Weakness:**

- When presented with open response and multiple-choice questions that ask students to make connections, students struggle with reading for meaning.
- Additionally, when asked to answer open response and multiple-choice questions that are asking for an inference or a connection, students struggle with understanding how the form and style of text helps communicate meaning

**Quantitative Writing Results for Participating Primary Students**

- 58% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 decreased by 6% from 64% in 2018 to 58% in 2019
- The percentage of primary students scoring Level 2 on the 2019 assessment in Writing was 39% (33% in 2018; 35% in 2017; 34% in 2016))
- 97% of students are performing at a Level 2 or higher in Writing (97% in 2018)
- 23 out of 59 schools showed improvement, ranging from 2% to 36%
- In writing, the percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is lower than the EQAO results in writing (54%)

**Primary Assessment of Writing Narrative Results****Strength:**

- Students perform well on multiple choice questions that assess all three overall expectations; and, applying their knowledge of conventions when presented with multiple choice questions

**Relative Strength:**

- Students can apply their knowledge of conventions when presented with multiple choice or open response questions that assess conventions only.

Need/ Weakness:

- On short or long, open response questions, students struggle to develop and organize content and use their knowledge of form and style

### Quantitative Writing Results for Participating Junior Students

- 73% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 on the 2019 Writing assessment decreased by 2%, from 75% in 2018 (69% in 2017; 70% in 2016)
- The percentage of junior students scoring Level 2 on the 2019 assessment in Writing was 25% (26% in 2018; 29% in 2017; 28% in 2016)
- 98% of students are performing at a Level 2 or higher in Writing (99% in 2018)
- In the junior division, 27 of our schools showed improvement, ranging from 1% to 71%
- In writing, the percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than EQAO results in writing (63%)

### Junior Assessment of Writing Narrative Results

Strength:

- Students can develop and organize content when it is presented in multiple choice question format

Relative Strength:

- In open response format questions, students can apply their knowledge of language conventions

Need/ Weakness:

- On short or long, open response questions, students struggle to develop and organize content and, use their knowledge of form and style

**Where are we Now?** (Story of how we are responding to how we did)

- We are in year two of a multi-year literacy plan that began Kindergarten Educator teams. Two comprehensive literacy sessions are being offered to Grade 1 teachers this year which will offer support with new professional resources and guided reading resources.
- A half day training session in the Benchmark Assessment System continues to be annually offered. This year, Grade two teachers are the target audience.
- The Grand Erie District School Board Literacy Profile is currently being updated to reflect all areas of a comprehensive literacy program from Kindergarten to Grade 12. This is a joint project between Elementary Program and Student Success.
- All new teachers in the New Teacher Induction Program (NTIP), will receive a copy of Fountas and Pinnell's *Quick Guide to Literacy* and, professional learning support. In collaboration with Ed Tech department, an additional day of professional learning; and, the opportunity to visit a literacy demonstration classroom will also be provided.

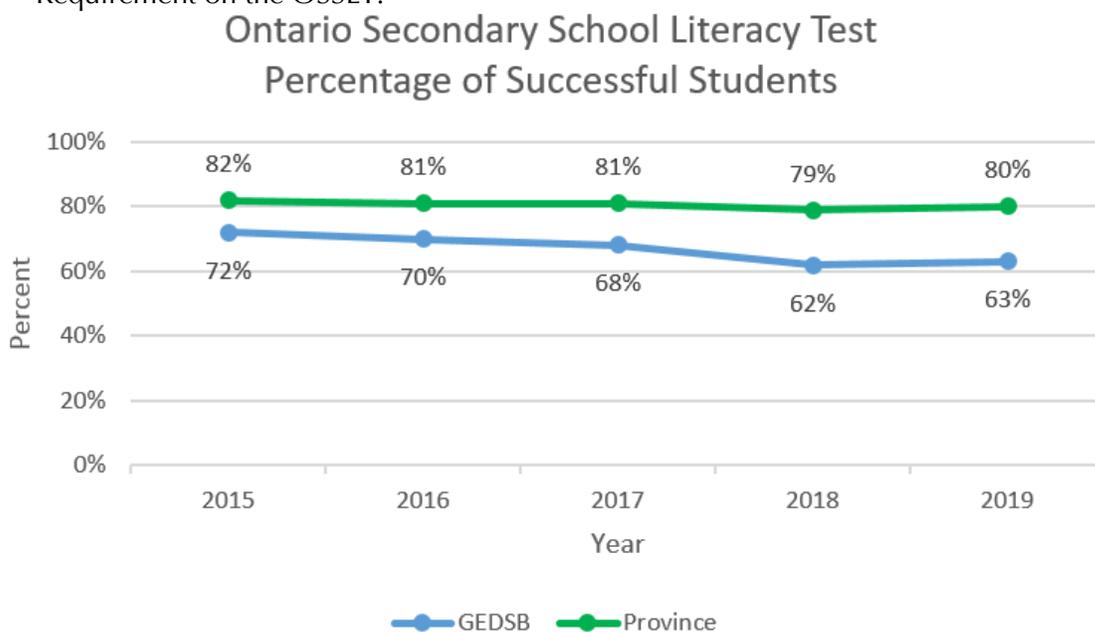
Student Success / Secondary Outcomes 2018-19

Literacy - How did we do?

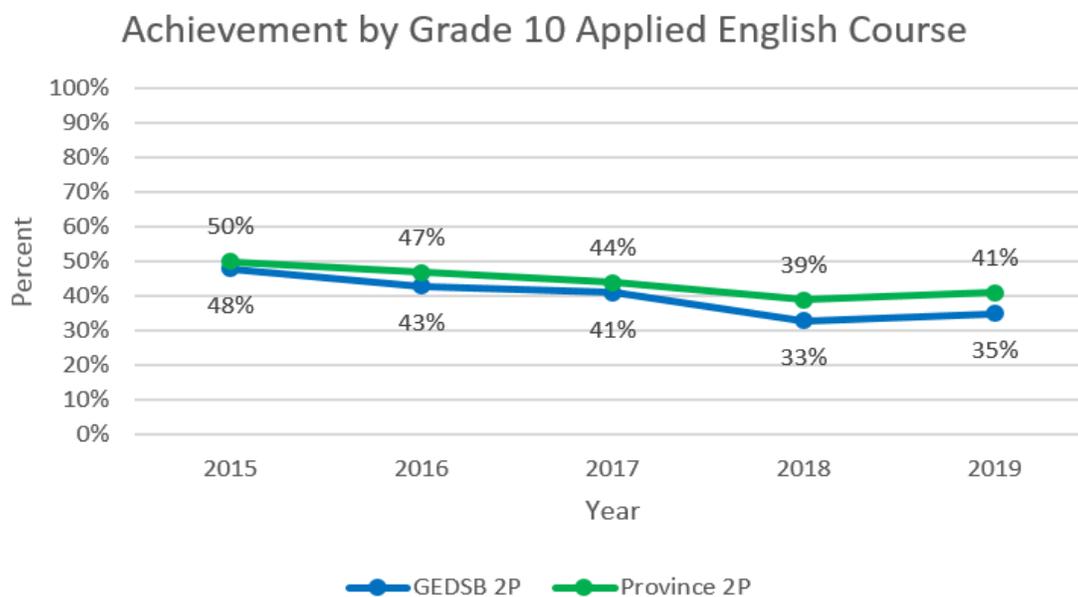
Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

2019 EQAO Data

- 63% of fully participating First-Time Eligible writers achieved the Literacy Graduation Requirement on the OSSLT.



- 35% of fully participating First-Time Eligible writers in Grade 10 Applied English achieved the Literacy Graduation Requirement on the OSSLT.



**Summary**

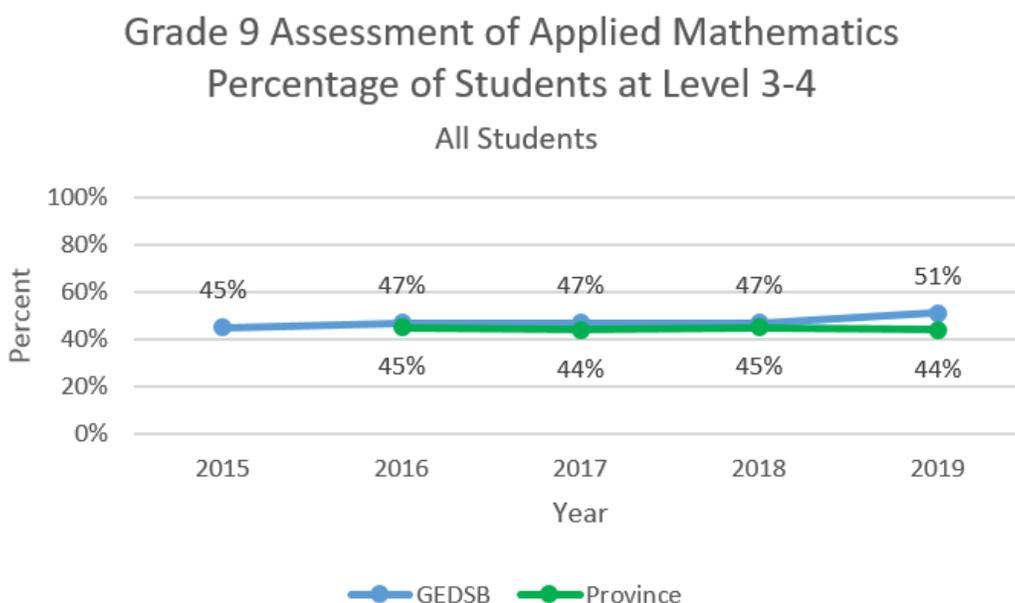
- The OSSLT results have increased by 1% (62% to 63%) for fully participating First-Time Eligible writers.
- Fully participating First-Time Eligible writers in Applied English achieving the Literacy Graduation Requirement on the OSSLT increased 2% from 33% to 35% which parallels the provincial results.
- Of the Grand Erie fully participating students enrolled in Academic English, 86% were successful.
- The Literacy Support Plan provided in-year data for teachers of students in the Applied and Locally Developed pathways. School teams examined and addressed the most urgent learning needs of students through moderated marking as related to the literacy competencies evaluated on the OSSLT. These competencies are found on the OSSLT and in Grade 9 and 10 Curricula; this data informs instruction and focuses on remediation.

**Numeracy - How did we do?**

Percentage of students achieving Level 3 or 4 in EQAO’s Grade 9 Assessment of Mathematics for participating students in the Applied and Academic Grade 9 course.

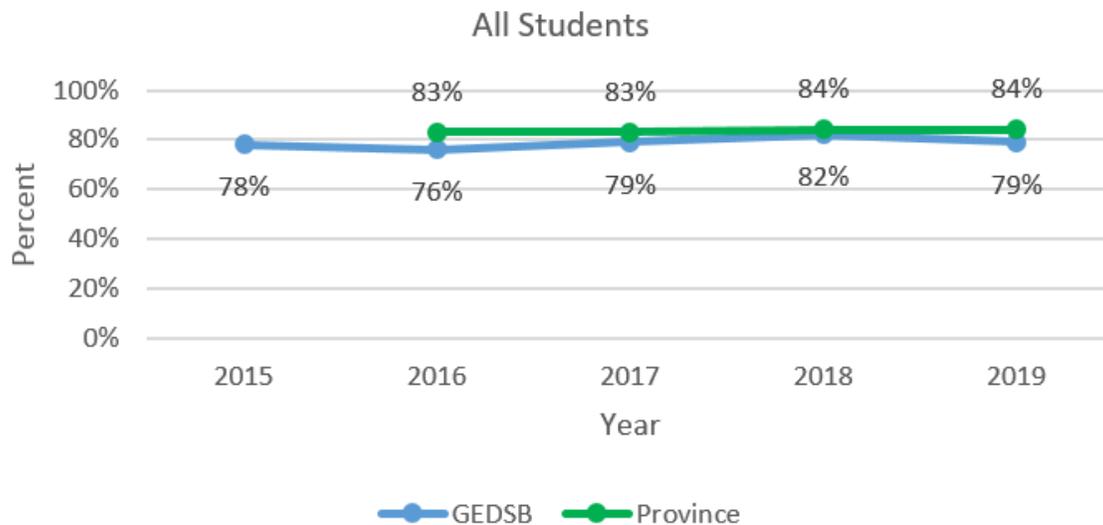
2018-19 EQAO Data

- 53% of participating students and 51% of all students in Applied Grade 9 mathematics achieved the provincial standard.



- 81% of participating students and 79% of all students in Academic Grade 9 mathematics achieved the provincial standard.

## Grade 9 Assessment of Academic Mathematics Percentage of Students at Level 3-4



### Summary

- The results for students in Grade 9 Applied mathematics have increased 4% from 47% to 51% and is 7% above the provincial results.
- The results for students in Grade 9 Academic mathematics have decreased 3% and the gap has widened to 5% below the provincial average.
- Four-year trend data for all students in the Applied pathway is consistently above the provincial average and is above the 50% threshold.
- Two system professional development sessions were held last year for all school mathematics learning teams with a focus on the three-act math lesson, math talks and utilizing non-permanent vertical surfaces.
- Two system sessions were held for administrators and school math coaches to support deeper learning and implementation of high yield instructional strategies.
- The Student Success Team supported individual schools through school-based learning team visits. The visits supported administrators and staff with identifying student needs and differentiating instruction.

### Percentage of Grade 7 and 8 students achieving Level 3 or 4 in mathematics on report cards.

#### Grade 7:

- 65% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
- 67% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand

#### Grade 8:

- 68% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
- 69% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand

**Summary**

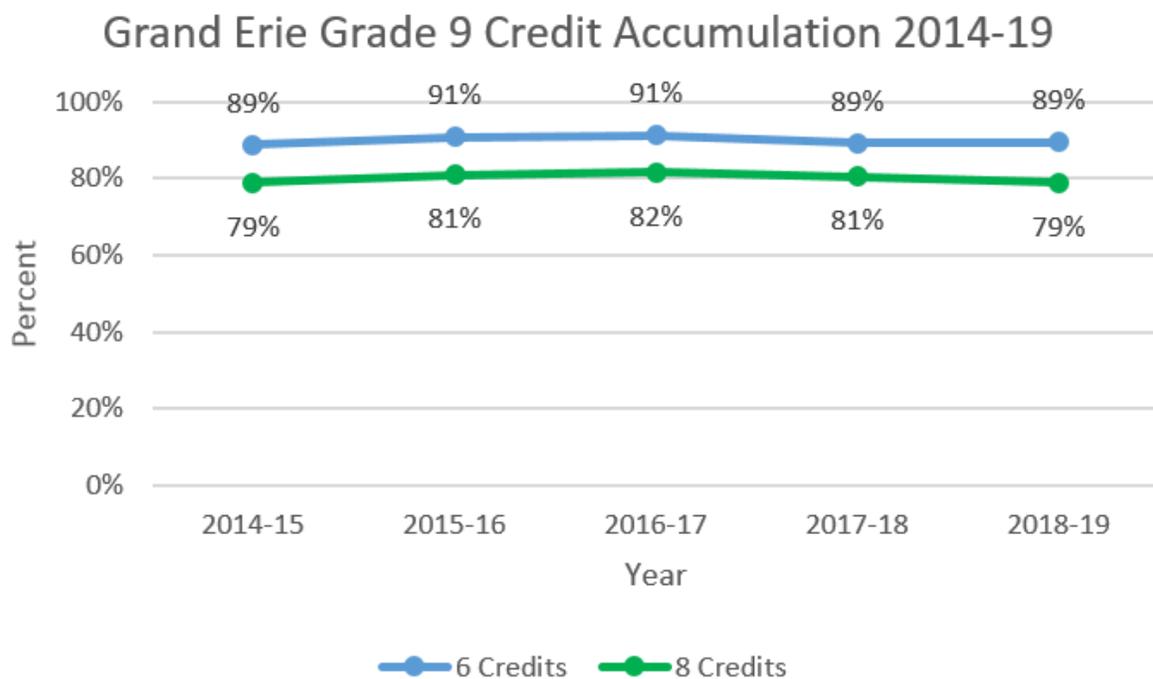
- The Grade 7 results decreased by 1% Number Sense and Numeration and 2% in Patterning and Algebra strands.
- The Grade 8 results remained the same for Number Sense and Numeration strand.
- The Grade 8 results increased by 3% for the Patterning and Algebra strand.
- As part of the Collaborative Inquiry Learning Model for Mathematics, focused in-services were provided for Grade 9 Applied mathematics coaches and a lead teacher from either Grade 7 or Grade 8, including Six Nations of the Grand River and Mississaugas of the Credit schools.

**Credit Accumulation – How did we do?**

**Percentage of students achieving 8/8 and 6/8 credits by the end of Grade 9.**

- 79% of students accumulated 8/8 credits in Grade 9, a decrease of 2% from last year.
- 89% of students accumulated 6/8 credits in Grade 9, which remained the same from last year.

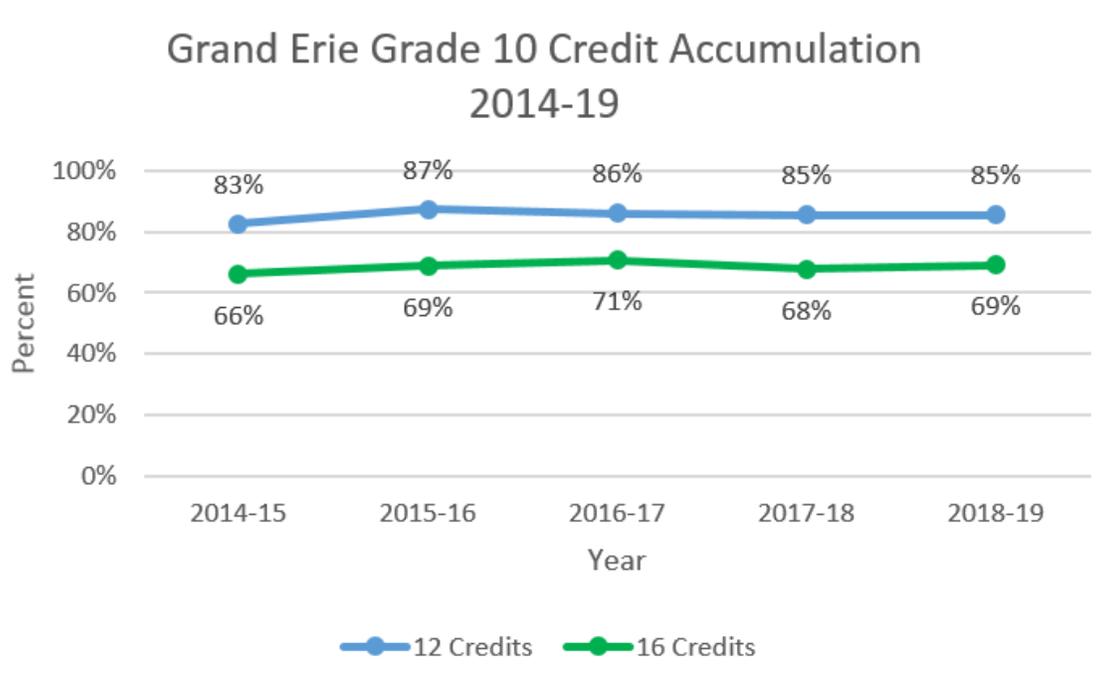
Graph comparing the percentage of students achieving 6/8 as compared to 8/8 credits by the end of Grade 9.



**Percentage of students achieving 16/16 and 12/16 credits by the end of Grade 10.**

- 69% of students accumulated 16/16 credits in Grade 10, an increase of 1% from last year.
- 85% of students accumulated 12/16 credits in Grade 10, which remained the same from last year.

Graph comparing the percentage of students achieving 12/16 and 16/16 credits by end of Grade 10.



### Where are we Now?

#### Secondary

1. The Intermediate Transition Plan continues to provide proactive and preventative supports for students as they transition from Grade 8 to 9, preparing them for success as they enter secondary school. Results from the implementation of this plan will continue to be monitored in order to meet the needs of intermediate students.
2. The Transition Itinerant teachers focus on career and life planning and integrating the transition supports and process. They are connecting and working closely with teachers from Grades 7-9 to continue to support a successful student transition process.
3. The year, secondary schools have received one staffing section to support transitions. The individual will work directly with the itinerant teachers as part of the Grade 8-9 process.
4. The Secondary Math Facilitator will strengthen the math teaching in the identified schools and foster learning environments that lead to improved student performance. The Secondary Math Facilitator will communicate regularly and share school needs, challenges and successes with the Board Math Learning Lead.
5. A new cross-curricular literacy pre-assessment was administered in all secondary schools in the first month. The pre-assessment is skill-based and is intended to provide classroom teachers with information about their students' literacy skills and needs. The Student Success team will support all secondary schools in response to the results of the pre-assessment outcomes.
6. Cross-panel supports will be provided to all elementary and secondary schools with a focus on literacy and numeracy skills.
7. Grand Erie continues to support staff with differentiating instruction and triangulating assessments to measure and meet the learning needs to ensure Success for Every Student.
8. The credit recovery program in day school and summer school continues to support options for students who are not meeting with academic success and will ensure that students are on track as they progress through their secondary school years.

## Special Education (Elementary and Secondary) – Outcomes 2018-19

### How did we do?

In the 2018-19 school year, the special education team highlighted for school administrators at the elementary and secondary levels the importance of following a strategic and needs-based pathway to modifications for our students. This meant administrators were asked to ensure that their staff members understood differentiated instruction and assessment and accommodations in the environment and student program. Administrators were also tasked with monitoring classroom strategies to ensure that teachers were planning for the full participation of all students. High expectations for learning and achievement of all students was supported by focusing on the implementation of tiered supports before moving to modifying the grade level curriculum. All school administrators were guided through learning about the contents of the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities which provided the context for understanding the importance of creating classrooms and schools based on Universal Design principles. Resources such as online "canned" Professional Development modules prepared by central staff for Learning Resource Teachers to use in schools and the regular publications, Spotlight on Special Education – Tiered Approach, issued by the System Learning Resource Teacher for Learning Disabilities as well as professional support staff, and the Differentiation Newsletter, issued by the Itinerant Learning Resource Teacher for Differentiation provided staff members with opportunities for self-directed learning or materials to use during school-based professional learning times. Administrators reported that they knew teachers were differentiating but struggled to monitor the implementation of differentiated strategies.

In elementary, early literacy interventions continued to be reviewed board-wide and a pilot implementation of Lexia took place in Grade 2 classrooms in 13 schools and in self-contained classrooms in 6 schools. For the majority of students participating in either reading intervention, an increase in reading levels took place.

Other initiatives undertaken during the 2018-19 school year in the special education department were the development of the Alternative Program Guide and the Autism Spectrum Disorder Framework – Putting the Pieces Together, securing the updated Canadian Cognitive Abilities Test, Version 7 with the aim to use the data gathered from this screening tool to support all students, and the review and upgrade of the Special Equipment Amount computer device to include a touch screen so that students can use their assistive technology more fulsomely in mathematics.

### Where are we Now?

#### Special Education

The goals of the special education team were ambitious in 2018-19 and in essence, the work throughout last school year resulted in a methodical and precise framework which will be implemented in the 2019-20 school year.

1. There will be a focus on fulsome implementation of Tier 1, in-classroom or close-to-the classroom strategies and supports
2. Elementary Learning Resource Teachers will participate in intensive professional learning to build their capacity to support classroom teachers to meet the needs of students with exceptionalities in the classroom. Secondary Learning Resource Teachers will participate based on their interest and availability.
3. The classroom teachers will design and implement the student's program with the support of the Learning Resource Teacher, in the classroom.
4. Establishment of clear expectations regarding In-School Team and Resource Team processes.

5. Dedicated multi-disciplinary teams in schools to attend Resource Team meetings.
6. Shifts in System and Professional Support Staff roles to align with the renewed focus of Tier 1, in-classroom or close-to-the-classrooms supports and strategies.
7. Continued focus on role of Educational Assistant as a resource that adds value to teacher programming goals for independence for students, how is the EA adding value to teacher programming
8. A continued focus on more targeted methods to monitor outcomes for students with special education needs that cannot be measured through traditional academic assessments will be a focus for the 2019-20 school year.

**Grand Erie Multi-Year Plan**

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

Respectfully submitted,

Linda De Vos, Superintendent of Education  
Denise Martins, Superintendent of Education  
Liana Thompson, Superintendent of Education



**GRAND ERIE DISTRICT SCHOOL BOARD**

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TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education  
Denise Martins, Superintendent of Education  
Liana Thompson, Superintendent of Education

RE: **2019-20 Grand Erie Student Achievement Plan: Success for Every Student**

DATE: October 28, 2019

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2019-20 Grand Erie Student Achievement Plan as information.</p>
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**Background**

The Grand Erie Student Achievement Plan Leadership Committee met several times in the fall of 2019 to examine the data and to discuss next steps in the development and evolution of the 2019-20 plan. Senior Administration then took the plan to central teams for input. We continue to align the focus of the plan with our Multi-Year Plan goals and Ministry's Focus on the Fundamentals of Mathematics goals.

**Additional Information**

The single page plan references the Achievement section of the Multi-Year Plan and is truly reflective of our K-12 journey. The plan communicates the story of our focus to all stakeholders, making links between what we do and how we do it, to impact achievement. The amended plan demonstrates the cyclical nature of school improvement; and, aligns with the Board's focus on a system multi-disciplinary and, school based teams approach.

The Grand Erie Student Achievement Plan is considered a living document and changes can be made throughout the school year based on identifying, reflecting and responding to system needs to ensure a focused, intentional improvement plan.

The Grand Erie Student Achievement Committee will continue to meet throughout the 2019-20 school year to monitor, measure and reflect on our progress, and to collaborate as needed with our educational partners from the Student Achievement Division.

**Next Steps**

1. The plan will be communicated with the Ministry of Education Student Achievement Division on October 31, 2019.
2. During a Director's meeting, the plan will be shared with Administrators.
3. Trustees will be updated on the Grand Erie Student Achievement Plan during the mid-year update.

Respectfully submitted,

Linda De Vos, Superintendent of Education  
Denise Martins, Superintendent of Education  
Liana Thompson, Superintendent of Education

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them

### Where Are We Now?

#### Needs Assessment Findings

When we review our data from various sources, we find our student needs in mathematics align with the provincial EQAO trends. Upon further in-depth analysis, which includes achievement data for students with special education needs, corroborating evidence supports the need for a continued focus on providing differentiated instruction in mathematics. The identified focus will remain on our most urgent student learning needs in Number Sense and Numeration. Specifically, the content and process will continue to focus on the key understandings of Quantity Relationships; Operational Sense; and, Algebraic Reasoning, so students can capably think, reason, represent, and flexibly apply their understanding when solving mathematical problems. This focus enables students to develop key mathematical skills to be successful across mathematical strands/big ideas; in cross curricular areas; and, in their mathematics courses.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the knowledge and skills to assess individual student needs and provide responsive, differentiated mathematics instruction. This provides opportunities for all students to understand mathematical concepts and processes that lay the foundation for problem-solving. Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health, productive disposition and well-being, while maintaining high expectations for mathematics achievement in the classroom. Professional Collaborative Learning Initiatives at the system and school level will continue to be offered to support educator learning needs, and the further implementation of evidence based instructional strategies to support students with their individual learning gaps.

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs exist around comprehension and inferencing. With a continued focus on differentiated assessment and instruction, individual student learning gaps will be identified and addressed. This focus enables students to develop explicit and implicit meaning in their reading and writing skills that are necessary to be successful in working towards the completion of the literacy credential required for graduation.

### How Did We Do?

#### K-12

Percentage of Grade 3 & 6 students achieving level 3 or 4 in reading, writing and oral language on report cards.

Percentage of Grade 3 & 6 students achieving level 3 or 4 in Number Sense & Numeration on report cards.

Percentage of students achieving level 3 or 4 in language and mathematics on the Primary and Junior EQAO Assessments.

Percentage of Grade 7 & 8 students achieving level 3 or 4 in Number Sense and Numeration; and, Patterning and Algebra on report cards.

Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

Percentage of students achieving level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied Grade 9 mathematics and participating students in the Academic Grade 9 mathematics.

Percentage of students achieving 6/8 and 8/8 credits by the end of Grade 9.

Percentage of students achieving 12/16 and 16/16 credits by the end of Grade 10.

Monitor and measure the impact of the renewed focus on tiered supports and strategies.

Narrative Data

### Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.

**School Effectiveness Framework Components & Indicators: 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.**

1.1 - Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

### How Will We Get There?

**Professional, and Collaborative Learning** – Superintendents and Central Teams will support/guide Principals and their multi-disciplinary teams through learning about and implementation of **curriculum; supports, tools and resources to use** effective differentiated instruction; ongoing assessment and reflection on student responses to instruction and feedback.

**Targeted Mathematics Support for Ministry Identified Schools—The Principal Leaders, Board Math Lead; Board Math Facilitators; Elementary Literacy/Numeracy Consultants; and Secondary Math Facilitator will support Grade 3, 6 and 9 Applied Teachers with their learning and implementation.**

**Principal and school multi-disciplinary learn teams** will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective differentiated classroom instruction and assessment to meet individual student learning through the use of the plan, act, observe, and reflect cycle.

**Individual student needs:** In maintaining and striving for high expectations in achievement and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

### How Will We Know?

The focus is on improved mathematics achievement. All of the following practices are expected to be evident for school based literacy achievement.

Educators implement effective differentiated instructional and assessment practices in response to individual student needs, supported by the leadership of the Principal. Multi-disciplinary school based teams will implement responsive, evidence based practice and research that focusses on transforming teaching, learning and well-being. Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

### How Are We Doing?

#### System

- Family of Schools Superintendent and System Multi-Disciplinary Teams Learning Observations; Conversations.

#### Schools

- Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.
- School self-assessment, feedback, and reflections inform practice.
- Evidence of focused work with the Central Team on co-planning, co-learning impacts to the classroom delivery and student outcomes in Grade 3, 6 and 9.
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).
- Principal and teacher dialogue and feedforward regarding taking initiative for implementation of their own professional learning goals and growth.
- Evidence of fulsome implementation of In-School Team and Resource Team process

#### Classroom

- Triangulated student evidence in a variety of forms (observation, conversation, and, products).
- Student voice regarding a change in confidence level and competency as a result of engagement that addresses their most urgent learning need.
- Evidence of implementation of Tier 1 strategies to support Universal Design for Learning and the full participation of all students.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Enrolment Update Report**  
DATE: October 28, 2019

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

Enrolment is reported to the Ministry of Education on two count dates, October 31<sup>st</sup> and March 31<sup>st</sup>, each year.

**Additional Information:**

The attached report contains the following data:

- a) Original enrolment projections for budget
- b) Preliminary enrolment reported on September 6, 2019 and on September 27, 2019
- c) Graph illustrating four years of actual enrolment history plus the preliminary enrolment for the current year.

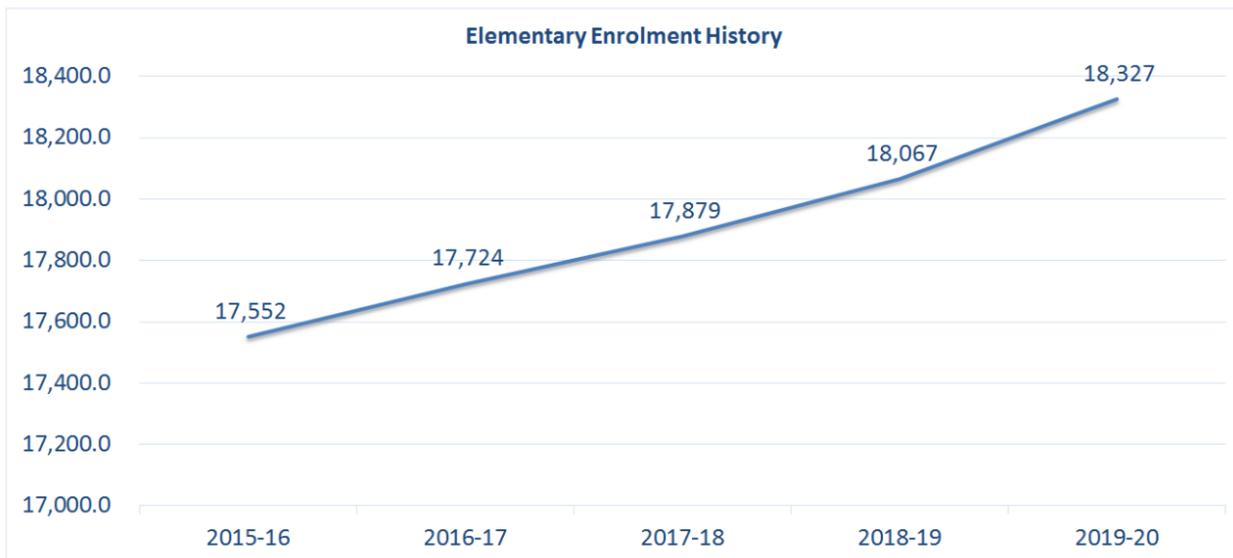
Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

### Grand Erie District School Board 2019-20 Elementary Enrolment Update

	Enrolment History					Change over 2018-19
	2015-16	2016-17	2017-18	2018-19	2019-20	
JK/SK	3,380.0	3,407.0	3,362.5	3,432.0	3,546.0	114.0
Grade 1-3	5,292.0	5,371.0	5,379.0	5,355.0	5,377.0	22.0
Grade 4-8	8,558.0	8,629.0	8,808.0	8,961.5	9,151.0	189.5
Special Education (Ungraded)	322.0	317.0	329.5	318.0	253.0	(65.0)
<b>Elementary ADE</b>	<b>17,552.0</b>	<b>17,724.0</b>	<b>17,879.0</b>	<b>18,066.5</b>	<b>18,327.0</b>	<b>260.5</b>

	2019-20 Enrolment					Change over Budget	Change over Sep 6 '19
	Budget	Sept. 6 '19	Sept. 27 '19	Oct. 31 '19	Mar. 31 '20		
JK/SK	3,391.0	3,519.0	3,546.0			155.0	27.0
Grade 1-3	5,269.0	5,376.0	5,377.0			108.0	1.0
Grade 4-8	9,084.0	9,163.0	9,151.0			67.0	(12.0)
Special Education (Ungraded)	251.0	254.0	253.0			2.0	(1.0)
<b>Elementary ADE</b>	<b>17,995.0</b>	<b>18,312.0</b>	<b>18,327.0</b>	<b>-</b>	<b>-</b>	<b>332.0</b>	<b>15.0</b>

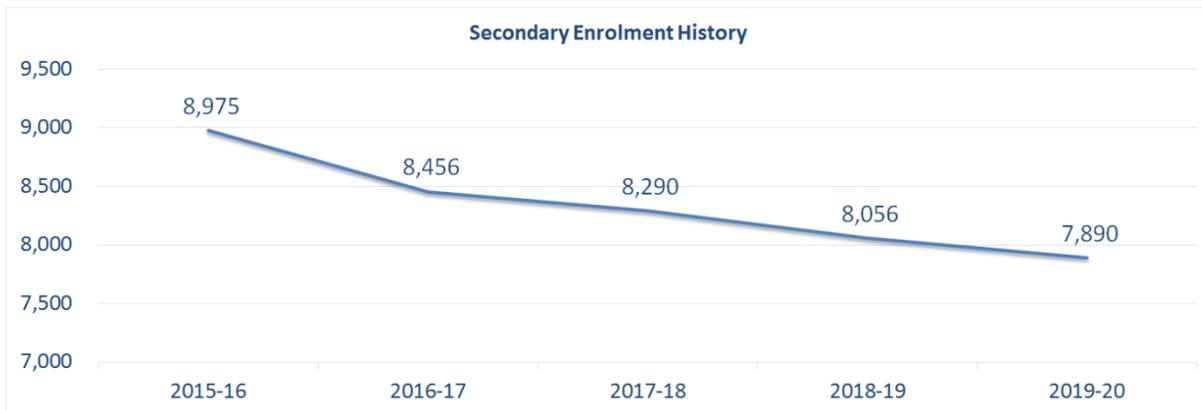


**Grand Erie District School Board  
2019-20 Secondary Enrolment Update**

	Enrolment History					Change over 2018-19
	2015-16	2016-17	2017-18	2018-19	2019-20	
Pupils of the Board - Regular	8,337.08	7,850.84	7,692.52	7,523.95	7,343.97	(179.98)
Pupils of the Board - High Credit	64.43	66.16	44.77	45.70	31.66	(14.04)
Students on an Education Service Agreement	573.00	538.50	552.63	485.88	514.21	28.33
<b>Secondary ADE</b>	<b>8,974.51</b>	<b>8,455.50</b>	<b>8,289.91</b>	<b>8,055.53</b>	<b>7,889.84</b>	<b>(165.69)</b>

	2019-20 Enrolment					Change over Budget	Change over Sep 6 '19
	Budget	Sept. 6 '19	Sept. 27 '19	Oct. 31 '19	Mar. 31 '20		
Pupils of the Board - Regular Oct. 31	7,514.26	7,520.98	7,532.28			18.02	11.30
Pupils of the Board - Regular Mar. 31	7,138.55	7,144.93	7,155.67			17.12	10.73
<b>Pupils of the Board - Regular ADE</b>	<b>7,326.41</b>	<b>7,332.96</b>	<b>7,343.97</b>	-	-	<b>17.57</b>	<b>11.02</b>
Pupils of the Board - High Credit Oct. 31	13.71	-	14.26			0.55	14.26
Pupils of the Board - High Credit Mar. 31	47.13	-	49.05			1.92	49.05
<b>Pupils of the Board - High Credit ADE</b>	<b>30.42</b>	-	<b>31.66</b>	-	-	<b>1.24</b>	<b>31.66</b>
Education Service Agreement Students Oct. 31	491.55	420.91	526.32			34.77	105.41
Education Service Agreement Students Mar. 31	468.91	401.55	502.11			33.20	100.56
<b>Education Service Agreement Students ADE</b>	<b>480.23</b>	<b>411.23</b>	<b>514.21</b>	-	-	<b>33.98</b>	<b>102.99</b>
Total FTE - October 31, 2019	8,019.52	7,941.89	8,072.86	-	-	53.34	130.97
Total FTE - March 31, 2020	7,654.59	7,546.48	7,706.83	-	-	52.24	160.35
<b>Secondary ADE</b>	<b>7,837.06</b>	<b>7,744.18</b>	<b>7,889.84</b>	-	-	<b>52.79</b>	<b>145.66</b>







## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
 RE: **Elementary Class Size Report**  
 DATE: October 28, 2019

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Elementary Class Size Report as information.

### Background

Since 2007-2008 the Ministry of Education has required Boards to be fully compliant with class size caps such that 90 per cent of primary classes will have 20 or fewer students and up to 10 per cent of primary classes may have up to 23 students.

For 2019-20, the Ministry has updated the regulated class size average for grades 4 to 8 for all boards. The regulation requires the Board to achieve compliance while ensuring that the average class size in grades 4 to 8 is 24.5 or less. For the 2019-20 school year, funding was reduced from 23.84 to 24.5.

In 2017-18, the government implemented a class size cap that will prevent large FDK classes. In 2018-19, the cap was reduced to a maximum class size of 29 students for FDK classes. Up to 10 per cent of FDK classes can reach up to 32 students if they meet one of the following exceptions:

- i. If purpose-built accommodation is not available (this exception will sunset after 2021-22);
- ii. If a program will be negatively affected (e.g., French Immersion); or
- iii. Where compliance will increase kindergarten/Grade 1 combined classes.

Boards are required to maintain a board-wide average class size of 26.0 or lower. The funded average class size will remain at 25.57 for 2019-20 to help boards manage the costs associated with meeting the caps.

### Grand Erie DSB Statistics for 2019-20

All boards are required to report actual school organizations that are in place each school year. Boards are permitted to select an appropriate reorganization date in the month of September for this purpose. Grand Erie's reorganization date was September 13, 2019. Appendix A provides Grand Erie's 2019-20 statistics from the data provided to the Ministry with comparative data for 2015-2016 through 2018-19.

It is of note that the report confirms that full compliance has been achieved in each year. For 2019-20, 100% of our Primary Classes are under 23 students, 91.1% (225 of 247) are at 20 and under and only 8.9% (22 of 247) of our Primary Classes are greater than 20 but no more than 23. All of the 52 Grade 3/4 combined classes are organized at 23 or under. It is important to note that the report confirms that the average grade 4-8 class size is compliant at 24.48.

Grand Erie has 149.6 Full Day Early Learning classes with an average class size of 23.67 which is below the funded level of 25.57 per class. 25 Full Day Early Learning classes have been organized with 15 or fewer students, one teacher and no Early Childhood Educator (ECE) as permitted in Regulation 224/10. Appendix B provides the details of the classrooms where no ECE is present.

Respectfully submitted,

Rafal Wyszynski,  
Superintendent of Business & Treasurer

Appendix A

Primary Class Size - Board Statistics	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Key Statistics</b>					
% Primary Classes 20 and under	89.9%	91.7%	90.7%	90.6%	<b>91.1%</b>
% Primary Classes 23 and under	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
Average Junior/Intermediate (grades 4-8) Class Size	24.11	24.13	24.15	24.15	<b>24.48</b>
% Grade 3/4 Combined Classes 23 and Under	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
<b>Early Learning Program Statistics</b>					
<b>% of ELP Classes</b>					
Under 26	48.6%	50.4%	43.2%	59.7%	<b>53.5%</b>
26	7.9%	5.8%	6.8%	11.1%	<b>16.4%</b>
27 and above	43.6%	43.9%	49.2%	29.2%	<b>30.1%</b>
<b>Information on ELP Classes</b>					
Number of ELP Classes	140	139	132	144	<b>149.6</b>
ELP Enrolment	3,386	3,374	3,288	3,381	<b>3,541</b>
Average ELP Class Size	24.19	24.27	24.91	23.48	<b>23.67</b>
Number of Schools Offering ELP Program	60	60	59	58	<b>58</b>
<b>Primary (Grade 1-3) Statistics</b>					
<b>% of Primary Classes</b>					
20 and under	89.9%	91.7%	90.7%	90.6%	<b>91.1%</b>
21	2.5%	1.7%	2.8%	2.0%	<b>1.2%</b>
22	3.4%	3.3%	4.1%	3.2%	<b>2.0%</b>
23	4.2%	3.3%	2.4%	4.3%	<b>5.7%</b>
24	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
25 and more	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
<b>Number of Primary Classes</b>					
20 and under	213	220	224	230	<b>225</b>
21	6	4	7	5	<b>3</b>
22	8	8	10	8	<b>5</b>
23	10	8	6	11	<b>14</b>
24	0	0	0	0	<b>0</b>
25 and more	0	0	0	0	<b>0</b>
Total Number of Primary Classes	237	240	247	254	<b>247</b>
Total Number of Primary Classes (FTE)	237	240	247	254	<b>247</b>
Total Primary Enrolment (FTE)	4,611.0	4,657.0	4,794.0	4,895.0	<b>4,791.0</b>

## Appendix A

<b>Primary Class Size - Board Statistics</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Information on Grade 3/4 Combined Classes (includes all</b>					
<b>Number of Classes</b>					
20 and under	23	12	17	12	<b>11</b>
21	10	9	8	5	<b>8</b>
22	7	15	7	11	<b>8</b>
23	23	22	23	13	<b>24</b>
24	0	0	0	0	<b>0</b>
25 and more	0	0	0	0	<b>0</b>
					<b>0</b>
Total Grade 3/4 Combined Classes	63	58	55	41	<b>51</b>
<b>Grade 3/4 Combined Class Enrolment</b>					
Total Grade 3/4 Combined Class Enrolment	1310.0	1253.0	1178.0	870.0	<b>1108.0</b>
Primary Enrolment in Primary/Junior Combined Classes	675.0	717.0	643.0	467.0	<b>643.0</b>
<b>Junior/Intermediate (grades 4-8) Statistics</b>					
Number of Junior/Intermediate Classes	383.0	388.0	390.0	389.0	<b>400.0</b>
Junior/Intermediate Enrolment	9,234.0	9,361.0	9,420.0	9,394.0	<b>9791.0</b>
Average Junior/Intermediate Class Size	24.11	24.13	24.15	24.15	<b>24.48</b>
<b>Self-Contained Special Education Statistics</b>					
Number of Self-Contained Special Education Classes	34.0	35.0	39.0	39.0	<b>33.0</b>
Self-Contained Special Education Enrolment	311.0	314.0	317.0	306.0	<b>253.0</b>

## Appendix B

2019-20 Kindergarten Classes without a DECE						
School	Total FD ELK Enrolment	Class Enrolment With a DECE				Class Enrolment with no DECE
Banbury	90	25	25	25	-	15
Bloomsburg	41	27	-	-	-	14
Burford	79	26	23	-	-	2 x 15
Caledonia Centennial	102	25	23	24	-	2 x 15
Cobblestone	87	23	25	25	-	14
Graham Bell-Victoria	38	24	-	-	-	14
JL Mitchener	62	24	25	-	-	13
Lakewood	99	29	29	26	-	2 x 15
Langton	36	23	-	-	-	13
Major Ballachey	67	26	26	-	-	15
Mapleview	70	27	28	-	-	15
Mt. Pleasant	43	28	-	-	-	15
Oakland-Scotland	39	24	-	-	-	15
Prince Charles	40	25	-	-	-	15
River Heights	98	28	26	29	-	15
Russell Reid	41	26	-	-	-	15
Ryerson Heights	120	25	26	27	27	15
Teeterville	43	28	-	-	-	15
Walpole North	44	29	-	-	-	15
Walsh	76	26	21	-	-	15 + 13
Waterford	94	26	27	26	-	15





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Summary of Accounts – September 2019**  
DATE: October 28, 2019

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of September 2019 in the amount of \$14,608,902.30 as information.</p>
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### 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







She further reported that our board is moving forward with the delivery of social emotional learning in the classroom. As we purchased the PATHS Grade 1 program two years ago, there will be no large financial outlay to purchase additional programs. The Child and Youth Workers and Ms. Bagchee will develop a model of delivering SEL collaboratively with teachers. This model will be shared with SEAC early next year.

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

- (a) Ratification of Minutes May 16, 2019 SEAC Meeting

Moved by: T. Waldschmidt

Seconded by: C. Brady

“THAT the Minutes of SEAC 18-09 of May 16, 2019 be approved as distributed.”

**Carried**

- (b) Special Education Plan  
Standard 5 – IPRC (Identification and Placement Review Committee) J. White

Ms. White reported that staff informally reviewed how other school boards manage IPRC applications to help determine if Grand Erie needed to consider a change to current practice. Ms. White explained that this was an exercise only to determine the usual practice of school boards. She further clarified that many parents believe an IPRC is necessary to get service, when in fact these can be provided by an IEP (Individual Education Plan). The IPRC is necessary when considering if a student has exceptional needs according to the categories of exceptionality as outlined by the Ministry of Education and when placement in a special class is being considered.

In addition to that review, Superintendent Thompson consulted legal advice resulting in a recommendation to develop an IPRC waiver process. The waiver process can be used successfully when school and family/student collaborate to discuss the strengths and needs of the student’s program and agree that they can continue for the next year.

Standard 5 will not be revised until 2019-20.

- (c) Ministry of Education Consultation Process for Class Sizes R. Collver

Members received a copy of the report submitted by Vice-Chair Collver who indicated she has not received a reply yet from the Ministry.





- ii. Model for Grand Erie Special Education in 2019-20 J. White

Ms. White presented a revised model for Tier 1 In-School Teams, Resource Teams and Learning Resource Teacher support.

Tier one In-School Team Support will provide continued focus on supporting classroom teachers with strategies and resources to support their capacity to program for and assess students with exceptional needs.

The intentional use of Educational Assistants to maximize their impact to support student independence will be a focus.

Learning Resource Teachers (LRT) will act as a resource to the classroom teacher with a focus on how to assist the teacher to program most effectively for their students.

The Child and Youth Workers (CYW) will support student skill development, coaching and modelling closer to the classroom rather than withdrawing students.

With a full-time LRT at each elementary school, the plan is reducing non-essential meetings and providing more resources to classroom teachers that will empower them to program effective strategies for students.

Teacher resources will be available from the In-School Resource Team, at breakfast staff meetings and from a binder available in their school.

This year, the plan is to establish level one support then make informed decisions about possible or necessary adjustments going forward.

A plan to develop a method for gauging the effectiveness of the proposed model will be forthcoming.

Moved by: K. Jones

Seconded by: L. Boswell

“THAT SEAC recommends the Board approve the Special Education Plan with the amended Standard 1 for submission to the Ministry and uploading to the Board’s website.”

**Carried**



- (c) 2019-20 Special Education Draft Budget J. White

Ms. White provided a review of the budget outline and explained the changes in presentation from the last time they saw the budget.

Some expenses that had been included as a group have been separated to provide a more accurate representation of the board's fiscal management.

Some programs funded by EPO (Education Programs – Other) were one-time infusions and may now be built into designated areas of the budget as part of the GSN (Grants for Student Needs).

R. Collver offered to provide more detailed information on priority funding following the Board's final budget meeting.

**E-1 Other Business K. Smith**

- (a) 2019-20 Proposed SEAC Meeting Schedule K. Smith

Members reviewed the proposed schedule and agreed to amend it in favour of the October 17<sup>th</sup> GEPIC (Grand Erie Parent Involvement Committee) Night.

Moved by: L. Scott

Seconded by: K. Jones

"THAT SEAC approves the amended meeting date schedule.

**Carried**

- (b) Regional Special Education Council (RSEC) Update J. White

This committee provides two-day conferences in the spring and fall and a one-day meeting during the winter.

Recently, staff met with their counterparts in Niagara and worked on principal centred leadership to reconsider how to work with teams and build capacity and goals.

Staff also enjoyed the guest speaker Michael Jacques, a young man diagnosed with autism and an intellectual disability who published his auto-biography, "Can't Read, Can't Write, Here's My Book" using his iPad's speech-to-text function.

Copies of his publication may be purchased online for \$20.00 each with revenue offsetting publishing costs and partial proceeds donated to Special Olympics and Community Living.



<https://www.heresmybook.com/purchase/heresmybook/cant-read-cant-write-heres-my-book>

They were also provided with an overview by a professor for the UCL Centre for Inclusive Education who provided a model on Teacher Aides specifically supporting academic needs of students and how Ontario boards have moved away from this approach.

They further explored regional issues with their counterparts on topics including service animals, the increase in student medical needs and refusals from Educational Assistants for certain requests.

- (c) Special Education Regional Coordinators' / Consultants' Conference (SERCC) Report

L. Boudreault

Plenary speaker Kelly Rogers brought information on the "Start Project" she is undertaking at the Grand Valley State University in Michigan.

She spoke on student engagement through inclusion, promoting independence and how to write script to respond in certain situations.

<https://www.gvsu.edu/autismcenter/autism-education-center-staff-3.htm>

The second day involved a structured carousel of topics which staff ensured were covered so could be shared later.

There were many resources offered for use within Grand Erie which will be reviewed for feasibility before implementation.

**F-1 Standing Items**

**K. Smith**

- (a) Spotlight on Special Education – No Update this Month.  
(b) Special Needs Strategy – No Update this Month.

**G-1 Community Updates**

**K. Smith**

- (a) Student Project in LD Technology Class at Banbury Heights

J. White

Ms. White explained Students in the Junior Tech Class were asked to write a paragraph about what they would like to tell a student who just found out they were Learning Disabled. Student entries, including pictures of their accomplishments during the year, were compiled into a scrapbook type publication entitled, "Being LD and What it Means to Me".



The purpose was to help build interest and demonstrate the value of helping students understand their disability and what it means to them personally.

**H-1 Correspondence K. Smith**

(a) LDAO Circular K. Smith

Chair Smith reviewed the contents and pointed out changes to funding for Multi-Disciplinary Amounts. SEAC members want to know how we are using our multi-disciplinary support amount.

Additional special education funding is contained in the new Priorities and Partnerships Fund (PPF). Details are contained in the [2019-20 Priorities & Partnerships Fund memo](#).

Staff have not yet received information on how to apply for this funding.

Parents who have concerns may contact Marit Stiles, Education Critic at [MStiles-CO@ndp.on.ca](mailto:MStiles-CO@ndp.on.ca).

(b) DSB Ontario North East – Letter to Minister Thompson re Ontario Autism Program May 22, 2019 K. Smith

Numerous letters were sent to the Ministry and we realize the large area serviced by this program will create a long wait period.

(c) Brant Haldimand Norfolk Catholic DSB – Letter to Minister Thompson re Ontario Autism Program May 21, 2019

This letter is seeking clarification from the Ministry on the Autism Spectrum Disorder funding before they finalize their budget.

(d) Durham DSB – Letter to Minister Thompson re Class Size & E-Learning June 3, 2019 K. Smith

This board sent several suggestions for Ministry consideration including a request to slow down changes and ensure transparency in decision making.

(e) Peel DSB – Letter to Minister Thompson re Funding Reductions May 10, 2019 K. Smith

This letter was seeking a response to their last correspondence to the Ministry regarding their loss of Local Priority funding.



**I-1 Future Agenda Items and SEAC Committee Planning** **K. Smith**

- (a) Suspension and Exclusion Report for Students with Special Needs – R. Collver

**J-1 Next Meeting** **K. Smith**

- (a) Thursday, September 19, 2019 | Grand Erie DSB – Board Room | 6:00 p.m.

**K-1 Adjournment** **R. Collver**

Moved by: T. Waldschmidt

Seconded by: L. DeJong

“THAT the SEAC 18-10 meeting of June 13, 2019 be adjourned at 7:52p.m.”

**Carried**



# H-1-c Joint Occupational Health and Safety Committee

September 19, 2019  
Facility Services – Meeting Room

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## MINUTES (Chair – Andrea Murik)

### 1.0 Roll Call and Election of Co-Chairs

#### 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	Transportation Services
Tom Krukowski	Facility Services

#### Employee Representatives:

Andrea Murik	Secondary Teachers (Certified Member) (Chair)
Elizabeth Armstrong	CUPE Clerical/Technical (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Jennifer Faulkner	CUPE Facility Services (Certified Member)
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:

Laura Adlington	Professional Student Services Personnel
George Wittet	Secondary Occasional Teachers (Certified Member)

The Co-Chairs were elected by the committee for the school year. Andrea Murik will represent the workers, Lena Latreille will represent management.

### 2.0 Minutes of Last Meeting

The draft minutes for June 20, 2019 were reviewed. Minor grammatical corrections were made to item 5.1.

### 3.0 Approval of Last Meeting Minutes (June 20, 2019)

The minutes were approved as amended.

### 4.0 Agenda Additions

#### 6.2 September Surplus List



### 5.0 Unfinished Business – Discussion

#### 5.1 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.

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.

September 2019: After visiting BCI in response to a structural concern of the interior arches, a Structural Engineer confirmed the arches are not load-bearing and are in fair condition. The Board is currently working on repairing the arches and ongoing repairs will continue throughout the school year. This item can be removed from the next agenda.

#### 5.2 Recommendation to Executive Council- BCI Noxious Odours Library Room 3

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.

September 2019: After completion of VOC testing, it was determined that there were no harmful substances found in the vicinity of the library room at BCI. There remains to be no further concerns or issues in the elevator room to date. This item can be removed from the next agenda.



### 6.0 New Business

#### 6.1 Ministry of Labour- Field Visit Report- Grading Operation- Education Centre

A complaint was submit to the Ministry of Labour during the summer regarding extra traffic in the Education Centre parking lot as part of preparation for the parking lot improvement project. As part of the discussion during the field visit, the Board was reminded of the requirement to notify staff in the buildings of the increased truck traffic and precautions to be taken while the re-grading operations are being undertaken. No orders were issued. Communications have been sent to notify and update staff regarding the status of the pavement project. This item can be removed from the next agenda.

#### 6.2 September Surplus List

A committee member brought forward an inquiry regarding a table saw that was on the surplus list which was recently sent out. Item number 23 on the surplus list is a table saw in working condition, however it was missing safety guards. The Division Manager of Operations and Health & Safety clarified that the individual who picks up the table saw must put a guard on the saw before putting it into operation. In addition, it was noted that the purchasing department had verified this requirement prior to adding this item to the surplus list. This item can be removed from the next agenda.

### 7.0 Information Items

#### 7.1 Various Asbestos Projects- Summer Break-

Various asbestos projects took place over the summer break including bulk sample analysis, asbestos abatements and air testing. All work was completed within asbestos Regulations. All reports were made available for the committee to review. This item can be removed from the next agenda.

#### 7.2 Bulk Sample Analysis Site Report No. 01- Simcoe Composite Secondary School- eBase #3022 (Washroom)- September 10, 2019-

Multiple samples of building material were collected from plaster samples at Simcoe Composite Secondary School for the determination of asbestos content. The samples collected did not contain asbestos. This item can be removed from the next agenda.

#### 7.3 Asbestos Abatement Site Report No. 01- Pauline Johnson Collegiate- eBase #1144- September 13, 2019

An asbestos abatement was performed at Pauline Johnson Collegiate to remove sections of asbestos-containing pipe insulation. All work was completed according to Regulation. This item can be removed from the next agenda.

#### 7.4 Bulk Sample Analysis Site Report No. 01- Elgin Avenue Public School- eBase #007 & 010- September 16, 2019

Multiple samples of building material were collected from plaster samples at Elgin Avenue Public School for the determination of asbestos content. The samples did not contain asbestos. This item can be removed from the next agenda.



# H-1-c Joint Occupational Health and Safety Committee

September 19, 2019  
Facility Services – Meeting Room

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## 8.0 Review of Reports

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

8.2 Status of Workplace Inspections Including Non-Academic Sites- June, July & August 2019  
Reports were made available to the committee for review. All required inspections were completed for the months of June, July and August. As a reminder to all locations, completions of monthly inspections are now to be done online via eBase going forward.

8.3 Health and Safety/Facility Services Committee  
The next meeting is scheduled for October 22, 2019.

8.4 Critical Injuries  
There have been 6 student critical injuries and 0 employee critical injuries for the 2019-20 school year to date.

8.5 Focus Group Meeting Minutes  
The next meeting is scheduled for October 17, 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:

- October 29, 2019 – 1 Day Emergency First Aid
- April 15, 2020 – 1 Day Emergency First Aid
- May 12, 2020 – 1 Day Emergency First Aid

### BMS:

- Initial Training
  - October 8, 2019 - Brantford
  - November 15, 2019 - Haldimand
  - January 20, 2020 - Norfolk
  - January 30, 2020 - Brantford
  - April 24, 2020 - Haldimand
  - June 5, 2020 - Norfolk



## Joint Occupational Health and Safety Committee

H-1-c

September 19, 2019

Facility Services – Meeting Room

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- June 26, 2020 - Brantford
- Recertification:
  - October 8, 2019 - Haldimand
  - November 15, 2019 - Norfolk
  - January 20, 2020 - Brantford
  - January 30, 2020 - Haldimand
  - April 24, 2020 - Norfolk
  - June 5, 2020 – Brantford
  - June 26, 2020 - Haldimand

### Health & Safety Training:

- October 22-24, 2019 – School Staff Basic Certification
- November 6-7, 2019 – School Staff Hazard Specific Training
- October 29, 2019 – School Staff Recertification
- March 16-18, 2020 – Facility Services Basic Certification
- March 19-20, 2020 – Facility Services Hazard Specific Training
- April 24, 2020 – Facility Services Recertification

### 10.0 Recommendations to Executive Council

None.

- 11.0 Adjournment/Next Meeting(s): Meeting adjourned at 11:36am. Next meeting is October 17, 2019 in the Facility Services Meeting Room.



## Joint Occupational Health and Safety Committee

September 19, 2019

Facility Services – Meeting Room

As of September 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
April 2019	Eyewash Stations	2019- September	Still investigating options for signs and stickers	Review October 2019
April 2019	Staff Safety Plan Template	2019- September	Draft not yet available	Review October 2019
April 2019	MOL Visit- Workplace Violence	2019- September	<p>On July 4, 2019 during a field visit, the Ministry approved our submitted compliance plan. During that field visit the Ministry Inspector provide an extension of the original order for training to September 30, 2019.</p> <p>Senior Administration has requested a review of Policy HR8 by the Board's Legal representative. As such, a request was submitted to the Ministry of Labour for an extension of the original training order, to ensure any changes that are made are reflected in the training being provided. The request that was submitted on September 19, was to extend the compliance date to October 31, 2019. No response was received at the time of this meeting.</p>	Review October 2019
April 2019	MOL Visit- Noise Measurements	2019- September	Hearing protection document now included as part of annual training in PD Place for Tech and Music Teachers, Maintenance and Operations staff and Secondary Administrators. Quantity of earplugs being sent to applicable locations. This item will be removed from the next agenda.	



## Joint Occupational Health and Safety Committee

September 19, 2019

Facility Services – Meeting Room

### 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 members will advise of any requested changes or amendments.
HR5 – Harassment		Board approved September 2015	October 2019	September 2019	Committee members will advise of any requested changes or amendments.
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2019	Deferred to October to allow for feedback from the Board's Legal representative.

No	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
<b>Elementary Schools</b>													
1	Agnes Hodge	C											
2	Banbury Heights	C											
3	Bellview	C											
4	Bloomsburg	C											
5	Boston	C											
6	Branlyn Community	C											
7	Brier Park	C											
8	Burford District Elementary	C											
9	Caledonia Centennial	C											
10	Cedarland	C											
11	Centennial-Grandwoodlands	C											
12	Central P.S.	C											
13	Cobblestone Elementary	C											
14	Confederation (Fr Imm)	C											
15	Courtland	C											
16	Delhi	C											
17	Dufferin	C											
18	Echo Place	C											
19	Elgin Ave.	C											
20	Glen Morris	C											
21	Graham Bell	C											
22	Grandview	C											
23	Greenbrier	C											
24	Hagersville Elementary	C											
25	Houghton	C											
26	J.L. Mitchener	C											
27	James Hillier	C											
28	Jarvis	C											
29	King George	C											
30	Lakewood	C											
31	Langton	C											
32	Lansdowne-Costain	C											
33	Lynndale Heights	C											
34	Major Ballachey	C											
35	Mapleview	C											
36	Mt. Pleasant	C											
37	North Ward	C											
38	Oakland-Scotland	C											
39	Oneida Central	C											
40	Onondaga-Brant	C											

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

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

Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C											
92	Langton Bus Barn, 23 Albert St. Langton	C											
93	Walsh Bus Barn, 93 Regional Road #3 Walsh	C											
<b>Total Sites</b>		<b>93</b>											
<b>Total Regular Monthly Inspections</b>		<b>89</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Total Annual Inspections Completed</b>		<b>4</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Total Annual Inspections Planned</b>		-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Double Inspections Completed</b>		-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Incomplete</b>		-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Not Reported</b>		-	93	93	93	93	93	93	93	93	93	93	93

Annual JOHSC inspection	A
Monthly inspection was	C
Two inspections completed due to a missed inspection	C+C
Monthly inspection was not completed	NC
Annual JOHSC inspection planned	P





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Rita Collver, Chair, Audit Committee  
RE: **Audit Committee Report**  
DATE: October 28, 2019

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Audit Committee minutes of September 18, 2019.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
That the Grand Erie District School Board approve the recommendations from the September 18, 2019 Audit Committee as follows:

1. **Internal Audit**  
The Audit Committee recommends to Grand Erie District School Board, that PricewaterhouseCoopers proceed with the Internal Audit Plan for 2019-20 of Fraud Risk Management”.
2. **External Audit**  
That the Audit Committee recommends to the Board the approval Audit Planning and Fee Estimates be approved as presented.”

Respectfully submitted,

Rita Collver, Chair  
Audit Committee



## Minutes

**Members:** Rita Collver, Chair, Brenda Blancher, Director of Education, Beryl Collingwood, Volunteer, Christopher O'Conner, PwC Internal Auditor, Blaine Schell, External Auditor MRR Cindy Smith, Manager of Business Services, Claudine VanEvery-Albert, Trustee, Don Werden, Trustee, Rafal Wyszynski, Superintendent of Business and Treasurer,

**Regrets:** Suk Bedi, PwC Internal Auditor, Dianne Latta, External Auditor MRR, Christine Woodley, Volunteer

**Guest:** Carol Ann Sloat, Trustee

**Recorder:** Kathryn Underwood, Recording Secretary

### A – 1 Opening

#### (a) Roll Call

The meeting was called to order at 4:11 p.m.

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

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

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

Moved by: B. Collingwood

Seconded by: C. VanEvery-Albert

That the Audit Committee approve the agenda of September 17, 2019.

Carried.

#### (d) Declaration of Conflict of Interest

None.

### B – 1 Minutes

#### (a) Approval of the June 18, 2019 Minutes

Presented as circulated.

In response to a question regarding P-Cards, C Smith provided an update and reported that the due dates have been changed to the 15<sup>th</sup> of each month and is discussing with the vendor regarding date changes with respect to purchasing card holders not in compliance.

In response to a question on if the number of purchasing cards in the system was appropriate, C Smith reported that of the four hundred cards issued, not all are active at the same time and have identified staff whose card is inactive and have revoked inactive cards. It was



requested that staff provide a report at the end of the school year, to provide an overview of the roll out of the changes.

In response to a question on the unsupported capital audit management, R Wyszynski reported that staff are working on the development of a policy and will have a draft to the Board in February. He further clarified that the Audit Committee member can submit comments through the review process.

The Chair requested that item I-J Recommendations to the Board be changed to Unsupported Capital Audit and External Auditor Appointment.

Moved by: B Collingwood

Seconded by: D Werden

"That the Audit Committee approve the amended Audit Committee minutes of June 18, 2019."

Carried.

#### C – 1 In Camera

##### (a) Legal Matters

Moved by: C VanEvery-Albert

Seconded by: D Werden

"That the Audit Committee move into In-Camera Session to discuss a Legal Matter at 4:18 pm."

Carried.

##### (b) Welcome to Open Session

The Public Session was called to order by Chair, R Collver at 4:25 p.m.

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

##### (a) IT Security Update

R. Wyszynski presented the IT Security Update Report and highlighted that IBM will be completing a Network Vulnerability Assessment and a final report that will include; Executive Summary, Technical Summary, Detailed Technical Findings and a Strategic and Tactical Recommendations. It is anticipated that the report will be completed by the end of October 2019 and shared at the next Audit Committee meeting.

##### (b) Internal Audit Plan-Executive Update to Risk Radar

R. Wyszynski highlighted the process and purpose of reviewing the Internal Audit Plan Risk Radar and the changes of risks from the Executive Team. Rafal highlighted the changes that the Senior Administration team adjusted within the radar based on their perceived increase or decrease of risk.

In response to a question on if other boards risk radar is similar or if we have any insight comparable to other boards, R. Wyszynski, reported that the make up of each Board is unique. C O'Conner reported that every Board's risks are unique and the process of



developing the risk radar was to look at each Board individually. He further offered that the climate of the Boards, (i.e. political or financial) may have similarities however the shifting of risks at each board are unique, however student wellness, mental health and wellness for employees are in the centre for all Boards.

B Blancher reported that the EC had the lens of labour relations that may have caused risks to shift significantly.

#### E – 1 Internal Audit

(a) Approval of the Internal Audit Plan

C. O’Conner reviewed with the committee 2018-19 Internal Audit Plan and the priorities outlined for 2019/20 identified Validate-Budget Performance and Recovery Plan Monitoring.

He further reported that the audit project can be changed based on Management’s recommendations. From the recommendation it will need to go to the RIAT team for approval and a scope letter would follow.

The committee discussed several potential audits based on risks outlined in the risk radar including; Instructional Program, Cost Improvement, Health and Safety, Special Education Work Flow Planning, Fraud Risk Assessment, Human Resources Planning, Governance and Procurement and Payables.

C O’Conner highlighted audits being conducted at other Boards including the Assist-French program, Health and Safety, Field Trips and brought forward the need to consider the risks that have not changed in the review of the risk radar to ensure that the Board is comfortable with managing the risk, (i.e. Procurement and Payables). R. Wyszynski indicated that the current system is dated and will be changing the processes.

R Wyszynski, indicated that Fraud Risk Management would still be a beneficial audit for 2019-20 and Disaster Recovery Audit would be timed well for 2020-21. C O’Conner reported that the Fraud Risk Assessment audit includes a facilitated fraud risk assessment, fraud framework and fraud specialist to go through a structured process with Management to help identify fraud risk.

Moved by: B Collingwood  
Seconded by: D Werden

The Audit Committee recommends to Grand Erie District School Board, that PricewaterhouseCoopers proceed with the Internal Audit Plan for 2019-20 of Fraud Risk Management”.

CARRIED.

(b) Evaluation of Regional Internal Audit

The Chair discussed the evaluation tool for the Regional Internal Audit and reported that the Internal Auditor will present the findings at the November Audit Committee meeting.



F – 1 **External Audit**

(a) External Auditor Plan and Fee Estimates

B Schell highlighted the Audit Plan and Fee estimates as distributed. B Schell highlighted the external audit plan for the 2019-20 school year including the planned scope and timing of audit, materiality, significant changes, internal control, significant risks, uncorrected misstatements and timing.

B. Schell further discussed the proposed audit fees and indicated that the fees have not changed from the previous year.

Moved by: B Collingwood

Seconded by: Claudine

“That the Audit Committee recommends to the Board the approval Audit Planning and Fee Estimates be approved as presented.”

CARRIED.

(b) Audit Engagement Letter

Chair Collver highlighted the engagement letter, identifying the responsibilities of the external auditor, Use and Distribution of the report, Reproduction of the Auditors Engagement Report, Preparation of the Schedules, File Inspections, Governing Legislation, dispute resolution, Indemnity, Fees, Communications, Confidentiality and Management's Responsibilities.

G – 1 **Other Business and Emerging Issues**

(a) Ministry of Education Training Module 7 & 8

The Chair discussed the Ministry Training Module 7 & 8 and that these modules are the ending of the training.

(b) Multi-Year Financial Recovery Plan (MYFRP) Update

R Wyszynski updated the committee on the Multi-Year Financial Recovery Plan and reported that we are on target to meet the plan. R. Wyszynski outlined the next steps including the finalization of the 2018-19 year end. The Board's operating reserve is on target for a \$3.6 million balance, which would satisfy the requirements of the MYFRP. Once the Board files its year end with the Ministry on November 15<sup>th</sup>, it will likely take a few months to confirm the results and confirm that Grand Erie met its obligations under the MYFRP.

In response to a question, R Wyszynski clarified that any reserve amounts above the \$3.1 Ministry minimum can be utilized, but those discussions will occur at year end.

(c) Board Policy and Procedures

Chair Collver reported to the Audit Committee on the cycle of the view of Board Policies and Procedures and informed them of the opportunity to review and provide comments.



H – 1 **Consent Items**

- (a) Consolidated Due Diligence Report-Received
- (b) Q3 Financial Forecast -Received.

I – 1 **Recommendations to the Board**

The Chair highlighted the following recommendations that will be presented to the Board;

- Regional Internal Audit Plan
- External Audit Plan and Fee Estimates

J – 1 **Proposed Agenda Items for Future Meetings**

The committee discussed the agenda topics for the November meeting including;

- Evaluation of Regional Internal Audit
- IT Security Update Report
- Year End Financial Statements

K – 1 **Adjournment**

Moved by: D Werden

Seconded by: C VanEvery-Albert

“That the Audit Committee of September 17, 2019 adjourn at 5 :34p.m.”

**Carried.**

Draft

September 10, 2019

Audit Committee Members  
Grand Erie District School Board  
349 Erie Avenue  
Brantford Ontario N3T 5V3

Dear: Audit Committee Members

### **Audit Planning**

We are writing this letter in connection with our audit of the financial statements for the year ending Saturday, August 31, 2019.

Our purpose in writing is to ensure effective two-way communication between us in our role as auditors and yourselves with the role of overseeing the financial reporting process. In this letter we will address our responsibilities as independent auditors and provide information about the planned scope and timing of our audit.

### **Auditor Responsibilities**

The respective responsibilities of ourselves and of management in relation to the audit of financial statements are set out in the engagement letter that was signed by management on Monday, July 15, 2019. This engagement letter is attached as an appendix to this letter.

### **Planned Scope and Timing of Our Audit**

Our objective as auditors is to express an opinion on whether the financial statements are prepared, in all material respects, in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

In developing our audit plan, we worked with management to understand the nature of the entity Grand Erie District School Board and to identify and assess the risks of material misstatement in the financial statements, whether due to fraud or error. Our audit plan has been designed to focus on the identified areas of risk.

### **Materiality**

For the current period, we have determined an overall materiality amount of \$4,500,000. This amount will be used to:

- a) plan and perform the audit; and,
- b) evaluate the effects of identified and uncorrected misstatements on the audit procedures performed as well as on the financial statements.

The materiality amount will be reassessed at period end to ensure it remains appropriate.

### Significant Changes During the Period

The were no significant changes that we addressed in planning the audit for the current period.

### Internal Control

To help identify and assess the risks of material misstatement in the financial statements, we obtain an understanding of internal control relevant to the audit. This understanding is used in the design of appropriate audit procedures. It is not used for the purpose of expressing an opinion on the effectiveness of internal control. Should we identify any significant deficiencies in the internal control and accounting systems, we will communicate them to you in our audit findings letter.

### Significant Risks

In planning our audit, we identify significant financial reporting risks that, by their nature, require special audit consideration. The significant risks we have identified and our proposed audit response is outlined below:

Significant Risks	Proposed Audit Response
Provincial Revenue recognition and completeness	Analytical procedures, Substantive testing of revenues, including test of controls for Internal Audit
Retirement and other future benefits	Substantive procedures, Use of Actuary to support valuation of benefits
Accounts payable and accrued liabilities	Analytical procedures, Substantive testing and tests of control for disbursements
Transportation Expenses	Substantive procedures, analytical procedures and test of control
Payroll Expenses	Analytical procedures, tests of control
School Fundraising	Substantive testing and test of control for Internal Audit, qualification on auditors report as to completeness

If there are specific areas that warrant our particular attention during the audit or where you would like us to undertake some additional procedures, please let us know.

### Uncorrected Misstatements

Where we identify uncorrected misstatements during our audit, we will communicate them to management and request that they be corrected. If not corrected by management, we will then request that you correct them. If not corrected by you, we will also communicate the effect that they may have individually, or in aggregate, on our audit opinion.

### Timing

The proposed timing of our audit (as discussed with management) is as follows:

Action	Date
Planning meeting with (directors-audit committee)	Tuesday, September 17, 2019
Start of interim audit work	Tuesday, August 13, 2019
End of interim audit work	Friday, August 23, 2019
Start of audit field work	Tuesday, October 15, 2019
End of audit field work	Friday, October 25, 2019
Present audit findings letter to audit committee	Tuesday, November 05, 2019
Approval of financial statements by the audit committee	Tuesday, November 05, 2019
Provide the audit opinion on financial statements	Tuesday, November 05, 2019

**Engagement Team**

Our engagement team for this audit will consist of the following personnel:

Name	Role	Contact Details
Blaine Schell	Partner	blaineschell@mrrca.com
Dianne Latta	Manager	diannelatta@mrrca.com
Jeff Gilbert	Senior Accountant	jeffgilbert@mrrca.com
Alice Petheram	Staff Accountant	alicepetheram@mrrca.com

**Audit Findings**

At the conclusion of our audit, we will prepare an audit findings letter to assist you with your review of the financial statements. This letter will include our views and comments on matters such as:

- significant matters, if any, arising from the audit that were discussed with management;
- significant difficulties, if any, encountered during the audit;
- qualitative aspects of the entity's accounting practices, including accounting policies, accounting estimates and financial statement disclosures;
- uncorrected misstatements; and
- any other audit matters of governance interest.

**Other Matters**

Would you please bring to our attention any significant matters or financial reporting risks, of which you are aware, that may not have been specifically addressed in our proposed audit plan. This could include such matters as future plans, contingencies, events, decisions, non-compliance with laws and regulations, potential litigation, specific transactions (such as with related parties or outside of the normal course of business) and any additional sources of audit evidence that might be available.

**Fees**

Our proposed audit fee of \$55,000, for the period ending Saturday, August 31, 2019, is based on the nature, extent and timing of our planned audit procedures as described above.

We recognize your significant role in the oversight of the audit and would welcome any observations on our audit plan.

This letter was prepared for the sole use of those charged with governance of Grand Erie District School Board to carry out and discharge their responsibilities. The content should not be disclosed to any third party without our prior written consent, and we assume no responsibility to any other person.

Yours truly,  
**Millard, Rouse & Rosebrugh LLP**  
Chartered Professional Accountants



Blaine G. Schell, CPA, CA





## MINUTES

**Present:** Denise Martins, Jeannie Martin, David Lloyd, Jeff Benner, Pam Davis, Cathi Krueger, Sherri Vansickle, Melissa Turner, Sharon Williams, Katie Maracle, Christina Speers, Sharon Doolittle

**Regrets:** Claudine Vanevery Albert, Anne Noyes,

**Absent:** Audrey Powless-Bomberry

### A - 1 Opening

(a) **Welcome and Introductions/Land Acknowledgement Statement** J. Martin

J. Martin welcomed everyone. C. Krueger gave the Land Acknowledgement Statement  
The Haudenosaunee Thanksgiving Address was given by la'teieka:neeh Doxtador– Swamp

Introductions were made.

Agenda additions /deletions/approval

Additions:

- Discussion Items – Six Nations Climate Change Awareness Morning (M. Turner)
- Reconciliation (S. Vansickle)

### B - 1 Indigenous Student Voice

**Student representatives** - la'teieka:neeh Doxtador -Swamp, Kalani Thomas, Ida Miller

#### Suggestions

- la'teieka:neeh Doxtador -Swamp will be doing a quality recording of the Thanksgiving Address in Mohawk and Cayuga and the meaning to be played in the morning announcements for McKinnon Park and suggested sharing this with the other schools.  
Comments from committee:
  - S. Williams suggested having signs made up of the Thanksgiving address in English for the classrooms, so the students understand what is being spoken.
  - J. Martin suggested a translation piece of what the different words mean.
  - C. Speers suggested also to have a copy sent to the parents  
**Action** – posters of Thanksgiving address would be sourced by various committee members to consider for future purchase.
- Kalani Thomas suggested during the announcements a word of the day be given in different First Nations languages and what it means.
- A monthly social and then at the end of the year a social for all the schools.
- They attended the student rep meeting in September and felt it was very informative and fun and helped them work on leadership skills in an engaging way.
- la'teieka:neeh Doxtador -Swamp suggested extra support for the students entering grade 9 who have been in immersion programs at elementary school. She feels they are not prepared to achieve at an academic level.



- Would like to have courses that prepare them for college and university like they have in the U.S.

#### Questions

- D. Martins asked what classes they were taking.
  - la'teieka:neeh Doxtador -Swamp – Anthropology, Art, Chemistry and Math. Because she attends Longhouse she is missing school which makes it hard because she has lots to do in the evening. J. Martin asked if the teachers ever give alternative make-up assignments related to the experience she had while out of school instead of making her do the classwork like everyone else. Answer – no.
  - Kalini Thomas is doing a victory lap and taking World Issues, Families in Canada and Math and plans to attend college and play sports.
  - Ida Miller is doing a co-op assisting the teachers, one of the classes being Native History
- J. Martin thanked them for all their input and excused them back to class.

#### C – 1 Approval of Minutes - June 4, 2019

J. Martin

Review of June 4, 2019 minutes

All in approval

#### D – 1 Business Arising from the Minutes

- (a) Update on Six Nation Educational Assistance Program J. Martin  
J. Martin asked if the students had received their cheques in June in spite of the closure of the Six Nations Band Council.  
Counsellors responded - the cheques were not mailed out by Six Nation Band Council as they typically have been in the past. S. Vansickle and M. Turner went to Ohsweken and picked them up. Some of the students were no longer attending school so these were mailed out.
- (b) Presentation to secondary administrators meeting on Grand Erie-Six Nations ESA D. Martins  
J. Martin presented an overview of the Grand Erie-Six Nations Education Services Agreement at September secondary administrators meeting. It was very helpful and informative for everyone. J. Martin also presented on the Indigenous Student Leadership program for 2019-20. A lot of good questions came forward. J. Benner confirmed learning the different roles and what the E.S.A. covers was helpful. J. Martin would like feed-back regarding this information gathering.  
**Action** – J. Martin will follow up with secondary administrators to see if there are further questions related to the ESA or Indigenous Student Leadership Initiative.
- (c) Student Recognition nomination for M. Anderson M. Turner  
M. Turner confirmed the nomination was submitted for M. Anderson's work on Nations-Newstart Community Based Learning Centre promotional post card, but they have not received any response. D. Martins advised it may be prudent to follow up given it is under the care of a new superintendent.



**Action** – M. Turner will follow-up with Superintendent Lisa Munro regarding the status of this nomination.

- (d) Welcome Sign and greetings translation to board meeting D. Martins
- The Welcome sign was shared at the board meeting with great feedback.
  - The signs were delivered to the secondary schools at the first Directors meeting this year.
  - Signs in a smaller dimension have now been ordered for all Grand Erie elementary schools.
  - There has been interest from external organizations who would like the sign for their buildings. Since it seems odd to give Welcome signs with our logo to external organizations the Indigenous Ed Team decided to explore the development of a promotional poster using the welcome sign image as the focus.

- E - 1 2019-20 Transition Plan J. Martin
- This year we have one of the Transition Teachers from Student Success working with us to implement the Six Nations transition plan, Todd Bannister.
  - J Martin shared the Grand Erie-Six Nations transition plan 2019-20 and asked dates not be arbitrarily changed. This needs to be done collaboratively.
  - If schools choose to add additional transition activities, that is their choice.
  - November 6<sup>th</sup> is the Grade 8 students' day and T. Bannister is arranging the details.
  - A new transition activity has been added for December - transition meetings with the Grade 8 teachers and Grand Erie staff only with the goal of completing Student Profiles on site.
  - J. Martin's goal this year is to compile all the Grade 8 student data on one spreadsheet so it is accessible to the VP's and school team in the event of transfers in September.
  - There is a different transition plan for Special Education students going into self-contained programs. This plan is attached to the regular program transition plan.
  - Staff are asked to take note of the transition plan dates and record in their calendars.
- Action** – J. Martin will send out the revised transition plan, and include administrators.

F - 1 Meeting Dates for 2019 – 2020

Meeting dates were accepted and sent out

G – 1 Discussion Items

- C. Speers asked to have her meeting invites sent through Outlook.  
**Action:** J. Martin will attempt to do this for all committee members.
- C. Speers suggested the committee take the lead on discouraging the use of bottled water and offered to bring cups to meetings rather than using bottled water. Committee members clarified plastic water bottles are an issue as well as the practices of Nestles that are allegedly having a negative impact on the source of potable water for the Six Nations community. D. Martins provided an update on the discussion that IEAC had on this topic and their desire to make a recommendation to the board on the matter.



- The Indigenous Ed Team will be putting out a survey to secondary administrators regarding the PD needs for Native Studies courses, both currently offered and those they would like to offer in future.
- **Action:** This will be further discussed at the next NAC meeting.
- M. Turner shared – Six Nations Climate Change Awareness Morning this Friday, October 11, 2019 at the Chiefswood Park – 9:30 am to 12:00 pm.
- S. Vansickle spoke in regards to the importance of taking real action regarding Reconciliation and not just giving it lip service. She referred to the current Federal Government action to appeal the court’s ruling to compensate Indigenous victims of the Child Welfare system and urged the board not to fall into the same way. She urged, “we need to walk the talk”.
- J. Martin shared that at the September 27<sup>th</sup> Indigenous Student Council Rising Stars Leadership Development Group facilitated the training workshop. It was well accepted by the students and was very interactive.
- There will be two to three planning days this year. The dates have been sent out. The HSS and MPSS Cultural Mentors will be helping organize the Leadership Initiative activities this year.
- Question asked – Are the cultural mentors going to be invited to the NAC meetings? Consensus was yes. J. Martin feels that it would be good for them to share what the plans and activities are that they are doing as a standing item on the agenda.

**H – 1 Principal’s Report**

Cathi Krueger

C. Krueger dispersed copies of the Principal’s report and presented the highlights of it. It was received for the record.

**G – 1 Closing**

S. Vansickle gave the Haudenosaunee closing in Mohawk.

**NEXT MEETING** @ Tollgate Technological Skills Centre  
Monday, November 4, 2019  
1:00-3:00 p.m.



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## MINUTES

**Chair:** C. Bibby

**Present:** A. Andratis; W. Baker; D. Dean; K. Kitchen; C. Krueger; N. Rose

**Regrets:** G. Ash, J. Benner, P. Bagchee, J. Dale, T. Haist, S. Hill, M. Hodges, L. Kilpatrick, C. Krueger, S. Miller, S. Sawyer, S. Martin

**Recorder:** Heather-Jo Causyn

### A - 1 Opening

(a) **Welcome**

The meeting was called to order by Committee Chair, C. Bibby, at 1:00 pm.

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

Nil

### B - 1 Timed Item

#### B-1.1 Cayuga Secondary School Logo

D. Lloyd, Principal of Cayuga Secondary School, presented several versions of a new logo and provided information as to the steps taken to seek approval for the new logo. The logo continues with the legacy of the Indigenous theme along with the Spartan Warrior theme. Consultation with committees such as Parent/School Council, Native Advisory Committee and Safe and Inclusive Schools have provided input into the design. A designer was hired to assist with the development of logo options. The unanimous choice was the eagle.

### C – 1 Policies and Procedures Out for Comment

#### C1.1 Policies

F01 Supplies Exclusivity: Food Services and Vending Machines in Schools

- Cultural consideration for food selection – in house cooking or external.

F03 Capital Related Funding and Community Donations

- No comment.

HR09 Hiring, Supervision and Placement of a Family Member

- No comment.

SO06 Student Suspensions

- Add bullet #7 – Re-entry meetings should follow a suspension of 6 or more days or when a violent incident has been recognized.



### Procedures

SO109 Drug Alert Naloxone (new procedure)

- No comment.

SO116 Pupil's Return from Absence

- C – sickness to illness
- F – religious to cultural

SO117 Parental Request for Temporary Excuse from Attendance at School

- No comment.

### D – 1 Operational Matters

#### D1.1 EGALE - Free Sessions

An opportunity exists to partner with EGALE but we are restricted with providing release time. Professional Support staff could be included as they do not require release time. Opportunity to provide sessions as part of a PA Day was discussed.

#### D1.2 LGBTQ Information Sharing

There was discussion as to how to get information out regarding LGBTQ (ie., included in the health and safety requirements in September, target the LRT group, part of staff orientation).

#### D1.3 Walsh – Request for Resource Support for Equity Project: “The Umbrella Project”

The Umbrella Project is being piloted at Major Ballechey. A review of the results from this project will be conducted prior to approving a second project.

#### D1.4 Robb Nash Presentation – Suicide Awareness

Mental Health experts are saying that the material in the Robb Nash presentation does not fit into School Mental Health Ontario. No other school boards have provided approval for the presentation to be made within their schools.

It was agreed that as this presentation does not meet our guidelines we cannot support it at this time.

#### D1.5 MADD Weed Out the Risk - Claire Brown

Excellent project. MADD Weed Out the Risk have received Ministry funding to present to schools. Information has been distributed to secondary schools indicating that they are free to contact Claire Brown in order to make host the interactive presentations.

#### D1.6 Understanding Haudenosaunee Philosophies and Guiding Principles – October 25

Lance Logan-Keye, Youth Service Worker will discuss the legacy of residential schools, intergenerational trauma and the effects of colonization historically to present day along with the guiding principles of conduct that form the bedrock of



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the Haudenosaunee civilization. A. Andratis will attend and report back at the next meeting.

**D1.7 14 and Muslim Resource- CBC Documentary and Teacher Resource**

The 14 and Muslim resource has been vetted through Student Success and Safe Schools. Great for students that haven't had a lot of experience with diversity - grade 7-12. Link it to the Staff Portal under Safe Schools. Video can be shared.

**D1.8 Global Day of Dignity**

The Global Day of Dignity will be held on November 13, 2019.

**D1.9 Period Poverty**

There is a notion that some School Boards are providing supplies for women and not charging for them. It was also suggested that condoms, deodorant and body wash be provided to male students.

**E – 1 Next Meeting**

The next meeting will be held on Tuesday, November 5, 2019.

**F – 1 Adjournment**

The meeting was adjourned at 3 pm.



**From:** C Blott <cblott6@gmail.com>  
**Sent:** October 9, 2019 8:28 AM  
**To:** Anderson, Greg <greg.anderson@granderie.ca>  
**Cc:** Wyszynski, Rafal <rafal.wyszynski@granderie.ca>  
**Subject:** Re-purposing public buildings in Cayuga

CAUTION: This email originated from outside of the organization. Do not follow guidance, click links, or open attachments unless you recognize the sender and know the content is safe.

Hello Greg,

I have been corresponding with Rafal Wyszynski about a proposal to Haldimand County Council to save some public buildings on public lands in downtown Cayuga: the old library and old firehall on the market square, and the Admin building on the Court House Grounds.

I am hoping these buildings can be re-purposed for community minded businesses that have a mentoring/training component to them.

For example, the old library is the building I presented as a working kitchen / cafe similar to Dunville's DREAM program and the Minga Cafe.

I proposed the concept of the firehall as a Farmers Market and a market produce outlet... etc. again with mentoring components to the businesses.

The Admin building is up on the Courthouse Grounds and this building is better suited for trade businesses that mentor - artists shops, bike repair shop, electronics repair shop, offices, day care, yoga studio, performing arts spaces etc.

I was reaching out to the Grand Erie Board of Education for support for these concepts to help encourage County Council and staff that re-purposing the buildings can be successful.

I had a good conversation with David Eelkema, who suggested I also talk with Conestoga College, and I have reached out to Mohawk College but have not connected with them yet.

From what I understand the call for tenders to demolish the firehall and library buildings closed Sept 10/19... so time is running low...

I have another meeting with the mayor this coming Monday,

I appreciate the interest the Grand Erie Board has shown in these concepts, and hope that the Board

may be able to write a short statement to say they support more opportunities for students to learn in the workforce in support of the re-purposing the buildings in Cayuga.

Thank you,  
Cathy

**Cathy Blott**  
*Habitat Design & Stewardship*  
519-496-6421