



AGENDA

- A – 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Legal Matters
 - (ii) Personnel Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Memorials
 - (i) Brendan Tram, North Park Collegiate D. Dean
 - (ii) Gregory Canivet, Facilities Maintenance Mechanic C. Sloat
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 Approval of Minutes**
- * (a) June 22, 2020 (Regular Board)
 - * (b) June 24, 2020 (Special Board)
 - * (c) July 9, 2020 (Special Board)
 - * (d) July 28, 2020 (Special Board)
 - * (e) August 17, 2020 (Special Board)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) French Immersion Ad Hoc Committee L. De Vos
 - * (b) Implications of 2020-21 Friday the 13th Events on Port Dover Students W. Baker
 - * (c) Return to In-Person Board Meeting Plan J. Roberto
- D – 1 Director's Report**
- E – 1 New Business – Action/Decisions Items**
- * (a) Approval of 2020-21 Committee of the Whole and Regular Board Proposed Schedules of Agenda items J. Roberto
 - (i) Committee of the Whole and Regular Board Meetings
 - (ii) Bylaw, Policies and Procedure Review Schedule
 - * (b) OPSBA Membership Fee for 2020-21 R. Wyszynski
 - * (c) Strategic Communications Plan Working Group – Ad Hoc Committee J. Roberto
 - * (d) Special Education Advisory Committee (SEAC) Membership L. Thompson
 - * (e) Educational Services Agreement – Indigenous Services Canada D. Martins
 - (f) JK – Grade 3 Masks G. Anderson
- E – 2 New Business – Information Items**
- * (a) Energy Conservation Consumption Report R. Wyszynski
 - * (b) Major Construction Update (FT2) R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting

Monday, August 31, 2020
Microsoft Teams Virtual Meeting

- * (c) School Council Report J. Roberto
- * (d) Special Approvals Report R. Wyszynski
- * (e) SO115 Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields (I) L. Thompson
R. Wyszynski

H – 1 Other Business

- * (a) Summary of Accounts - June 2020 R. Wyszynski
- * (b) Summary of Accounts - July 2020 R. Wyszynski
- * (c) Special Education Advisory Committee Minutes #1 – May 14, 2020 L. Thompson
- * (d) Special Education Advisory Committee Minutes #2 – May 14, 2020 L. Thompson
- * (e) Indigenous Education Advisory Committee Minutes (Draft) – June 18, 2020 D. Martins
- * (f) Joint Occupational Health and Safety Committee Minutes (Draft) – June 18, 2020 R. Wyszynski
- * (g) Audit Committee Minutes (Draft) – June 23, 2020 R. Wyszynski

I – 1 Correspondence

(a) GEETF Letter to Trustees and Director - August 28, 2020

J - 1 Adjournment

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

Committee of the Whole	September 14, 2020	7:15 PM	Board Room
Special Education Advisory Committee (SEAC)	September 17, 2020	6:00 PM	MS Teams Virtual Meeting
Audit Committee	September 22, 2020	4:00 PM	Board Room
Quality Accommodation Committee	September 24, 2020	2:00 PM	Board Room
Chairs' Committee	September 28, 2020	5:45 PM	Norfolk Room
Board Meeting	September 28, 2020	7:15 PM	Board Room
Committee of the Whole	October 5, 2020	7:15 PM	Board Room
Native Advisory Committee (NAC)	October 6, 2020	1:00 PM	Brantford Collegiate Institute
Safe and Inclusive Schools Committee (SIS)	October 15, 2020	1:00 PM	Board Room
Special Education Advisory Committee (SEAC)	October 15, 2020	6:00 PM	Board Room
Indigenous Education Advisory Committee (IEAC)	October 21, 2020	6:00 PM	Board Room
Grand Erie Parent Involvement Committee (GEPIC)	October 22, 2020	6:30 PM	Dogwood Room, Norfolk SSC
Chairs' Committee	October 26, 2020	5:45 PM	Norfolk Room
Board Meeting	October 26, 2020	7:15 PM	Board Room
Student Trustee Senate	October 27, 2020	10:30 AM	Grand River Hall, JBLC

SUCCESS for Every Student

Memorial Statement

Brendan Tram

Earlier this summer, our North Park family endured the loss of Brendan Tram who passed away suddenly on June 28th.

Brendan was a polite, kind young man with many friends and a passion for sports. In a very touching tribute to Brendan, his friends and family arranged to have his funeral procession drive by the school since Covid 19 prevented the opportunity for a proper goodbye. Hundreds of students and staff lined the street in front of North Park as the procession drove by and members of his football and basketball teams wore their jerseys to honour him.

Brendan will be forever missed by his parents, his younger sister, many other family members, his friends, and entire North Park community.

There will be a sports scholarship created in Brendan's name to hand out annually to a student who demonstrates kindness and all-round sportsmanship.

Respectfully submitted,

Susan Noort
Principal, North Park Collegiate.

Memorial Statement

Gregory Canivet

It was with great sadness that the Facility Services Department and Grand Erie community learned of the death of Gregory Canivet. Greg had been with the Board for 20 years as a Facilities Maintenance Mechanic. Although he worked at most schools throughout the Board, he was most recently assigned to the Waterford Family of Schools in Maintenance.

Greg passed away on August 5th, 2020 at the age of 62.

Greg was a family man. He was a devoted husband of Roxanne for 36 years, a loving father to Lisa and Jeff, a proud grandfather to 6 grandchildren and an adoring great grandfather to 7 great grandchildren.

Colleagues will remember Greg for his great sense of humour and his ability to make others laugh with his funny sayings and his ability do imitations and voices. Greg was always happy and was full of interesting facts and knowledge. Colleagues agree that he was a great man and a great friend.

Greg will be dearly missed by all he knew here at Grand Erie.

Respectfully submitted,

Lena Latreille
Division Manager of Operations and Health & Safety



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, 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: S. Gibson

Seconded by: B. Doyle

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 7:23 p.m.

(e) Memorials

D. Werden read the memorial statement for B. Johnston, Former Trustee.

(f) Agenda Additions/Deletions/Approval

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Agenda be approved.

Carried



(g) **In Camera Report**

Trustees will be returning to In Camera following item I-1.

(h) **Presentations**

G. Anderson recognized the three Student Trustees Ia'teieká:nereh Doxtader-Swamp, Zachary Garbaty and Alexandra Hauser for their contribution and hard work this year. G. Anderson noted that both I. Doxtador-Swam and Z. Garbaty will return in the fall for a second term as Student Trustees and A. Hauser will move onto Western University in September where she will study Medical Sciences and then go to Medical School. G. Anderson also congratulated Z. Garbaty for his recent election as Public School Vice-President of the Ontario Student Trustees' Association (OSTA-AECO).

G. Anderson noted that this is Director Blancher's last meeting and thanked her for her service with Grand Erie District School Board. G. Anderson noted that B. Blancher is a thoughtful, compassionate and humble leader who always puts the needs of the system first and has remained committed to doing what is right for our students and staff. G. Anderson further commented that during the last 3 months, with COVID-19, B. Blancher has been our guiding light and we can't thank her enough. G. Anderson stated on behalf on the Trustees, we wish B. Blancher the best in her retirement.

R. Collver thanked B. Blancher for her great leadership for 5 years and that she has become her favourite teacher and shared a saying to express how deeply she appreciates all the work that B. Blancher has done - "Who can say if I've been changed for the better, but because I know you, Brenda, I have changed for good".

B. Blancher thanked G. Anderson and R. Collver for those kind words.

(i) **Delegation**

Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – May 25, 2020**

Presented at printed.

Moved by: S. Gibson

Seconded by: C. VanEvery-Albert

THAT the Minutes of the Regular Board Meeting, held May 25, 2020 be approved.

Carried



(b) **Committee of the Whole Board – June 8, 2020**

Presented as printed.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Minutes of the Committee of the Whole Board Meeting, held June 8, 2020 be approved.

Carried

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

(a) **Lakewood Track Fundraising Plan Update**

R. Wyszynski referred to the Fundraising Plan Update – Lakewood ES – Port Dover report providing a high-level overview on the background and noted as a result of tremendous efforts the school has raised \$225,223. R. Wyszynski noted the original estimate to rejuvenate the entire track was expected to cost approximately \$250,000. During the tendering process, bids were received by 3 companies offering a wide range of surface, track thickness etc. The goal is to provide a quality track that is equal to the level of North Park Collegiate and Pauline Johnson Collegiate, and the system chosen offers a polyurethane surface and a 10-year warranty period, however the estimated construction cost, with this product, is approximately \$354,328. R. Wyszynski further noted that with the revised construction costs, the project faces a deficit of \$70,105 and Senior Administration is recommending funding the gap by increasing the Board contribution by using funds available in the Board's School Condition Improvement grant.

D. Dean commented that the additional funds are a good investment, and a track like this is a great thing for a school and community and he fully supports the increase.

R. Collver commented that sometimes our communities have a hard time understanding what we can support and cannot support and noted that that this community has done a great job with fundraising. R. Collver stated it is fortunate that we have grant monies available to help with the project, but that sometimes it is hard when schools are looking for funding and wonder why doesn't the board give the money, however, when adding floor space or additions these grants don't cover that. R. Collver further commented that we need to make sure that the message is clear that this is grant money from the Ministry and fully supports it.



Moved by: D. Werden

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the updated Fundraising Plan for Lakewood ES track rejuvenation.

Carried

D - 1 Director's Report

Director's highlights:

- **ECO Schools** – information is now posted on the Grand Erie website celebrating the 40 Grand Erie schools that received Eco Schools certification this year. (up 2 since 2019)
 - The Eco Schools program connects to Grand Erie's Multi-Year Plan, *Success for Every Student*, through the Environment indicator and the goal of "improving energy and environmental conservation at all sites."
- **Ministry Memos** – since our Committee of the Whole Meeting on June 8th, we have received the following information from the Ministry.
 - **June 11, 2020** – Memo regarding the reopening of childcare centres starting on June 12 with a request for school boards to support the reopening of centres within schools.
 - **June 19, 2020** – Memo 2020 B08 – Grants for Student Needs Funding and on the same day, Memo 2020 B10 – 2020-21 Priorities and Partnership Funding and Memo 2020 B06 – 2020-21 Special Education Grant Funding
 - **June 19, 2020** – the Approach to reopening schools for the 2020-21 school year was provided including directions to schools to prepare for 3 options
 - *Normal school day routine with enhanced public health protocols*
 - *Modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, and*
 - *at-home learning with ongoing enhanced remote delivery*

The document states that the Ministry will stay in close communication with school boards through June and July and to provide further guidance based on the latest public health advice in early August to prepare for school opening. The Deputy Minister was clear that school boards do not have to submit written plans to the Ministry – Ministry staff will reach out to school boards to get an update on plans by the end of July. School boards may need to be nimble and adopt one or more of these forms of delivery through the school year and be able to move between these forms of delivery depending on public health circumstances. Grand Erie teams are working on our plans and will continue over the next few weeks. We are currently working on a survey to capture parent voice around school re-opening and hope to have something out by Thursday.



- **Message to Parents from the Minister of Education** – we received another message from the Minister, this one regarding school re-opening and it is now posted on our website.
- **Scholarships**
 - **James Hillier Foundation Scholarships** - Congratulations to Nathan Cross (Brantford Collegiate Institute and Vocational School) and Amy Hutchinson (Paris District High School) who won two of the three James Hillier Foundation Scholarships awarded this year. While the Hillier Foundation will officially announce the 2020 winners at some point this week, Director Blancher wanted Trustees to know about these great achievements before we break for the summer. The Hillier Foundation Scholarship funds academic fees up to \$5,000 per year for four years. This means that both recipients' have earned a \$20,000 Scholarship as they both head off to University this fall.
 - **Boughner Foundation Scholarship** – Congratulations to Sajid Bashir (Brantford Collegiate Institute and Vocational School) won the James Boughner Scholarship which a \$20,000 award presented each year to a Brant/Brantford area student.
- **School Year Calendar** – on June 18, 2020 the Board of Directors for the Norfolk County Fair and Horse Show made the difficult decision to cancel the Fair for this year. As Trustees are aware, this year we presented school year calendars that were different for Brant/Brantford/Haldimand to Norfolk County as the October PA Day for Norfolk was on Tuesday, October 6 to accommodate for Young Canada Day, while the other areas have PA Days on October 9th. B. Blancher noted that we no longer need two different PA Days in October and is putting this in front of Trustees to get some direction. B. Blancher reminded Trustees that we have not yet received approval from the Ministry for our calendars and should we receive approval shortly, we can advise the Ministry that we no longer require the different PA Days and the Ministry may not approve PA days in October anyway; we can also have Superintendent Baker contact his School Year Calendar Committee.
 - C.A. Sloat commented she has no issues revising the calendars as coordinating PA Days will save us money for busing
 - D. Werden commented that he is in total agreement to coordinate PA Days with the rest of the board

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the move of the Norfolk October 2020 PA Day to coincide with the remainder of the Board for the 2020-21 School Year.

Carried

- **Last Week of the 2020-21 School Year** – In what has been anything but a typical school year, we are finally in the last week of the 2019-20 school year but this last week feels



very different. Director Blancher expressed her thanks to everyone who sits around the Board table for their unwavering support during the 4 months. Director Blancher is so proud of everything we did to support students and staff and it is because of everyone we have seen our way through this crisis. School boards are still in an environment of uncertainty and while we are currently developing plans for school re-opening, we don't know what the fall will bring. Despite this uncertainty, Director Blancher noted she has lots of hope and knows that everyone will continue to work together to ensure that Grand Erie staff, students and families can continue to move forward.

R. Collver asked B. Blancher as you develop the reopening plans and hope to have them in place and will be sent out to administrators by the end of July, will they be shared with the Trustees? B. Blancher responded that the plans will be shared with the Trustees and that we need to have a meeting with our coterminous board to align as much as possible for busing and hope to have it done by mid-July. R. Collver stated that the survey is to help us form our plans and will there be anyone else helping to form our plans? B. Blancher responded yes, our support staff, and some teachers have provided good input and will do a little more reaching out to teachers for further input.

C. VanEvery-Albert shared that she is sad to see B. Blancher go and asked for update on the Educational Services Agreement (ESA)? B. Blancher responded that back in January 2020, we started to discuss the ESA we had with Indigenous Services Canada (ISC) that serves students who reside on Six Nations and attend Grand Erie Secondary Schools. We had 3-4 meetings and met with ISC to preset the changes to them that we would like to see. There was a follow up meeting last week and we heard that ISC is increasing our high cost special education amount by \$100,000 and we know that will go a long way to support students and the ESA is in the signatory stage with a plan to bring the agreement to Trustees.

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of June 22, 2020 as information.

Carried

E - 1 Student Trustees' Report

Z. Garbaty thanked everyone for a great first term on the board, shared that he has learned quite a bit and is looking forward to next year.

A. Hauser thanked for the opportunity for the last two years, said she has learned a lot and it has been amazing to learn about myself and how to incorporate leadership into my life.



I. Doxtader-Swamp thanked everyone for a great year. and she feels well prepared for the next term now that she has gotten to experience all of the board meetings and she knows more about her role as a student trustee. She is so grateful for the opportunity to becoming a student trustee this year.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Student Trustees' Report of June 22, 2020 as information.

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – June 8, 2020

Moved by: S. Gibson

Seconded by: J. Collver

THAT the Grand Erie District School Board approve the recommendations from the June 8, 2020 Committee of the Whole Board Meeting as follows:

1. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of June 8, 2020 as information.

2. Annual Review of the Special Education Plan

THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the plan, and the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2020.

3. French Immersion Program Review – Ad Hoc Committee

THAT the Grand Erie District School Board strike an Ad Hoc Committee to develop a French Immersion Review to be presented to the Board on November 9, 2020, as amended.

4. Category III Trips

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

5. Bylaw 1 Board Composition

THAT the Grand Erie District School Board approve Bylaw 1 Board Composition, as amended.

6. Bylaw 6 Board and Committee of the Whole Minutes



THAT the Grand Erie District School Board approve Bylaw 6 Board and Committee of the Whole Minutes, as amended.

7. SO1 Fundraising

THAT the Grand Erie District School Board approve SO1 Fundraising.

8. SO105 Privacy Breach Response

THAT the Grand Erie District School Board receive Procedure SO105 Privacy Breach Response as information.

9. SO114 Do Not Resuscitate Confirmation (DNR-C) Form

THAT the Grand Erie District School Board receive Procedure SO114 Do Not Resuscitate Confirmation (DNR-C) Form as information, as amended.

10. Correspondence - The Terry Fox Foundation: Grand Erie District School Board Donation History Report

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

Carried

G - 1 New Business

(a) Grand Erie Parent Involvement Committee Annual Report for 2019-20

B. Blancher referred to the Grand Erie Parent Involvement Committee Annual Report for 2019-20 providing high-level summary of the activities, noting many were impacted by job action and COVID-19.

Moved by: E. Dixon

Seconded by: B. Doyle

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

Carried

(b) Quarterly Budget Report

R. Wyszynski referred to the Quarterly Budget report provide an overview for the nine months ended May 31, 2020 which included financial impacts due to COVID-19 and the outlook for the remaining 3 months of the fiscal year. R. Wyszynski noted the biggest risks to the financial forecast are related to additional costs required to re-open schools, as the Ministry has yet to provide direction and there may be costs that boards will need to incur.



C.A. Sloat asked about Budget and what the plan is? R. Wyszynski responded Budget meetings will be planned for two dates between July 20 & July 30 and with a Special Board Meeting on August 17, 2020.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the nine months ended May 31, 2020 as information.

Carried

(c) Energy Conservation Consumption Report

R. Wyszynski referred to the Energy Conservation Consumption Report noting COVID-19 has had a significant impact on the ability of Broader Public Sector (BPS) organizations to meet the July 1 deadline. R. Wyszynski stated the Ministry will accept submissions of the 2020 reporting year data from BPS organizations until October 1, 2020 and the detailed report will be presented at the August 31, 2020 Board meeting.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Energy Conversation Consumption Report as information.

Carried

(d) Implications of 2020-21 Friday the 13th Events on Port Dover Students

W. Baker referred to the Implications of 2020-21 Friday the 13th Events on Port Dover Students Report providing a high-level overview and stating there is only one Friday the 13th event during the 2020-21 school year: November 13, 2020 which is currently designated as a Professional Activity Day (PA Day). W. Baker further noted that the Ministry of Education has yet to approve the 2020-21 School Year Calendars and if November 13, 2020 is not a PA Day, Senior Administration is recommending Option 1, school remains opens for students.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board refer the Implications of the 2020-21 Friday the 13th Events on Port Dover Students report to the August 31, 2020 Board meeting.

Carried



H - 1 Other Business

(a) Summary of Accounts – May 2020

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of May 2020 in the amount of \$8,287,764.22 as information.

Carried

(b) Joint Occupational Health & Safety Committee Minutes – May 21, 2020

Presented as printed.

D. Werden asked are Inspections going to be completed now that more individuals are accessing our facilities, or will the Ministry allow us to wait until the end of August? R. Wyszynski responded for temporary one day access, it is not necessary. D. Werden further asked what about Child Care centres, will they be open during the summer and are inspections required? R. Wyszynski responded if they reopen then yes, those sites will need to be inspected as well as part of their Child Care regulations.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – May 21, 2020 as information.

Carried

(c) Safe and Inclusive Schools Committee Minutes (Draft) – May 14, 2020

Presented as printed.

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Safe and Inclusive Schools Committee Minutes (Draft) - May 14, 2020 as information.

Carried



- (d) **Student Transportation Services Brantford Haldimand Norfolk Committee Minutes (Draft) – May 26, 2020**
Presented as printed.

C.A. Sloat asked if the Green Communities Canada Grant extension was allowed/accepted. R. Wyszynski responded that extension has been granted to the 2020-21 School Year with a final report due November 2020.

Moved by: D. Dean

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Student Transportation Services Brantford Haldimand Norfolk Committee Minutes (Draft) - May 26, 2020 as information.

Carried

- (e) **Native Advisory Committee Minutes (Draft) – June 8, 2020**
Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes (Draft) - June 8, 2020 as information.

Carried

- I - 1 **Correspondence**
Nil

- (j) **In Camera Session**

Moved by: C.A. Sloat

Seconded by: S Gibson

THAT the Board move into In Camera Session to discuss personnel matter at 8:20 p.m.

Carried

The Trustees returned to open session at 8:47 pm

- (k) **In Camera Report**

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve B-1-c.

Carried



Moved by: C.A. Sloat
Seconded by: E. Dixon
THAT the Grand Erie District School Board approve B-1-d.
Carried

Moved by: R. Collver
Seconded by: C. Speers
THAT the Grand Erie District School Board B-1-e.
Carried

J - 1 Adjournment

Moved by: C.A. Sloat
Seconded by: J. Richardson
THAT the meeting be adjourned at 8:51 p.m.
Carried

Board Chair, G. Anderson



MINUTES

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

Administration: Director - B. Blancher; Recording Secretary – L. Howells

Regrets:

Trustees: E. Dixon, Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)

Administration: Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski;

A - 1 Opening

(a) Roll Call

The meeting was called to order by Chair, G. Anderson at 7:01 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 personnel matter at 7:01 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 7:05 p.m.

(e) In Camera Report

Moved by: C. VanEvery-Albert

Seconded by: C.A. Sloat

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

Carried

Moved by: D. Dean

Seconded by: S. Gibson

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

Carried

B - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 7:07 p.m.

Carried

Board Chair, G. Anderson



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, E. Dixon, S. Gibson, J. Richardson, C.A. Sloat, C. VanEvery-Albert, D. Werden,

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

Regrets:

Trustees: B. Doyle, C. Speers, Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)

Administration: Superintendents – D. Martins, L. Thompson, R. Wyszynski

A - 1 Opening

(a) Welcome to Open Session

The Special Board meeting was called to order by Chair, G. Anderson at 7:00 p.m.

B - 1 New Business

(a) 2020-21 School Year Calendar

W. Baker referred to the Revised School Year Calendars 2020-21 report providing a high-level overview. W. Baker noted two significant developments since Trustees approved the original calendars in February 2020, Norfolk County Fair has been cancelled and on June 30, the Ministry of Education released a memo encouraging boards to begin school by September 1st. Sr. Administration have met and the revised calendars now have 3 PA Days prior to the start of student instruction. W. Baker noted Sr. Administration is recommending revisions to the previously approved calendar to reflect these Ministry directives.

C.A. Sloat noted on the old calendar that the first PA Day focused around Health & Safety and realizing there may be new operational requirement with reopening and wondering if a day will be the enough time to cover all the items to prepare for students next week? W. Baker responded that this was discussed with Sr. Administration and is why the decision was made to have 3 PA Days and the descriptors for PA Days are listed in general terms. W. Baker further noted that we understand there are some obligations with respect to Health and Safety, ASD, and bullying however this such a unique year we want to make sure those school opening considerations are taken care of and the goal is also to cover the obligatory items, however if we don't get those in at that particular time, we believe the Ministry may forgive us however will make every attempt to capture all of those items.

R. Collver asked for clarification from the Ministry's directive memo, the September 1st – wasn't the directive to have students in class? W. Baker responded Sr. Administration had



talked about that, however that would mean we would have had PA Days in August and that would have entailed making application for a modified calendar and there would be some Human Resources implications with leaves, we tried to balance everything out. R. Collver stated on July 2 we received an email stating our calendars were fine and asked what information was gathered that determined extra time was at the beginning? W. Baker responded that we have been listening to conversations around the province about the planning and if everyone is going with 3 days and you are going with 2 days; you start asking the question “what do they know that we don’t”. W. Baker further stated that after we considered all the implications and challenges for reopening, we were more comfortable going with 3 days than the 2 days.

B. Blancher added an additional comment with regards to R. Collver’s question regarding the reference to September 1 in the memo. There are two interpretation of that 1) as soon as we have staff in for a PA Day we have started our school year and the other is that the Minister wants students in by September 1st. B. Blancher further commented that we did not get a good answer on students in on September 1st and other boards have interpreted differently and it is clear that we are starting the school year as soon as staff is in for the first PA Day of 2020-21. R. Collver asked have you had conversations with other boards that are aligning their calendars that same that we are? B. Blancher responded yes that she has spoken with most SWCODE Directors and some PCODE Directors and some of the Superintendents through their channels and we have aligned with our coterminous board. R. Collver believes that is the right direction to align with other boards as we could get push back.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the calendars recommended by the Executive Council in the report Revised School Year Calendars 2020-21.

Carried

(b) Verbal update of the School Reopening 2020-21

B. Blancher noted as shared with Trustees during the June 22, 2020 Director’s report the approach to reopening for the 2020-21 was provided to boards on June 19, including the direction for boards to prepare for 3 options

- Normal school day routine with enhanced public health protocols
- Modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery
- At home learning with ongoing enhanced remote delivery

B. Blancher stated that since that time, our team has been diligently working on plans and a great deal of work has gone into these drafts. Back in June the Ministry was clear that boards



would have some flexibility with plans but as of this past Tuesday we were told that some of this flexibility has been removed. B. Blancher stated that plans will be shared with Trustees however, the plans are not ready at this time but will be shared by the end of July. B. Blancher noted that discussions are ongoing with our union partners and our coterminous board. B. Blancher noted that she and the M. McDonald are meeting with our two Medical Officers of Health next week. B. Blancher can share that the Grand Erie adaptive model is based on an AA/BB/C format similar to what has been shared in the media from other boards. In our first iteration the AA cohort would come to school on Monday & Tuesday; Wednesday would have no students in attendance to allow for enhanced cleaning, synchronous remote learning, prep for teachers, professional learning for staff, monthly staff meetings etc.; while the BB cohort would be at school on Thursday & Friday. Students with special needs in self-contained classes, except for Bridges classes at secondary, and Section 23, make up the C cohort and would attend school on Monday, Tuesday, Thursday & Friday.

B. Blancher stated that earlier this week we were told that the Ministry would not entertain a model with the Wednesday not being utilized for face-to-face learning in some way. The team is now currently revising their models to include alternate Wednesday's for the AA and BB cohort and include every day attendance (5-days) for the C cohort.

B. Blancher referred to the results of the survey we conducted at the end of June to gather information from parents/guardians/students about their perspectives on potential plans for September. B. Blancher stated in consultation with other Directors, our data is similar to theirs, in terms of the fact that slightly more families noted that they are more likely to send their children to school in an adaptive model rather than in the normal school day routine. B. Blancher provided a high-level overview on the results.

B. Blancher further commented that based on the Minister of Education's comments during the Director/Chairs teleconference and certainly during his last press conference, it appears that he is leaning towards a full return to school in September, no decision yet but it could come next week. B. Blancher further stated that we are working very hard on our plans, vetting them through various channels and we are aware that the Provincial Union teams are working on a cohesive deal.

C. VanEvery-Albert stated that her biggest concern is if students are going to school part of the time, how are we going to get through the actual curriculum, are there any moves to relook at the present curriculum to ensure that certain expectations are taught and some have to be left behind? C. VanEvery-Albert further stated that she is concerned about sending all the children back to school as we do not fully have a handle on this virus and don't know what will happen, and don't know where parents are or will be and who is carrying the virus, but do we forsake our kids for the sake of the economy and finds that very worrisome?



B. Blancher responded that she cannot answer what the Minister may direct the School Board's to do but can answer the first question around curriculum. B. Blancher noted that our focus will be on overall expectations and realizes that does not solve the problem completely. B. Blancher further stated while the students are not in school, there still needs to be a check-in with them, some sort of synchronous learning – there are a lot of ideas out there to support the curriculum.

S. Gibson asked about masking, if some communities are looking at universal masking and do you foresee that will be required for students and how will we address those students who have kept up learning and are ready for the next grade but some didn't and how are they going to teach the next grade curriculum while some of the students need to be caught up? B. Blancher responded that she really cannot respond on the mask issue as that it is a Public Health direction but noted that what we have been told that in the adaptive model with only 15 students in class and limiting contact with others – masks will not be needed. B. Blancher stated that if the Minister does announce going back to normal with enhanced Health Protocols, what are those and then maybe the masking comes forward. B. Blancher further responded that one of the focus areas for both of our continuity plans is a gap analysis which would be done early in the school year. B. Blancher also noted that in a typical school year we have some students that keep up with their work and other students with gaps in their learning and that is part of the teaching and learning process to catch them up. L. De Vos further added that we will be working with our educators and this will be part of the training, what types of gap analysis in literacy, numeracy and wellness, we need a robust picture of where every student is. S. Gibson commented that she is hearing many students checked out of their French classes, that may be an area that needs some focus for elementary students.

C.A. Sloat thanked B. Blancher and her team for all their hard work and stated that in Toronto there was push back to rent space in Southern Ontario and hire every Teacher and ECE and financially that is not doable, and there are some interesting thoughts, but asked what will we do if classes are bigger than 30? B. Blancher responded that there are couple of strategies for that which could be to create another class but the idea of 15 student per class is based on an average classroom size of 750 sq. ft, we have space in many of schools that is bigger than 750 sq. ft. and if you need to have 17 students in a class they can be relocated to a larger space.

R. Collver commented that she knows you are looking at a Grand Erie model, but do you also look at individual schools with higher needs to accommodate students, for example Houghton where we know the challenges of not having computers, connectivity and would we consider finding additional space for the student to attend? B. Blancher responded that when we create these cohorts, they go back to the school administrator for review and they



connect with the Superintendent to review the issues and problem solve and we would take that into account.

C. VanEvery-Albert commented that she is interested in what the assessment and evaluation program and what reporting will look like? B. Blancher responded that we are getting new elementary reports cards next year and knows that the Superintendents that have been working on the plans have also talked about what assessment and evaluation will look like and this will be included in the plans.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Verbal update of the School Reopening 2020-21 as information.

Carried

C - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the meeting be adjourned at 7:28 p.m.

Carried

Board Chair, G. Anderson



MINUTES

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

Administration:

A - 1 Opening

(a) Roll Call

The meeting was called to order by Chair, G. Anderson at 6:01 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: S. Gibson

Seconded by: C.A. Sloat

THAT the Board move into In Camera Session to discuss personnel matter at 6:02 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 6:15 p.m.

(e) In Camera Report

Moved by: S. Gibson

Seconded by: E. Dixon

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

Carried

B - 1 New Business

(a) School Re-opening Plans Progress

B. Blancher referred to the School Re-opening Plans Progress Report and provided a high-level overview on background and stated:

- The Sr. Administration team began work on the plans prior to the end of June for the three models
- the models have been shared with our local union leaders for review and feedback



- have connected with our coterminous board to ensure alignment for transportation
- models were shared with both of our local Medical Officers of Health
- on July 31st Sr. Administration will participate in a meeting with one of the Assistant Deputy Ministers of Education to review the models.

B. Blancher stated that she wanted to remind everyone this is a progress report on our plans, there will likely need to be further refinement based on both the Minister of Education's announcement later this week and on the meeting we are having with the Ministry team on Friday afternoon. Nothing that we are sharing tonight is a done a deal, once we have further direction and necessary refinements to our plans, we will be sharing them with the Grand Erie community.

B. Blancher displayed the PowerPoint slides and asked the Superintendents to walk through the slides to provide an overview of the progress to date and considerations for the 3 models:

- Model A – Remote Learning – will replicate the school day as much as possible
- Model B – Adapted/Hybrid Delivery – Modified School Day Cohorts
- Model C – Conventional Delivery with Enhanced Health and Safety
 - L. De Vos reviewed the Elementary School Plans. L. De Vos stated that what is being presented tonight is the best thinking as of last week. L. De Vos stated that the Model A schedule presented tonight is a Sample Only as evolved as it will be shifting to a full day to replicate what we currently have – the student conferencing, professional learning and staff collaboration will be within the day. L. De Vos stated synchronous learning must occur every day, we will set out the exact number of minutes and these will be closely monitored. L. De Vos stated in Model B we will require adaptations to the school environment and will develop protocols for classroom materials
 - C. Speers asked on the Model C there shows 20 minutes at home for learning, is that due to the workload for the teachers? L. De Vos responded it is a full day learning, a minimum 20 minutes of the learning would be synchronous – they would see the teacher and classroom
 - C.A. Sloat asked on Model B & C if those are full day? L. De Vos responded that all 3 models will reflect a full day. C.A. Sloat commented that there are concerns from many boards and others about the cohorts going from school to daycare, there would be more contact points, so the full day schedule is a better model.
 - R. Collver asked about the 15 in the class and if the room is larger and does allow for 2-meter social distance, are we able to support that with more students. L. De Vos responded that yes, when we are looking at the classes that may have more than 30 students, if we have a bigger room and could spread students out, then we could accommodate larger cohorts. R. Collver further asked are we also utilizing common areas like the gyms, libraries,



multi-purpose rooms? L. De Vos responded we are, minimally. R. Wyszynski added that he supports L. De Vos's comments, the 15 students were based on a 750-800 sq. ft. room size and if the room was larger, we could accommodate more students

- J. Richardson asked for clarification in Model B does Cohort A attend week 2 Monday & Tuesday or Thursday, Friday? L. De Vos responded Cohort A will attend every Monday & Tuesday and alternating Wednesdays.
- D. Martins reviewed the Secondary School Plans and stated Secondary is also a full day schedule for each model. D. Martins noted in Model A we continue to work around collective agreements with instructional and prep time and, if approved, the teachers will delivery remote learning from the school site. D. Martins noted in Secondary we are requiring a minimum of 3 – 45 minutes of synchronous sessions per week. D. Martins noted in Model B there are two options for Secondary, option 1: regular period schedule – 4 classes/day and option 2: 2 periods per day (1-2 times/week). In Model C, there would be a regular period schedule but there are some operational considerations that need to be implemented in Secondary – cleaning and travel time between classrooms, the entry/exit points, lunch locations etc.
 - C. Speers asked about attendance and how families call in daily if their child is not attending and there is very tight window usually, have we looked at that in terms of safety and how students will be accounted for as quickly as possible? D. Martins responded it is done by periods/classes in Secondary and Superintendent Baker can speak to safe arrival for Elementary. W. Baker responded that in elementary we have an obligation to make sure schools contact all parents within 1 hour of the start of school time to account for all our students.
 - Z. Garbaty asked about the synchronous learning and noted he is happy to hear there will be a minimum, is that a minimum per class? D. Martins responded it is 3 sessions per course per week. Z. Garbaty further asked about the cleaning in school it was mentioned twice a day on high touch services, wondering for desks when it comes to Secondary students moving in and out of classes, are we cleaning each desk every time a new group of students comes into the room to elevate cleaning on the touch points. D. Martins responded it will be difficult for custodians to go into every class room twice a day to clean every desk or chair, what we are looking at in both the conventional and adaptative model is that Secondary students and staff when they enter a room, would be asked to wipe down their desk and chair in a safe manner.
 - S. Gibson commented that she appreciates all the work and understands this a work in progress and noted her questions are around health and safety. S.



Gibson asked about the screening when students come into school and what is going to happen – are parents completing a screening in the morning or will it occur before students walk in the school door? Also, the potential for masking now that the municipalities have changed their rules and asked in relation to bathrooms, she understands that some don't have paper towel dispensers and may have blowers and wonders about thoughts to looking at that? D. Martins deferred to R. Wyszynski as these are operational issues. R. Wyszynski responded that for screening and masking, we are awaiting provincial instructions on what that is going to look like, when we look at childcare screening is occurring before a child is dropped off daily. For the masking, we again are waiting for a directive from the Ministry for both students and staff. R. Wyszynski added with respect to the paper towel issue he will need to take that back to the team, but we will balance the Public Health recommendations for bathroom requirements.

- G. Anderson stated as reminder to everyone and those viewing online, that we have to realize that we are awaiting provincial direction and that is expected this Thursday, we as a school board do not ultimately make all the decisions and there is hope that there will be some clear direction from the Minister.
- R. Collver agreed with G. Anderson's comment and added that we need to remember we are listening to a progress report; this is staff's best thinking right now under limited guidance from the Ministry and we need to remember that as we continue viewing these slides.
- L. Thompson reviewed the Consideration for Students with Special Education Needs and Mental Health and Well-Being slides. L. Thompson stated that Mental Health and Well-Being will be a key area of focus immediately upon return whether it is Model A, B or C.
- L. De Vos reviewed the Child Care slides including Before and After Care
 - C. Speers stated in the County of Brant the municipality has not put forth a Before and After School Program Joint Partnership with Grand Erie as they are waiting for the Minister of Education and asked for further information/details on this? L. De Vos responded that if we were in a conventional model, then the Before and After would pick up, however if we are in an adaptive model – cohorts, our childcare partners need to look at the programs to see to if they are viable and beyond our own protocol, they have their protocols and there is some concern regarding mixed cohorting (e.g. Students from Grade 1 to Grade 6 in shared care program), we are still waiting for direction.
- L. Munro reviewed the Technology slides which consisted of current status and the plan for remote learning.



- C.A. Sloat asked about the accelerated purchasing of new computers from Compugen as the budget has not been approved and is concerned about timeline and what is Compugen suggesting? L. Munro responded the Compugen lease starts August 17 and we are trying to expedite it. C.A. Sloat shared her concerns about if we can do that and honouring the budget process and said she is sure that will be discussed during the budget meeting later tonight.
- C. Speers asked about Special Ed, do we have any appetite to allow Zoom meetings for occupational/physical therapists that need to consult with the teachers for strategies? L. Munro responded our preferred platform is Microsoft Teams, so if we schedule/implement a meeting we would use the Teams platform, however if an outside provider is using Zoom and they invite us, we can participate, as Zoom has updated their privacy and as long as families are well aware of working in a digital world.
- R. Wyszynski reviewed the Operations slide stating they are similar between the conventional and adaptive model, in terms of increased cleaning standards etc. R. Wyszynski stated some of these increased standards can be done by custodians but there may some that are required to be done by students and teaching staff in the larger schools.
 - C. Speers asked if there will be terminal/major clean at the end of the day? R. Wyszynski responded that the goal of end of day is that any incoming staff/student are coming into a clean facility the next day.
- B. Blancher reviewed the next steps slides and reiterated that this is our best thinking at this time, and we are waiting for guidance around writing an Outbreak Protocol.

Moved by: C. Speers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the School Re-Opening Plans Progress Report as information.

Carried

G. Anderson made a final comment to all and reiterated B. Blancher's comment that we are waiting for the Ministry to make an announcement which hopefully will have some clear directions, expected to come later this week.

R. Collver noted this is off topic but stated at the last Budget meeting we learned, through a letter to the Director from the Ministry of Education that we are now out of the Multi-Year Financial Recovery Plan and she congratulated R. Wyszynski and his team for bringing this positive outcome. R. Collver also requested a couple of items to be added to the August 17 Special Board Meeting agenda:



- Continuation of Virtual Meetings
- Discussion with our MPPs regarding No Capital Priorities funding received

C - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the meeting be adjourned at 7:23 p.m.

Carried

Board Chair, G. Anderson



MINUTES

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

Administration: Director – J. Roberto; 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: S. Gibson

Seconded by: B. Doyle

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 7:00 p.m.

(e) In Camera Report

Nil

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

(a) School Re-Opening Plans Progress Report

J. Roberto referred to the School Re-Opening Working Plans report noting these continue to be flexible, fluid and responsive as we support our students and our staff with the focus on safety and welcoming reopening. We recognize that these are challenging times for all of us and there is lots of information to be shared. Our staff continues to refine our plans, according current evidence-based information as we work with the Ministry of Education and the guidance of our Local Public Health Units. As we receive new information, we will ensure it reflects the needs our communities in Grand Erie.



J. Roberto stated should direction change, we will also communicate these updates with you as soon as possible and will also provide our families and staff with the startup guide and would encourage to review our frequency asked questions (FAQs) as they will be updated regularly on our website. J. Roberto turned it over to Sr. Team to provide reopening plan updates for Elementary, Secondary, Special Education, Technology, Transportation, Child Care include Before and After Care, and Health & Safety

J. Roberto recognized the Sr. Team and ongoing work and further stated these are challenges times and will keep you informed.

G. Anderson would like to thank all the time put in by Sr. Administration for the lengthy detailed report.

S. Gibson asked the following questions:

- For elementary, she has been receiving many questions from parents with classrooms that have 30 children and there is concerns with even with removing furniture there will still be difficulties making enough distance?
 - L. De Vos responded we will remove as much furniture as we can and will also be look at square footage and if we feel there isn't enough distancing then we will need to look at alternate space to spread students out.
- If there are children needing to self-isolate, go home but feeling well enough to do school, will they be able to participate virtually along with their classroom?
 - L. De Vos responded it is important that their physical homeroom teacher maintain connect with them virtually from the classroom during language and mathematics.

C. VanEvery-Albert asked the following questions:

- Devices for Six Nations students and concerns about connectivity for those who want to do online learning?
 - D. Martins responded that we continue to work on the supports for all our indigenous students. We are awaiting the outcome of online survey of Six Nations student who receive the android phones for their internet hotspot, so that we can continue to work with Six Nations Mental Health to reactivate that connectivity for them by the quadmester model and declaration. D. Martins further stated that if connectivity is required and there are no additional android phones available, we would be looking at the iPads with data to students who need them.
- Informed Trustees that the elementary schools on Six Nations will not be opening for face to face but will be doing online, but the questions that she has received is has



there been some discussion among board staff about opening or closing the Grand Erie site at Six Nations and if so, how is that going work?

- D. Martins responded that the two Six Nations sites are - Indigenous Alternative Education Site and Section 23 program at Turtle Lodge. the principal and herself have been working with our partners and landlords around maintaining the opportunity for students to engage in those unique programming. As a result of the decisions of Six Nations with respect to elementary schools, our Native Advisor and the Principal at Hagersville Secondary School are meeting with Six Nations Mental Health to discuss how to continue those unique programs for those students at those locations.
- Online education delivery, you spoke about synchronous and asynchronous, is there percentage call for each type and don't believe students can be on synchronous learning 300 minutes/day.
 - D. Martins responded the Ministry of Education came out with PPM164 on Thursday with respect requirements for remote learning. On the secondary level, it requires 60 minute instruction per course or maximum 225 minutes.
 - L. De Vos added that the minutes are not to be in one chunk but can be divided into shorter periods throughout the day, whole group, small group, individual

C. Speers stated that some of her questions were answered by the comprehensive presentation tonight and glad to hear that we are looking at open concept classrooms. C. Speers asked if someone wants to transition from online learning to in person, will there be a waitlist? L. De Vos responded there will not be a wait list. With respect to the dates, we will be flexible and look at every case individually.

Z. Garbaty asked about the policy with lockers that students will not be using lockers, and are students expected to bring their bags into the classroom and where will they store their belongings? R. Wyszynski responded our decision to close off lockers is to reduce the amount of student touch points with respect to being so close in the locker areas but also to take as prevent congregation of students in the hallways. With respect to carrying their belongings, it will have to be a transitional piece for our students, and we can work with our Administrators to best figure out a solution. Access to lockers needs to be restricted in order to minimize the risk of COVID-19 transmission. Z. Garbaty further stated that as far as he was aware, that it has been safety concerns to have bags in classrooms, and especially in the senior grades they are carrying around a lot of stuff, but how are we able to ensure the safety of students and what is in their bag that are brought into the classroom? R. Wyszynski responded that we are hoping the quadmester model will reduce the amount items in the bag and will take that question away to provide a more solidified response.



D. Dean stated that he appreciates that work being done on this and asked if a decision been reached of opening the buildings for community use? R. Wyszynski responded that we have not made a decision and hope to make a decision on it this week.

C.A. Sloat asked the following questions:

- It was mentioned that water fountains will be closed, does that include the water filling stations and how do we ensure hydration for our student?
 - R. Wyszynski responded only drinking fountains, water filling stations will be available to students and staff.
- You stated cafeteria's will be open for students to use during spares, will they be open for food? The FAQ states that students are required to remain on the school property for the entire day, that will be tough to manage and wondered the thoughts around is there cafeteria food and how we will ensure students stay onsite for one hour during lunch time?
 - R. Wyszynski responded with respect to the cafeteria, we are working with partners to see what types of "grab and go" models can be offered, to provide nutrition for our students. D. Martins added we will be encouraging students and staff to bring their own lunch, until we to meet public health threshold. D. Martins further noted that Superintendent Baker is working with our nutrition program partners to expand the "grab and go" beyond morning snacks, expanding the food groups and have a more fulsome opportunity for students. W. Baker added the two organization are well aware of the challenges faced in secondary right now with cafeteria not being open and they will be flexible in supporting our secondary students.
 - D. Martins responded that keeping students in school will be one of our challenges. We have collective agreements that we need to adhere to. We know that if student leave school it compromises the integrity of the cohort, their classmates, teachers and families.

D. Werden thanked the Sr. Team for putting together an excellent map for us to move forward and understand it is fluid. D. Werden asked if we have 3 children at home and they have one device, are we able to supply them with additional devices so that each child can be online at the same time if they choose to stay home for online learning? L. Munro responded that we currently only have the resources to support one device per family, we have depleted our computers to support the 1,850 families that do not have a device, however, our goal is to support the achievement of all students and recommended the family reach out to the school to problem solve and find a solution.

A. Burtis stated her question is in reference to student leaving school property during lunch or break time and if students are allowed do so, what protocol will be place in regard to



sanitization upon their return to school property? R. Wyszynski responded if they re-enter the school, they will be required to sanitize their hands. We are working with public health to determine if they will need to complete a second self-assessment for their symptoms.

R. Collver asked the following questions:

- Around the first day of school, will the parents be informed of their teachers or class before the first day of school?
 - L. De Vos responded that it will be important to communicate family and students have been away from school for some time and it is crucial. There are many ways we can reach out so that families are reassured; Knowing who their teacher is going to be is critical and will be communicated either in person or online.
- Have we had any consideration on a delay reentry?
 - J. Roberto responded that our reopening plans are very fluid and based on our information that we received last week, we will be looking at hopefully sooner or later, once we have the data from our survey.

S. Gibson asked a further question, if one child in a home has symptoms would the other children in the household need to isolate? R. Wyszynski responded that is our interpretation of close contact that would qualify, and they would need to stay home until everyone in the house has proven to have no symptoms or test positive.

C. Speers asked a further question, what is enhanced PPE and how it relates to the plexiglass barriers? R. Wyszynski responded enhanced PPE could include anything beyond face covering or goggles for example face shield, helmet, gloves, gowns etc. and where situations when physical distancing cannot be maintained. R. Wyszynski responded that the plexiglass is a piece of vertical glass that will be installed at high visitation points such as reception and in addition, we will be providing schools with portable plexiglass stations that can be moved/shared that will be sanitized between each use.

Z. Garbaty asked a further question, will extra-curricular activities i.e. sports, student council be running? D. Martins responded athletics in both elementary and secondary will not be running for the fall, with respect to extra-curricular activities the Ministry of Education guidelines talks about allow that to occur where opportunity of physical distancing can occur and that will evolve as we are trying keep people where there are and not trying to cross cohort. D. Martins further noted that some of those things like student council which are important to the students and school, they students meet virtually with their staff advisors.



C.A. Sloat thanked staff for working so hard all summer and some of questions are helping to see where the issues are from parents and staff. C.A. Sloat asked two additional questions for secondary:

- Do we think Co-op education will occur, because a lot of student enjoy the experiential learning?
 - D. Martins we know the value and importance of Co-op opportunity for our students. We are doing everything we can to prepare, COVID preassessment to work with Coop teacher and Ontario Cooperation Education Association is putting out some document. We are look a virtual placement and the team will work with Teachers and Public health to ensure expectations meeting the standards and criteria for our students. Many resources have been developed over that last six months and members of board/school teams have been active in the development of those.
- Quick understanding how the quadmester and how staffing will work understanding it is still a work in progress?
 - D. Martins responded that we are still working with OSSTF partners and what those models of delivery will be. If a teacher is full time and typically 3 out of 4 courses in a semester, there will be one quadmester where there are scheduled to teach 2 and one where they are scheduled to teach 1 and have their prep/supervision and on call. We are working with our partners around adhering with the collective agreement

C. VanEvery-Albert stated with this added difficult, I know that the staff are working their fingers to the bone and Niá:wen ki' wáhi (Mohawk: Thank you). C. VanEvery-Albert stated that she has more questions and will send them by email.

B. Doyle thanked the new Director and the staff for their work. B. Doyle shared his concerns about the backpacks, the clutter might be in the secondary rooms and the no cafeteria service and those students who go home for lunch? W. Baker responded that his experience with respect to backpacks and the fire safety, as long there is means for a clear path to exit that meet the requirements. R. Wyszynski added that backpacks in the classrooms, we will that take away to ensure we have the correct protocol. R. Wyszynski asked B. Doyle to provide additional clarity with respect to his cafeteria questions? B. Doyle are going to have students eating in the cafeteria? D. Martins responded with regards to the cafeteria/lunch concerns, in the secondary model it is our hope that perhaps for our junior students (Grade 9 and 10) they eat in their classroom before they have the opportunity to get fresh air on school grounds and the senior students (Grade 11-12) eat their lunches brought from home in the cafeteria with supervision. We are presenting the opportunity to provided staggered lunches for different grades.



J. Richardson stated that he enjoys the words nimble and flexible and that will be an ongoing theme. J Richardson noted that in the secondary panel you mentioned for online students, their teachers will be from anyway in the board, what about the elementary students on the online learning, will that be their homeroom teacher or a from anywhere in the board. L. De Vos responded that in elementary it will be the same, we will have a virtual Grand Erie school – students will be other students in the same grade from across the board.

E. Dixon asked what if a teacher get the virus and has to go home for at least two weeks, what happens to the students? R. Wyszynski responded that is something that would fall under our outbreak protocol and wait to hear for guidance on next steps from Public Health. R. Wyszynski responded they may close the classroom, the cohort or the depending on the severity the school.

C.A. Sloat asked an additional question about secondary hospitality/food programs, will they run or is this a work in progress? D Martins responded that students would have the opportunity to create food for themselves but not providing food for the lunch service.

A. Burtis asked an additional question, will there be hand washing stations in the schools separate from those in the washroom and if not, will those hand washing procedures be implemented and monitored, or will it only be sanitization procedures? R. Wyszynski responded that our goal is to have not only the washrooms being the only area and any available sinks that we can add soap and in addition to hand sanitizer available in every classroom and other designate space i.e.: entry way, reception etc.

S. Gibson asked for some students and staff they may have underlying conditions that would cause them to fail the screener what is the process and who will they discuss the situation to and it is not COVID related? R. Wyszynski responded this is most likely a Public Health given that every student/staff underlying consideration and may make them not allowable to attend school.

J. Richardson asked the following questions:

- stated that he has received questions from some providers, we are assuming there will be no class trips for elementary students this fall?
 - J. Roberto responded that they will be all on pause and reassess as we move forward.
- In the secondary in panel will the students be with the same kids for two classes or are they part of two separate groups?
 - D. Martins responded they will be in two separate groupings which would easily keep us under the 100 max cohort allowed in secondary schools. They



would be in their morning group which may have some of the same students in their afternoon class

- Will desk be wiped down between the two classes at lunch time?
 - R. Wyszynski responded yes, they will be wiped between cohort and looking at how that will be operationalized.

Z. Garbaty asked about evaluation and how that will work, are we having exams at the end each quadmester and how is going to work with students in school versus online and ensure no cheating? D. Martins responded assessment and evaluation, we are working with both elementary and secondary teachers on looking at overall expectations and working on the final evaluation/examination that we have in Grand Erie. We are building on the opportunities presented themselves this spring to come up with final evaluations, and we have examination scheduled into each quadmester. With respect to the online learning component, Grand Erie has been successfully been running and participating in the Ontario E-Learning Consortium (OELC) for years and for where evaluations have successfully occurred online and have experience with that.

S. Gibson stated that we may have a few more questions, if we can farm them out to our Superintendents that would helpful.

R. Collver added that the FAQ on our website will be updated regularly and forward any questions to info@granderie.ca

Moved by: E. Dixon

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the School Re-Opening Work Plans report as information.

Carried

1. Doxtader-Swamp left the meeting at 7:29 pm.

(b) Return to In Person Board Meeting Plan & Protocol

J. Roberto referred to the Return to In-Person Board Meeting Plan & Protocol report noting as the province has directed a return to school for students and staff as of September 8, 2020, it is an appropriate time to return to in person board meetings. The Board Meeting Protocol document was reviewed and discussed.

R. Collver just for clarification and state that staff are extremely busy and this was top a priority and this why we are virtual tonight. R. Collver asked if we can look at the option of



moving over to Joseph Brant. J. Roberto responded that we review and bring this back. In terms at audience and delegation would be done

S. Gibson support coming back if our student and staff are going to be together, we need to be together and wondered what other technology can be used as that may be challenging. J Roberto responded we can provide that in the next report.

C. Speers asked if I am where a face shield can I remove the mask? J Roberto responded that if we are in the board room, we are required to wear masks.

C. VanEvery-Albert stated that she will be participating virtually.

J Richardson asked if plexiglass between trustee spaces have been considered? R. Wyszynski we can and there will be investment and if there will be permanent changes to table.

C.A. Sloat asked about the eye protection, is this public health requirement? J Roberto responded yes. C.A. Sloat is that I am confused as I thought we would be back person August 31 but stated an additional report? G. Anderson that we have the potential for one more virtual meeting.

Moved by: R. Collver

Seconded by: S. Gibson

THAT the Grand Erie District School Board direct Sr. Administration bring a report to the August 31, 2020 Board meeting on technology/video and move the meetings to the Joseph Brant Learning Centre.

Carried

Moved by: E. Dixon

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Return to In-Person Board Meeting Plan and Protocol Report as information.

Carried

(c) **Revised School Year Calendars 2020-21**

W. Baker referred to the Revised School Year Calendars 2020-21 report noting due to the Ministry's preference for a quadmester secondary model and direction for the three Professional Activity days prior to the arrival of students, the school year calendars have been revised.

Moved by: J. Richardson



Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Revised School Year Calendars 2020-21 report as information.

Carried

(d) **Discussion with our MPPs regarding No Capital Priorities Funding**

R. Collver stated this was brought to our attention that Grand Erie did not receive Capital Priorities funding. Would like us to build a relationship with our local MPPs, that when we have ask, they can lobby on our behalf and willingness to work them. G. Anderson support this direction and need more push from our MPPs. R. Collver stated we need an organized effort to understand our challenges and needs.

R. Collver believes the first approach to contact our MPPs their willingness to meet and seek agreement. C.A. Sloat stated back to original reason why we are here, last time we turned down and have we heard anything from the Ministry? R. Wyszynski responded that we have a feedback call from Ministry this week and bring that back to the Trustees.

G. Anderson and R. Collver will reach out to the two MPPs to set up a meeting.

C - 1 New Business

(a) **2020-21 Budget**

R. Wyszynski referred to the 2020-21 Budget Approval report noting the 2020-21 Operating and Capital Budgets were developed as set out in Board Policy F2 – Budget Development Process. The Budget will be submitted to the Ministry as requested by regulations on or before the submission deadline of August 19, 2020 pending Board approval.

R. Wyszynski provided a high-level overview of the Operating and Capital Budget Highlights and the budget outlook.

R. Collver thanked R. Wyszynski for a detailed, clear understanding report. R. Collver stated that on page 2 you talked about other funding that has not be announced, is that the \$30 M application based, and the Ministry announced Thursday, did not they speak how they allotted out now rather than application? R. Wyszynski responded yes, that is how quickly things can change, the government has shifted and noted Grand Erie has not received any dollars and we are awaiting a memo that is detailed to Grand Erie as we are considered one of the “other boards” that could be eligible for additional funding.



C.A. Sloat asked about the reserve funds, if the board has to use reserves, will it come to the board as motion to approve to spend for various things. J. Roberto responded yes, and we will be prepared to come to the board if that is the case.

C.A. Sloat asked are we putting ourselves in jeopardy? R. Wyszynski responded there are some risk, but we need to see that memo to understand and will update Trustees.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the 2020-21 Operating Budget of \$333,662,210.

Carried

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the 2020-21 Capital Budget of \$30,908,899.

Carried

D - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the meeting be adjourned at 9:22 p.m.

Carried

Board Chair, G. Anderson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education and Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **French Immersion Ad Hoc Committee**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board defer the establishment of a French Immersion Ad Hoc Committee until the 2021-22 school year.

Background

On June 22, 2020 trustees approved the establishment of a French Immersion Ad Hoc Committee. Led by the Superintendent of Education with responsibilities for K-12 French Immersion, the Ad Hoc Committee's purpose and responsibility was to:

- collect, analyze and discuss information presented from staff or resource personnel around current pressures in French Immersion: enrolment and capacity pressures, staffing shortages, budget and programming needs.
- review and discuss the current elementary French Immersion entry points and capping process
- review and discuss transition from elementary French Immersion to secondary French Immersion or Extended programs
- develop recommendations based on the review for French Immersion in Grand Erie to be presented to the Board of Trustees on November 9, 2020, and implemented board-wide for the 2021-22 school year

A total of four meetings were to take place in the fall of 2020: (2) in September and (2) in October with recommendations to be presented to the Board of Trustees during the Committee of the Whole Meeting on November 9, 2020.

Additional Information

Given current circumstances as a result of COVID-19; the possibility of transitioning in and out of school models; and, stringent health and safety protocols; the purpose, responsibility and timelines as set out in the original report to trustees on June 8, 2020, will be a challenge.

Upon further consultation with senior administration, it is recommended the establishment of the French Immersion Ad Hoc Committee be deferred until the 2021-22 school year.

Next Steps

Senior administration will establish a French Immersion Ad Hoc Committee for the 2021-22 school year.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Implications of 2020-21 Friday the 13th Event on Port Dover Students**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Implications of 2020-21 Friday the 13th Events on Port Dover Students report as information.

1. Background Rationale

- 1.1. Each Friday the 13th in Port Dover, there is a community event where, in warm weather, extremely high numbers of motorcyclists visit the community for the weekend, arriving in town on or before the 13th. Their presence in the community can impact our students significantly. Such an event during warmer months is likely to be very well attended. Such an event in colder months will have much less impact on school operations.
- 1.2. In warm weather, access to the schools is severely limited by traffic, as streets are jammed and access to the town is restricted by the Norfolk O.P.P. Issues of safety in traveling to and from school on Friday the 13th are important considerations for our students, their families and our staff. Staff members who reside in town have indicated that staying in their community that day is better than leaving Port Dover and trying to return later in the day. During the colder months, travel is not impacted as significantly.
- 1.3. On previous warm-weather Friday the 13th days, the Board has closed Lakewood Elementary School to students. The staff has reported to school for PD and program activities. On previous cold-weather Friday the 13th days, the Board has kept the school open.
- 1.4. For secondary students living in Port Dover, and attending school at Holy Trinity, Simcoe Composite School and Waterford District High School, group stops were organized outside of town limits on warm-weather Friday the 13th days. During colder months, when transportation runs normally, these special arrangements are not necessary.
- 1.5. There is only one Friday the 13th event during the 2020-21 school year: November 13. On the currently unapproved school year calendars, November 13 is designated as a Professional Activity day.

2. Options Considered

- 2.1. ***Option One — Lakewood Elementary School Remains Open to Students/Transportation Runs in Port Dover***
This is the usual option for cold-weather Friday the 13th events, such as November 13, 2020.
- 2.2. ***Option Two — Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students:***
This is not the usual option for cold-weather Friday the 13th events, like November 13, 2020.

3. Recommendation

- 3.1. NIL – On August 19, 2020, the Grand Erie school year calendars were approved. Consequently, November 13 is a Professional Activity day; as such, students will not be in attendance.

4. Budget Implication

4.1. Nil

5. Next Steps:

- 5.1. The Principal at Lakewood Elementary School reviewed options with the School Council.
- 5.2. Trustee decisions will be communicated to Transportation, Facilities and Human Resources departments.
- 5.3. Trustee decisions will be communicated to the Lakewood School Council, parent community, and Port Dover community through the GEDSB website and all available media.
- 5.4. Trustee decisions will be communicated to all secondary schools with Port Dover residents, their students, their School Councils and their parent communities.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Return to In Person Board Meeting Plan & Protocol**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the In-Person Board Meeting Plan as information.

Background

As the Province has directed school board to have all out students back in full time as of September 8, 2020, it is an appropriate time to consider returning to in person Board Meetings once again. This could begin on Monday, September 14, 2020.

Additional Information

The Brant Medical Officer of Health was contacted and provided the following guidance:

- Up to 50 people in the Board room as long as all are masked, and physical distancing occurs. If physical distancing of 2 meters cannot be met, then masks and eye protection are required.
- A COVID-19 self-assessment is successfully completed:
 - <https://covid-19.ontario.ca/self-assessment/>
- Board room is cleaned before and after the meeting

Understanding that all may not be comfortable returning to in person board meetings, MS Teams will be continued to be used for virtual participation. Trustees will need to provide attendance intention to Chair prior to the meeting.

Three options are available (further details for each option are attached):

- **Option 1: Return to Board Room -All members wearing Personal Protective Equipment (PPE)** (masks and eye protection or face shield)
- **Option 2: Return to Board Room with 2 m physical distance observed requiring no PPE –** only 14 members in attendance others member participate remotely
- **Options 3: Grand River Hall at Joseph Brant Learning Centre** 2 m physical distancing can be maintained requiring no PPE (masks or eye protection)

The following will need to occur for all 3 options:

1. Personal Protective Equipment (PPE)

- Must be worn when entering and exiting the meeting
- Physical Distancing is required in order to remove PPE (mask),

2. Audience – Public Attendance

- Will not be allowed at this time
- Meeting will be streamed via YouTube Live until the COVID-19 Health and Safety Protocols have been completely lifted

3. Delegations

- Delegation will occur via MS Teams – video/audio is preferred but audio only is sufficient

4. Technology

- In order to ensure good audio for those participating remotely and for streaming via YouTube Live for public viewing, each in-room attendee will need to connect to MS Team via their devices. Note: To install audio/technical equipment would be approximately \$45K.
- Each member will be provided a personal headset with mic – this will allow for multiple user participation via MS Teams in the Board Room while reducing feedback and improving sound quality for those listening remotely
- Members in attendance, have the option to use video and/or audio throughout the Board meeting

5. Responsibility

- Members attending in person, will be required to follow the Protocol for Access to Admin Buildings (*to be provided*)
- Complete self-assessment prior to entering building <https://covid-19.ontario.ca/self-assessment/>
- Due to Health and Safety Protocols, paper copies of the board package will not be distributed. Members bringing their own copies are responsible for removing/shredding following the meeting.

Recommendation

It is the recommendation of Sr. Administration to proceed with **Option 1: Return to Board Room - All members wearing Personal Protective Equipment (PPE)** (masks and eye protection or face shield)

Next Steps

A formal Board Meeting Protocol will be developed, and all members will be required to review and adhere to the protocol.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

Option 1: Return to Board Room -All members wearing Personal Protective Equipment (PPE)

- 24 participants (11 Trustees, 3 Student Trustees, 8 Sr. Admin, 1 Recording Secretary, 1 Communication)
- Table does not allow for 2m physical distancing



- **Personal Protective Equipment (PPE)** will be required to be worn during the meeting for droplet precautions
 - Medical Mask level 1
 - Eye Protection (face shield or safety glasses)
- PPE will be provided
- Physical Distancing is required in order to remove PPE (mask),
- **Technology**
 - Connect device to in room TVs to display attendees participate remotely
 - To ensure sound/audio quality for those participating remotely and for the YouTube Live stream for the public
 - Each in room attendee connects to MS Team via their devices at their spot
 - Each member will be provided a personal headset with mic – this will allow for multiple user participation via MS Teams in the Board Room while reducing feedback and improving sound quality for those listening remotely

Option 2: Return to Board Room with 2 m physical distance observed requiring no PPE

- **Max capacity is 15** (11 around the table – 6 around parameter of room – do not recommend using the 2 spots at front of room)
- Accommodate 10 Trustees & Director around the table
- Recording Secretary & Student Trustees seated at back of room
- Superintendents and Manager of Communication participate virtually

Or:

- Chair, Vice Chair, Directors, Superintendents (x7), 2x Trustees around the table
- 3x Trustees & Recording Secretary seated at back of room
- Remaining Trustees, Student Trustees and Manager of Communication participate virtually
- **Personal Protective Equipment (PPE)** will be required to be worn when entering and existing the room
- **Technology** – same as option 1



Options 3: Grand River Hall at Joseph Brant Learning Centre

- 2 m physical distancing can be observed requiring no PPE (masks or eye protection)
- All members in attendance
- All members still required to connect via MS Teams and wear headset with mic
- **Personal Protective Equipment (PPE)** will be required to be worn when entering and existing the room
- **Technology** – same as option 1 & 2 – display remote participants on smartboard instead of TVs.

Limitations:

- Room may be too large and could impact sound quality even with use of MS Teams
- Less comfortable
- The tables are 6ft which means one person per table. Expand on the layout as in the picture, would stretch the length of the room with approximately 8ft at either end. The side with the screen would be @8ft and at the doors @ 10ft. sketch is not to scale. That means the people at either end of the long side would be @50feet apart. This is the only way that they would be able to see each other without looking at someone's back.





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Committee of the Whole Board and Regular Board Proposed Schedule**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Proposed Schedule for the 2020-21
Committee of the Whole Board and Regular Board Meetings.

Background

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

Over the last number of years, the Board has systematically reviewed all its By-Laws and numerous policies. There are a number of policy reviews that will come to the Board during the 2021-21 year.

The review of both Policy and Procedures requires a 30-day period of community consultation. Administration will bring a revised draft Policy or Procedure with a request to circulate to stakeholder groups. At the end of the 30-day period, administration will consider the input received and bring the revised Policy (for approval) or Procedure (for information) back to a Committee of the Whole Meeting.

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

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

2020-21

Agenda Schedule for the Committee of the Whole Board and Regular Board Meeting

Meeting date	Meeting	Report Name	Owner(s)
September 14, 2020	CW	Bylaw 8 - Indigenous Education Advisory Committee (IEAC) Terms of Reference	D. Martins
		Enrolment Update	R. Wyszynski
		Exemption to Human Development and Sexual Health Report	L. De Vos
		OPSBA Report	OPSBA Trustee
		Schedule of Pre-Budget Consultation and Budget Review Meetings	R. Wyszynski
		Supervised Alternative Learning Annual Report (P104)	D. Martins
September 28, 2020	Board	Annual Operating Plans - School Year (2020-21)	J. Roberto
		• Community	R. Wyszynski
		• Environment	W. Baker
		• Equity	L. Munro
		• Technology	L. Thompson
		Major Construction Projects – Final Report	R. Wyszynski
	Board IC	Strategic Communication Plan Update	J. Roberto
		Summary of Accounts - August	R. Wyszynski
		Legal Updates	S. Sincerbox
October 5, 2020	CW	Learner Intervention Tracking for Excellence (LITE)	L. Thompson
		Modified School Year Calendar Ad Hoc Committee Report	W. Baker
		OPSBA Report	OPSBA Trustee
		Public Consultation Plan for Special Education Annual Review	L. Thompson
		Voluntary Indigenous Self-Identification	D. Martins
October 26, 2020	Board	2019-20 Grand Erie's Student Achievement Plan: Success for Every Student Goals	L. De Vos/ L. Thompson/ D. Martins
		2020-21 Grand Erie's Student Achievement and Well-Being Plan: Success for Every Student	L. De Vos/ L. Thompson/ D. Martins
		Enrolment Update	R. Wyszynski
		Primary Class Size Report	R. Wyszynski
		Summary of Accounts - September	R. Wyszynski
	Board IC	Legal Updates	S. Sincerbox
		President's Council Report - October 15, 2020	Board Chair
November 9, 2020	CW	2020-21 Indigenous Education Board Action Plan	D. Martins
		Annual Update Multi-Year Accessibility Plan 2017-22	L. Thompson
		Consolidated Financial Statements - August 31, 2020	R. Wyszynski
		Facility Renewal Plan 2020-21	R. Wyszynski
		Grand Erie Graduation Rate Report	D. Martins
		Health and Safety Annual Report 2019-20	R. Wyszynski
		Multi-Year Plan	J. Roberto
		OPSBA Report	OPSBA Trustee
		Preliminary Year End (F2) (will require special board meeting on Nov 9)	R. Wyszynski
		Rural and Northern Education Spending Report	R. Wyszynski
		Student Exclusion Report	W. Baker
		Student Expulsion Report	W. Baker
		Student Suspension Report	W. Baker
		Trustee Honoraria (F4) [Nov in non-municipal election years / Sept in election year]	R. Wyszynski
		Trustees' Travel and PD Expenses (BL15)	R. Wyszynski
	CW/IC	Final Stage Grievances – Summary Report (In Camera) (BL7)	S. Sincerbox
November 23, 2020	Board	2019-20 Indigenous Education Board Action Plan - Outcomes	D. Martins
		Camp SAIL report	L. De Vos
		Enrolment Update	R. Wyszynski
		Grand Erie Parent Involvement Committee (GEPIC) Membership 2020-21	J. Roberto
		Major Construction Update (FT2)	R. Wyszynski
		Organizational Board Meeting — Set Date, Time and Place	J. Roberto
		Report to Indigenous Services Canada (ISC) and Six Nations of the Grand River	D. Martins
		Summary of Accounts - October	R. Wyszynski
		Workforce Report	S. Sincerbox
		Legal Updates	S. Sincerbox
	Board IC		
December 14, 2020	Board	Audit Committee Annual Report	Audit Trustee
		Borrowing Authority	R. Wyszynski
		Director's Annual Report	J. Roberto
		OPSBA Report	OPSBA Trustee
		Review of Borrowing Bylaws not on Board's Review Schedule	R. Wyszynski
		Revised Budget Estimates	R. Wyszynski
		Signing Officers	R. Wyszynski
		Summary of Accounts - November	R. Wyszynski
	Board IC	Appointment to the Elementary Principal and Vice-Principal Pool	S. Sincerbox
		Appointment to the Secondary Principal and Vice-Principal Pool	S. Sincerbox
		Elementary and Secondary Principal and Vice-Principal Placements	S. Sincerbox
		Legal Updates	S. Sincerbox
		President's Council Report - November 26, 2020	Board Chair

Meeting date	Meeting	Report Name	Owner(s)
January 11, 2021	CW	Allocation of Self-Contained Classrooms for 2020-21	L. Thompson
		Category III Trips (SO15)	J. Roberto
		Enrolment vs Capacity by School Report	R. Wyszynski
		GELA Annual Report	L. Munro
		OPSBA Report	OPSBA Trustee
	CW/IC	<i>Final Stage Grievances - Summary Report (In Camera) (BL7)</i>	S. Sincerbox
January 25, 2021	Board	Major Construction Update (FT2)	R. Wyszynski
		Patti McCleister Memorial Award	S. Sincerbox
		Quarterly Budget Report (F2)	R. Wyszynski
		Summary of Accounts - December	R. Wyszynski
	Board IC	<i>Legal Updates</i>	S. Sincerbox
		<i>President's Council Report - January 14, 2021</i>	Board Chair
February 8, 2021	CW	Draft Proposed School Year Calendar 2021-22	W. Baker
		Employee Assistance Program Annual Report (HR112)	S. Sincerbox
		Mileage Remuneration Review	R. Wyszynski
		OPSBA Report	OPSBA Trustee
		Pride of Place and Community Partnership Incentive Plan Report	R. Wyszynski
February 22, 2021	Board	Summary of Accounts - January	R. Wyszynski
		Workforce Report	S. Sincerbox
	Board IC	<i>Director's Interim Performance Appraisal Report (BL25) (In Camera)</i>	Board Chair
		<i>Legal Updates</i>	S. Sincerbox
March 8, 2021	CW	Board Approved Transportation Review	R. Wyszynski
		Information Technology Services Annual Report	L. Munro
		OPSBA Report	OPSBA Trustee
		Student Trustee Selection (BL29)	J. Roberto
		Transportation Consortium Annual Report	R. Wyszynski
	CW/IC	<i>Final Stage Grievances - Summary Report (In Camera) (BL7)</i>	S. Sincerbox
March 29, 2021	Board	2020-21 Grand Erie's Student Achievement and Well-Being Plan: Success for Every Student	L. De Vos/ L. Thompson/ D. Martins
		Mid-year Update	
		Delhi District Secondary School - Gymnasium Fundraising Update	R. Wyszynski
		Major Construction Update (FT2)	R. Wyszynski
		Quarterly Budget Report (F2)	R. Wyszynski
	Board IC	Summary of Accounts - February	R. Wyszynski
		<i>Legal Updates</i>	S. Sincerbox
		<i>President's Council Report - March 4, 2021</i>	Board Chair
		<i>Secondary Summer School Principal and Vice-Principal Placements</i>	L. Munro
April 12, 2021	CW	Before and After School Programs 2021-22	L. De Vos
		Education Week 2021	J. Roberto
		e-Learning Annual Report	D. Martins
		French Immersion Ad Hoc Committee - Consultant Request	L. De Vos
		International Students - Fee Structure	R. Wyszynski
		Learning Plan Leveraging Digital Update	L. Munro
		OPSBA Report	OPSBA Trustee
		Quality Accommodations Update (BL8)	R. Wyszynski
		Summer School Report	L. Munro
		Trustees' Expenses Report (F3)	R. Wyszynski
April 26, 2021	Board	Board	S. Sincerbox
		Enrolment Update	R. Wyszynski
		Summary of Accounts - March	R. Wyszynski
	Board IC	<i>Legal Updates</i>	S. Sincerbox
		<i>President's Council Report - April 22, 2021</i>	Board Chair
May 10, 2021	CW	2021-22 Committee/Board Meeting Schedule	J. Roberto
		Allocation of Educational Assistants	L. Thompson
		Community Planning and Facility Partnerships – Annual Facility Status Report (FT11)	R. Wyszynski
		Community Use of Schools - Fee Schedule Review	R. Wyszynski
		French Immersion Ad Hoc Committee Report	L. De Vos
		MISA Update	J. Roberto
		Multi-Year Strategic Plan 2021-2025	J. Roberto
		OPSBA Report	OPSBA Trustee
May 31, 2021	Board	2017-20 Strategic Communication Plan Evaluation Update	J. Roberto
		Annual Operating Plans - School Year (2020-21)	
		• Community	J. Roberto
		• Environment	R. Wyszynski
		• Equity	W. Baker
	Board IC	• Technology	L. Munro
		• Well-Being	L. Thompson
		Major Construction Update (FT2)	R. Wyszynski
		Summary of Accounts - April	R. Wyszynski
		<i>Appointment to the Elementary Principal and Vice-Principal Pool</i>	S. Sincerbox
		<i>Appointment to the Secondary Principal and Vice-Principal Pool</i>	S. Sincerbox
		<i>Elementary and Secondary Principal and Vice-Principal Placements</i>	S. Sincerbox
		<i>Legal Updates</i>	S. Sincerbox
		<i>Redundant Staff - Termination of Teachers</i>	S. Sincerbox
		<i>Self-Funded Leaves</i>	S. Sincerbox

Meeting date	Meeting	Report Name	Owner(s)
June 14, 2021	CW	2021-22 Board Budget	R. Wyszynski
		Annual Review of the Special Education Plan	L. Thompson
		Bylaw 8 - Special Education Advisory Committee (SEAC) Terms of Reference	L. Thompson
		Category III Trips (SO15)	J. Roberto
		Implications of 2021-22 Friday the 13th Events on Port Dover Students	W. Baker
		OPSBA Report	OPSBA Trustee
		Strategic Communication Plan - 2021-xx	J. Roberto
	CWIC	<i>Director's Performance Review Report (In Camera at 6:00 p.m. (BL25))</i>	<i>Board Chair</i>
		<i>Final Stage Grievances – Summary Report (In Camera) (BL7)</i>	S. Sincerbox
June 28, 2021	Board	Energy Conservation Consumption Report (previous school year 2019-20)	R. Wyszynski
		Grand Erie Parent Involvement Committee Annual Report (Bylaw 8)	J. Roberto
		Quarterly Budget Report (F2)	R. Wyszynski
		Summary of Accounts - May	R. Wyszynski
	Board IC	<i>Legal Updates</i>	S. Sincerbox
August 30, 2021	Board	Approval of Next Year's CW and Board Schedules of Agenda Items	J. Roberto
		Major Construction Update (FT2)	R. Wyszynski
		OPSBA Membership Fee for (upcoming school year)	R. Wyszynski
		School Council Report	J. Roberto
		Summary of Accounts - July	R. Wyszynski
		Summary of Accounts - June	R. Wyszynski
	Board IC	<i>Director's Operational Goals for 2021-22 Report (In Camera) (BL25)</i>	J. Roberto
		<i>Legal Updates</i>	S. Sincerbox
		<i>Superintendent Performance Appraisal Report</i>	J. Roberto

Joint Occupational Health & Safety Committee Minutes

Items as Required

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

2020-21 Bylaws, Policies and Procedures Review Schedule

Review Date	Type	#	Item	SR. Admin
September 2020	Procedures	FT105	Playground Equipment	R. Wyszynski
October 2020	Bylaws	BL19	Use of Board Logo and Grand Erie Name	J. Roberto
		BL26	Chairs' Committee	J. Roberto
	Policy	SO09	Cyberbullying	W. Baker
		SO25	Visual Identity	J. Roberto
		SO31	Accessibility	L. Thompson
November 2020	Procedures	HR110	Hiring Procedures	S. Sincerbox
	Policy	FT10	Green Schools Construction	R. Wyszynski
		FT11	Community Planning and Facilities Partnerships	R. Wyszynski
		SO02	School Councils	J. Roberto
		SO04	Distribution of Materials in Schools	J. Roberto
January 2021	Bylaws	BL11	Delegations	J. Roberto
		BL15	Trustee Expenses	J. Roberto
	Policy	FT05	Pupil Accommodation Review	R. Wyszynski
		SO24	Copyright - Fair Dealing Guideline	L. DeVos
		SO28	Student Concussion and Head Injury	D. Martins
	Procedures	F101	Hospitality Expenses	R. Wyszynski
February 2021		P102	Business Procedures for Experiential Learning Programs	R. Wyszynski
	Policy	HR06	Principal/Vice-Principal Selection Process	S. Sincerbox
		HR07	Replacement/Casual Principal/ Vice Principal Selection Process	S. Sincerbox
		P02	Honoring Indigenous Cultures and Traditions	D. Martins
	Procedures	FT104	Reporting of Vandalism & Unusual Occurrence Incidents	R. Wyszynski
		FT111	School Initiated Facility Upgrades	R. Wyszynski
		HR101	Fragrance/Scent-Safe Workplace	R. Wyszynski
		HR113	Teacher Performance Appraisal	S. Sincerbox
		HR122	Cell Phones Mobile Devices	R. Wyszynski
		SO102	Student Admission/Registration (new procedure)	R. Wyszynski
March 2021		SO133	Signing Authority for Short Term Agreements	R. Wyszynski
	Policy	F07	Disclosure of Wrongdoing (Whistle-blower)	R. Wyszynski
April 2021	Policy	P01	Special Education Guiding Principles	L. Thompson
	Procedures	F104	Advertising	J. Roberto
		HR109	Offence Declaration	S. Sincerbox
		SO126	Volunteers	J. Roberto
June 2021	Bylaws	BL08	Committees of the Board	J. Roberto
	Policy	SO08	Community Partnerships	L. Thompson
		SO10	Bullying Prevention and Intervention	W. Baker
		SO11	Progressive Discipline and Promoting Positive Student Behaviour	W. Baker
	Procedures	HR120	Communicable Diseases	S. Sincerbox
		SO134	Website Requirements	L. Munro



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **OPSBA Membership Fee for 2020-21**
DATE: August 31, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the 2020-21 OPSBA Membership Fee of \$64,246.15 (\$56,855.00 plus HST) for payment.</p>
--

Background

The 2020-21 OPSBA Membership renewal invoice has been received requesting a total fee of \$64,246.15. As a point of reference, the 2019-20 invoice totaled \$64,764.82; a decrease of \$516.67. A copy of the invoice and supporting correspondence is attached.

The 2020-21 Operating Expenditure Budget approved by the Board included an estimate of \$60,000 for this fee. This budget is sufficient for this expenditure when the HST rebate is factored in.

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Leading Education's Advocates

Ontario Public School Boards' Association
439 University Avenue, 18th Floor
Toronto, ON M5G 1Y8
Tel: (416) 340-2540
Fax: (416) 340-7571
webmaster@opsba.org
www.opsba.org

Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

August 18, 2020

TO: Greg Anderson, Board Chair and JoAnna Roberto, Director of Education
CC: Rafal Wyszynski, Superintendent of Business

GRAND ERIE DSB

This past year has been a school year like no other, with the COVID-19 pandemic and school closures starting in March, collective bargaining, and of course the opportunities and challenges of working with a government that is now halfway through their mandate.

That's why we've increased our efforts to ensure our multi-year priorities continue to guide the work of the Association as we advocate for outstanding programs, pedagogy and resources as well as a social and educational environment that nurtures the values of universality, inclusion, human rights, respect and kindness. Similar to other jurisdictions throughout the country and the world, we have been and are adjusting to a new normal that includes providing remote learning during the COVID-19 pandemic. While this transition has been the focus of much of OPSBA's recent work, it does not mean our advocacy has stopped. For example, we recently convened our consultative working groups to meet and discuss important factors and conditions that must be taken into account for a safe return to school. From that, our best advice was relayed to the Ministry of Education in a public submission and we were encouraged to see that most of our concerns were addressed in the government's framework. We will continue to work with our member boards to monitor implementation challenges and concerns and ensure these are shared with the ministry.

As we plan for next year, we will be looking closely at our conferences and events, and seeking to bring in appropriate speakers, have discussions, provide professional development and more to ensure we are doing everything we can to fight all forms of racism. We must also examine our operational activities to see what changes may be necessary, and whether there are additional policy or advocacy positions we can take in support of the fight against racism. We want to find ways to increase the representation of Black, Indigenous and People of Colour (BIPOC) running for Trustee or OPSBA positions, and look to provide the ability for these critical voices to be heard more easily by our Board of Directors, Executive Council and work teams. As an Association, we are also looking to enhance our professional development in this area and to establish more community connections with marginalized groups. Please do not hesitate to reach out to us with your ideas.

As a non-partisan organization, we have a 32-year history of building positive and mutually respectful working relationships with politicians and staff from all parties represented in the Ontario Legislature. These relationships allow us to successfully represent the voice of our members on the many issues that affect our students and communities.

[1]

Minister of Education Stephen Lecce attended our Public Education Symposium (PES) in January and also addressed our Board of Directors in September 2019 and May 2020. Our second Advocacy Day at Queen's Park in November brought more than 50 public school board trustees and student trustees to Toronto to meet with MPPs and political staff, reinforcing OPSBA's advocacy position on key issues, such as the importance of investment in public education, Indigenous Education, curriculum, mental health supports and the value of democratic, locally elected trustees. The day began with a news conference that released the results of [polling and research](#) done in partnership with Nanos Research. This type of work has been reinforced by our Board of Directors, who directed the Association to plan more strategic government relations and public affairs activities.

OPSBA represents over 1.3 million students, or nearly 70% of the entire K-12 student population, including all 31 English public school boards as well as 10 school authorities. Collectively, this makes our organization the number one stakeholder voice for education in Ontario. Your school board is clearly a very big part of who we are and what we do. We advocate for public education every day, and the government knows that we have the weight of all of our members behind us.

Our experienced [Labour Relations](#) team successfully concluded and ratified central agreements with all education bargaining units. We are fortunate to have strong staff with outstanding expertise and credibility working to ensure student achievement and well-being are at forefront of all discussions and decisions. School boards continue to work toward implementation with the support of OPSBA Labour Relations staff.

While much of the advocacy work can be seen in our public submissions and meetings with key stakeholders, there is a great amount of day-to-day work that is done behind the scenes. OPSBA staff have direct and constant access to both the bureaucracy and political staff in the government as well as in the opposition parties. These relationships allow for conversations and the sharing of information to further support our common priorities.

OPSBA continues to be represented on a number of key government working tables and our work has resulted in a number of successful outcomes. Here are some additional highlights:

- ***Legislative Submissions and Government Consultations*** -- OPSBA has engaged in a wide range of advocacy work related to the provincial government's legislative and regulatory agenda, including [submissions and letters](#) regarding:
 - [Ontario's Plan to Reopen Schools](#)
 - [2020-21 Education Funding](#)
 - [Bullying in schools and anti-bullying initiatives](#)
 - [Northern Ontario concerns](#)
 - [Education Development Charges](#)
- ***Mental Health and Well-Being*** – OPSBA continues in its role as a founding member of the [Ontario Coalition for Children and Youth Mental Health](#). OPSBA and the Coalition's advocacy has led to the maintenance of mental health investments in the public education system for 2020-21 and beyond.
- ***Indigenous Education*** – OPSBA's [Indigenous Trustees' Council](#) continues to support the educational needs of Indigenous students, and to ensure all students are educated about the history and culture of Indigenous peoples. OPSBA continues to be a leading advocate in education in this area.

- **The Role of Trustee** – OPSBA updated a [series of resources](#) to support trustees and school boards for Local Government Week 2019. We also worked with OSTA-AECO to promote and award two new scholarships for graduates – the [Ontario Public Student Trustee Scholarship](#) and the [Public Property Assessment Network Scholarship](#). In addition, as part of OESC, we have shared and promoted the new and revised [Trustee Professional Development Program](#), which now includes a Certificate of Completion.
- **French as a Second Language** – OPSBA continues to lead a three-year Ontario Labour Market Partnership project with the Ministry of Labour, Training and Skills Development entitled [Meeting Labour Market Needs for French as a Second Language Instruction in Ontario](#).

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

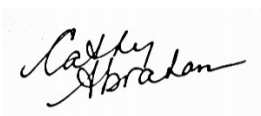
Examples of 2019-20 savings realized for:	
GRAND ERIE DSB	
Savings in Copyright Fees: \$ 61,720	Savings in Energy Costs: \$ 292,700

Please note: For the third year in a row, the OPSBA Board of Directors has approved a 0% increase for total membership fees. We have therefore kept the total membership fee (31 school boards and 10 school authorities combined) the same for four consecutive years. There may however be a slight change, up or down, to your individual board membership fee based on the fee model which is composed of a base amount and a percentage of your Board Administration and Governance Grant.

The 2020-21 OPSBA membership fee for your board is \$ 56,855.

Thank you for your continued support as a member of OPSBA and for your dedication to public education. You can learn more about the valuable services OPSBA offers your board by visiting www.opsba.org.

Sincerely,



Cathy Abraham
President



W.R. (Rusty) Hick
Executive Director

Attachment: Invoice for the 2020-21 OPSBA membership fee



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

Ontario Public School Boards' Association

439 University Avenue, 18th Floor

Toronto, ON M5G 1Y8

Tel: (416) 340-2540

Fax: (416) 340-7571

webmaster@opsba.org

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Invoice to:		Grand Erie District School Board 349 Erie Avenue Brantford, Ontario N3T 5V3	
Invoice# 010-20/21	Date: September 01, 2020	HST #10780 0344 RT 0001	
QTY	DESCRIPTION		AMOUNT
	<p align="center">2020-2021 Membership Fee September 01, 2020 to August 31, 2021</p> <p>* Final Billing</p>		\$56,855.00
Please make cheque payable to:		Subtotal	\$56,855.00
Ontario Public School Boards' Association		HST @ 13%	\$7,391.15
Terms of Payment : Due upon receipt		Total	\$64,246.15

Copy 1 - Customer

Copy 2 - Accounting

Copy 3 - File



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Ad Hoc Committee – Strategic Communications Plan Working Group (2021-24)**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board strike an Ad Hoc Committee to develop the new Strategic Communications Plan (2021-24) to be presented to the Board in June 2021.

Background

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

Additional Information

During the 2020-21 school year, the Manager of Communications and Community Relations will lead a working group to develop the next Strategic Communications Plan for Grand Erie. This three-year plan (2021-24) will be presented to the Board of Trustees in June 2021.

The Strategic Communications Plan Ad Hoc Committee will include Trustees and staff. The working group will also consult with parents and community members through outreach with the following committees: Grand Erie Parent Involvement Committee, Native Advisory Committee and Special Education Advisory Committee. The Strategic Communications Plan Ad Hoc Committee will also review feedback collected from School Council Chairs during the School Council Start-Up Session as well as comments received during the development process for the Board's new Multi-Year Plan.

The Strategic Communications Plan Ad Hoc Committee will review the 2017-20 Strategic Communications Plan as well as determine priorities and next steps for communications, including goals, objectives, strategies and tactics.

Once approved, the 2021-24 Strategic Communications Plan will be implemented by the Communications and Community Relations Department. Each September, the Manager of Communications and Community Relations will provide the Board of Trustees with an update on the plan. Each May, the Board will be presented with an evaluation of the plan by the Manager of Communications and Community Relations.

The Terms of Reference for the Strategic Communications Plan Ad Hoc Committee, including membership composition, is attached.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

Terms of Reference: Strategic Communications Plan Working Group - Ad Hoc Committee

1. Statement of Purpose and Responsibilities

- 1.1 The Ad Hoc Committee – Strategic Communications Plan Working Group will:
 - i. review the 2017-20 Strategic Communications Plan for strengths and weaknesses
 - ii. review and discuss the challenges and opportunities facing Grand Erie over the next three years
 - iii. review and discuss the communication goals and objectives for Grand Erie over the next three years
 - iv. review and discuss best practices for strategic communications
 - v. review and discuss the communication needs of Trustees, staff, students, parents, community members and local media
 - vi. develop Grand Erie's 2021-24 Strategic Communications Plan to be presented to the Board of Trustees in June 2021 for implementation for the 2021-22 school year

2. Committee Composition

The Ad Hoc Committee – Strategic Communications Plan Working Group shall be comprised of:

- 2.1 Two (2) Trustees appointed by the Board
- 2.2 One (1) Superintendent of Education (Elementary Family of Schools)
- 2.3 One (1) Superintendent of Education (Secondary Family of Schools)
- 2.4 One (1) Superintendent of Business and Treasurer
- 2.5 One (1) Representative from the Indigenous Education Team
- 2.6 Two (2) Secondary School Principal
- 2.7 Two (2) Elementary School Principal
- 2.8 Manager of Communications and Community Relations
- 2.9 Manager of Human Resources
- 2.10 Safe and Inclusive Schools Lead
- 2.11 Communications Assistant

Total: 14

3. Committee Operating Procedures

- 3.1 The Strategic Communications Plan Working Group will meet four times during the 2020-21 school year, after which time the committee will be dissolved.
- 3.2 The Manager of Communications and Community Relations shall prepare the meeting schedule and agendas.
- 3.3 Meeting notes will be provided to all committee members.
- 3.4 The committee will present the Strategic Communications Plan to the Board of Trustees at the June 14, 2021 Committee of the Whole Meeting.
- 3.5 Chair - Manager of Communications and Community Relations.
- 3.6 Role of staff - Board staff may be called upon to support this committee or to provide input and other information, including the Manager of Business Services, the Manager of Information Technology, the Manager of Facility Services and members of Executive Council.
- 3.7 Role of other committees – the Grand Erie Parent Involvement Committee, the Native Advisory Committee and the Special Education Advisory Committee will be called upon to provide input and feedback to this committee. School Councils will also be asked to provide feedback.

4. Role of the Board

- 4.1 Appoint Trustee members.
- 4.2 Receive Grand Erie's Strategic Communications Plan in June 2021.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Special Education Advisory Committee (SEAC) Membership**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the addition of Tara Buchanan, representing Community Living Brant as an Agency Representative to the Special Education Advisory Committee.

Background

A letter of interest from Ms. Buchanan was originally received by the Superintendent of Education – Special Education on January 23, 2020. This request was followed up on by the SEAC Recording Secretary on January 24, 2020 advising there was room for another agency in our roster and inviting Ms. Buchanan to attend a meeting as a guest until such time as the Board deliberated approval of Community Living Brant's request for membership.

Ms. Buchanan attended the February SEAC meeting as a guest but was unable to put forward a request for membership at that time.

Additional Information

Ms. Buchanan contacted the Recording Secretary on June 3rd advising she was now in a position to let her name stand as a membership candidate. She submitted her additional qualifications which were shared with the Superintendent and the SEAC Chair and Vice-Chair.

Next Steps

SEAC members, including the new applicant, will be advised of the Board's decision and, if approved, a revised membership list will be posted to the board's website.

Grand Erie Multi-Year Plan:

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities to support family and community involvement in our schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary

FROM: Denise Martins, Superintendent of Education

RE: **Educational Services Agreement – Grand Erie District School Board and Indigenous Services Canada (ISC)**

DATE: August 31, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the 2020-25 Education Service Agreement with ISC for signature by the Board signing authorities.</p>

Background

The education service agreement between Indigenous Services Canada (ISC) and the Grand Erie District School Board for Six Nations secondary students expires on August 31, 2020. Negotiations commenced in January 2020. A total of five meetings were held.

Members of the Grand Erie negotiating team included: Brenda Blancher (Director of Education), Raf Wyszynski (Superintendent of Business), Denise Martins (Superintendent of Education) Claudine VanEvery-Albert (Native Trustee), Julia Candlish (Six Nations Education Manager), and Audrey Powless-Bomberry (Six Nations Elected Councillor). The Board team included a Six Nations Councillor and Native Trustee to be able to report to the Band Council who represents the third party receiving educational services from Grand Erie. Six Nations is one of only two Bands in Canada who do not accept federal funding to negotiate with the Board.

Additional Information

We are very pleased with the five-year (expires August 31, 2025) agreement reached on June 18, 2020. The agreement includes changes to wording/references and enhancements that will support student achievement and engagement.

Features of the agreement include:

- Full funding as per provincial Grants for Student Needs (GSN).
- Continued funding for a .5 FTE (3 sections) native language teacher
- Enhancements to the Educational Services Agreement High Cost Special Education Services funding (Appendix 7) historically used for additional Educational Assistants. The 2018 – 2020 agreement included a provision that the funding could not go below \$600,000 and this amount has been increased to \$700,000.
- Continued funding (Appendix 9) for learning opportunities enhancements.

Next Steps

Secondary School Principals will be provided signed copies and details of the Education Service Agreement at the September Director's Meeting.

Respectfully submitted,

Denise Martins
Superintendent of Education

EDUCATION SERVICES AGREEMENT

THIS AGREEMENT IS EFFECTIVE THIS 1st DAY OF September 2020.

BETWEEN:

GRAND ERIE DISTRICT SCHOOL BOARD

In the Province of Ontario
Hereinafter referred to as the **“BOARD”**

-and-

**HER MAJESTY THE QUEEN IN RIGHT OF CANADA, AS REPRESENTED BY THE
MINISTER OF INDIGENOUS SERVICES CANADA**

hereinafter referred to as the **“CROWN”**

WHEREAS pursuant to subsection 188(1)(a) of the EDUCATION ACT (1992), R.S.O. 1990, c. E.2, as amended, the **“BOARD”** may enter into an agreement with the **“CROWN”** to provide accommodation, instruction and special services for INDIGENOUS PUPILS.

WHEREAS pursuant to subsection 114(1)(d) of the INDIAN ACT, R.S.C. 1985, c. I-5, as amended, the **“CROWN”** may enter into an agreement with the **“BOARD”** for the education of Indian children.

NOW THEREFORE, THIS AGREEMENT WITNESSETH that the parties hereto covenant and agree with each other to the terms and conditions as follows:

1. INTERPRETATION

- 1.1. For the purpose of this agreement, a **PUPIL** means an **INDIAN**, or the child of an **INDIAN**, as defined by subsection 2(1) of the INDIAN ACT resident on SIX NATIONS of the Grand River Reserve and any student as included in the Nominal Roll Census Report as approved by the DEPARTMENT. PUPILS are pupils of the Board.
- 1.2. Throughout this agreement, **SIX NATIONS** refers to **SIX NATIONS OF THE GRAND RIVER RESERVE**.
- 1.3. **ELECTED COUNCIL** means the Council of an Indian Band as defined under subsections 2(1) and 74 of the INDIAN ACT.
- 1.4. **NATIVE ADVISORY COMMITTEE** means a committee established by BOARD resolution as are outlined in an addendum to this agreement.
- 1.5. **GUIDANCE/COUNSELLING SERVICES** means the provision of guidance programs and student support services.
- 1.6. **SUPERVISED ALTERNATIVE LEARNING** means the same as defined by Ministry of Education guidelines.

- 1.7. **MINISTER** means the Minister of Indian Affairs and Northern Development representing the CROWN.
- 1.8. **DEPARTMENT** means the DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT.
- 1.9. **SCHOOL** means any secondary school operated under the jurisdiction of the BOARD.
- 1.10. **PRINCIPAL** means a principal of any secondary school operated under the jurisdiction of the BOARD.
- 1.11. **TUITION FEE** means a per pupil fee, payable to the BOARD for each PUPIL, subject to this agreement, enrolled in a secondary school operated under the jurisdiction of the BOARD.
- 1.12. **HIGH COST PROGRAM** as referenced in Appendix 7.
- 1.13. **SPECIAL SERVICE** means an educational service provided solely for PUPILS, subject to this agreement, as negotiated pursuant to subsection 165(3) of the EDUCATION ACT, which is supplementary to the regular program of the BOARD and the cost of which is not calculated as part of the TUITION FEE.

Appendices 1 to 10 attached to this agreement form part of this agreement and are to be read in conjunction with this agreement.

2. ELIGIBILITY FOR ENROLMENT

- 2.1. The BOARD agrees to accept SIX NATIONS PUPILS for enrolment in its schools, subject to this agreement, in accordance with Board procedures on the transfer of students.
- 2.2. The DEPARTMENT will advise the BOARD and SIX NATIONS of PUPIL registration as follows:
 - 2.2.1. Prior to January 15th of each year the DEPARTMENT shall provide to the BOARD a list of PUPILS expected to enrol in the schools of the BOARD in the next academic year indicating potential grade placements and will confirm, where applicable, any new enrolments for the second semester.
 - 2.2.2. Prior to May 15th of each year the DEPARTMENT shall provide to the BOARD in writing an updated list to that submitted under subsection 2.2.1.
 - 2.2.3. Any increases or decreases in the number of PUPILS identified by subsection 2.2.2 will be provided to the BOARD in writing as they become known to the DEPARTMENT.
- 2.3. The DEPARTMENT will verify for the BOARD the eligibility of each PUPIL, subject to this agreement, for tuition fee purposes upon receipt of a list of PUPILS which shall be provided by the BOARD for verification prior to the issuance of invoices according to the schedule outlined by subsection.

3. RESPONSIBILITY FOR FEES

- 3.1. The DEPARTMENT shall make payment to the BOARD, for each PUPIL authorized by the DEPARTMENT for enrolment in a school as a full or part-time student, a TUITION FEE equal to the “base fee” calculated for a Grand Erie DSB secondary school pupil. This is based on a calculation unique to each school board called the “base fee” This calculation is a standardized calculation, based on a funding formula which is updated annually by the Ministry and is set out in regulation. In addition, a per pupil PPF grant amount calculated based on the prior school years grants received by the board for secondary school pupils of the BOARD and as approved by the DEPARTMENT. A “Calculation of Fees” statement will be provided by the BOARD and will outline all costs of education as covered by the TUITION FEE.
- 3.2. The DEPARTMENT shall make payment to the BOARD, for PUPILS authorized by the DEPARTMENT for enrolment in a HIGH COST PROGRAM costs for which shall be calculated in accordance with Ontario Regulation “Calculation of Fees for Pupils regulation” at rates agreed to in a signed addendum to this agreement prior to the provision of such programs by the BOARD.
- 3.3. The DEPARTMENT shall make payment to the BOARD, for each PUPIL authorized by the DEPARTMENT for enrolment in a school as a full or part-time student, identified as meeting the criteria for Special Incidence Portion (SIP) funding as described in Appendix 7 and as approved by the DEPARTMENT.
- 3.4. The DEPARTMENT shall make payment to the BOARD, for the cost of providing a .5 full time equivalent teacher certified by the Ontario College of Teachers and qualified in a Haudenosaunee Language of instruction, as outlined in subsections 5.9.3 and 5.9.4 for the purpose of sustaining a language program. The amount is not to exceed \$50,000 annually.
- 3.5. The DEPARTMENT shall make payment to the BOARD, for each SPECIAL SERVICE as negotiated by both the DEPARTMENT and BOARD and outlined in an addendum to this agreement and delivered by the BOARD according to the terms and conditions contained therein, a fee in such amount which does not exceed the approved cost for such service.
- 3.6. The parties acknowledge that in order for the payments described in section 3.1 to be made, the DEPARTMENT and the BOARD must enter into an annual Comprehensive Funding Arrangement.

4. SCHEDULE OF PAYMENT

- 4.1. Payment shall be made by the DEPARTMENT to the BOARD in accordance with Part B, Section 2 of the current school year Comprehensive Funding Arrangement between the DEPARTMENT and the BOARD, based on invoices submitted in accordance with Schedule G of that Arrangement.
- 4.2. The BOARD agrees, in consideration of payments made by the DEPARTMENT on behalf of PUPILS covered under this agreement, to the following:
 - 4.2.1. To identify in the annual audited financial statement to its ratepayers all payments made to the BOARD under the terms of this agreement and append a summary to the financial statement identifying revenues received for High Cost Programs and Special Services separately from TUITION FEES.

5. UNDERTAKINGS

- 5.1. The BOARD shall provide to PUPILS covered by this agreement the Program of Studies of the province of Ontario.
- 5.2. The BOARD shall equally involve PUPILS in all aspects of school activities.
- 5.3. The BOARD will ensure that SIX NATIONS may use the school facilities after school hours in accordance with existing BOARD policies.
- 5.4. The BOARD agrees that there shall continue to be no segregation by reason of race, colour or creed in its schools and by the ongoing development of an anti-racist policy that is Aboriginal specific.
- 5.5. The BOARD shall provide training (in-service) to its teachers, who provide instruction to PUPILS covered by this agreement, in accordance with Ministry of Education Program and Policy Memorandum No. 119 (2013) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools", in cooperation with the SIX NATIONS.
- 5.6. The BOARD agrees to recruit and appoint teachers who are of Haudenosaunee ancestry when staffing teacher vacancies, provided that the qualifications and abilities of the teachers are judged by the BOARD to be equal to those of other applicants and that such staffing does not contravene any Regulations under the Education Act or the collective agreement of the BOARD.
- 5.7. The BOARD agrees to provide guidance programming as required by current Ministry of Education guidelines (Ontario Secondary Schools(OSS)), adapted to meet the instructional, counselling and other needs of the PUPILS covered by this agreement, and staff guidance positions, when possible with people of Haudenosaunee ancestry, in proportion to enrolment of PUPILS.
- 5.8. The BOARD agrees to provide, in accordance with Ministry of Education guidelines and regulations, Supervised Alternative Learning on the reserve where such are feasible at no additional cost to the DEPARTMENT.
- 5.9. The BOARD shall plan, develop, implement and evaluate educational programs suited to the needs of PUPILS:
 - 5.9.1. With the approval of the principals of schools enrolling PUPILS covered by this agreement authorized representatives of SIX NATIONS shall assist in the planning, development, adaptation and evaluation of native studies, native language, cultural education and race relations programs and courses.
 - 5.9.2. The BOARD will provide Native Studies courses in all schools enrolling PUPILS covered by this agreement and develop units and courses of study which infuse native culture/values across the curriculum.
 - 5.9.3. The BOARD agrees to the implementation of a Native Language course in a Haudenosaunee language in its schools utilizing the same criteria contained in the current Ministry of Education Native Languages curriculum guidelines. Such courses will be available to all pupils of the BOARD where numbers warrant delivery.

- 5.9.4. The BOARD agrees for the length of this agreement to provide a .5 full time equivalent teacher of Haudenosaunee ancestry to ensure delivery of a Native Language course that meets current Ministry of Education guidelines and the Ontario Regulations for such programming.
- 5.10. The BOARD agrees to promote and maintain ongoing communication between the schools enrolling PUPILS covered by this agreement and the SIX NATIONS community.
- 5.10.1. The BOARD agrees with the principle of a NATIVE ADVISORY COMMITTEE and will establish by resolution of the BOARD such a committee which will alone represent the interests of SIX NATIONS subject to the Terms of Reference as outlined in an addendum to this agreement and identified as APPENDIX "1".
- 5.10.2. The BOARD will continue to involve and encourage the participation of parents of PUPILS in the education of their children.
- 5.10.3. The BOARD will hold transition meetings jointly with the Federal schools at SIX NATIONS and collaboratively plan pathway placement, time tabling, and support for SIX NATIONS students entering grade 9. At a minimum, the Student Success Teacher or Guidance Head from the requested secondary school will be present at each meeting accompanied by the Native Education Counsellor.
- 5.10.4. The BOARD agrees that authorized delegates of SIX NATIONS and the DEPARTMENT may visit the schools managed by the BOARD from time to time to review with the principals the progress of the PUPILS covered by this agreement.
- 5.10.5. The BOARD agrees to involve principals and teachers of the SIX NATIONS in professional activity days of the BOARD and to provide relevant materials to support professional development at a cost that will not exceed the agreed upon amount of \$10,000.00. The Board will identify the number of available seats per appropriate workshop and will receive pre-approval from both the DEPARTMENT's Director of Education or his or her designate and the BOARD Superintendent of Program or designate, prior to admitting registrants. This cost will be identified with supporting documentation and submitted to the DEPARTMENT with the regular invoice dates. The parties agree that unused funding from one year may be carried forward for use during the following year only.
- 5.10.6. The BOARD agrees to hold parent-teacher interviews for PUPILS covered under this agreement at least once per school year on the reserve should sufficient interest be demonstrated by parents to the principal.
- 5.10.7. The BOARD agrees to the granting of reasonable periods of leave, to representative members of staff to attend educational presentations, courses or conferences sponsored by the DEPARTMENT or SIX NATIONS as part of the ongoing planned professional development activities of the BOARD.
- 5.11. Nothing in this agreement shall confer to SIX NATIONS or the MINISTER any right of supervision over the curriculum, courses of studies, instructional methodology and materials, teaching personnel, resource personnel, or school administration which are deemed to be the sole responsibility of the BOARD.

- 5.12. The BOARD respects the traditional knowledge and teachings of the SIX NATIONS and recognizes best practices of the Haudenosaunee in keeping with a collaborative process of incorporating instructional methods designed to enhance the learning of Indigenous students.
- 5.13. The BOARD agrees to the SIX NATIONS representation on the BOARD as outlined by an addendum to this agreement and identified as APPENDIX "2".
- 5.14. The BOARD agrees to complete and submit statistical and program reports to the SIX NATIONS and the DEPARTMENT as follows:
- 5.14.1. The annual NOMINAL ROLL REPORT, MONTHLY ATTENDANCE RECORD, STUDENT PROGRESS REPORTS, GRADUATION RESULTS, and Student Success Indicators (i.e. Credit accumulation, EQAO results) for all PUPILS enrolled in the schools of the BOARD at such times as such are requested by the DEPARTMENT or the SIX NATIONS.
- 5.14.2. Program reports related to SPECIAL SERVICES, HIGH COST PROGRAMS, SPECIAL EDUCATION, and pupil placement reports, as such are requested by the DEPARTMENT or the SIX NATIONS which may be prepared in a format identified by APPENDIX "3".
- 5.15. In accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Board will obtain a disclosure of information release for all students covered by this agreement and such disclosure shall clearly state that the disclosure permits the BOARD to release student information to the DEPARTMENT and that such information may be provided to the SIX NATIONS while the PUPIL is enrolled in the schools of the BOARD.
- 5.16. The BOARD agrees to an annual review meeting, conducted on or before the anniversary date of this agreement, and supplementary meetings held at such times as may be requested by either party to this agreement, for the purpose of reviewing adherence by the parties to the terms and conditions contained herein.
- 5.17. All notices or communication required to be given or sent that pertain to the terms of this agreement shall be deemed sufficiently given when submitted in writing or sent by, e-mail, fax, courier, or registered mail to the recipient party and a copy of this communication will be provided to the SIX NATIONS.

6. TERM OF CONTRACT

- 6.1. **THIS AGREEMENT and its ADDENDA SHALL** come into force on September 1, 2020 and shall remain in force until at least August 31, 2025 and:
- 6.1.1. Shall continue in force from year to year thereafter from the 1st day of September each year, unless termination is requested by one of the parties hereto in which case notice shall be given to the other party to this agreement by December 1st with termination to be effective as of June 30th of the year following.
- 6.1.2. Despite the foregoing, the terms of this agreement may be reviewed on an annual basis and amended by mutual consent.

IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN SIGNED BY THE PARTIES HERETO
GRAND ERIE DISTRICT SCHOOL BOARD

JoAnna Roberto, Director of Education

Greg Anderson, Board Chair

Date

**HER MAJESTY THE QUEEN IN RIGHT OF CANADA, AS REPRESENTED BY THE MINISTER
OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT**

Susan Troniak, Acting Director
Education and Social Programs

Witness Signature

Witness Name

Date

APPENDIX 1

NATIVE ADVISORY COMMITTEE

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The BOARD agrees with the principle of a NATIVE ADVISORY COMMITTEE, hereinafter referred to as the COMMITTEE, and shall establish such committee to represent the interests of PUPILS enrolled in the schools of the BOARD.
 - 1.1. The NATIVE ADVISORY COMMITTEE is established by BOARD resolution and Terms of Reference will be established and approved by the COMMITTEE.
 - 1.2. Any changes to the terms of reference of the COMMITTEE agreed to by the parties to this agreement shall be adopted by BOARD resolution
 - 1.3. The meeting schedule for the COMMITTEE will be determined jointly by the COMMITTEE as a whole and in consultation with all members of the COMMITTEE.
2. The COMMITTEE shall represent SIX NATIONS interests in maintaining quality of educational services purchased through the education services agreement and to ensure that the BOARD is appropriately advised in matters related to the education of PUPILS.

APPENDIX 2

NATIVE REPRESENTATION

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The BOARD and the SIX NATIONS agree, pertaining to subsections 188(5)(a) 1990, of the EDUCATION ACT R.S.O. 1990, c. E 2, as amended, that said subsections shall be viewed as the minimum requirement for the appointment of native members to the BOARD.
2. The BOARD and the SIX NATIONS agree on procedures governing native representation as follows:
 - 2.1. For each term of office of the BOARD a native representative shall be designated by the SIX NATIONS.
 - 2.1.1. The SIX NATIONS shall provide to the BOARD the name of the native representative designated for appointment as a member of the Board.
 - 2.1.2. The name of the native representative designated by subsection 2.1.1 shall be made at such time as to coincide with the announcement of election results for trustees of the BOARD.
 - 2.1.3. For each term of office, the designated native representative, named in accordance with subsection 2.1.1, shall be confirmed as a member of the board.
 - 2.1.4. Where the office of the member of the board appointed under this agreement becomes vacant for any reason, it shall be filled in accordance with subsection 2.1.1, and the person so appointed shall hold office for the remainder of the term.
3. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement.

APPENDIX 3

BOARD REPORTS AND DATA SHARING

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The BOARD agrees that the reporting procedure described by subsection 5.14 of the education agreement may be in the following format unless otherwise requested by the SIX NATIONS or the DEPARTMENT:
 - a. Number of PUPILS
 - b. Schools enrolling PUPILS
 - c. Type of program/service
 - d. Date enrolled/service commencement date
 - e. Calculation of Fees
 - f. Anticipated graduation date/service completion date
 - g. Special Education reports required under the departmental National Special Education Guidelines
 - h. Other reports requested by the Native Advisory Committee
2. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement.
3. The BOARD agrees to a DATA SHARING process with SIX NATIONS to align with the First Nations principles of OCAP – Ownership, Control, Access and Possession.
 - 3.1. Twice annually, the BOARD will share with SIX NATIONS by grade and gender aggregated student data on attendance, credit accumulation, EQAO results.
 - 3.2. THE BOARD will provide this aggregated data by September 15 and March 15 each year.
 - 3.2.1. SIX NATIONS is aware that suppression rules may need to be applied to certain data sets.
 - 3.3. THE BOARD will provide an Educational Services Agreement annual report to SIX NATIONS annually in January.

APPENDIX 4

SPECIAL SERVICES AGREEMENT NATIVE ADVISOR

This addendum shall be appended to be read with, and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The BOARD agrees to employ a Native Advisor of Haudenosaunee ancestry to provide consulting and advisory services to the BOARD with respect to issues affecting SIX NATIONS PUPILS.
 - 1.1. The Native Advisor shall participate in the development, review, and implementation of curricula, programs, and services affecting SIX NATIONS PUPILS.
 - 1.2. The Native Advisor shall advise the BOARD and personnel on the significance and inclusion of Haudenosaunee values and traditions throughout initiatives of the BOARD.
 - 1.3. The Native Advisor shall be a participating member of committees, by invitation, which deliberate on any issues affecting the PUPILS affected by this agreement.
 - 1.3.1. The Native Advisor will administer activities of the Native Advisory Committee.
 - 1.4. The Native Advisor will facilitate the implementation of this Education Services Agreement by:
 - 1.4.1. Coordinating meetings of the Native Advisory Committee
 - 1.4.2. Assisting in monitoring services outlined in the Special Services Agreement (APPENDIX 4) to this Education Services Agreement
 - 1.4.3. Will provide two (2) update reports and/or articles annually for publication in a Six Nations newspaper.
 - 1.5. The Native Advisor shall be provided office space.
 - 1.6. The Native Advisor shall be provided with administrative support.
2. The job description for this position, prepared by the BOARD will be reviewed before the end of the term of this agreement and amendments made as agreed by the parties to this agreement
 - 2.1. The Native Advisor, an employee of the BOARD, is subject to BOARD policies and shall receive supervision, direction performance appraisal as per Board and Ministry of Education requirements, by the Superintendent of Education with responsibilities for Indigenous Education. Reports will be submitted as outlined in the job description.
 - 2.2. The basic requirement for the position shall be a person of Haudenosaunee ancestry and who possesses one of the following:
 - 2.2.1. Category One: A Master's degree and a valid Ontario Teaching Certificate, Primary and Junior Division or Intermediate and Senior Division, and experience in reviewing, developing and implementing secondary school curriculum appropriate to SIX NATIONS students, or;

2.2.2. Category Two: A Bachelor's degree and a valid Ontario Teaching Certificate, Primary and Junior Division or Intermediate and Senior Division, and experience in reviewing, developing and implementing secondary school curriculum appropriate to SIX NATIONS students.

2.3. the Native Advisor will be employed under the terms and conditions of the agreement between the Grand Erie District School Board and Grand Erie Elementary Teachers' Federation (GEETF) or the OSSTF District 23 Secondary Teachers Federation.

3. The BOARD shall provide this service and be reimbursed by the DEPARTMENT for expenditure at the current contracted rate equal to salary, and benefits for this position, in each school year of this agreement. Salary and benefits for this position in 2019-20 amounts to \$115,940.
4. The BOARD may grant certain paid leave days for the Native Advisor to attend longhouse. These days will be mutually agreed upon by the supervisor and the Native Advisor and will not exceed those within the Board's collective agreement. Any additional days may be granted based upon operational requirement and will be considered as leave without pay.
5. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement.

APPENDIX 5

SPECIAL SERVICES AGREEMENT NATIVE EDUCATION SERVICES STAFF

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The BOARD agrees to employ three (3) Education Counsellors of Haudenosaunee ancestry to provide supplementary counselling and liaison services to PUPILS enrolled in secondary schools of the BOARD.
 - 1.1. The Education Counsellors shall be recognized by the BOARD as professional education workers and shall have access to student O.S.R., achievement records and attendance reports.
 - 1.2. The Education Counsellors shall have access to PUPILS at the schools during school hours (as do the guidance counsellors and attendance counsellors of the BOARD) for the purposes of carrying out the duties of this position.
 - 1.3. The Education Counsellors shall participate in all Individual Placement and Review Committee meetings conducted for PUPILS affected by this education services agreement.
 - 1.4. The Education Counsellors shall be resource persons and assist with initiatives of the Native Advisory Committee.
 - 1.5. The Education Counsellors shall establish positive relations with school personnel and parents of PUPILS attending schools for the purpose of enhancing PUPIL success rates.
 - 1.6. The Education Counsellors will establish and maintain up-to-date information regarding entrance, retention, and success rates of PUPILS in secondary education.
 - 1.7. The Education Counsellors will be responsible for increasing the awareness and sensitivity of school personnel with respect to PUPILS attending the schools.
 - 1.8. The Education Counsellors shall be provided office space in the schools.
2. The job description for the position, prepared by the BOARD, shall be reviewed will be reviewed before the end of the term of this agreement and amendments agreed to by the parties to this agreement.
 - 2.1. The Education Counsellors shall be subject to BOARD policies and shall receive supervision, and direction, performance appraisals as per Board and Ministry of Education requirements, from the principals of the schools where they spend the majority of their time.
 - 2.2. The basic requirement for the position shall be a person of Haudenosaunee ancestry who is knowledgeable and demonstrates a positive working relationship with the SIX NATIONS community and will possess one of the following:
 - 2.2.1. Category One: A Bachelor's degree in Social Work, Social Sciences, or an Ontario Teacher's Certificate with courses in guidance and counselling, or;

2.2.2. Category Two: Five (5) years successful experience in counselling or guidance plus a minimum of a community college diploma in a related discipline with demonstrated evidence of annual progression toward Category One qualification.

3. The BOARD shall provide this service and be reimbursed by the DEPARTMENT for expenditure at the current contracted rate equal to salary and benefits for this position, in each school year of this agreement. Total salary and benefits for 3.0 positions in 2019-20 amounts to **\$309,358**.
4. The BOARD may grant certain paid leave days to Education Counsellors to permit them to attend longhouse. These days will be mutually agreed upon by the supervisor and the Education Counsellor and will not exceed those within the Board's collective agreement. Any additional days may be granted based upon operational requirements and will be considered as leave without pay.
5. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement.

APPENDIX 6

SPECIAL SERVICES AGREEMENT COMMUNITY LIAISON

This addendum shall be appended to and read with and form part of the education services agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The BOARD agrees to employ a Community Liaison Person of Haudenosaunee ancestry to provide supplementary community liaison services to PUPILS enrolled in secondary schools of the BOARD.
 - 1.1. The Community Liaison shall be recognized by the BOARD as a professional education worker and shall have access to student O.S.R., achievement records and attendance reports.
 - 1.2. The Community Liaison shall have access to PUPILS at the schools during school hours (as do the attendance counsellors of the BOARD) for the purposes of carrying out the duties of this position.
 - 1.3. The Community Liaison will establish positive relations with parents and agencies of the SIX NATIONS community as they relate to the PUPIL'S education.
 - 1.4. The Community Liaison will advocate on behalf of SIX NATIONS PUPILS and the community.
 - 1.5. The Community Liaison will establish and maintain up to date information regarding PUPIL'S entrance, retention and success rates in secondary education.
 - 1.6. The Community Liaison will provide counselling for pupils from the SIX NATIONS community who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.
 - 1.7. The Community Liaison will support the PUPIL in the exploration of referral intake to Alternative Learning opportunities providing follow-up counselling for students returning to regular day school.
 - 1.8. The Community Liaison shall be provided office space on SIX NATIONS and work locations within schools.
2. The job description for the position, prepared by the BOARD, shall be reviewed prior to the end of the term of this agreement and amendments agreed to by the parties to this agreement.
 - 2.1. The Community Liaison shall be subject to BOARD policies and shall receive supervision, and direction from the principals of the schools where they spend the majority of their time.
 - 2.2. The basic requirement for the position shall be a person of Haudenosaunee ancestry who is knowledgeable and demonstrates a positive working relationship with the SIX NATIONS community and will possess the following:
 - 2.2.1. Qualifications - 4-year Bachelor's Degree in a Social Service field.
3. The BOARD shall provide this service and be reimbursed by the DEPARTMENT for expenditure a0.5 the current contracted rate equal to salary and benefits for this position, in each school year of this agreement. Total salary and benefits for 0.5 position in 2019-20 amounts to **\$35,505**.

APPENDIX 7

SPECIAL SERVICES AGREEMENT

HIGH COST SPECIAL EDUCATION SERVICES AGREEMENT

This addendum shall be appended to be read with, and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

Special Education Guiding Principles:

It is the policy of the Grand Erie District School Board that special education services within the Board are guided by the following principles:

- a. All students can succeed. Success looks different for different students.
 - b. Educational opportunities are differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
 - c. Students learn differently and have different educational goals. Educators consider these differences when planning and delivering programs.
 - d. The goal for all schools is to create environments that consider and include the learning needs of all students.
 - e. Resources are provided to support students to become independent in reaching their educational goals.
 - f. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher early childhood educator to address the needs of the students.
 - g. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.
 - h. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.
1. The BOARD agrees to provide High Cost Special Education services and equipment to meet the identified high cost special education needs of pupils within the existing processes of the Board.
 2. The BOARD agrees to have available to the DEPARTMENT annually the appropriate information that substantiates the program requirements for assistance and the cost for such program.
 3. The BOARD shall provide High Cost Special Education Services to be reimbursed by the DEPARTMENT for expenditure for needs as determined through processes described in the BOARD's Special Education Policy. These High Cost Special Education priorities will be addressed through the annual High Cost Special Education allocation provided by the DEPARTMENT as determined by the DEPARTMENT to be not less than \$700,000.00.
 4. If necessary, the BOARD can access the annual High Cost Special Education Program Needs Based Process as managed by the Chiefs of Ontario.
 5. All equipment purchased under this addendum will remain with the student as he or she advances or moves to another location or school board.
 - 5.1. The cost of equipment purchased under this addendum will be identified with supporting documentation and submitted with the regular invoice dates as within the main body of this agreement and as agreed upon by both the BOARD and the DEPARTMENT.

- 5.2. All equipment purchased for SIX NATIONS elementary school students transitioning to a Grand Erie Secondary School will be disclosed and discussed at Transition meetings. Equipment will accompany the student who advances to a BOARD secondary school, if still required by the student and as arranged with the SIX NATIONS elementary schools when it is deemed appropriate and sensible (i.e. equipment is portable, equipment is compatible with that used by the BOARD). Should it be determined that a student is in need of new or upgraded equipment, the student will have use of the equipment purchased by the elementary school until the new or upgraded equipment is available.
6. The BOARD agrees to provide additional staff support to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities or exceptionalities and of others at school following applied criteria for Special Incidence Portion (SIP) established by the Ministry of Education. Documentation of applied criteria to support the need will be provided to the DEPARTMENT.
7. The DEPARTMENT will confirm its commitment to provide funding for High Cost Special Education services, as documented by the Board, no later than March 31st of each of the prior school year start to ensure staff placement that will permit the enrolment of pupils.
8. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement.

APPENDIX 8

SPECIAL PROGRAM AGREEMENT REACHING AHEAD AND SUMMER SCHOOL PROGRAM

This addendum shall be appended to be read with, and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The **BOARD** agrees to accept **PUPILS** for enrolment in its schools for the **REACHING AHEAD** summer school program, subject to this addendum, in such number which the **BOARD** determines it can properly accommodate for instruction within its facilities.
2. The **BOARD** will provide this service and be reimbursed by the **DEPARTMENT** for expenditures not to exceed the annual amount permitted under the Ministry of Education Summer School per pupil amount per Full Time Equivalent (FTE) students enrolled.
 - 2.1. The **DEPARTMENT** shall make payment to the **BOARD**, for each **PUPIL** enrolled in the **REACHING AHEAD** program, at summer school as a full or part-time student, a **TUITION FEE** which shall be calculated in accordance with the annual amount permitted under the Ministry of Education Summer School per pupil amount per FTE students enrolled.
 - 2.2. The **BOARD** will provide a list of **PUPILS** enrolled in the **REACHING AHEAD** summer program in the current calendar year indicating credit choices and grade placements to accompany the invoice for services.
 - 2.3. Payment shall be made by the **DEPARTMENT** to the **BOARD** upon receipt of invoices submitted in accordance with the terms of this addendum.
3. This addendum shall be in effect for the same period as the education services agreement and may be renegotiated, if such is requested, in accordance with subsection 6.1 of said agreement.

APPENDIX 9

SPECIAL PROGRAM AGREEMENT LEARNING OPPORTUNITIES/COMPENSATORY EDUCATION AMOUNT

This addendum shall be appended to be read with, and form part of the Education Services Agreement signed by the **BOARD** and the **CROWN** dated September 1, 2020.

1. The DEPARTMENT shall make payment to the BOARD, for each PUPIL authorized by the DEPARTMENT for enrolment in a school as a full or part-time student, a Learning Opportunities/Compensatory Education Amount of \$210.00 per pupil per school year.

APPENDIX 10

SIX NATIONS NATIVE LANGUAGES/ CULTURALLY INTEGRATED CURRICULUM PROGRAM

1. Cayuga and Mohawk language will be offered in secondary schools where there are SIX NATIONS PUPILS to encourage and support the ongoing commitment to the restoration of the Indigenous languages as documented in the Calls to Action from the Truth and Reconciliation Commission final report, 2015. As referenced in Sections 3.4, 5.9.3 and 5.9.4 of this Agreement.

FOR DEPARTMENTAL USE ONLY

This Education Services Agreement, and addenda contained therein, signed by the **GRAND ERIE DISTRICT SCHOOL BOARD AND THE CROWN** (DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT) which is dated September 1, 2020 is recommended for signature.

I certify that this education services agreement conforms to the financial requirements of Treasury Board

Director, Ontario Region

Date

Regional Director General, Ontario Region

Date



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Energy Conservation and Demand Management Plan**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Energy Conservation and Demand Management Plan as information.

Background

Every year, school boards are required to report energy performance metrics annually no later than July 1 in the following year to the Ministry of Education's Utility Consumption Database. This aligns with a regulation which was introduced under the Electricity Act, 1998 titled O. Reg. 507/18: Broader Public Sector: Reporting and Conservation and Demand Management Plans.

Under Ontario Regulation 507/18, all public agencies are required to report annually on energy use and greenhouse gas (GHG) emissions. The agencies are also required to prepare and make public updated five-year energy conservation and demand management plans. Due to the challenges created as a direct consequence of COVID-19, the Ministry will accept the submission of the 2020 reporting year data from BPS organizations until October 1, 2020.

An energy conservation and demand management plan is composed of two parts as follows:

1. A summary of Grand Erie District School Board's annual energy consumption and greenhouse gas emissions for its operations.
2. A description of previous, current and proposed measures for conserving and otherwise reducing the amount of energy consumed by Grand Erie's operations and for managing its demand for energy, including a forecast of the expected results of current and proposed measures.

Next Steps

The attached report be submitted to the Ministry's portal before the October 1st using specified reporting templates. It will also be posted on the Board's website and hard copies will be made available, only upon request, at Board's Education Centre at 349 Erie Ave in Brantford, Ontario.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board
Annual Energy Consumption and Greenhouse Gas
Emission Reporting:
O. Reg 507/18 Reporting 2018-2019



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Background:

In late 2018, Ontario Regulation 507/18: Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans was introduced replacing Ontario Regulation 397/11. Similarly, to the previous regulation, O. Reg 507/18 requires public agencies such as municipalities, school boards, universities, colleges and hospitals to report annually on their energy consumption and greenhouse gas (GHG) emissions. O. Reg. 507/18 outlines the reporting requirements to be completed by July 1st annually and must report on the previous fiscal year. Due to the challenges created as a direct consequence of COVID-19, the ministry extended the reporting deadline to October 1, 2020.

Each school board is required to report the total consumption of all energy types for all facilities. The use of electricity, natural gas and all other energy sources for each building must be identified within the report. All data must be uploaded into the Ministry of Energy's reporting module. From the reporting module, a report is generated using the Ministry of Energy's reporting template. **Please refer to Appendix A: Energy Consumption and Greenhouse Gas Emissions Reporting - for FY2019.** This is referred to as Grand Erie's 2018-2019 Consumption report in the remainder of this report.

The annual report must include the following information:

- Name of site and building type (i.e. school, administration, etc.).
- Full Address
- Gross floor area

- Hours of operation per week
- Whether or not the school has a pool
- Number of portables on site
- Electricity (kWh) consumption for fiscal year
- Natural gas (m3) consumption for fiscal year, if applicable
- Other energy sources consumption (i.e. propane) for fiscal year, if applicable
- Total greenhouse gas emissions (kg) for each site
- Total ekWh/sq ft (equivalent kilowatt hours per square feet) for each site.

Grand Erie District School Board's 2018-2019 Energy Report was successfully completed, uploaded and available as of June 30, 2020 on the Ministry of Energy's BPS Portal. For the purpose of the report, Grand Erie reports on Branlyn and Notre Dame while the Brant Haldimand Norfolk Catholic District School Board reports on St. Basils and Walter Gretzky.

As per O. Reg. 507/18, Boards are required to submit their completed consumption report to the Ministry of Energy, post both reports on both the internet and intranet sites and provide a hard copy at their office to any interested member of the public.

Report Data and Variables:

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

The most informative figures within the report are the Energy Intensity figures located in the last column. Energy Use Intensity (EUI), measured in equivalent kilowatt hours per square feet (ekWh/sqft), is the base unit used by energy managers for comparison purposes. This metric is developed by first establishing natural gas consumption which is reported as cubic metres (m3) or gigajoules (GJ). Propane consumption reported in litres are also reported. These consumptions are then converted to equivalent kilowatt hours (ekWh). Total energy consumption is calculated by adding ekWh of gas and propane use to electrical consumption, already reported in kWh. Determining intensity involves accounting for square footage of all facilities in our inventory. This produces the EUI measured in ekWh/sq ft.

- **Please refer to:**
 - **Appendix B: Electricity Consumption per Site (kWh/sqft), and**
 - **Appendix C: Natural Gas & Propane Consumption per Site (ekWh/sqft).**
 - **Appendix D: Energy Intensity per Site (ekWh/sqft),**

Natural Resources Canada have established a benchmark for Ontario schools of 23.69 ekWh/sq ft within their National Energy Performance Report. Within Grand Erie's 2018-2019 Consumption report, the average EUI was 20.40 ekWh/sq ft. All values below within this report use raw data and not weather-normalized data.

All Sites:

Outlined below is Grand Erie District School Board's average and median energy use intensity figures from the current and previous two Consumption reports. This represents all Grand Erie owned properties including administration sites. Overall, the combined energy use intensity has increased in the 2018-2019 year due to the increase in natural gas consumption for the year. This was caused by a longer and colder than normal Winter.

Table 1.

Energy Use Intensity (ekWh/sq foot)	2016-2017	2017-2018	2018-2019
Average	17.21	18.49	18.68
Median	16.34	18.20	18.38

Elementary:

Overall, Grand Erie Elementary sites consumed 9,705,476 kWh of electricity and 2,354,595 m3 of natural gas in the 2018-2019 year. This accounts for 60 elementary sites including Fairview Ave until demolition, Mapleview including construction and closed locations (Anna Melick until sale and Grandview Central). The chart below outlines the average and median energy use intensity (ekWh/sq. ft) for Grand Erie's Elementary sites separated by hydro, natural gas and total energy as per the 2018-2019 Consumption Report. All figures are in ekWh/sq ft.

Table 2.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Average	5.18	14.37	20.12
Median	4.69	12.55	17.89

Secondary:

Overall, Grand Erie Secondary sites consumed 9,601,432 kWh of electricity and 2,556,347 m3 of natural gas in the 2018-2019 year. This accounts for 14 secondary sites including GELA on Rawdon. The chart below outlines the average and median energy use intensity (ekWh/sq ft) for Grand Erie's Secondary sites separated by hydro, natural gas and total energy as per the 2018-2019 Consumption Report. All figures are in ekWh/sq ft.

Table 3.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Average	5.13	15.11	20.69
Median	4.7	14.77	19.33

Administration:

Overall, Grand Erie administration sites consumed 814,088 kWh of electricity and 98,317 m³ of natural gas in the 2018-2019 year. The chart below outlines the average and median energy use intensity (ekWh/sq ft) for Grand Erie's Administration sites separated by hydro, natural gas and total energy as per the 2018-2019 Consumption Report. All figures are in ekWh/sq ft. Average and median wasn't provided for administration sites due to small quantity of sites.

Table 4.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
Education Centre/Facility Services	15.54	20.52	36.68
Joseph Brant Learning Centre	8.03	16.58	25.11
Teachers Resource Centre	16.39	12.8	29.57

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

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

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

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

Example of variable: Age of Building & Performance:

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

Table 5.

Energy Use Intensity (ekWh/sq foot)	Hydro	Natural Gas	Total Energy
1-24 years old: 4 SCHOOLS	Average: 5.32 Median: 5.22	Average: 8.68 Median: 7.57	Average: 14.27 Median: 13.03
25-49 years old: 11 SCHOOLS	Average: 7.09 Median: 6.48	Average: 10.77 Median: 11.44	Average: 18.18 Median: 18.8
50-74 years old: 45 SCHOOLS	Average: 4.23 Median: 4.19	Average: 13.95 Median: 13.74	Average: 18.62 Median: 18.09
75-99 years old: 7 SCHOOLS	Average: 4.26 Median: 4.47	Average: 14.32 Median: 13.89	Average: 18.92 Median: 18.78
100 years +: 7 SCHOOLS	Average: 4.9 Median: 4.71	Average: 13.25 Median: 14.06	Average: 18.56 Median: 18.18

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

It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Consumption is weather dependent, and costs are market dependent. Market pricing can greatly fluctuate due to weather, demand, storage and other variables. As a strategy,

Grand Erie purchases energy sources (electricity, natural gas and propane) in bulk as a commodity, when available, through a consortium.

Outlined below is Grand Erie District School Board's total utility consumptions from previous Consumption reports. This accounts for all elementary, secondary and administration sites. Values below are raw data.

Table 6.

Energy Consumed	2016-2017	2017-2018	2018-2019
Total Electricity (kWh)	21,316,732	21,242,880	20,120,996
Total Natural Gas (m3)	4,196,534	4,758,286	5,009,260
Total Propane (L)	26,234	25,671	34,891

Grand Erie's Top 10 Performing Buildings:

Outlined below is Grand Erie's top 10 performing buildings based on the total energy use intensity alone (hydro + natural gas intensity) for the 2018-2019 Consumption Reporting Year. This includes full time schools only and excluded closed locations (Anna Melick and Grandview Central) and Houghton Annex

Table 7.

Site:	Energy Use Intensity:
Brantford Collegiate Institute	10.35
Branlyn Community School	10.37
Mapleview Elementary School	11.43
Ryerson Heights Elementary School	12.58
Hagersville Elementary School	12.8
Caledonia Centennial Public School	13.06
River Heights Elementary School	13.45
Cobblestone Elementary School	13.47
Walsh Elementary School	13.91
Major Ballachey	13.98

Grand Erie's Bottom 10 Performing Buildings:

Outlined below is Grand Erie's bottom 10 performing buildings based on the total energy use intensity alone (hydro + natural gas intensity) for the 2018-2019 Consumption Reporting Year.

Table 8.

Site:	Energy Use Intensity:
Paris District High School	23.7
Onondaga Brant Public School	23.9
Joseph Brant Learning Centre	25.11
Princess Elizabeth	25.24
McKinnon Park Secondary School	26.31
Echo Place School	27.42
Teachers Resource Centre	29.57
Tollgate Technological Skills	29.61
Hagersville Secondary School	29.86
Board Office	36.68

Energy Demand and Conservation:

As the Grand Erie District School Board continues to monitor energy consumption and performance data under O. Reg 507/18, energy management initiatives and strategies will continue to be implemented and developed. These initiatives and strategies can be categorized into three categories.

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

The design, construction and retrofits encompass the original and ongoing intent of how a building and its systems are to perform as a whole. This includes but is not limited to: HVAC upgrades, Building Automation System expansion and upgrades, and building envelope upgrades, including windows, doors and masonry. Grand Erie has completed an LED retrofit at all schools. This also includes the extensive work which is taking place on our masonry, windows and roofs which will improve our buildings energy performance and conservation.

In the 2018-2019 school year, the following capital projects took place assisting in the efficiency of schools:

- Roofing Projects: Brier Park, Hagersville Secondary School, Jarvis PS, Onondaga Brant PS, Paris DHS and Port Rowan: \$2,000,000.00
- Boiler and Rooftop Units: 1,276,000.00
- Window Replacement: \$243,000.00

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

In the 2018-2019 school year, water monitoring devices, called 'Flowies' have been installed at ten locations. Within days of their installation, ongoing water leaks were detected and repaired. An ongoing floor drain and vandalism at one site that was discovered through the water monitoring devices, could have cost upwards of \$21,000 but was avoided.

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

In the 2018-2019 school year, Grand Erie invested \$25,000 to support environmental education and outreach within our Facilities. As a result, over 50% of all schools were certified as an EcoSchool.

Summary:

This report was created in order to outline the Green Energy Act's Ontario Regulation 507/18 requirements for Ontario school boards including Grand Erie District School Board. It has hopefully provided readers with a better understanding and insight into energy consumption and performance of our sites. The Grand Erie District School Board will continue to expand and improve its energy and environmental conservation initiatives for the betterment of our students, staff, school community, and the environment.

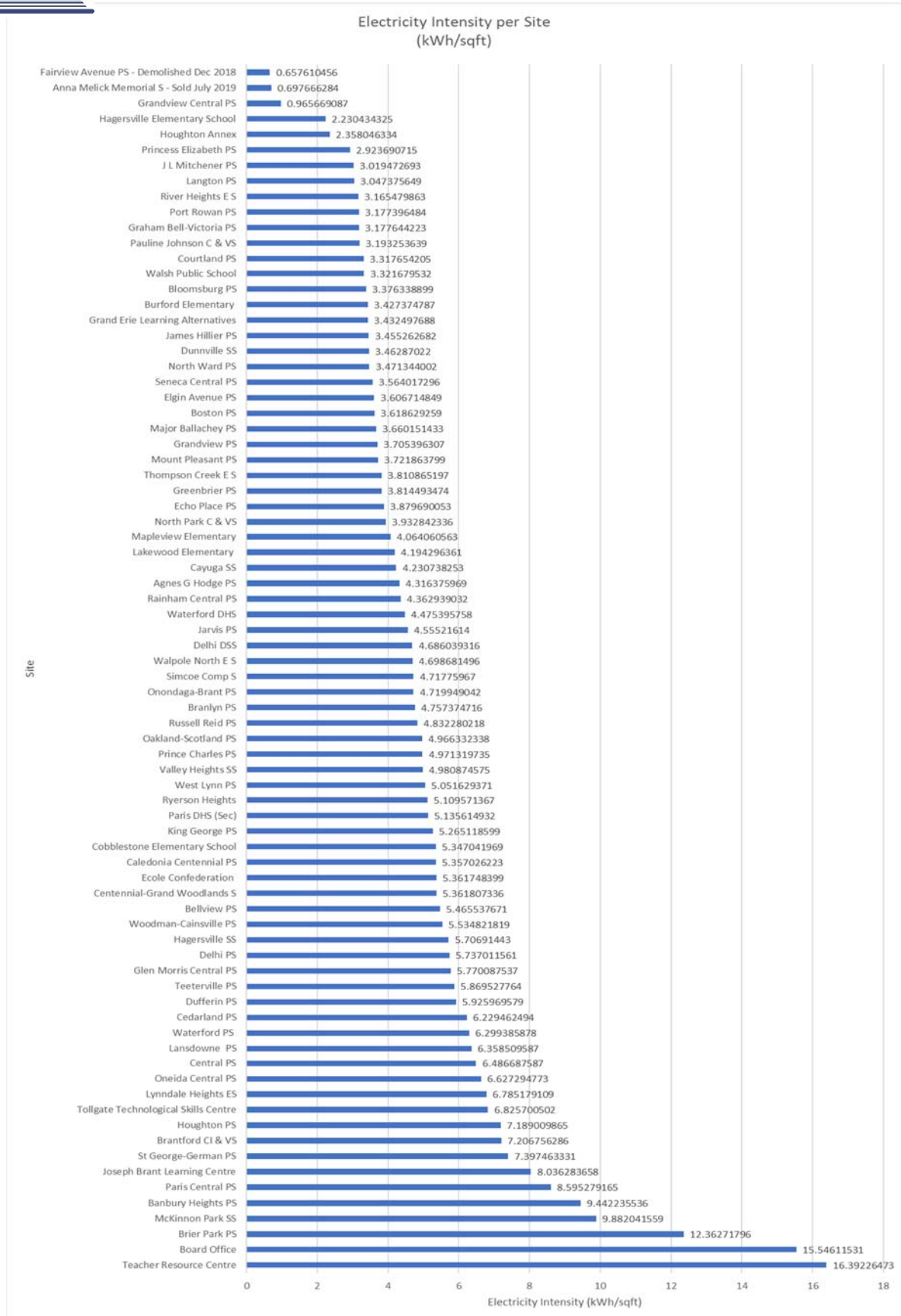
Appendix A: Energy Consumption and Greenhouse Gas Emissions Reporting for FY 2019

Energy Consumption and Greenhouse Gas Emissions Reporting - for FY2019																	
Confirm consecutive 12-month period (month		Sep 01, 2018 - Aug 31, 2019															
Type of Public Agency (Sector):	School Boards																
Agency Sub-sector	School Board																
Organization Name	Grand Erie District School Board																
Operation Name	Operation Type	Address	City	Postal Code	Total Floor Area	Unit	Avg hrs/wk	Swimming Pool (Yes/No)	Number of Portables	Electricity Quantity	Electricity Unit	Natural Gas Quantity	Natural Gas Unit	Propane Quantity	Propane Unit	GHG Emissions (Kg)	Energy Intensity (ekWh/sq ft)
Agnes G Hodge PS	School	52 Clench Avenue	Brantford	N3T 1B6	43,771.25	Square feet	80	No	0	188,933.17163	kWh	44,783.76215	Cubic Meter			90,251.98725	15.18999
Anna Melick Memorial S - Sold July 2019	School	1347 Hutchinson Rd., R.R. #8 Rd	Dunnville	N1A 2W7	18,297.00	Square feet	5	No	0	12,765.20000	kWh	25,572.55418	Cubic Meter			48,725.34752	15.55143
Banbury Heights PS	School	141 Banbury Rd	Brantford	N3P 1E3	47,071.23	Square feet	80	No	0	444,457.64063	kWh	41,801.80452	Cubic Meter			92,164.45464	18.88028
Bellview PS	School	97 Tenth Avenue	Brantford	N3S 1G5	36,515.35	Square feet	80	No	0	199,576.02099	kWh	48,857.89617	Cubic Meter			98,269.12993	19.68561
Bloomsburg PS	School	25 Concession 12, R.R. #3	Waterford	N0E 1Y0	24,999.28	Square feet	80	No	0	84,406.04150	kWh	33,644.98452	Cubic Meter			66,104.14586	17.67961
Board Office	Administrative of	349 Erie Avenue	Brantford	N3S 2H7	21,872.56	Square feet	80	No	3	340,033.33984	kWh	43,498.57167	Cubic Meter			92,286.87918	36.68187
Boston PS	School	2993 Cockshutt Rd., R.R. #1	Waterford	N0E 1Y0	21,840.53	Square feet	80	No	0	79,032.78088	kWh	34,761.52147	Cubic Meter			68,056.33165	20.53386
Branlyn PS	School	238 Brantwood Park Rd	Brantford	N3P 1N9	86,329.81	Square feet	100	No	0	410,703.25537	kWh	45,594.99133	Cubic Meter			98,338.58146	10.37042
Brantford CI & VS	School	120 Brant Ave	Brantford	N3T 3H3	210,340.20	Square feet	80	No	0	1,515,870.55859	kWh	62,219.56892	Cubic Meter			162,424.94019	10.35050
Brier Park PS	School	10 Blackfriar Lane	Brantford	N3R 6C5	33,759.01	Square feet	80	No	3	417,353.11914	kWh	28,223.96029	Cubic Meter			65,692.93134	21.24799
Burford Elementary	School	35 Alexander St	Burford	N0E 1A0	48,938.45	Square feet	80	No	0	167,730.40963	kWh	60,766.11322	Cubic Meter			119,842.15249	16.62372
Caledonia Centennial PS	School	110 Shetland St	Caledonia	N3W 2H1	34,520.89	Square feet	80	No	6	184,929.31299	kWh	25,021.08374	Cubic Meter			52,769.82724	13.06014
Cayuga SS	School	70 Highway #54	Cayuga	N0A 1E0	131,945.00	Square feet	80	No	0	558,224.75879	kWh	194,432.34004	Cubic Meter			384,093.45693	19.89168
Cedarland PS	School	60 Ashgrove Ave	Brantford	N3R 6E5	32,514.66	Square feet	80	No	0	202,548.85498	kWh	36,289.64588	Cubic Meter			74,595.09789	18.09114
Centennial-Grand Woodlands S	School	41 Ellenson Dr	Brantford	N3R 3E7	29,510.91	Square feet	80	No	0	158,231.81372	kWh	42,557.59152	Cubic Meter			85,135.96521	20.68809
Central PS	School	135 George St	Brantford	N3T 6B4	23,713.82	Square feet	80	No	2	153,824.14185	kWh	16,742.98439	Cubic Meter			36,199.93410	13.99036
Cobblestone Elementary School	School	179 Grandville Circle	Paris	N3L 0A9	49,319.17	Square feet	80	No	1	263,711.67188	kWh	37,118.86353	Cubic Meter			79,104.45428	13.47507
Courtland PS	School	1012 Queen Street, Box 245	Courtland	N0J 1E0	25,679.59	Square feet	80	No	0	85,195.99976	kWh	28,575.14744	Cubic Meter			56,542.31668	15.14379
Delhi DSS	School	393 James St	Delhi	N4B 2B6	80,070.30	Square feet	80	No	0	375,212.57385	kWh	101,853.34489	Cubic Meter			203,653.46503	18.20509
Delhi PS	School	227 Queen St	Delhi	N4B 2K6	35,287.56	Square feet	80	No	1	202,445.13969	kWh	54,597.21206	Cubic Meter			109,204.81223	22.18040
Dufferin PS	School	106 Chestnut Ave	Brantford	N3T 4C6	36,249.22	Square feet	80	No	4	214,811.77499	kWh	57,664.61281	Cubic Meter			115,369.53225	22.83245
Dunnville SS	School	110 Helena St	Dunnville	N1A 2S5	150,609.50	Square feet	80	No	0	521,541.15235	kWh	222,822.01282	Cubic Meter			436,683.81160	19.18633
Echo Place PS	School	723 Colborne St	Brantford	N3S 3R5	18,379.09	Square feet	80	No	0	71,305.17265	kWh	40,713.85755	Cubic Meter			79,081.64360	27.42263
Ecole Confederation	School	54 Ewing D Dr	Brantford	N3R 5H8	43,709.90	Square feet	80	No	4	234,361.48633	kWh	53,574.44422	Cubic Meter			108,214.20395	18.38802
Elgin Avenue PS	School	80 Elgin Ave	Simcoe	N3Y 4A8	40,112.00	Square feet	80	No	0	144,672.54602	kWh	48,137.90823	Cubic Meter			95,285.61341	16.36098
Fairview Avenue PS - Demolished Dec 2018	School	223 Fairview Ave W	Dunnville	N1A 1M4	33,330.00	Square feet	80	No	0	21,918.15649	kWh	6,644.57646	Cubic Meter			13,210.05334	2.77633
Glen Morris Central PS	School	522 Glen Morris Rd E	Glen Morris	N0B 1W0	15,058.76	Square feet	80	No	0	86,890.36340	kWh			34,891.08992 Litre		56,334.04777	22.05986
Graham Bell-Victoria PS	School	56 Grand St	Brantford	N3R 4B2	34,097.51	Square feet	80	No	0	108,349.75566	kWh	44,196.53213	Cubic Meter			86,760.67554	16.95316
Grand Erie Learning Alternatives	School	365 Rawdon St	Brantford	N3S 6J3	20,343.79	Square feet	80	No	0	69,830.01215	kWh	37,417.43749	Cubic Meter			72,805.75478	22.97970
Grandview Central PS	School	11 Thrush St	Dunnville	N1A 1X7	20,343.00	Square feet	80	No	0	19,644.60623	kWh	34,373.80974	Cubic Meter			65,568.51162	18.92355
Grandview PS	School	68 North Park St	Brantford	N3R 4J9	33,568.60	Square feet	80	No	0	124,384.96646	kWh	45,742.57678	Cubic Meter			90,157.47769	18.18744
Greenbrier PS	School	33 White Oaks Ave	Brantford	N3R 5N8	22,068.00	Square feet	80	No	0	84,178.24197	kWh	29,238.91702	Cubic Meter			57,767.18465	17.89573
Hagersville Elementary School	School	40 Parkview Road	Hagersville	N0A 1H0	29,332.00	Square feet	80	No	0	65,423.09961	kWh	29,179.19216	Cubic Meter			57,100.09029	12.80284
Hagersville SS	School	70 Parkview Rd	Hagersville	N0A 1H0	132,583.00	Square feet	80	No	1	756,639.83594	kWh	301,428.74310	Cubic Meter			592,246.51415	29.86927
Houghton Annex	School	505 Fairground SR, R.R. #5	Langton	N0E 1G0	4,920.09	Square feet	40	No	0	11,601.80019	kWh	2,228.81850	Cubic Meter			4,556.67443	7.17247
Houghton PS	School	505 Fairground Sideroad	Langton	N0E 1G0	30,778.23	Square feet	80	No	3	221,264.99910	kWh	35,554.60293	Cubic Meter			73,758.43047	19.46608
J L Mitchener PS	School	Box 99 60 Munsee St South	Cayuga	N0A 1E0	35,848.25	Square feet	80	No	0	108,242.81195	kWh	41,267.36621	Cubic Meter			81,219.55539	15.25383
James Hillier PS	School	62 Queensway Dr	Brantford	N3R 4W8	30,101.95	Square feet	80	No	2	104,010.14449	kWh	39,859.07967	Cubic Meter			78,431.94397	17.52789
Jarvis PS	School	14 Monson St	Jarvis	N0A 1J0	31,950.96	Square feet	80	No	0	145,543.52869	kWh	35,721.78702	Cubic Meter			71,837.09521	16.43727
Joseph Brant Learning Centre	School	347 Erie Ave	Brantford	N3S 2H7	18,963.57	Square feet	80	No	3	152,396.62769	kWh	30,481.01360	Cubic Meter			62,131.24286	25.11880
King George PS	School	265 Rawdon St	Brantford	N3S 6G7	39,243.16	Square feet	80	No	0	206,619.89160	kWh	45,770.48484	Cubic Meter			92,640.11900	17.66062
Lakewood Elementary	School	713 St. George St	Port Dover	N0A 1N0	90,437.10	Square feet	80	No	0	379,319.99945	kWh	124,539.69910	Cubic Meter			246,666.26503	18.82966
Langton PS	School	23 Albert Street	Langton	N0E 1G0	20,870.57	Square feet	80	No	0	63,600.46680	kWh	37,008.08199	Cubic Meter			71,847.74562	21.89275
Lansdowne PS	School	21 Preston Blvd	Brantford	N3T 5B1	29,050.92	Square feet	80	No	0	184,720.55334	kWh	31,929.64970	Cubic Meter			65,825.18074	18.03942
Lynndale Heights ES	School	55 Donly Drive South	Simcoe	N3Y 5G7	35,521.11	Square feet	80	No	0	241,017.09351	kWh	42,814.43393	Cubic Meter			88,067.69787	19.59509
Major Ballachey PS	School	105 Rawdon St	Brantford	N3S 6C7	47,797.17	Square feet	80	No	0	174,944.88025	kWh	46,427.99614	Cubic Meter			92,947.29437	13.98349
Mapleview Elementary	School	223 Fairview Ave W	Dunnville	N1A 1M4	45,176.00	Square feet	80	No	0	183,598.00000	kWh	31,313.63967	Cubic Meter			64,627.36634	14.30668
McKinnon Park SS	School	91 Haddington St	Caledonia	N3W 2H2	122,141.80	Square feet	80	No	10	1,207,010.34375	kWh	188,874.68848	Cubic Meter			392,756.32730	26.31637
Mount Pleasant PS	School	667 Mt. Pleasant Road	Mt. Pleasant	N0E 1K0	21,936.77	Square feet	80	No	0	81,645.67014	kWh	27,319.03900	Cubic Meter			54,062.57900	16.95721
North Park C & VS	School	280 North Park St	Brantford	N3R 4L1	173,603.40	Square feet	80	No	5	682,754.80123	kWh	221,792.58304	Cubic Meter			439,501.08476	17.51070
North Ward PS	School	107 Silver St	Paris	N3L 1V2	43,853.93	Square feet	80	No	0	152,232.07687	kWh	67,493.39242	Cubic Meter			132,102.98345	19.82802
Oakland-Scotland PS	School	15 Church Street West	Scotland	N0E 1R0	23,201.64	Square feet	80	No	0	115,227.05503	kWh	33,604.87694	Cubic Meter			66,939.01669	20.35943
Oneida Central PS	School	661 4th Line	Caledonia	N3W 2B2	22,554.18	Square feet	80	No	3	149,473.19922	kWh	36,015.96279	Cubic Meter			72,509.38577	23.59841

Onondaga-Brant PS	School	21 Brant School Rd., R.R. #1	Brantford	N3T 5L4	19,669.81 Square feet	80	No	1	92,840.50087 kWh	35,506.84302 Cubic Meter	69,873.44722	23.90462
Paris Central PS	School	7 Broadway St E	Paris	N3L 2R2	25,969.96 Square feet	80	No	0	223,219.05609 kWh	28,798.54198 Cubic Meter	61,042.97770	20.38061
Paris DHS (Sec)	School	231 Grand River St N	Paris	N3L 2N6	151,358.80 Square feet	80	No	6	777,320.51338 kWh	264,392.84846 Cubic Meter	522,836.52443	23.70017
Pauline Johnson C & VS	School	627 Colborne St	Brantford	N3S 3M8	184,625.60 Square feet	80	No	0	589,556.36914 kWh	221,406.44499 Cubic Meter	436,017.21448	15.93828
Port Rowan PS	School	48 College Avenue	Port Rowan	N0E 1M0	22,997.13 Square feet	80	No	0	73,071.00000 kWh	28,026.75917 Cubic Meter	55,147.24951	16.12954
Prince Charles PS	School	40 Morton Ave	Brantford	N3R 2N5	28,610.81 Square feet	80	No	0	142,233.48438 kWh	46,101.45432 Cubic Meter	91,363.36928	22.09617
Princess Elizabeth PS	School	60 Tecumseh St	Brantford	N3S 2B5	26,128.11 Square feet	80	No	0	76,390.51260 kWh	54,880.56075 Cubic Meter	106,015.85679	25.24671
Rainham Central PS	School	RR 1 572 Concession 5	Fisherville	N0A 1G0	24,310.31 Square feet	80	No	1	106,064.40039 kWh	28,627.02222 Cubic Meter	57,257.01205	16.87786
River Heights E S	School	37 Forfar St.	Caledonia	N3W 1L6	57,724.13 Square feet	80	No	0	182,724.57114 kWh	55,898.39963 Cubic Meter	111,082.16922	13.45712
Russell Reid PS	School	43 Cambridge Dr.	Brantford	N3R 5E3	29,103.50 Square feet	80	No	0	140,636.26733 kWh	35,331.92248 Cubic Meter	70,955.00702	17.73450
Ryerson Heights	School	33 Dowden Ave	Brantford	N3T 0A3	65,411.56 Square feet	80	No	1	334,225.03406 kWh	46,020.58729 Cubic Meter	96,883.44619	12.58679
Seneca Central PS	School	2767 Reg Rd #9	York	N0A 1R0	16,836.89 Square feet	80	No	0	60,006.96716 kWh	22,626.91547 Cubic Meter	44,552.14317	17.84657
Simcoe Comp S	School	40 Wilson Ave	Simcoe	N3Y 2E5	163,363.00 Square feet	80	No	0	770,707.37292 kWh	227,067.17797 Cubic Meter	452,072.19895	19.48989
St George-German PS	School	3 College Street	St. George	N0E 1N0	41,420.30 Square feet	80	No	0	306,405.15039 kWh	44,449.73656 Cubic Meter	93,091.53146	18.80254
Teacher Resource Centre	Administrative of	108 Tollgate Rd	Brantford	N3R 4Z6	19,622.56 Square feet	80	No	0	321,658.19824 kWh	24,338.05756 Cubic Meter	55,518.54518	29.57400
Teeterville PS	School	229 Teeter St. PO Box 1	Teeterville	N0E 1S0	21,394.14 Square feet	80	No	0	125,573.49872 kWh	30,389.75062 Cubic Meter	61,166.12878	20.96597
Thompson Creek E S	School	800 Cross St W	Dunnville	N1A 1N7	52,463.30 Square feet	80	No	0	199,930.56410 kWh	50,586.77132 Cubic Meter	101,548.26401	14.05850
Tollgate Technological Skills Centre	School	112 Tollgate Rd	Brantford	N3R 4Z6	98,764.00 Square feet	80	No	6	674,133.48438 kWh	211,806.47010 Cubic Meter	420,366.32734	29.61773
Valley Heights SS	School	2561 #59 Highway	Langton	N0E 1G0	110,141.30 Square feet	80	No	0	548,600.00079 kWh	134,146.89761 Cubic Meter	269,831.77941	17.92500
Walpole North E S	School	1895 Regional Rd. #55, R.R. #5	Hagersville	N0A 1H0	20,637.35 Square feet	80	No	1	96,968.33456 kWh	28,145.47217 Cubic Meter	56,077.80997	19.19297
Walsh Public School	School	933 St. John's Road West ,RR#2	Simcoe	N3Y 4K1	39,052.72 Square feet	80	No	3	129,720.62068 kWh	38,924.86227 Cubic Meter	77,425.38049	13.91466
Waterford DHS	School	227 Main St., South	Waterford	N0E 1Y0	123,794.70 Square feet	80	No	0	554,030.27527 kWh	166,686.69388 Cubic Meter	331,512.85057	18.78545
Waterford PS	School	100 East Church St	Waterford	N0E 1Y0	26,836.06 Square feet	80	No	4	169,050.69739 kWh	40,706.90082 Cubic Meter	81,956.67579	22.42038
West Lynn PS	School	18 Parker Dr	Simcoe	N3Y 1A1	29,041.31 Square feet	80	No	0	146,705.93457 kWh	40,862.65152 Cubic Meter	81,590.89920	20.00547
Woodman-Cainsville S	School	51 Woodman Dr	Brantford	N3S 4K3	26,173.05 Square feet	80	No	4	144,863.16821 kWh	24,864.99281 Cubic Meter	51,290.84366	15.63145

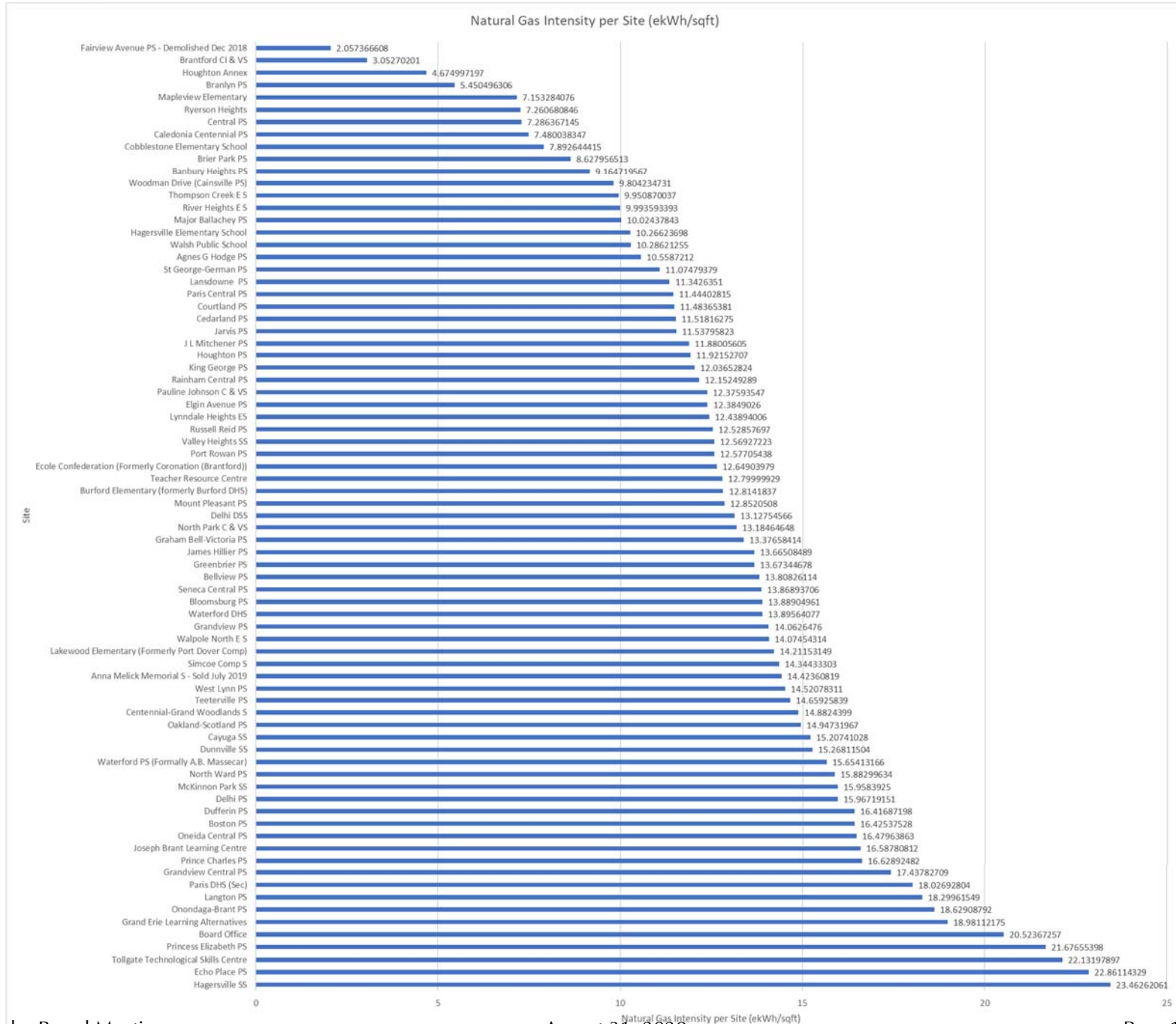


Appendix B: Electricity Intensity per Site (kWh/sqft) for 2018-2019



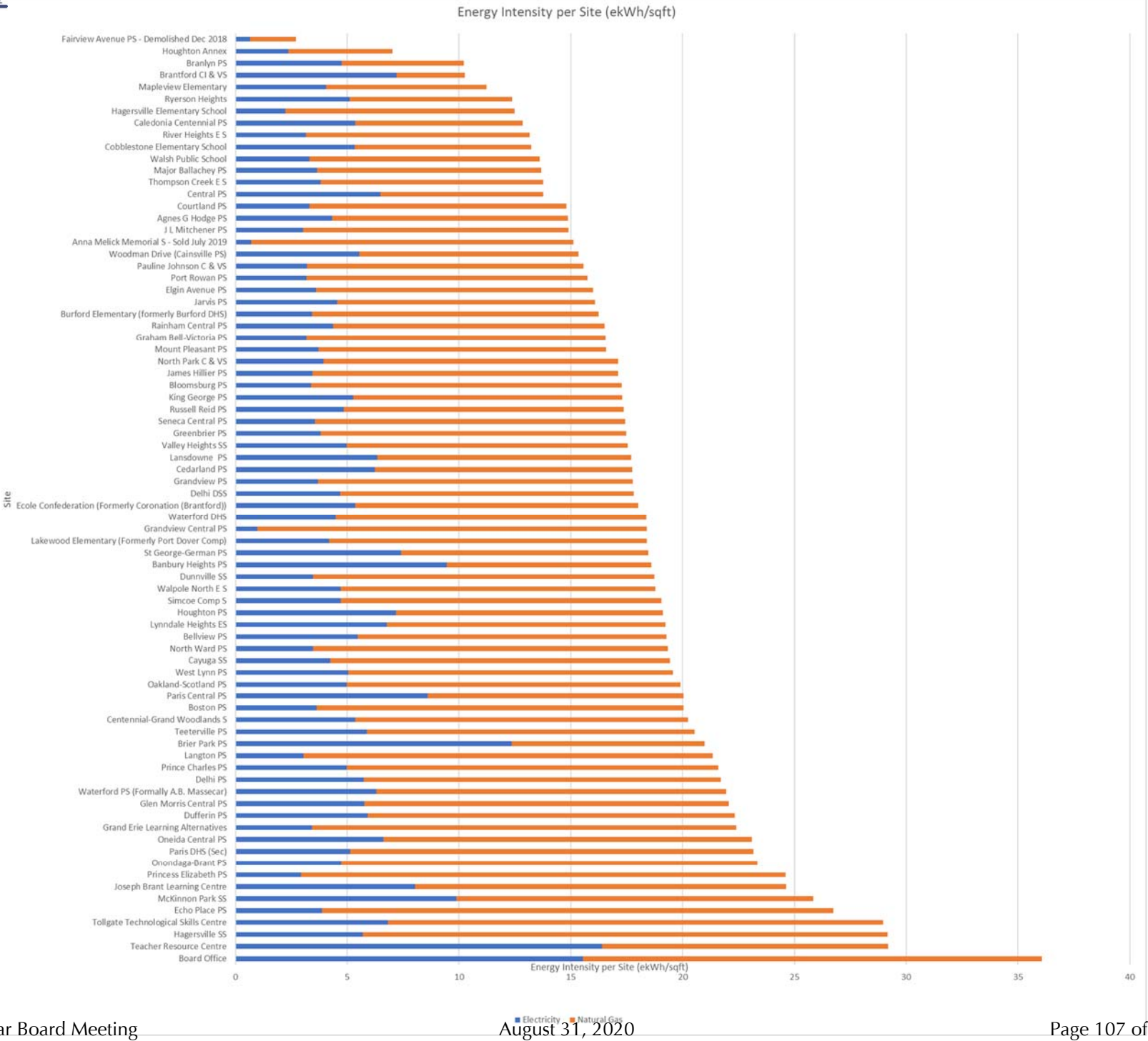


Appendix C: Natural Gas Intensity per Site (ekWh/sqft) for 2018-2019





Appendix D: Energy Intensity per Site (ekWh/sqft) for 2018-2019





GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Major Construction Project Report**
DATE: August 31, 2020

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

Background

The following is a final status update for the 2019-20 Major Construction Projects.

Mapleview Elementary School

Project Scope:

Construction of a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The new construction included childcare and child and family program spaces. The old school (Fairview) was demolished following occupancy of the new elementary school.

Space: New Construction

Gross Square Feet: 44,740

Total Project Budget: \$11,388,529

Funding Source: Capital Priorities Grant

Total Project Cost to Date: \$12,280,519

Total Project Forecast Cost: \$12,497,657

Architect: Salter Pilon

General Contractor: JR Certus

Status:

The project is complete.

Budget Summary:

Senior Administration is currently waiting for approval for a funding proposal designed to utilize reserves and to avoid unsupported capital.

Child Care Renovation at Hagersville Secondary School**Background:**

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project.

Project Scope:

The general scope of the project is to renovate existing space at Hagersville Secondary School that will create a Child Care Program that will service 10 infants, 15 toddlers, and 24 preschoolers.

Space: Renovation

Gross Square Feet: 3,445

Total Project Budget: \$786,506

Funding Source: Capital Funding

Total Project Cost to Date: \$416,064

Total Project Forecast Cost: \$ TBD

Architect: Grguric Architect Inc.

General Contractor: Platinum Construction Corp.

Timeline:

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
November 2019	Issue Tender	Complete
November 27, 2019	Close tender and seek Board approval to award contract amount of \$488,000	Complete
December 9, 2019	Tender approved by the Board	Complete
Jan 2020 to Sept 2020	Complete project construction work.	Ongoing
TBA	Substantial Performance	Outstanding
TBA	Official Ceremony	Outstanding
TBA	11 Month Warranty Report	Outstanding

Status:

The preliminary construction kickoff meeting was held on January 15, 2020 and renovations began February 2020. Construction was halted for a period of four weeks due to Provincial Emergency Declaration Order. Construction resumed on May 11, 2020.



Exterior Sidewalk and Fence Posts



Mill Work Installation

Child Care Addition at Central Public School**Background:**

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project. In accordance with Policy FT1 – Major Construction Projects, the Project Committee was struck and has met to review the proposed scope of work for childcare center and the architectural drawings for the project.

Project Scope:

The general scope of the project is to create an addition onto Central Public School that will create a Child Care Program that will service 10 infants, 15 toddlers, 24 preschoolers and space to provide support for a family age group.

Space: Addition

Gross Square Feet: 5,673

Total Project Budget: \$2,056,000

Funding Source: Capital Funding

Total Project Cost to Date: \$583,286

Total Project Forecast Cost: \$ TBD

Architect: Grguric Architect Inc.

General Contractor: Abcott Construction

Timeline:

Dates	Description	Status
September 2018	Complete all drawings and tender documents.	Complete
December 2019	Issue Tender	Complete
January 2020	Close tender and seek Board approval to award contract amount of \$1,711,731	Complete
February 2020	Tender approved by the Board	Complete
March to December 2020	Complete project construction work.	Ongoing
TBA	Substantial Performance	Outstanding
TBA	Official Ceremony	Outstanding
TBA	11 Month Warranty Report	Outstanding

Status:

The preliminary construction kickoff meeting was held on March 5, 2020 and construction started in mid-March. Construction was halted for a period of four weeks due to Provincial Emergency Declaration Order. Construction resumed on May 11, 2020.



Masonry Walls and Open Web Steel Joists



Reconstructed Parking lot

Respectfully submitted,

37TRafal Wyszynski
Superintendent of 37TBusiness & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **2019-20 School Council Report**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the 2019-20 School Council Report as information.

Background

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

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

Each June, school councils are asked to provide a brief report on their activities throughout the school year. The information submitted is then shared with the Board of Trustees in August.

In 2019-20, school councils were not asked to submit a report due to ongoing job action and COVID-19, which limited the opportunity for meetings, events and activities.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Special Approvals Report**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Special Approvals Report as information.

Background

As per Purchasing Policy F6; the Director and/or Superintendent of Business, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$250,000 and Facility related contracts in excess of \$500,000 during months when there is no scheduled Board meeting, e.g. July and August, and report such approvals at the first scheduled Board meeting following approval.

There were two such approvals during the months of July and August 2020.

1. Paving Reconstruction – Cayuga Secondary School

Tender 2020-16-T for Asphalt Reconstruction for Cayuga Secondary School was issued on May 13, 2020 and closed on June 18, 2020 at 2:00 p.m.

Bids were received from 6 firms and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Rankin Construction Inc.	\$770,005
Melrose Paving Co. Ltd.	\$1,114, 778
Gedco Excavating Ltd.	\$890,077
Dufferin Construction	\$990,241
Brantco Construction	\$1,100,764
A Wesley Paving Ltd.	\$972,448

The scope of work incorporated all the asphalt parking lot, driveways and electrical lighting replacement in parking and walkway areas. Hallex Engineering Ltd. has completed all the necessary evaluation steps of the competitive process and the contract was awarded to **Rankin Construction Inc.** being the lowest bidder for the Stipulated Bid Price.

The recommended bid including provisional items is within the School Condition Improvement funding provided by the Ministry of Education for this project.

2. Compugen Leased Devices – Phase 2

At the September 9, 2019 Committee of the Whole meeting, Trustees were presented with a comprehensive device refresh plan that would deploy 8,470 devices to teachers and classrooms over a three year cycle. The next steps in that plan were outlined as follows:

- 1) Starting September 2019, lease one-third of the required teacher/classroom devices (approximately 2,800).
- 2) Deploy the devices to the teachers/classrooms that have the oldest laptops. These devices will be logged in the IT Asset Management system, linking the teacher/classroom to the device with the date of deployment.
- 3) Take back all of the old devices. Many of the returned devices will be disposed of and some will be kept for parts for classroom devices. If still operational, some devices will be redeployed into classrooms or libraries.
- 4) Year 2: Repeat Year 1 steps.
- 5) Year 3: – Repeat Year 2 steps.
- 6) Year 4: At this point, all existing purchased teacher/classroom devices will have been replaced with leased devices. The leased devices from the first year will be returned as the lease and warranty will expire and the teachers/classrooms will be assigned new devices for the next three-year cycle.

As September 2020 approached, Grand Erie's IT team quickly realized that these devices would be required in a much more expedited manner as virtual learning needs significantly increased. During the 2020-21 budget deliberations, it was determined that this next phase (step 4 above) would be fully supported by the 2020-21 budget.

As a result, the next phase of the plan was executed by way of agreement for an additional three-year lease for \$1,341,732 with Compugen for the acquisition of laptops to support Ed Tech initiatives. Budget details are provided below:

	2019-20	2020-21	2021-22	2022-23	2023-24	Total Contract
2019 Contract (36 Months)	425,236	425,236	425,236			1,275,708
2020 Contract (36 Months)		447,244	447,244	447,244		1,341,732
2021 Contract (36 Months)			447,244	447,244	447,244	1,341,732
2022 Contract (36 Months)				447,244	447,244	894,488
2023 Contract (36 Months)					447,244	447,244
Total Budget Impact	425,236	872,480	1,319,724	1,341,732	1,341,732	5,300,905

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO115 - Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields**
DATE: August 31, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT Bylaw 9 – Processes for Development of Bylaws, Policies and Procedures be waived with respect to circulating Procedure SO115 Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields to all appropriate stakeholders for comments.</p>

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields as information.</p>

Background

As per the Ministry of Education guidance document Guide to Reopening Ontario's Schools, students in Grades 4 to 12 will be required to wear non-medical or cloth masks (mask) indoors in school, including in hallways and during classes and transportation. Both masks and face shields are types of personal protective equipment (PPE). Measures that are used for **source control** attempt to prevent the spread of infection from the wearer to those around them. Source control can include covering your sneezes and coughs, hand hygiene, and wearing a mask in public. **Masks** are both used for source control and to protect oneself from others (as PPE). Cloth masks are for source control and higher-grade disposable masks are for both for source control and PPE. **Face shields** are considered PPE but are not meant to function as a primary device for respiratory protection. To date, there is no evidence that face shields alone are effective either as source control or as PPE but are effective to augment other more effective PPE. The Center for Disease Control does not recommend the use of face shields as a substitute for cloth face coverings.

The Grand Erie District School Board recognizes that there are students with medical restrictions (severe breathing difficulties, unable to remove mask on their own, etc.) that may require the student to attend school without the use of a mask and/or face shield.

School boards must demonstrate due diligence and only allow ESSENTIAL exemptions where there are no alternatives.

This procedure outlines the steps the School Principal will take to determine if the student requires an exemption from wearing a non-medical or cloth mask and/or face shield.

Additional Information

Due to the requirement for this procedure to be enacted as close as possible to school start-up on September 8, respectfully requesting waiving Board By-Law 9 and the necessity to circulate this procedure out for comment.

Communication Plan

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

SO115

Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields

Board Received: August 31, 2020 Review Date: _____

Background

As per the Ministry of Education guidance document Guide to Reopening Ontario's Schools, students in Grades 4 to 12 will be required to wear non-medical or cloth masks (mask) indoors in school, including in hallways and during classes and transportation. Both masks and face shields are types of personal protective equipment (PPE). Measures that are used for **source control** attempt to prevent the spread of infection from the wearer to those around them. Source control can include covering your sneezes and coughs, hand hygiene, and wearing a mask in public. **Masks** are both used for source control and to protect oneself from others (as PPE). Cloth masks are for source control and higher-grade disposable masks are for both for source control and PPE. **Face shields** are considered PPE but are not meant to function as a primary device for respiratory protection. To date, there is no evidence that face shields alone are effective either as source control or as PPE but are effective to augment other more effective PPE. The CDC does not recommend the use of face shields as a substitute for cloth face coverings.

The Grand Erie District School Board recognizes that there are students with medical restrictions (severe breathing difficulties, unable to remove mask on their own, etc.) that may require the student to attend school without the use of a mask and/or face shield.

School boards must demonstrate due diligence and only allow ESSENTIAL exemptions where there are no alternatives.

Procedure

- Family submits a written request to the principal with medical documentation.
- Principal has a follow up conversation with the family.
- Principal can ask questions such as:
 - What is the nature of the condition or the actual impact on the student by wearing a mask?
 - Are there any solutions other than a complete exemption (frequent breaks, only during certain activities, avoid during exertion, gradual build up to full day masking, if it is an allergy can we provide a different one, etc.)
- Share information with the Family of Schools SO for consultation
- Possible results:
 - ☐ Student concern is known to the school (medical or sensory). Upon request, student will receive an exemption and will not be able to wear a shield either.
 - ☐ Student concern is known to the school and will receive an exemption and will be able to wear a shield.
 - ☐ Student concern is not known to the school and submits medical documentation and principal and SO agree on exemption.
 - ☐ Student concern is not known to the school and submits medical but does not qualify for an exemption (e.g. seasonal allergies) but we can offer other accommodations.
 - ☐ Student is not known to the school and did not submit medical. No exemption.

- Principal informs the staff of these students so everyone is aware that they will not be wearing the required mask.
- Principal responds back to family acknowledging the approved or not approved exemption or not approved but with accommodations that will be put in place. (Appendix A)

APPENDIX A

LETTER IN RESPONSE TO A PARENT/GUARDIAN'S/ADULT STUDENT'S
REQUEST FOR AN EXEMPTION FROM WEARING THE MANDATORY MASK AT SCHOOL

(On School Letterhead)

Date

Dear

Thank you for notifying the Grand Erie District School Board of your request to have your child exempted from wearing the mandatory mask while at school. Wearing a mask, physical distancing and hand hygiene are crucial to keeping all students and staff at our schools safe and helping to limit the further spread of COVID-19.

In your letter to the principal, you stated that due to:

your child is unable to wear the required mask at school. You also provided/did not provide medical documentation supporting the request. Upon review of your request,

- ☐ Your child is exempt from wearing a mask.
 - ☐ Your child is exempt from wearing a mask and must wear a face shield at all times in the school.
 - ☐ Your child is not exempted from wearing a mask, but the school will make the following accommodations:
-
-

For the safety of all, each school principal will alert the school staff of any students with an approved exemption.

I also remind you at this time that you can opt for remote learning for your child if you feel it would be in the best interest of their safety and wellbeing. If you choose to opt for remote learning, please contact your school principal for more information.

We wish you a safe and successful school year.

Sincerely,

(Principal Name)
Principal

cc: Family of school Superintendent
OSR (each student listed above)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – June 2020**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of June 2020 in the amount of \$7,202,277.04 as information.

Rationale/Background

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – July 2020**
DATE: August 31, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of July 2020 in the amount of \$11,350,755.25 as information.

Rationale/Background

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



H-1-c Special Education Advisory Committee SEAC 19-07

Virtual MS Teams

Thursday, May 14, 2020 Meeting #1 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair T. Waldschmidt, L. Boswell, P. Boutis, C. Brady, C. Clattenburg, R. Collver, L. DeJong, K. Jones, W. Rose, CA Sloat, J. Trovato, T. Wilson.
Regrets: M. Carpenter, N. Schuur, L. Scott, R. Winter.

Resource Staff

Present: P. Bagchee, L. Boudreault, K. Mertins, L. Sheppard, L. Thompson, J. White.

Recorder: P. Curran.

Guests: J. Gemmill, ITS Staff

A-1 Opening T. Waldschmidt

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order and read the Land Acknowledgement Statement.

(b) Chair Waldschmidt reminded members to mute microphones until speaking and to post any questions in the Chat function so they may be read and answered aloud.

(c) Agenda Additions / Deletions / Approvals T. Waldschmidt

i. Add H-1 Community Updates a) Woodview Mental Health & Autism Services Mental Health Clinics – C. Clattenburg

Moved by: P. Boutis

Seconded by: K. Jones

“THAT the SEAC 19-07 Agenda for May 14, 2020 Meeting #1 be approved as amended.”

CARRIED

B-1 Timed Items T. Waldschmidt

(a) Review of Grand Erie’s Special Education Plan 2019-20 DRAFT L. Thompson

No comprehensive changes to the plan this year.

Members were concerned that Standard 4 did not reflect suggestions made at a previous meeting and learned that due to the unusual



Special Education Advisory Committee SEAC 19-07

H-1-c

Virtual MS Teams

Thursday, May 14, 2020 Meeting #1 – 6:00 p.m.

circumstances this year, special education staff made the decision to curtail implementation of the suggestions for the 2020-21 year when they could more fully be incorporated.

Superintendent Thompson advised that this year, Grand Erie could request an extension to the usual July 31, deadline for submission and asked if SEAC wanted to review the entire plan again and delay submission for October.

Members agreed that Standard 4 should have a more thorough review than could be given with the challenges faced this year and would prefer the current plan, which reflected what occurred during 2019-20, be submitted now and Standard 4 be worked on for the 2020-21 school year.

Special Education staff confirmed they still have the full list of SEAC suggestions.

C-1 Business Arising from Minutes and/or Previous Meetings T. Waldschmidt

(a) Ratification of Minutes February 20, 2020 SEAC Meeting T. Waldschmidt

Moved by: W. Rose
Seconded by: L. Boswell

“THAT the SEAC 19-06 Minutes of February 20, 2020 be approved as distributed.”

CARRIED

(b) Grand's Erie Road Map to Special Education P. Curran

Although this document was modeled on one originally created by a group of parents, members agreed this layout was much more user friendly and easier to read

Would like the removal of the regulation on page 3 as it seems out of place in a document of this nature.

Members were asked to send any further comments or suggestions to the Recording Secretary. The document will be posted to the public Special Education page, once all amendment have been adopted and final approval is received.

The posting will include an option for parents to submit comments and suggestions to the Recording Secretary who will bring them back to SEAC.



H-1-c Special Education Advisory Committee SEAC 19-07

Virtual MS Teams

Thursday, May 14, 2020 Meeting #1 – 6:00 p.m.

D-1 New Business

T. Waldschmidt

(a) Schedule of Budget Review Meetings

L. Thompson

The Grants for Students Needs (GSN) has not been received yet which may delay the first meeting.

Wednesday May 20, 2020 7:00 p.m.

Wednesday May 27, 2020 7:00 p.m.

Wednesday, June 3, 2020 7:00 p.m.

Wednesday, June 17, 2020 7:00 p.m.

Currently these meetings are virtual so please let Superintendent Thompson or the Recording Secretary know you would like to attend, and they will ensure you receive an MS Teams invitation.

(b) Educational Assistant Allocation – 2020-21

J. White

This report describes the criteria, the rationale and the method used to allocate Educational Assistants (EA) and also describes the type of EA support available. This report includes a focus on the EA working to help students build independence and to reduce safety concerns for other students and staff.

Determining how best to support the EA and principals will be the work of this next school year. It is included in this year's educational plan but could not be explored due to the challenges of the time.

It is important to understand the EA's role has shifted to a focus of significant needs and behaviour due to an increase in students diagnosed on the autism spectrum.

The Lead EA were determined by interview and have demonstrated leadership skills and are confident going into difficult situations. There is currently no formal report on their work but SEMT can provide numerous anecdotes.

(c) Review of Continuity of Learning and Supports for Students with Special Education Needs During Distance Learning

Special Education
Management Team

Members were provided with a power point presentation on the tools and applications teachers and special education staff are using to teach and support students while schools are closed.

There are many exciting things happening and parents have access to a weekly calendar showing available resources. These are also made available in print form for those parents who have requested such.



Special Education Advisory Committee SEAC 19-07

H-1-c

Virtual MS Teams

Thursday, May 14, 2020 Meeting #1 – 6:00 p.m.

Ministry direction has indicated Identification, Placement, Review Committees (IPRC) can be conducted remotely or parents may opt to waive the review for one year. Notices have been delivered and staff is working to respond to parent choices.

The Ministry also advised that all Individual Education Plans (IEP) will continue, and while some accommodations may be difficult to provide remotely Learning Resource Teachers (LRT) are working with classroom teachers to achieve an agreed upon plan for the continuation of the IEP at home.

Transition planning for distance learning includes back to school, Kindergarten and elementary to secondary schools. Orientation usually includes a tour of the new school so additional guidance has been provided to school administrators and guidance teachers.

Also included are Mental Health resources and numerous professional development opportunities.

Superintendent Thompson reflected that this has been crisis learning and that the next step will be to examine the process to determine what worked and what might have been done better. There may be some processes we can continue to use once schools are reopened.

Members asked if staff has a sense of distance learning success, the response was, "They care because we care".

Links to the videos will be shared with SEAC.

E-1	Other Business	T. Waldschmidt
(a)	None.	
F-1	Standing Items	T. Waldschmidt
(a)	None.	
G-1	Information Items	T. Waldschmidt
(a)	None.	
H-1	Community Updates	T. Waldschmidt
(a)	Woodview Mental Health & Autism Services Mental Health Clinics	C. Clattenburg
	Woodview is still open; if you need help, please call.	



Special Education Advisory Committee SEAC 19-07

H-1-c

Virtual MS Teams

Thursday, May 14, 2020 Meeting #1 – 6:00 p.m.

The Recording Secretary will share the flyer with SEAC who is asked to please distribute it far and wide.

Flyers were provided to school guidance staff.

I-1 Correspondence T. Waldschmidt

(a) Ltr Nipissing Parry Sound CDSB re: MACSE Apr 29 2020

(b) Ltr Greater Essex County DSB re: MACSE Feb 20 2020

J-1 Future Agenda Items and SEAC Committee Planning T. Waldschmidt

(a) CA Sloat requested LRT changes in November

(b) CA Sloat requested input on enrichment and a report on the students previously in enrichment are doing.

(c) Please send any additional items to the Recording Secretary.

K-1 Next Meeting T. Waldschmidt

(a) Thu., May 14, 2020 Meeting 2 | MS Teams | 8:00 p.m.

L-1 Adjournment T. Waldschmidt

Moved by: P. Boutis
Seconded By: L. DeJong

“THAT the SEAC 19-07 meeting of May 14, 2020 Meeting #1 be adjourned at 7:40 p.m.”
CARRIED



H-1-d Special Education Advisory Committee SEAC 19-08

Virtual MS Teams

Thursday, May 14, 2020 Meeting #2 – 8:00 p.m.

MINUTES

SEAC Members

Present: Chair T. Waldschmidt, L. Boswell, P. Boutis, C. Brady, C. Clattenburg, R. Collver, L. DeJong, K. Jones, W. Rose, CA Sloat, J. Trovato, T. Wilson.

Regrets: M. Carpenter, N. Schuur, L. Scott, R. Winter.

Resource Staff

Present: P. Bagchee, L. Boudreault, K. Mertins, L. Sheppard, L. Thompson, J. White.

Recorder: P. Curran.

Guests: J. Gemmill, ITS Staff

A-1 Opening T. Waldschmidt

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order and read the Land Acknowledgement Statement.

(b) Agenda Additions / Deletions / Approvals T. Waldschmidt

i. None

Moved by: C. Brady
Seconded by: L. Boswell

“THAT the SEAC 19-08 Agenda for May 14, 2020 Meeting #2 be approved as distributed.”

CARRIED

B-1 Timed Items T. Waldschmidt

(a) None

C-1 Business Arising from Minutes and/or Previous Meetings T. Waldschmidt

(a) Grand Erie’s Special Education Plan 2019-20 - FINAL L. Thompson

Superintendent Thompson explained that any proposed changes were not implemented due to job action and COVID 19 restrictions. As a result, there are very few changes to the Standards and Appendices, other than required updates.



Special Education Advisory Committee SEAC 19-08

H-1-d

Virtual MS Teams

Thursday, May 14, 2020 Meeting #2 – 8:00 p.m.

It is important that SEAC provide direction for Trustees as to whether the plan should go forward now or wait until the fall.

Moved by: R. Collver

Seconded by: C. Brady

“THAT the Special Education Advisory Committee recommend the Grand Erie District School Board approve the 2019-20 Special Education Plan, dated July 31, 2020.”

CARRIED

D-1 New Business

T. Waldschmidt

(a) LITE Data for Students with Special Education Needs – 2019-20

L. Thompson

Members reviewed data compiled from 2018-19 statistics which indicates an increase in the number of students over the years but overall, a fairly static record of referrals.

Superintendent Thompson explained how the shift in the way Child / Youth Workers support students affected the data members were seeing and clarified that some students will have multiple referrals for the same service to ensure their needs are tracked,

The increase in non-identified student services resulted from the Ministry's clarification to ensure staff realize Individual Education Plans are a legislated process which is required to provide benefits and supports to children who are not identified.

This report is an internal tool to assist staff with planning and budgeting. It also helps show where services are most needed / utilized.

(b) Grand Erie's Success for Every Student – Mid-Year Update for Special Education Students

L. Thompson

Superintendent Thompson reminded members of the renewed model of Special Education which brings supports and strategies closer to the classroom. This will be a continuing focus next year and possibly the following year as well.

School administrators reported on their observations of Tier One practices in the classroom and shared that teachers are now asking questions about further Tier 1 supports for their students before considering Tier 2 strategies and supports. They also report fewer students are being sent to the office and the hallways are quieter.



Special Education Advisory Committee SEAC 19-08

H-1-d

Virtual MS Teams

Thursday, May 14, 2020 Meeting #2 – 8:00 p.m.

All elementary and approximately one-third of secondary LRT participated in comprehensive professional development.

Special Education staff are involved in Multidisciplinary Team meetings and working with Kindergarten educator teams will be a focus next year.

Staff is also examining the phonological awareness many young students lack, entering school with communication difficulties and behaviour problems and are looking at expertise to help improve core language.

E-1 Other Business T. Waldschmidt

(a) None.

F-1 Standing Items T. Waldschmidt

(a) None.

G-1 Information Items T. Waldschmidt

(a) None.

H-1 Community Updates T. Waldschmidt

(a) None.

I-1 Correspondence T. Waldschmidt

(a) LDAO (Learning Disabilities Association of Ontario Circular)

Various relevant topics were included in this edition:

J-1 Future Agenda Items and SEAC Committee Planning T. Waldschmidt

(a) L. DeJong asked for transitions for fall planning for children with increased or complex needs. SEMT staff will send updates following the intake meeting process.

(b) Please send any additional items to the Recording Secretary.

K-1 Next Meeting T. Waldschmidt

(a) Thu., June 18, 2020 Meeting 1 | MS Teams Meeting | 6:00 p.m.

(b) Thu., June 18, 2020 Meeting 2 | MS Teams Meeting | 8:00 p.m.



H-1-d Special Education Advisory Committee SEAC 19-08

Virtual MS Teams

Thursday, May 14, 2020 Meeting #2 – 8:00 p.m.

L-1

Adjournment

T. Waldschmidt

Moved by: CA. Sloat

Seconded By: C. Brady

"THAT the SEAC 19-08 meeting of May 14, 2020 Meeting #2 be
adjourned at 8:23 p.m."

CARRIED



H-1-e Indigenous Education Advisory Committee

June 18, 2020 6:00 p.m. to 7:17 p.m.

Microsoft Office Teams

MINUTES

Present: Sabrina Sawyer (Interim Chair), Claudine VanEvery-Albert, Audrey Powless-Bomberry, Stephanie George, Starr Kennedy, Jeannie Martin, Denise Martins, Kimberly Newhouse, Trisha Simon

Regrets: Tobias Clarke, Rita Collver, Katie Maracle, Karen Sandy

Absent: Cassandra Green, Veronica King-Jamieson, Katelyn LaForme, Paula Laing, Diane Sowers, Dana VanEvery

Recorder: D. Fletcher

Chair Tobias Clarke sent regrets for this evening and will not be remaining on the Indigenous Education Advisory Committee as she moves into full retirement this summer.

Sabrina Sawyer assumed the role of Chair for the meeting. An interim chair will continue in the fall until annual elections are held in the fall of 2020 for a new chair (as per new Terms of Reference).

A - 1 Opening

(a) Roll Call

(b) Welcome/Land Acknowledgement Statement

- i. D. Martins read the Land Acknowledgement Statement.
- ii. Chair S. Sawyer welcomed everyone, and introductions were made.

(c) Agenda Additions/Deletions/Approval

Nil.

(d) Review of October 23, 2019 Minutes

Moved by: T. Simon

Seconded by: J. Martin

THAT the Minutes of the Indigenous Education Advisory Committee meeting held October 23, 2019 be approved.

Agenda item E-1-A Cayuga Secondary School: Logo was moved up in the agenda and discussed.

B - 1 Native Advisory Committee (NAC) Update

J. Martin

(a) The Native Advisory Committee meeting held on November 4th, 2020 @Tollgate Technological Skills Centre. Discussion included:

- i. **Welcome sign** - the signs are now posted in all elementary and secondary schools, Education Centre and all support centers. All messages on the sign have been translated to a chart
- ii. **Thanksgiving address** –Involves the following secondary schools: BCI, CSS, HSS, MPSS, PJ and TTSC. Discussion included: background, translation in English, and purpose of address.



H-1-e Indigenous Education Advisory Committee

June 18, 2020 6:00 p.m. to 7:17 p.m.

Microsoft Office Teams

-
- iii. **Professional Development** – this PD is extra support for the Native Language teachers, only able to hold one meeting this year to get conversation started
 - iv. **Offer Canadian history in revised curriculum** -an update on the grade 11, NBE Understanding Contemporary First Nations, Métis and Inuit Voices course.
 - v. **Guest presentation** – Sherri Vansickle
 - vi. **Native Advisory Committee – Revised Terms of Reference** – addition of a community representative, still pending
 - vii. **CSS logo** – as discussed in E-1-A
- (b) **The Native Advisory Committee meeting held on June 8, 2020 (Held via Microsoft Office Teams) – discussion included:**
- i. **Distance Learning update** – provided by D. Martins
 - ii. **Education Services Agreement update** – provided by C. VanEvery-Albert. Currently waiting for signature from Indigenous Services Canada
 - iii. **NBE - update on the launch**
- C - 1 **Sharing of Community Events**
- (a) **S. Sawyer**
- i. National Indigenous Peoples Day – June 21, 2020 – Woodland Cultural Centre is screening the film “6 Miles Deep”
 - ii. Hamilton Wentworth Catholic District School Board is offering NIPD 2020 Virtual Program for National Indigenous Peoples Day
 - iii. Many events are being shared via Twitter and Facebook
- (b) **A. Powless-Bomberry**
- i. Gathering Place by the Grand will hold a celebratory convoy on July 25, 2020 at 2:00 pm to honor approximately 200 graduates
 - ii. Grade 8 graduating students are receiving masks designed with “2020”
- D - 1 **Business Arising from Minutes and/or Previous Meetings** **S. Sawyer**
- (a) **Revised IEAC Terms of Reference**
- With the approval of October 23, 2019 minutes, the amended TOR can now be taken to a board meeting in September as part of Bylaw 8 – Committees of the Board
- (b) **Board Action Plan** **S. Sawyer**
- Started year off strong, went through job action, impacted some programming
 - COVID19 has impacted many planned initiatives in the Board Action Plan such as Indigenous Student Council leadership, Lacrosse Project (unable to start in elementary program), Professional Development sessions were postponed
 - Some funds utilized for devices (more information in System Updates)
 - The Board Action Plan will be finalized in the fall with submission to the Ministry
 - D. Martins added that information from the Ministry regarding funds/budgets is expected on June 19, 2020



Indigenous Education Advisory Committee

H-1-e

June 18, 2020 6:00 p.m. to 7:17 p.m.

Microsoft Office Teams

(c) Nestle (deferred to Fall 2020)

(d) NBE Course S. Sawyer

- Mandatory grade 11 course
- Over past year, an Indigenous Advisory Council (IAC) was created to support the writing team and the process.
- The IAC reviewed intentions and fears associated with the course – developed goals for the writing team
- 3 writing teams were developed that consisted of Grand Erie teachers to write one unit each for: NBE3C, NBE3E, NBE3U
- The units were reviewed by the Indigenous Advisory Council, as well as the suggested resource text list created in partnership with Goodminds
- Teachers who were already teaching the course provided input; shared with the Indigenous Advisory Council – it was then finalized and shared with departments
- S. Sawyer and J. Martin worked through a process with the feedback from the Indigenous Advisory Council and had a Brightspace shell added to house resources
- Will be available for those teachers who come into course this fall or second semester; will have access to all PD webinars, number of resources from spectrum of needs: Worldview, different types of bias, supporting teachers handling challenging questions, and how to create safe spaces
- Sessions held with teachers were attended by 45 attendees per session
- Budgets have been allocated for each school to order what they require
- In the process to find out if a third session will be held next week – awaiting teacher response
- The roll out will begin in September, the Ministry direction will determine if it is through remote learning or face to face.

T. Simon asked what students can expect to be learning in the course. S. Sawyer provided examples in the 3C course: Exploring Indigenous World views, Oral Traditions, Story Telling Media, Residential Schools (Indian Horse Textbook) etc.

C. VanEvery-Albert inquired about the contingency plan if schools are not open or are opened partially. S. Sawyer explained the plan would be to continue with remote learning; currently awaiting the Ministry's plan. Teachers have been resilient, the units have been written with that purpose, the class would operate the same way as current English courses operate.

Committee members requested to see the list of resources that will be used. They will be provided with the minutes from this meeting.

D. Martins provided an update that supports will be place with whatever delivery model we start and complete with.

J. Martin added the important input from the Indigenous Advisory Council as they reviewed resources and sample units.



H-1-e Indigenous Education Advisory Committee

June 18, 2020 6:00 p.m. to 7:17 p.m.

Microsoft Office Teams

S. George inquired if teachers would have access to people from community for the purpose of coming into the classroom. S. Sawyer discussed an approved community resource that teachers will have access to. Important for teachers to focus on the delivery of the curriculum.

C. VanEvery-Albert requested further clarification about teaching the curriculum vs culture. S. Sawyer explained that the teacher can explore and facilitate the discussion and learning about worldview through discussions based on the curriculum. Teachers would not explicitly teach the worldview. Students can bring their worldview to the classroom to add to discussions, this creates an inclusive environment.

T. Simon inquired about assessment and grading of this new course. S. Sawyer explained that assessment is done in a variety of forms and is at the teacher's discretion on how the students engage in work (i.e.: oral media, written, project based, dialogue). It is dependent on differentiation and the triangulation of data that the teacher is collecting (observation, conversation and product). How that comes to be is teacher dependent.

J. Martin noted that this is a compulsory course that will require the same skills learned as the other grade 11 English course.

Item E-1-A was discussed before B-1-A.

E - 1 New Business

(a) Cayuga Secondary School Logo

D. Lloyd

- Consultation with parent council
- Spring of 2019 a designer was employed to bring conceptual input
- October 2019 – consultation with Grand Erie Safe and Inclusive Schools Committee
- Many designs and versions were provided
- Is bringing to the Indigenous Education Advisory Committee for input, perspective and subsequent support
- Context: Indigenous Student Council group wanted to continue with legacy of Native imagery – eagle symbol signified courage, wisdom and strength
- Warrior – when googled illustrates spartan image
- In consultations – there was need to have a tangible warrior image and the eagle to symbolize the indigenous piece
- A. Powless-Bomberry asked how the First Nations students feel about the logo. D. Lloyd had consulted with Cayuga indigenous student group for their feedback; they were pleased with the logo as it blends varied perspectives for all the groups who were in consultation
- J. Martin explained there was extensive consultation with the Indigenous Student Council, students had fair and ample time to provide input and submitted appropriate images. They were concerned about any connotation and didn't want the community to be associated with any kind of negativity around warrior group. They wanted it to be shown as a positive eagle with a very strong positive message
- A. Powless-Bomberry inquired if an explanation for the symbol and representation would be provided with communication of the new logo. D. Lloyd explained the intention would be to communicate with trustees and then out to the public



H-1-e Indigenous Education Advisory Committee

June 18, 2020 6:00 p.m. to 7:17 p.m.

Microsoft Office Teams

- K. Newhouse added that the new logo and branding story can be developed and placed on the Board website
- D. Martins indicated that with the support of this group D. Lloyd and the school team can now go forward with the plan to start the new year with the logo

(b) System Update

D. Martins

- During this crisis in education and pandemic, have been working diligently with respect to Indigenous students in the board both urban and those who reside on Six Nations of the Grand River and Mississaugas of the Credit
- Devices were provided to any student both elementary and secondary who requested; internet took some time to get running for students living on Six Nations and the Mississaugas of the Credit.
- Partnered with Six Nations Mental Health and Indigenous Services Canada to support payment for internet fees for hotspot phones.
- Worked with Rogers for IPADS; either an IPAD with hot spot or phone with hot spot were provided depending if they lived on reserve or urban
- Need to clarify status and updates for what future will hold for us
- Ministry of education declared that no student will be left behind or at a deficit therefore waived certain things for graduates moving onto post-secondary or going into the workforce:
 - Not required to complete the Ontario Secondary School Literacy requirement
 - Not required to complete the 40 hours required for community service hours
 - Any mark as of March 13, 2020 would not go down
 - Any course that didn't receive a passing mark will not be posted on the transcript- "I" for incomplete evidence with an appropriate comment will be shown
 - Student who were in the SHSM program who didn't complete requirements such as Co-op hours would be waived
- Running hybrid learning model for summer school –
- There are new summer school credits for 11 and 12 through eLearning platform, will be all online
- Usually run face to face course with reach ahead courses for Grade 9, or credit recovery; however, running hybrid virtual learning model, mandate in the 6 hours in the summer school day is 2 one-hour blocks of synchronous and with remaining asynchronous time
- There are opportunities for Grade 9 and 10 students to get new credits
- Running summer literacy programs for Grade 6-8 students, critical as many elementary students may or may not have engaged in the 3.5 month school closure period
- Hoping to have permission to run smaller class sizes with respect to credit recovery, awaiting direction from Ministry
- Focus on Youth – proposal-program to do those wrap around supports with credit recovery and course grading; coaches will work with 3-4 classrooms of students on the side if approved



H-1-e Indigenous Education Advisory Committee

June 18, 2020 6:00 p.m. to 7:17 p.m.

Microsoft Office Teams

- September: just received verbal instructions for the school boards to work on 3 model implementation for September 1) continue remote learning – much more structured process than it has been for 3.5 months 2) adaptive model : maximum 15 students in a classroom , alternative days/week/, times of the day – some time in school and sometime engaging in a distance learning virtual environment 3) conventional model: return to school Mon-Fri regular school hours with additional health and safety precautions in effect
- Will be communicated out to parents in late July, early August

C. VanEvery-Albert acknowledged the hard work of all staff during these unusual times. The staff have been doing wonderful things during this difficult situation.

(c) **Bylaws Policies and Procedures Out for comment**

S. Sawyer

- Introduced to the committee last fall
- When policies and procedures are up for review, they are open to the public for comments – you can provide feedback
- Some policies and procedures impact our students and valuable input would be welcomed
- The review teams appreciate your review as well
- To access policies and procedures out for comment – please click this link and scroll to the bottom of the page to view:

<https://www.granderie.ca/board/about/bylaws-policies-procedures-protocols>

F - 1 **Correspondence**

- (a) Moving forward, meetings will be held via Microsoft Office Teams if there is no change in school closure status

G - 1 **Next Meeting**

Meeting invitations will be sent out once most committee members have completed the doodle poll.

H - 1 **Adjournment**

The meeting was adjourned at 7:17 p.m.



MINUTES

(Chair –Lena Latreille)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Chair</i>)
Philip Kuckyt	Transportation Services
Tom Krukowski	Facility Services
Griffin Cobb	Secondary School Administration (Certified Member)

Employee Representatives:

Andrea Murik	Secondary Teachers (Certified Member) (<i>Co-Chair</i>)
Jennifer Orr	Elementary Teachers (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Paul Keresturi	Secondary Occasional Teachers
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Elizabeth Armstrong	CUPE Clerical/Technical (Certified Member)
Laura Adlington	Professional Student Services Personnel
Laura Mels	Non-Union
Amanda Baxter	Elementary Occasional Teachers (Certified Member)

Resource:

Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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Regrets:

Cheryl Innes	Elementary School Administration (Certified Member)
Denise Kelly	CUPE Facility Services
Janice Wilkie	Health and Safety Officer

This meeting was held online using Microsoft Teams as a result of the Covid-19 shutdown.

2.0 Minutes of Last Meeting

The draft minutes for May 21, 2020 were reviewed.

3.0 Approval of Last Meeting Minutes (May 21, 2020)

The minutes were approved.

4.0 Agenda Additions

None

5.0 Unfinished Business – Discussion

5.1 Ministry of Labour Reports- Tollgate Technological Skills Centre- February 2020

March: The Ministry of Labour conducted a field visit after receiving an anonymous complaint regarding the safety of staff working with a student who has a Be Safe Plan



Joint Occupational Health and Safety Committee

June 18, 2020

Microsoft Teams Online Meeting

at Tollgate Technological Skills Centre. The Board is working to address the orders received and has requested an extension due to the shutdown of schools as a response to Covid-19.

The committee discussed the completion of Aggression Tracking forms vs. Workplace Violence forms. The Division Manager of Operations and Health and Safety will investigate options for the aggression tracking form, such as a possible fillable electronic form. The committee stressed the importance that these forms are completed. This item will remain on the next agenda.

April: Due to the current conditions regarding Covid-19, the Division Manager of Operations and Health and Safety has requested an extension regarding the orders that were received on March 4, 2020 from the Ministry of Labour. We will provide a further update to the Ministry of Labour once we are back to regular working conditions with students in schools as to the needed actual extension date. This item will remain on the next agenda.

May: With the continued closure of schools and support locations for the remainder of the school year, the Board has been provided with a further extension to complete the orders that were received by the Ministry of Labour. The Health and Safety and Special Education Support teams continue to complete as much work as possible before school returns in the fall. The group has been working to provide information for general de-escalation strategies and data collection to share with employees; with the goal of streamlining aggression and workplace violence reporting. The committee brainstormed ways to share the information with all staff, including casual employees. Ideas included PD Place, staff meetings, and virtual staff meetings for casual employee. It was asked that the committee review the documents provided for the next meeting and bring forward any questions or suggestions to better improve the information. This item will remain on the next agenda.

June: The Board continues to work on the orders received by the Ministry of Labour. Once the Board is operating in September, an update will be sent to the Ministry. Concerns were raised by the committee regarding confusion about which forms should be filled out regarding certain scenarios. The Division Manager of Operations and Health and Safety will put the flow chart "GEDSB Reporting Procedure/Policy/Form Options" on PD Place for staff to review each year. This item will remain on the next agenda.

5.2 Extended School Closure Building Check Log Template

May: The committee was provided with a copy of the building check list that is being completed at Board locations twice a week during the Covid-19 shutdown. A committee member asked if Turning Point locations are being inspected. The Division Manager of Operations and Health and Safety indicated that they are not because they are leased, not owned by the Board. The committee member indicated there are some concerns at these locations, such as vandalism occurring at some of these locations. The Division Manager of Operations and Health and Safety will follow up with Senior Administration to determine if leased locations are being inspected by the owners. This item can remain on the next agenda.



Joint Occupational Health and Safety Committee

June 18, 2020

Microsoft Teams Online Meeting

June: School building checks are still being completed by custodial staff once a week. The Division Manager of Operations and Health and Safety indicated that additional items have been added to the monthly inspection checklist regarding things such as signage pertaining to social distancing, handwashing, etc.

Concerns were raised by the committee regarding the number of staff that are in buildings during the school shutdown and if monthly inspections should be occurring. The Division Manager of Health and Safety indicated that limited building access should still be in place. The Division Manager of Operations and Health and Safety will follow up with Senior Admin to let them know this concern. This item will remain on the next agenda.

Indoor Air Quality Reports

None

6.0 New Business

6.1 Covid-19 Information for September School Return

The committee was provided with the draft training regarding "General Infectious Disease and Hygiene Practices". All staff will be required to complete the training for the 2020-21 school year and perhaps annually.

The committee asked that the current protocols for the current building entry be shared with them. The Division Manager of Operations and Health and Safety will forward this to the committee members. It had been shared with the employee Unions and approved by the Health Unit. It was also noted that the communicable disease policy will be updated once more directive is provided by the Ministry and Health Unit. Committee members were advised if they had any questions they should send them to the Division Manager of Operations and Health & Safety. This item will remain on the next agenda.

7.0 Information Items

7.1 Various Asbestos Projects- Covid-19 Shutdown

Various asbestos abatement projects have been completed throughout the Board during the shutdown period. Copies of all reports were provided to the committee for information. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – May 2020

Workplace Safety and Insurance Board Reportable – May 2020

Student Aggression Summary Table- Not applicable due to Covid-19 shutdown

All reports were reviewed by the committee.

8.2 Status of Workplace Inspections Including Non-Academic Sites March 2020

Inspections were not completed due to the Covid-19 shutdown. Due to the current conditions with the Province wide closure, the Board is not required to complete monthly inspections of locations as we have limited staff access, and we are not operating normal school activities.



Joint Occupational Health and Safety Committee

June 18, 2020

Microsoft Teams Online Meeting

- 8.3 Health and Safety/Facility Services Committee
The next meeting is unknown currently due to the Covid-19 shutdown.
- 8.4 Critical Injuries
There have been 27 student critical injuries and 4 employee critical injuries for the 2019-20 school year to date.
- 8.5 Focus Group Meeting Minutes
The next meeting date is to be determined.
- 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 Training is not taking place currently due to the Covid-19 shutdown. A tentative schedule is being developed for the 2020-21 school year and online training options are being looked at.
- 10.0 Recommendations to Executive Council
None
- 11.0 Adjournment/Next Meeting(s):
Meeting adjourned at 12:05 PM. Next meeting is September 17, 2020. This may be an online Teams meeting depending on the status of the return to school operation.



Joint Occupational Health and Safety Committee

March 12, 2020
Teams on-line Meeting

As of June 2020:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2019 - October	The Terms of Reference appendices were updated to reflect location and staff number changes. The current Terms of Reference agreement expires in September 2022. Revisions may be made sooner to include school closure provisions such as Covid 19	Review September 2021
December 2019	Health and Safety Eblast	2020- June	Topics for 2020-21 school year are to be determined.	Review September 2020
February 2020	Notification of Risk Binder	2020-March	The Division Manager of Operations and Health and Safety will follow up with Administration to ensure consistency with the location and binder identification for Notification of Risk Map.	On Hold due to Covid-19
February 2020	Violence Threat Risk Assessment	2020- March	An invitation will be forwarded to Safe Schools to come to the next meeting to provide some information on VTTRA's and the threat risk assessment process for the committee.	will be scheduled when we return to normal meetings



Joint Occupational Health and Safety Committee

March 12, 2020

Teams on-line Meeting

Annual Updates Provided Each School Year:

Item		Review Month	Resulting Update
Pavement Improvements		2020 - May	Board Office, Cayuga SS, Oneida, Brier Park, Port Rowan, North Park, River Heights, Oakland Scotland, Paris High School, Mt. Pleasant, Teeterville, Tollgate Technological Skills Centre

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 February 2020	February 2024	October 2020	Next annual review for committee is October 2020
HR5 – Harassment		Board approved February 2020	February 2024	October 2020	Next annual review for committee is October 2020
HR8 – Workplace Violence		Board approved October 2019	November 2023	October 2020	Next annual review for committee is October 2020



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Carol Ann Sloat, Chair, Audit Committee
RE: **Audit Committee Report**
DATE: June 23, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Audit Committee minutes of June 23, 2020.

Recommended Action: Moved by _____ Seconded by _____
That the Grand Erie District School Board approve the recommendation from the June 23, 2020 Audit Committee as follows:

1. **2020-21 Internal Audit Plan**

That the Audit Committee recommends to the Board the 2020-21 Internal Audit Plan as amended.

Respectfully submitted,

Carol Ann Sloat, Chair
Audit Committee



Minutes

Members: Zeeshan Ali, PwC (4:30 p.m.), Brenda Blancher, Director of Education, Suk Bedi, PwC Internal Auditor (4:30 p.m.), Beryl Collingwood, Volunteer, Kishan Dial, PwC (4:30 p.m.), Carol Ann Sloat, Trustee, Cindy Smith, Manager of Business Services, Claudine VanEvery-Albert, Trustee, Don Werden, Trustee, Christine Woodley, Volunteer, Rafal Wyszynski, Superintendent of Business and Treasurer

Regrets: Dianne Latta, External Auditor MRR, Blaine Schell, External Auditor MRR

Recorder: Kathryn Underwood, Recording Secretary

A – 1 Opening

(a) **Roll Call**

The meeting was called to order at 4:00 p.m.

(b) **Selection of the Audit Committee Chair**

R. Wyszynski explained the statutory cycle of the committee and reminded the committee that all members are able to accept the role of the Chair. R. Wyszynski opened the floor to accept nominations. C. VanEvery-Albert nominated C.A. Sloat be elected as Audit Committee Chair and was seconded by D. Werden.

Moved by: C. VanEvery-Albert

Seconded by: D. Werden

“That CA. Sloat be elected as the Audit Committee Chair for the remainder of statutory committee cycle.”

Carried

(c) **Declaration of Conflict of Interest**

Nil

(d) **In Camera Session**

Nil

(e) **Welcome to Open Session / Land Acknowledgement Statement**

The Public Session was called to order by the Chair, at 4:08 p.m. who read the land acknowledgement statement to the committee.

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

The Chair requested that additional item E-1 a, be added under External Auditor and R. Wyszynski indicated under that under F-1 b, he will provide an update on the Grants for Student Needs (GSN) announcement with respect to the 2020-21 Budget.

Moved by: C. VanEvery-Albert

Seconded by: B. Collingwood

That the Audit Committee approve the amended agenda of June 23, 2020.

Carried



- (g) **In Camera Report**
Nil

B – 1 Minutes

- (a) **Approval of the November 5, 2019 Minutes**
Presented as circulated.

Moved by: D Werden

Seconded by: C. VanEvery-Albert

“That the Audit Committee approve the Audit Committee minutes of November 5, 2019.”

Carried

C – 1 Business Arising from the Previous Minutes

- (a) **IT Security Update**

R Wyszynski reported that IBM was contracted to complete a vulnerability risk audit was completed in late 2019, it was planned to be presented at the March Audit Committee however the meeting was cancelled.

J Ecklund presented the IBM Vulnerability Assessment and provided an overview of the assessment, including both internal and external vulnerabilities identified, assessed the vulnerabilities and how our Board results compare to the national average. J Ecklund also highlighted how the issues have been resolved and updated the committee on those that are still in progress.

He further reported that the information included where the vulnerabilities were identified, and recommendations on corrective action. He further provided examples of some external issues that were identified where it requires an update to an application to eliminate the vulnerability. He reported that staff are working through updating the applications so that the internal issues can be completed.

He further explained that this exercise should be completed every twelve to twenty four months and would like to include the audit as part of the operating budget to ensure that the school board applications are safe.

In response to a question on why the operating system was not updated, J Ecklund provided an example of an external application needing to operate on an older operating system in order to run. He further explained that both the application would need to be updated along with the operating system, but this would have budget constraints and ensure that we find a suitable replacement application.

In response to a question on what the cost of completing the audit and when the last time an audit was completed, J Ecklund indicated that he does not believe that it has been completed before and the cost ranges from \$20,000-25,000.

He further indicated that over that over the last five years the data centre was updated and created a backup site and an audit before this time would not have made sense.



D – 1 Internal Audit

(a) **RIAT Model Review**

R. Wyszynski highlighted the attached RIAT Model Review by Deloitte that was presented in January 2020 to all Directors and Superintendents of Business and Associate Directors.

The report includes an executive summary that identifies the current landscape for internal audits for school boards in Ontario and what it could look like. He identified that currently GRAND ERIE has a unique model where we are part of a consortium with ten other school boards. Funds are available based on the cumulative enrolment of the 10 School Boards and are flowed from the Ministry to the Thames Valley DSB, a set number of dollars for internal audit based on the amount we received, we design the internal audit platform for the ten school boards.

In response to a question, R. Wyszynski indicated that he attends these Regional Internal Audit meetings.

B. Collingwood indicated that the report was very helpful and recommended sharing this report for any new audit committee members. In response to a question on the proposed plan having a significant cost increase, Rafal Wyszynski clarified that GRAND ERIE does not get receive any direct funding but based on enrolment audit dollars flow from the Ministry to the central banker board, Thames Valley DSB and if the recommendations followed and the new model was adapted, it would be expected that the Ministry would financially support this new model.

In response to a question if there was input from PwC, R Wyszynski, indicated that he would have to check his notes from when the data was being collected.

C. VanEvery-Albert indicated that the report would be valuable to all Board members. R. Wyszynski indicated that he would provide a link to the report.

In response to a question on if the Board has supported the proposed changes, R. Wyszynski reported that the Ministry of Education has not made a decision and will review and respond. He further indicated that RIAT is limited to the funding received from the Ministry.

(b) **2020-21 Internal Audit Plan (TIMED ITEM: 4:30 p.m.)**

R. Wyszynski indicated that the Audit Committee is required to identify risks and required audits. PwC will have recommended audits based on the risks and the Audit Committee reviews the recommended audits and prioritize them.

S. Bedi presented the validation material report and the proposed 2020-21 Internal Audit Plan as distributed including the highlighted the six-year project overview. He indicated that the plan can be amended based on feedback from the Audit Committee but would seek audit committee approval for 2020-21 audit plan.

S. Bedi presented information on the funding allocation for one audit per school board per year. Sometimes they can complete a second audit if funding permits. He reviewed the two proposed audits for 2020-21 based on risks identified or emerging risks of Business Continuity/Crisis Management and Cyber Fraud Incident Prevention and Response.



He further highlighted other audits further in the plan including; HR Recruitment and Retention and the Student Recruitment.

B Collingwood asked if it was possible to include diversity and inclusion in the HR Recruitment and Retention Audit. In response, K. Dial indicated that other Boards have also requested specific assessment and reviews for diversity and inclusion. S. Bedi indicated that under the risk universe, diversity was identified as a risk under the student experience aspect. He further indicated that there are different ways that the internal audit can get involved to review diversity and could be reviewed later in the annual review of the audit plan. The HR Recruitment and Retention audit focus did not include a focus on diversity and inclusion.

Focus of the HR Recruitment and Retention Audit includes a review of the scale of work flow and work flows that support staffing and recruitment. B. Collingwood asked if the scope could be expanded to include the diversity and inclusion, or would it be a separate audit. S. Bedi indicated that it could be included or separated but identified that it is not going to impact the coming year, suggests recirculated a revise the plan to include two different HR Recruitment and Retention audits, one where the scope includes diversity and inclusion.

CA Sloat indicated the Special Education workforce planning capacity from 2018 audit plan and has been re-prioritized and was wondering if this would be re-considered. R Wyszynski indicated that planned audits are usually identified and selected to meet an identified risk.

S Bedi identified that there are additional services available to review past findings but that this service would be beyond the capacity of the internal audit funding. S Bedi, indicated that the focus and priority from the proposed plan would be complete the full internal audit process reviews. CA Sloat commented that the outstanding findings could be reviewed by management.

In response to a question S Bedi clarified the term Out of Hours, identifies hours beyond the core hours of the day, including other activities and multiple programs at the same time.

R Wyszynski indicated that the Business Continuity Plan was planned to be completed in the Spring/Summer of 2020 and COVID-19 has delayed this completion. He recommended that the Cyber Fraud Incident Prevention and Response be completed first to allow time for staff to complete the Business Continuity Plan.

The proposed plan amended would include Option 1: Cyber Fraud Incident Prevention and Response and Option 2: Business Continuity/Crisis Management.

Moved by: D. Werden

Seconded by: B. Collingwood

"That the Audit Committee recommends to the Board the 2020-21 Internal Audit Plan as amended."

Carried

(c) **Fraud Advisory Internal Audit Report**

S Bedi presented the report that included project objective and scope, project approach, summary of results and the top ten fraud risks.



The fraud risk assessment does assist in aligning to the key risks with a certain degree of risk but stay ahead of the Board some of the emerging risks.

The top three risks identified based on the rankings were; External Cyber Fraud, Sick Day Leave Absence, and Confidential Information. As part of the review looked at opportunities to enhance common policies that drive the prevention and management of the fraud risk and highlighted the Summary of Improvement Recommendations and the priorities.

He presented that other Boards have developed fraud policies and procedures and a conflict of interest policy and disclosure process for employees.

In response to a question if defining a fraud policy and procedures would be developed by Management, S. Bedi indicated that this would be developed by the Board management team and suggest looking at other Boards frameworks.

In response to a question, R. Wyszynski, indicated that we look at other Boards for examples in the development of policies and procedures.

S. Bedi indicated that the heat map exercised helps with a baseline assessment and helps Management assign some targets with respect to where they want to move a particular risk. The Cyber Fraud risk is a higher risk and would be useful to review that area to understand how to improve that risk by managing it better.

It was noted by the Chair that this report would be included with the draft audit committee minutes. Following the discussion, PwC representatives left the meeting.

E – 1 External Audit

(a) Audit Planning Letter

R. Wyszynski indicated that Audit Planning letter highlights the external audits planned for the 2019-20 school year. In response to a question, if the change with respect to the timing of the Audit Committee meetings was achievable, R. Wyszynski, indicated that the timing was more suiting to have the audit committee review the findings in advance of it being presented to the Board and that staff were able to achieve the new timelines with changes to processes and providing information where possible in advance to the auditors.

F – 1 Other Business and Emerging Issues

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

R. Wyszynski updated the committee on the Multi-Year Financial Recovery Plan and reported to the committee a summary to date. He indicated that this time last year GRAND ERIE was just over the one percent required surplus parameters but indicated that some of the items were submitted as reserves, but the Ministry indicated that you could not reflect this as it is Ministry funds.

He indicated that the Board has gained the Ministry's trust and that by 2020-21 will achieve the surplus of one percent. Once the Ministry has indicated that the plan has been met, this item will be identified as part of the due diligence report.



(b) **2020-21 Board Budget**

R. Wyszynski highlighted the budget work plan timelines and indicated that the Ministry was delayed in presenting the GSN revenue grants due to the COVID-19 pandemic. He indicated that work has been completed with looking at staffing and expenses but as a result of the GSN being delayed, the Ministry has a revised submission date of August 19, 2020. A special Board meeting has been scheduled for August 17, 2020 for budget approval and two public budget review meetings scheduled in late July.

R. Wyszynski highlighted some budget changes including a minor increase in enrolment, challenges of increased costs in transportation as a result of a new contract and additional IT expenditures.

R. Wyszynski Highlighted the Province's GSN grants allocation of \$25 million for COVID-19 funds; which equates to \$10 million for mental health supports and \$15 million for technology.

He further highlighted additional funding available for facility operations staff, PPE and cleaning supplies. The GSN also will reflect all ratified collective agreements for negotiated salary increases including attrition protection, but this did not affect GRAND ERIE, as we are already at a secondary class size of 23 to 1. Number of changes for sick leaves, school operations and movement of grants into the GSN, i.e. Mental health, experiential learning and executive compensation.

The Board did receive, four new PPF's, Partnerships and Priority Funds.

In response to a question, the budget review meeting will include the GSN information and some draft expenses in July and then a budget report will come to the Board in August.

(c) **Fiscal 2019-20 School Audit Results**

C. Smith explained that as a result of COVID-19 pandemic only three schools were audited, and the results were moderate to low. One of the items that we focused on was completing desk audits from last year's results. If there was little or no progress, an escalation process was established, and Principals were asked what additional supports/training Business Services could provide.

For the 2020-21 school year, the school audit schedule will be revisited and determine what schools will be audit.

The areas that were most challenging were school banking and staff recognize that we need to take a different approach and help staff understand the importance of completing monthly reconciliations.

(d) **COVID-19 Considering Education Sector Impacts**

R. Wyszynski highlighted the summary findings from PwC surveying 10 Boards and the COVID-19 Considering Education Sector Impacts and highlighted risks and considerations in the areas of Operational and Financial Risks, IT Risks, Compliance and Regulatory Risks and COVID-19 Emerging Risks.



In response to a question on staff absenteeism, R. Wyszynski indicated that from the 2018-19 data in most of the age groups, compared to other school boards our numbers were better.

(e) WSIB/SBCI

C.A. Sloat asked for an explanation from the Superintendent of Business on the value of having excessive loss insurance. R. Wyszynski indicated that we have excess loss insurance as well as bridge insurance for over \$350,000. He further indicated that with the prevalence of concussions and chronic mental stress, the leaves are extended beyond 30-40 days and the cost for neurological assessments, increases the overall costs of a leave. As we are a Type 2 WSIB Board, the Board is responsible for these costs and the Ministry has not flowed additional funding for changes we have seen in WSIB and SBCI coverage.

It is difficult to assess the need for coverage and is a delicate balance as if we add money for coverage we are taking away from funding for education.

In response to a question, we have to pay the costs annually, If the severity rating was severe enough, and the claim amount exceeded the \$350,000 threshold, then we would start to receive revenue from the bridge insurance.

B. Collingwood asked if we anticipate the WSIB claims to go up for Mental Health stress, and if we anticipate if the costs would be shared between all Boards. In response, R. Wyszynski, indicated that the GSN has allocated 10 million for mental health initiatives with respect to COVID-19. There is no funding mechanism to support WSIB claims. OSBIE is an insurer for all school boards for liability claims and is shared between school boards.

G – 1 Consent Items

(a) Consolidated Due Diligence Report

In response to a question, it was confirmed that workplace inspections were completed where required.

(b) Q2 Financial Forecast

Received

(c) Q3 Financial Forecast

R. Wyszynski, reduction in variable rates for transportation contract, the Ministry is clawing back the fuel portion of the transportation, decreasing this amount to \$125,000.

(d) Management Letter, November 12, 2019

Received

(e) Evaluation of Regional Internal Auditor

Received

H – 1 Recommendations to the Board

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

- Internal Audit Plan
- Internal Audit Report-fraud risk

J – 1 Proposed Agenda Items for Future Meetings

- Budget meetings dates and information will be sent to the Audit Committee members.



-
- The committee reviewed the proposed Audit Committee Meeting dates, all held at the Education Centre, 349 Erie Ave. Board Room but indicated that the September meeting will be scheduled as a MS Teams meeting:
 - September 22, 2020
 - November 3, 2020
 - March 23, 2021
 - June 22, 2021

K – 1 Adjournment

Moved by: D. Werden

Seconded by: C. VanEvery-Albert

"That the Audit Committee of June 23, 2020 adjourn at 5:43p.m."

Carried

Grand Erie District School Board

FINAL Advisory Internal Audit Report

Audit Committee Date: June 23, 2020

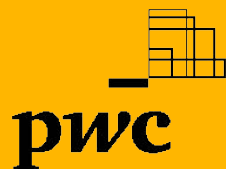




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Top 10 fraud risks	6
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List of fraud risks considered	14



Project objective and scope

The objectives of this project were to assist with:

- identifying common fraud scenarios or events, specific to the school board; and
- recommending further strengthening of fraud related policies or framework elements.

Definition of fraud

Fraud is a **deliberate act of deception, manipulation or trickery**, with the specific intent of gaining an **unfair or dishonest personal gain or advantage**. It may be perpetrated by one individual or done in collusion with others. It involves **willful misrepresentation or deliberate concealment** of material facts.



Our project approach

- In May 2020, Internal Audit developed a list of fraud risks and assessment scale and facilitated a workshop with management to assess the fraud risks online for impact/consequence and likelihood/probability.
- We conducted a follow up session on May 29, 2020 with members of the management team to validate the results of the online tool and gain their perspectives on risk responses for key fraud risks.
- In June 2020, IA reviewed 21 board policies in place with an effective date of May 29, 2020 or earlier and we mapped key preventative and detective controls from these policies to the top 10 fraud risks.
- Internal Audit has prepared a report on risk assessment results and recommendations for improvement and shared the results with management on June 11, 2020.



Summary of results

The Fraud Risk Assessment (“FRA”) is an analysis of an organization’s risks of being impacted by specific types of fraud. It identifies and addresses an organization’s vulnerability to both internal and external fraud.

The FRA provides a basis for focusing and prioritizing actions to prevent and detect fraud especially considering the current anti-fraud controls and other procedures.

Top three risks ranked by management on May 29, 2020

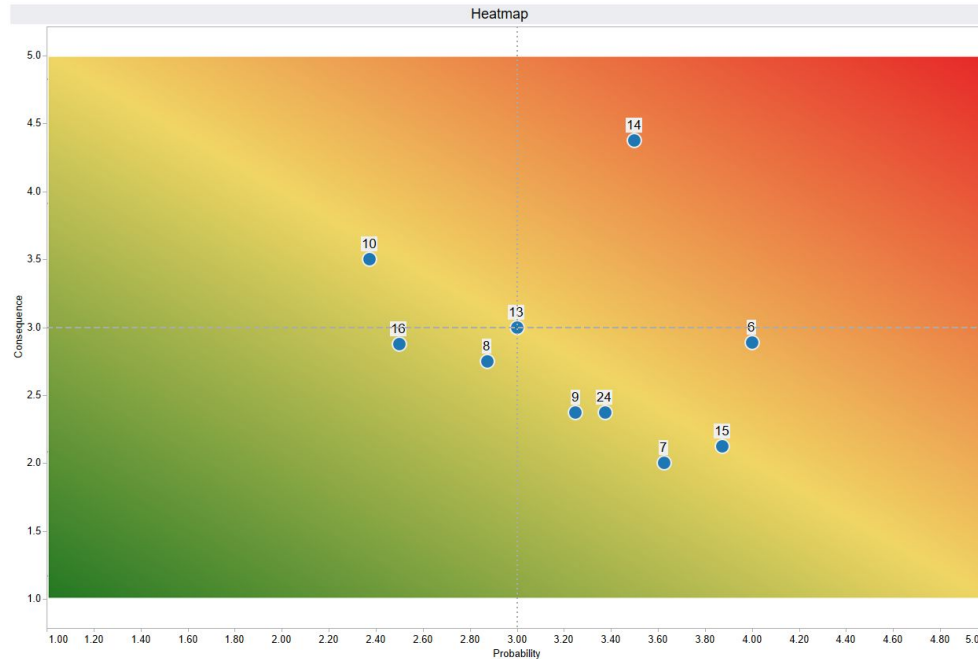
1. Cyber fraud (external)
2. Sick day/leave absence
3. Confidential information

Summary of Improvement Recommendations	Priority
Review the Cyber Security program (focused on fraud risk element)	High
Define Fraud Policy and Procedures	High
Implement an independent third party fraud reporting hotline “Telephone Whistleblowing Hotline” for employees or vendors	Moderate
Introduce a conflict of interest policy	High
Enhance the funds raising policy to define high risk activities and examples of unacceptable uses of school generated funds	Moderate
Consider reviewing and updating the Disclosure of Wrongdoing policy	Low



Risk heat map results

Nine (9) individuals participated in the exercise to vote on the Consequence and Probability.



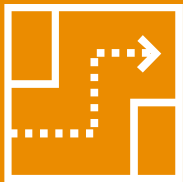
ID	Fraud risk	Rank
14	Cyber fraud (External)	1
6	Sick day/leave absences	2
13	Confidential information	3
10	Bid rigging	4
24	School Fundraising	5
9	Theft / Misuse of Assets	6
8	Misuse of budgets	7
7	Illegitimate expense	8
16	Gifts	9
15	Classroom supplies / learning materials	10

Appendix



Fraud risk assessment participants

- | | | |
|----|------------------|--|
| 1. | Scott Sincerbox | Superintendent of HR |
| 2. | Sharon Bell | Manager of HR |
| 3. | Lisa Munro | Superintendent of IT |
| 4. | John Ecklund | Manager of IT |
| 5. | Domenic Maniccia | Manager of Facilities |
| 6. | Cindy Smith | Manager of Business Services. |
| 7. | Liana Thompson | Superintendent of Education |
| 8. | Wayne Baker | Superintendent of Education |
| 9. | Rafal Wyszynski | Superintendent of Business & Treasurer |



Recommended improvements

1. Review Cyber Security program (focused on fraud risk element)

Grand Erie has an existing policy for Privacy and Information Management, which states the need for protecting personal information and extends the scope to board staff, trustees, business applications and systems.

The policy however does not state the following elements related to Cyber Security:

- a. Examples and maintaining awareness of cyber threats;
- b. Continuous cycle of assessing for cyber risk vulnerabilities, detecting potential threats, providing education and training and responding quickly to attacks and recovery efforts; and
- c. Other school boards have included Cyber Security Awareness - Wifi best practices as part of their Cyber Security related initiatives.

Recommendation

Cyber Security risk was rated with a high risk score during the voting exercise and close to the center band in the risk radar. We recommend a full review of the Cyber program focused on fraud risk element and setting of risk targets and risk monitoring program. Management should work with Internal Audit to schedule a review of the Cyber fraud risk management program for Grand Erie.

Related fraud risk description

Cyber fraud (external):

Cyber attacks (e.g. Phishing attempts) exposing the company to external frauds leading to unauthorised access to confidential information. *This risk was ranked as the top fraud risk to the board.*



Recommended improvements

2. Define fraud policy and procedures

Grand Erie does not have an anti-fraud policy and procedure manual that provides guidelines for the board to carry out a fraud risk assessment on a periodic basis and reference to entity level policies in relation to prevention of fraud and forgeries.

Potential types of internal and external frauds that can be encountered by the school board are not currently in place so as to provide guidance to the board employees for timely and accurate reporting.

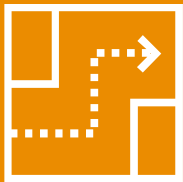
Recommendation

Management should develop a comprehensive anti-fraud policies and procedures in relation to assessment, prevention and detection of fraud and forgeries. Such policies may reduce the opportunity of fraud to occur and dissuade the individuals from committing fraud due to likelihood of detection and punishment.

The policies and procedures should clearly state the requirements of reporting to the concerned internal and external authorities and disposition from the perspective of investigation and disciplinary/potential recovery actions.

Building awareness of the established policy could be achieved by defining:

- ❖ mechanisms to disseminate and collect information regarding fraud risks, allegations of fraud, and concerns of improper accounting to and from all levels of the organization are in place.
- ❖ fraud onboarding training and one centralized repository of reported concerns
- ❖ a periodic training plan and guidance for identifying fraud risks and managing internal controls to prevent and detect fraud.



Recommended improvements

3. Implement an independent third party fraud reporting hotline “Telephone Whistleblowing Hotline” for employees or vendors.

There is no policy or a formal process to offer an independent third party whistleblower program where staff and third parties (including volunteers, students, parents, external organisations and the general public) can safely report potential fraud or wrongdoings by trustees or employees of the board to an independent party.

4. Introduce a conflict of interest policy

Grand Erie does not have a separate conflict of interest policy and a disclosure process for employees.

Recommendation

Management should introduce a third party confidential hotline, where any act of suspected wrongdoing by an employee should be reported to an independent party via a ‘Telephone Whistleblowing Hotline’. The reporting should contain sufficient information and detail to clearly describe the situation and to enable assessment.

An independent party will assess the nature of the complaint against a prescribed decision tree classifying the matter by the suspected wrongdoing impact and redirect it to the appropriate authority for review and investigation.

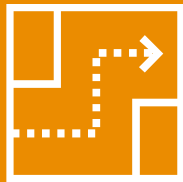
Recommendation

Management should develop a formal conflict of interest policy at a board level which at a minimum shall comprise of the following:

- a. Fundamental guiding principles
- b. Definition of conflict of interest
- c. Roles and responsibilities of employees and superintendents
- d. Consequence for non-compliance
- e. Standard disclosure forms and templates

Related fraud risk description

Gifts (9th ranked fraud risk) : School board representatives (trustees, employees, teachers) inappropriately receiving benefits (cash, entertainment, assets) to influence decision (i.e. contract negotiations, granting of education certificates, awards, permits and/or accreditations, influence on teachers during student assessment).



Recommended improvements

5. Enhance the fundraising policy to define high risk activities and examples of unacceptable uses of school generated funds

Grand Erie's existing fundraising policy states that fund-raising that involves high risk activities are not permitted. The policy does not elaborate or defines as to what is high risk activities, nor outlines some examples of unacceptable uses of school generated funds.

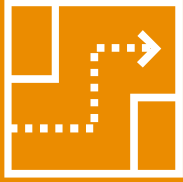
Recommendation

Management should consider enhancing the existing fundraising policy to define the high risk activities and periodically the school auditor should review compliance to these policies. The current policy is in the review stage with the Trustees and will be updated after their review.

Related fraud risk description

School fundraising (5th ranked fraud risk): School generated funds may not be utilised in accordance with the values and expectations of the school community, including those of parents, students, staff, and school board trustees. The funds may be utilised for personal gain and/or other activities related to general school board operations.

Other potential fraud risks impacted: Theft / Misuse of assets, Misuse of budgets, Illegitimate expense, Gifts, Classroom supplies / learning materials misuse.



Recommended improvements

6. Consider reviewing and updating the Disclosure of Wrongdoing policy

From our review of the Disclosure of Wrongdoing policy, we noted some areas compared to other boards which we wanted to highlight as potential enhancements to policies.

Recommendation

Below related aspects should be duly incorporated in the Disclosure of Wrongdoing policy of the board.

- a. A standard reporting template for employees or individuals to report the suspected wrongdoings to the concerned authorities.
- b. Possible outcomes of the investigation process such as disciplinary action, termination of employment, notification to police, notification to the person who filed the report (unless it was anonymous) should be documented in the policy.
- c. Need for retention of records obtained through investigations for a specified time period and maintaining security of the documents e.g. all electronic information related to the fraud shall be encrypted and backed up.
- d. Coverage to a situation where employees or trustees are contacted by media to comment on the incident.
- e. How non-employees of the board should report any detected or reasonable suspicions of fraud.



Fraud risks considered

#	Risk name	Details
1	Enrolment and Ministry Grants	Intentional errors in records/student enrollment leading to false claims for grants from the Ministry.
2	Hiring	Ineligible employees being hired/promoted based on false disclosure of work or education experience or lack of disclosure of criminal records.
3	Fictitious employee	An ineligible/fictitious or ghost employee is set up to receive payroll payments.
4	Corporate credit cards	School board credit cards (including departmental ghost cards) are misused for personal purchases or unauthorized users have access to credit cards (i.e. terminated employees, trustees).
5	Wages	Employees (teachers) receiving falsified or unauthorized wages or hours (inaccurate salary rate, including vacation rate, sick leave days, personal use of school board time, etc.).
6	Sick day/leave absence	Misreporting an unpaid leave request as a sick day or misuse of paid leave entitlements. Misreporting / misrepresenting a workplace injury or illness.
7	Illegitimate expenses	Trustees and/or employees/staff disguises an illegitimate expense as one that is reimbursable.
8	Misuse of budgets	Misuse of budget and unauthorized spending (for example to ensure they will get at least the same amount next year, misuse or abuse of authority in the context of purchasing goods or services).
9	Theft/Misuse of assets	The theft or unauthorised use of an asset (e.g. cash, furniture, etc.) and/or proprietary information. An asset is inclusive of equipment (e.g. computers and related peripherals, smart phones, vehicles, machinery, tools, etc.).
10	Bid rigging	Employees/Staff are involved in bid rigging. Awarding of a contract to a vendor who: a) is not the most relevant/applicable or appropriate; b) has reputational issues/ties to criminal organizations; c) gives preferential treatment or undue advantage of information; or d) deliberately manipulating evaluation criteria or scores to get certain results.



Fraud risks considered

#	Risk name	Details
1	Enrolment and Ministry Grants	Intentional errors in records/student enrollment leading to false claims for grants from the Ministry.
2	Hiring	Ineligible employees being hired/promoted based on false disclosure of work or education experience or lack of disclosure of criminal records.
3	Fictitious Employee	An ineligible/fictitious or ghost employee is set up to receive payroll payments.
4	Corporate Credit Cards	School board credit cards (including departmental ghost cards) are misused for personal purchases or unauthorized users have access to credit cards, i.e. terminated employees, trustees.
5	Wages	Employees (teachers) receiving falsified or unauthorized wages or hours (inaccurate salary rate, including vacation rate, sick leave days, personal use of school board time, etc.).
6	Sick day/leave absence	Misreporting an unpaid leave request as a sick day or misuse of paid leave entitlements. Misreporting / misrepresenting a workplace injury or illness.
7	Illegitimate Expenses	Trustees and/or Employees/Staff disguises an illegitimate expense as one that is reimbursable.
8	Misuse of Budgets	Misuse of budget and unauthorized spending (for example to ensure they will get at least the same amount next year, misuse or abuse of authority in the context of purchasing goods or services).
9	Theft/Misuse of Assets	The theft or unauthorised use of an asset (e.g. cash, furniture, etc.) and/or proprietary information. An asset is inclusive of equipment (e.g. computers and related peripherals, smart phones, vehicles, machinery, tools, etc.).
10	Bid rigging	Employees/Staff are involved in bid rigging. Awarding of a contract to a vendor who: a) is not the most relevant /applicable or appropriate; b) has reputational issues/ties to criminal organizations; c) gives preferential treatment or undue advantage of information; or d) deliberately manipulating evaluation criteria or scores to get certain results.



Fraud risks considered

#	Risk name	Details
11	Misuse of facilities	Misuse of the school board's facilities and/or property (gym, outdoor space, classroom) to conduct personal business or services that are not appropriate, authorized or aligned to the school board's principles/values.
12	Fictitious vendors	Payment made on fictitious invoices or to a fictitious vendor (i.e., inflated invoice amounts or invoice amounts where goods were not received or services not rendered or duplicate submissions).
13	Confidential information	Unauthorized personnel within or outside the school board obtain employee or students data.
14	Cyber fraud (external)	Cyber attacks (e.g. phishing attempts) exposing the company to external frauds leading to unauthorised access to confidential information.
15	Classroom supplies/learning materials	School board or classroom furniture, equipment, tools, inventory, devices, books, instructor materials or teaching supplies are used for personal purposes.
16	Gifts	School board representatives (trustees, employees, teachers) inappropriately receiving benefits (cash, entertainment, assets) to influence decision (i.e. contract negotiations, granting of education certificates, awards, permits and/or accreditations, influence on teachers during student assessment).
17	Conflict of interest	Commercial arrangement is entered into with a vendor/service provider where a conflict or possible perceived conflict was not declared. Board or trustees must declare any conflict of interest to avoid any possibility of fraud.
18	Reserved and restricted funds	Reserved or restricted funds are inappropriately classified, misused or tracked.
19	Disposal of assets	Asset with revenue generating potential (held for sale), from maintenance or other department is sold for cash for personal gain and/or used for bribes and kickbacks. For example scrap or old inventory, out-of-service assets, supplies and spare parts.
20	Receiving goods	Theft of school board property, goods purchased or substitution of goods shipped from vendors with lower quality/value goods; or value of goods received are not consistent with/inferior to those agreed to.



Fraud risks considered

#	Risk name	Details
21	Insider information	Information is not disclosed consistently to all potential suppliers during the solicitation process, or inside information is disclosed to a potential supplier or existing vendor may give rise to unfair advantage.
22	Splitting transactions	Numerous changes to contracts after bid process approvals/vendor selection to circumvent a higher level of authority limit.
23	Misrepresentation of financials	The knowing misrepresentation of financial information through the alteration, forgery, or unauthorised destruction of electronic or manual data and/or documentation of a financial nature (e.g. altering the vendor banking information by the employee leading to a potential fraud).
24	School fundraising	School generated funds may not be utilised in accordance with the values and expectations of the school community, including those of parents, students, staff, and school board trustees. The funds may be utilised for personal gain and/or other activities related to general school board operations.
25	Low value purchases	Employees making payments to vendors on account of small purchases or transactions with low value disguised as legitimate purchases or they make a legitimate purchase in excess of the need/budget to sell items for personal gain.
26	Price fixing	School bus operator intentionally inflated costs or service levels (such as third party oversight - fraud occurring within the transportation entity which impacts the board's reputation and brand).
27	Lottery and Gaming	For lotteries and games of chance related events, schools may not report events to the authorities in excess of their assigned municipal limits.
28	Donations	Proceeds from donations may be misappropriated or there is risk of issuing fake/mis-stated charitable donation receipts for tax benefits to employees/donors.
29	Waste or abuse of time	Maintenance staff waste or abuse time, material or other fleet resources in the course addressing work order requests.

Thank you



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Grand Erie District School Board 2020-2021 Internal Audit Plan

Three-year rolling plan
Draft for AC Approval
23 June 2020



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Limitations and responsibilities

This Report was developed in accordance with our engagement letter with Thames Valley District School Board dated February 7, 2020 and is subject to the terms and conditions included therein. Our work was limited to the specific procedures and analysis described herein and was based only on the information made available at the time we prepared the report. Accordingly, changes in circumstances after the date of this Report could affect the findings outlined herein.

We are providing no opinion, attestation or other form of assurance with respect to our work and we did not verify or audit any information provided to us. This information has been prepared solely for the use and benefit of and pursuant to a client relationship exclusively with Grand Erie District School Board. PwC disclaims any responsibility to others based on its use and accordingly this information may not be relied upon by anyone other than Grand Erie District School Board.

Executive summary

The Strategic Priorities of Grand Erie District School Board (“GEDSB”) established six foundational strategic commitments: (1) Achievement; (2) Well-Being; (3) Technology; (4) Community; (5) Equity; and (6) Environment. When considering the risks requiring a fair portion of management’s attention, the top five risk categories impacting these foundational priorities include Financial and Funding, People and Organization, Student Experience, Information and technology, and Capacity & Availability of Services.

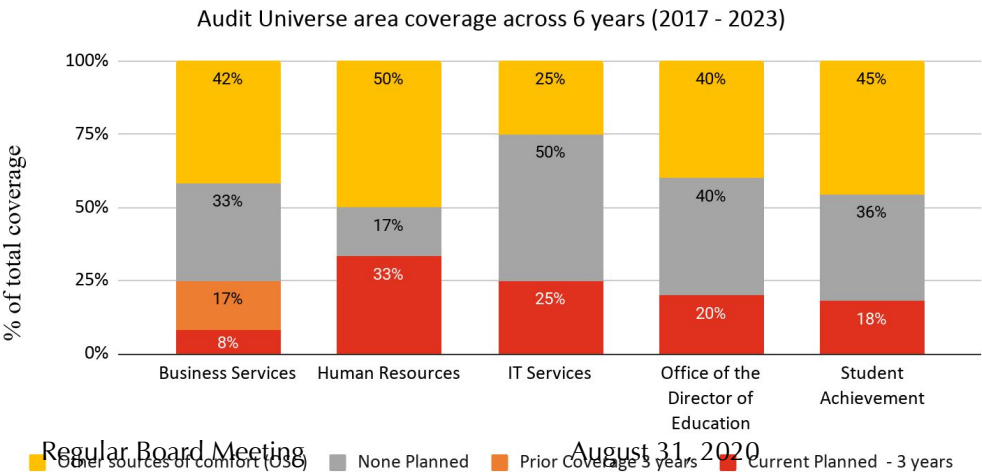
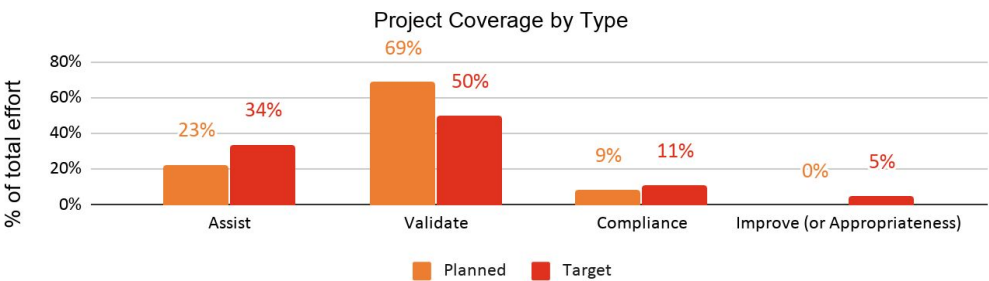
This three year risk based Internal Audit Plan sets out the planned projects from September 1, 2020 to August 31, 2023 considering the Regional Internal Audit (RIAT) funding available to the ten school boards in the South Region. The plan is intended to be updated/validated annually to reflect the current environment. The Internal Audit Plan was developed using PricewaterhouseCoopers LLP’s (“PwC”) Internal Audit Framework and industry practices.

The Internal Audit Plan does not purport to address all key risks identified across the audit universe (in a three year cycle) as part of the risk assessment process. Accordingly, the level of internal audit activity represents a deployment of limited internal audit resources and in approving the risk assessment and Internal Audit Plan, the Audit Committee recognizes this limitation. The “top-down” risk assessment was performed by discussing enterprise risks which impact the attainment of strategic objectives as measured by the amount of attention required on risk treatment by management. The “bottom-up” risk assessment approach considers key processes in the audit universe and rates each process by inherent risks as well as control strength; which is evaluated based on various inputs.

An update to the naming of one of the Audit Focus Type has been made; what was previously labelled as “Appropriateness” has been changed to “Improve”.

Analysis of risks covered and type

The below charts depict the project coverage by type as well projects covered across different audit universe area across 6 years



Six year project overview

The following table provides an overview of the three year proposed Internal Audit Plan:

Type	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/23
Assist	Attendance Support & Employee Assistance Programs	Reserve (Unsupported Capital) Management	Fraud Risk Assessment	-	HR recruitment and retention (non teaching)	-
Validate	Enrolment Management	-	-	Option 1: Business Continuity / Crisis Management Option 2: Cyber Fraud Incident Prevention and Response	Management Action Plan Validation	Student Recruitment (core or program)
Improve ('Appropriateness')	-	-	-	-	-	-
Compliance	Risk Assessment & IA Plan Development	Internal Audit Effort Summary	Risk Assessment & IA Plan Development	Internal Audit Effort Summary	Internal Audit Effort Summary	Risk Assessment & IA Plan Development
Required per Reg 361/10	Audit Committee Meeting Attendance					

Note: The above plan is subject to availability of funds and fees quoted by PwC.

Introduction and approach

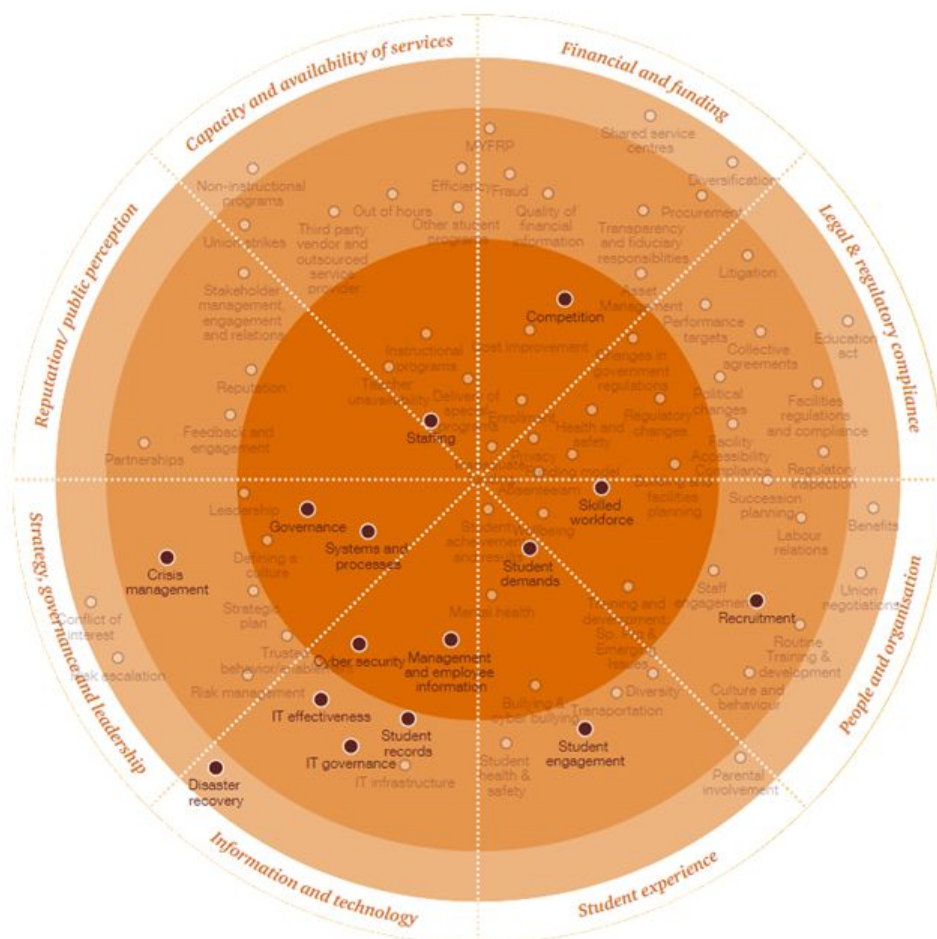
This document sets out the risk assessment and our Internal Audit Plan for the GEDSB.

Internal audit work will be delivered in accordance with the Internal Audit role for the South Region Internal Audit Team and any applicable contracts. A summary of our approach to undertaking the risk assessment and preparing the Internal Audit Plan is set out in Appendix 2.

The Internal Audit Plan is driven by the GEDSB's organisational objectives and priorities, and the risks that may prevent the GEDSB from meeting those objectives. A more detailed description of our approach can be found in Appendix 2.

Risk radar coverage

This year PwC in consultation with GEDSB key stakeholders have plotted inherent risks on a PwC Risk Radar which is an interactive tool used by Internal Audit to facilitate the documentation of industry specific risks the School Boards are facing. Based on high level discussion with the project team, risks have been placed on the radar under nine (9) risk categories and within three (3) centric bands. The Radar tool enables us to present risk attributes in different ways and the below image depicts the risks on coverage within the three year Internal Audit Plan. This can be noted in the following image by the count of darker dots on the PwC Risk Radar indicating a risk IA is covering in three years.



Rolling three year Internal Audit Plan

Year 1 - Annual internal audit effort summary

Below we provide additional details for the scope of the planned internal audit projects:

While we have listed two (2) options for the internal audit projects in year 1 (2020/21), we ask the Audit Committee to rank a priority to the projects. Two (2) audits projects are not possible within the budget and effort allocated for each board.

Please note that there may be available budget for projects or services requiring less effort than the two (2) options above. The items which are planned but require effort beyond the RIAT funding capacity are transferred to the "Optional Activities" section below.

Ref	Type - Internal audit project: summary of scope and objectives related risks	Required Hours
1	<p>Validate: Business Continuity/Crisis Management: Internal audit scope will include examining business continuity planning program governance and risk management arrangements (including COVID-19 specific arrangements) as well as the adequacy of the continuity plans. The scope will also include assessing the Board's emergency management plans, response frameworks and protocols in place to lead, inform, facilitate and coordinate an integrated response to a threat or an emergency.</p> <p>Related Risks: Crisis Management, Disaster Recovery, IT effectiveness, Governance, Systems and Processes</p>	180
2	<p>Validate: Cyber Fraud incident prevention and response: Internal audit (IA) will review management's cyber security program with an emphasis on the fraud risk element. IA will review management processes on setting risk targets and monitoring of thresholds on a recurring basis.</p> <p>Related Risks: Cyber Security, IT Governance, Management and employee information, Student records</p>	200
Recurring IA Activities		
2	<p>Compliance - Annual Internal Audit Effort Summary: Internal Audit will provide a one (1) page summary (Annual Internal Audit Effort Summary) of the proposed efforts for the next audit year based on past plans, management input and Audit Committee input (as received).</p> <p>Related Risks: All</p>	5
3	<p>Compliance - Audit Committee Reporting¹ and Project Oversight: Attend and participate (as requested) at three (3) Audit Committee meetings per year.</p> <p>Related Risks: Various</p>	20
	Total	405

*Note: The hours included in the table above are estimates for project execution and excludes administrative, travel, and other times.

¹ This activity occurs when deliverables from the Internal Audit Plan are presented to the Audit Committee, and does not include deliverables outside of those indicated in this plan.

Proposed future non-recurring internal audit projects (Year 2 & 3)

Below we provide the currently forecasted projects for 2021/22 and 2022/23:

Ref	Type - Internal audit project: summary of scope and objectives related risks	Required Hours
2021/22	<p>Assist: HR recruitment and retention (non-teaching): Internal Audit will assess the controls in place to ensure that the Board is defining its human resource requirements, developing effective recruitment strategies to attract qualified candidates who meet its requirements, and assessing the effectiveness of the processes to staff positions in a timely manner. The scope will also include validating existing retention strategies to retain key workforce</p> <p>Related Risks: Recruitment, Skilled workforce, Staffing</p>	200
2022/23	<p>Validate: Student Recruitment (Core or Program): Internal Audit will validate the communication plans in place for effective communication with prospective students and strategies in place to ensure high-quality, timely, and informative responses to inquirers, applicants, and admitted students.</p> <p>Related Risks: Competition, Student demands, Student engagement</p>	225

Optional Activities: Beyond Capacity of the RIAT Funding

Ref	Type - Internal audit project: summary of scope and objectives related risks	Fee Range
1	<p>Validate - Sample Based Management Action Plan Validation (management led)</p> <p>Internal Audit will request an update from management as to the status of all open findings as of January 31, 2021. Internal Audit will review and provide reasonable challenge for as to the rationale for delayed findings and retarget dates. Where findings are deemed closed by management, Internal Audit will select a random sample of 1-3 closed items and request evidence of closure to be provided within three (3) business days.</p> <p>A report on the continuity of findings, retarget rationale and sample testing will be provided to the Audit Committee.</p> <p>The Superintendent of Business (or delegate) will conduct the management collection of evidence, summary of open/closed/retargeted status and summary notes. Internal Audit will provide the listing for consideration, review management provided information, provide feedback/challenge on management perspective and select a sample for reperformance.</p> <p><i>Note: The actual hours for this activity would vary depending on the number of reports with open findings.</i></p> <p>Related Risks: Various</p>	\$2,000 to \$9,000
2	<p>Validate - Management Action Plan Validation (PwC led)</p> <p>Internal Audit will collect status updates and evidence from management for open findings. Internal Audit will categorize findings into pending resolution as planned, closed and retargeted. For <u>pending resolution as planned</u> items Internal Audit will consider management's status update and remaining time frame to gauge reasonability of resolution as planned. For <u>closed</u> items, Internal Audit will review status updates from management and review evidence, as provided by management, that the management action plan has been addressed and the risk is being mitigated. For <u>retargeted</u> items, Internal Audit will manage reason for the delay as well as the retargeted date and provide feedback/challenges to management as to the reasonability of the rationale and new date.</p> <p>A report on the continuity of findings, retarget rationale and sample testing will be provided to the Audit Committee.</p> <p><i>Note: The actual hours for this activity would vary depending on the number of findings reported.</i></p> <p>Related Risks: Various</p>	\$4,000 to \$19,000

Ref	Type - Internal audit project: summary of scope and objectives related risks	Fee Range
3	<p>Compliance - Refresh Risk Assessment and Internal Audit Plan (management led): The Superintendent of Business will meet with management and the Audit Committee annually to validate the planned inputs to the updated Internal Audit Plan, identify changes to the additional sources of comfort. Internal Audit will:</p> <ul style="list-style-type: none"> • Attend local board management session for IA Plan input update/validation • Facilitate a virtual discussion with Audit Committee members to gather their perspectives on the IA Plan. • Apply professional judgment and historical information to revise, and propose an updated three year rolling Internal Audit Plan. • Obtain feedback from local board management contact to acquire perspectives on the revised IA Plan. • Finalize draft IA Plan for Audit Committee consideration. 	\$4,000 to \$6,000
4	<p>Compliance - Facilitated Risk Assessment and Internal Audit Plan (PwC Led): Internal Audit will:</p> <ol style="list-style-type: none"> a. Facilitate discussion with management and Audit Committee to refresh the preferred allocation/focus of internal audit efforts across the value protection, value enhancement and advisory spectrum. b. Facilitate local board risk assessment with management (2-4 hour session to review each risk with risk voting). c. Meet with management to validate/update auditable entities, process universe and other sources of comfort. d. Create a comfort map indicating the processes universe, prior internal audits and other sources of comfort within the last three (3) years and planned in the coming year. e. Identify projects based on the risk assessment and comfort map for Audit Committee consideration. f. Present the proposed Internal Audit Plan to the Audit Committee for consideration. 	\$12,000 to \$15,000



















Appendix 1. Risk assessment results










































Internal audit planning considerations by process area




























Based on the risk assessment for each auditable process/unit, the audit requirement rating has been determined in accordance with the methodology set out in Appendix 2. The results, and the planned internal audit project titles, are summarized in the table below. Generally, the processes in the audit universe are those identified with management as key processes designed to manage strategic and enterprise risks. As such, specific processes which have a low inherent risk rating may not be included in the audit universe. Furthermore, the 'potential internal audit type' is an indicator of the potential focus of Internal Audit's role in the proposed audit project; however, other factors or considerations may yield a different focus or type of audit on sub-components of impacted auditable units.

This Internal Audit Plan also considers timing of reviews and takes into consideration initiatives or external factors/drivers. In addition to past audits, this Internal Audit Plan also considers inflight reviews which provide coverage over some key risk areas/processes.

Each auditable unit has been assessed for inherent risk and the strength of the control environment, in accordance with the methodology set out in Appendix 2. The results are summarised in the table below.

Ref	Auditable unit	Inherent risk rating	Control environment indicator	Potential internal audit type	Related past and projects OSC (Other Sources of Comfort) YY, Title, Type
A	Office of the Director of Education				
A.1	Strategy, Governance and Leadership				OSC: System Research and Input into Multi-Year planning cycle for Strategy, Governance and Leadership 2020-21: Business Continuity/ Crisis Management - Validate
A.2	Privacy Information & Records Management				OSC: Privacy Assessment
A.3	Communications and Community Engagement				None Planned
A.4	Indigenous Education Team				None Planned
B	Business Services				
B.1	Accounting Services				2019-20: Fraud Risk Assessment - Advisory/Special
B.2	Budget Planning, Development and Control				None Planned

Ref	Auditable unit	Inherent risk rating	Control environment indicator	Potential internal audit type	Related past and projects (YY, Title, Type)
B.3	Financial and Ministry Reporting				OSC: Annual audit of financial systems;
B.4	Purchasing				None Planned
B.5	Accommodation and Planning				OSC: CAPT Reports <i>2017-18 - Enrollment Management - Validate</i>
B.6	Facility Operations and Maintenance				OSC: Third Party (VFA) Assessment of Facilities Condition Index
B.7	Facility Capital Projects				OSC: External Project Management (consultants) for Facility Capital Projects <i>2018-19: Reserve Management - Assist</i>
B.8	Health & Safety (incl. workplace violence, oversight of JHSC etc.)				OSC: Ministry of Labor health and safety inspections
B.9	Transportation Oversight				None Planned
B.10	Payroll				None Planned
C	Human Resources				
C.1	Employee Services (incl. hiring, retention, retirements, departures, pension and benefits)				OSC: Actuarial reports for employee services; external consultant report on salary grids
C.2	Leadership Development and Mentoring				None Planned
C.3	Elementary and Secondary School Staffing				OSC: Ontario Public School Board Association (OPSBA) Staffing Reviews
C.4	Non-School Staffing				<i>2021-22: HR recruitment and retention (non teaching)</i>
C.5	Performance Management				OSC: External Consultant's Job Evaluations Report
C.6	Attendance & Wellness Management				<i>2017-18: Attendance Support & Employee Assistance Program-Assist</i>

Ref	Auditable unit	Inherent risk rating	Control environment indicator	Potential internal audit type	Related past and projects (YY, Title, Type)
D	IT Services				
D.1	IT Application and Database Support				None Planned
D.2	IT Network & Infrastructure				2020-21: Cyber Fraud Incident Prevention and Response
D.3	Student Applications				OSC: Ministry Reporting and Reviews of MISA
D.4	IT Strategy				None Planned
E	Student Achievement				
E.1	Elementary Program				2022-23: Student Recruitment (Core or Program)
E.2	Student Safety				OSC: OSBIE Incident Reporting
E.3	Secondary Program/Student Success				2022-23: Student Recruitment (Core or Program)
E.4	Assessment, Evaluation and Reporting				OSC: Ministry EQAO Reviews/Audits
E.5	Mental Health Strategy & Student Well being				None Planned
E.6	Safe & Inclusive Schools				OSC: External Consultants' school surveys
E.7	Special Education				None Planned
E.8	Compensatory Education				None Planned
E.9	Alternative, Adult and Continuing Education				OSC: ONSIS Audits for Alternative and Continuing Education
E.10	Early Years				None Planned
E.11	Education Technology Program				OSC: IBM Consultant's Survey on Improving Partnerships for improving Technology in education

Appendix 2: Detailed methodology

Step 1: Understand board objectives and risks	<ul style="list-style-type: none"> Obtain information and utilize school board and public sector knowledge to identify board level objectives and risks. Understand the Board's vision/mission and key priorities. Observe discussion with key members of management.
Step 2: Define the audit universe	<ul style="list-style-type: none"> Identify the auditable units within the Board. Auditable units can be functions, processes or locations. Observe corporate management risk perspective using Risk Radar.
Step 3: Assess the inherent risk	<ul style="list-style-type: none"> Assess the inherent risk of each auditable area. Consider management's risk radar outcomes, broader provincial school board insights and professional experience.
Step 4: Assess the strength of the control environment	<ul style="list-style-type: none"> Assess the strength of the control environment within each auditable unit to identify auditable area with a high reliance on controls. Leverage recent Internal Auditor reports, management's progress on findings resolution, awareness of operations and broader sector knowledge.
Step 5: Consider residual risk, other sources of comfort and type	<ul style="list-style-type: none"> Based on Internal Audit's inherent risk assessment and considering the control environment assessment, determine the residual risk. Consider the additional sources of comfort that are expected to exist. Consider the audit type and how value perspectives may be included in projects.
Step 6: Determine the Internal Audit Plan	<ul style="list-style-type: none"> Determine the timing and scope of audit work considering process coverage over a six (6) year horizon. Consult with management for feedback. Present the Plan and alternatives to the Audit Committee.

Assess the inherent risk (step 3)

The Internal Audit Plan should focus on the most risky areas of the business (this considered the inherent risk of the area—i.e. before internal controls are consciously effected). As a result, each auditable unit is allocated an inherent risk rating—i.e. how risky the auditable unit is to the overall organization and how likely the risks are to arise. The inherent risk assessment is determined by:



- listening and interpreting discussions from the Risk Radar workshops;
- strategic objectives and mapping the corporate risks to the auditable units and proposed audits;
- our knowledge of your board and the education and public sectors; and
- discussions with management and the Audit Committee.


Assess the strength of the control environment (step 4)

In order to effectively allocate Internal Audit resources, we also need to understand the strength of the control environment within each auditable unit. This is assessed based on:

- listening and interpreting discussions from the Risk Radar workshops;
- our knowledge of your internal control environment;
- management's timely resolution of previously raised findings;
- information obtained from other assurance providers; and
- the outcomes of previous internal audits.

Control strength assessment rating (step 4)

Rating	Rating Title and Description
	Considerable concerns/ineffective Controls evaluated are unlikely to provide reasonable assurance that risks are being managed and objectives will be met.
	Some concerns/somewhat effective Generally, controls evaluated are expected to be adequately designed and operating effectively, providing reasonable assurance that risks are being managed and objectives will be met. Specific areas of control gaps, weakness or inefficiency are anticipated.
















	No major concerns/effective/satisfactory Controls expected to be adequately designed and operating effectively, providing reasonable assurance that risks are being managed and objectives are being met.
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Consider the residual risk, other sources of comfort and type






The inherent risk and the control environment indicator are used to calculate the internal audit requirement rating. The matrix ensures that our internal audit work is focused on areas with high reliance on controls or a high residual risk after considering other potential sources of comfort management.

In addition to the audit work defined through the risk assessment process described above, we may be requested to undertake a number of other internal audit reviews such as regulatory driven audits, value enhancement or consulting reviews. These were identified separately in the annual plan based on input from management.

The type of internal audit and intensity of risk coverage can be determined by reviewing the risk and control profile of each auditable process noted above. The rating of risk and control is applied to determine the audit type/requirement rating and the results are assigned a type based on the legend shown to the right.

Inherent Risk Rating	Control design indicator		
			
 High	 Assist	 Assist	 Validate
 Moderate	 Validate	 Test for Compliance	 Test for Compliance
 Low	 Improve	 Improve	 Special/ Advisory

The focus of an internal audit will vary depending on the process maturity, value perspective/consideration of the Audit Committee, and the key risks/objectives. Scope of each audit would consider the value focus and process type and prompt Internal Audit teams to approach the project in such a way that audit objectives can meet the value focus needs of the board.

IA Focus Type	Definition
 Assist	An internal audit with the “assist” focus will aim to drive improvements within areas where management recognizes opportunities for improvement are required. Processes reviewed under this lens contain risks that are currently not well managed, or are impacted by controls not well designed and/or the entire process is currently being faced with changes or emerging issues. Reviews will focus on process and/or control design assessments of higher risk or emerging initiatives and assist with identifying control practices which will mitigate or address specific risks/concerns of the Audit Committee or management.
 Validate	An internal audit with the “validate” focus will aim to confirm whether well designed processes or controls are in fact operating effectively and mitigating the appropriate risks as intended by the process or control. Reviews under this lens will examine accepted policies, procedures, protocols, directives, and regulations for processes and controls that are well established. Additionally, testing aims to assess the design and operating effectiveness of controls in place.
 Improve	An internal audit with the “Improve” focus will aim to identify improvement opportunities while validating appropriateness of existing management controls. Processes and controls examined under this lens typically are sufficiently controlled; however, there may be opportunities for efficiency. The processes and controls reviewed under this lens typically are not a source of significant risk to the organization.
 Test for Compliance	An internal audit with the “compliance” focus will aim to evaluate specific compliance or explicit targeted control attributes over a portion of a process. Processes and controls reviewed under the compliance lens typically are sufficiently well controlled but Management may require certification or attestation of compliance. Potential actions/recommendations to improve compliance rates are noted during these reviews.
 Special/ Advisory	Key areas of focus or areas selected for Internal Audit for other factors listed.
N/A	No coverage required.

In some cases, it may be possible to isolate the sub-process(es) within an auditable unit which are driving the audit requirement.

Appendix 3: Other Considerations

Considerations (near miss) not included in current draft

The following projects were not included in the above Internal Audit Plan but were close contenders for consideration:

Ref	Type - Internal audit project: summary of scope and objectives related risks	Estimated effort
1	<p>Employee Services (HR operational effectiveness): Internal Audit will evaluate organization's operational HR policies, practice, and processes with a focus on key HR department delivery areas (e.g. recruitment and retention of highly skilled teachers, training and development, turnover, performance management, employee relations, HR indicators, etc.)</p> <p>Related Risks: Teacher unavailability, Training and Development, Recruitment, Reputation</p>	350



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Via Email

August 28, 2020

Greg Anderson, Chair of the Board of Trustees
JoAnna Roberto, Director of Education and Secretary of the Board of Trustees
Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3
greg.anderson@granderie.ca
joanna.roberto@granderie.ca

Re: School Reopening Plans

Dear Mr. Anderson and Ms. Roberto:

The Executive Committee of the Grand Erie Elementary Teachers' Federation is writing to you on behalf of our nearly 1,200 elementary teacher members. We have grave concerns about the current Ontario government plan for the reopening of schools because it does not provide adequate funding for a safe reopening that is to begin next week. The lack of information and the ever-changing landscape have made it especially difficult for our members and families to confidently plan for September.

For months now, we have been advised by medical officials of the extreme importance in keeping our distance from others to ensure that we are not spreading the COVID-19 virus. As you are aware, there is no plan in place to reduce class sizes to a number where all students will be appropriately spaced to ensure recommended distances are met. We know that many classes in our Board will exceed the 10-15 students quoted in the SickKids report. Many of our classrooms will exceed 25 students. This number of students will make it impossible for students to maintain a minimum two metre distance in many of our classrooms. This puts our communities at risk of further spread of infection.

For many of our schools, busing is a significant issue. Students mix with students from other schools and other school boards, and multiple transfers are needed to get everyone to and from school. Buses are going to meet or approach their maximum capacity, and in many cases, recommended physical distancing will not be possible. We believe that crowded conditions on buses will undermine the reasons for cohorting students which again puts our communities at further risk.

In our kindergarten to grade three classrooms, the option to wear face masks puts other students and school staff at greater jeopardy for transmission and infection of COVID-19. Some school boards have taken the further step to make masks mandatory for all students attending their schools. We believe that the Grand Erie District School Board needs to do this as well.

August 28, 2020

Greg Anderson, Chair of the Board of Trustees

JoAnna Roberto, Director of Education and Secretary of the Board of Trustees

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It is our position that the Ministry has not provided an adequate level of funding to meet the requirements of students with special needs. We know that this particularly vulnerable population of students will require more support than is possible to offer at the current level of funding. We urge you to request that special education supports be funded based on need, and that students and staff are appropriately supported.

We acknowledge and support the efforts and leadership that our Board of Trustees and Senior Administration have made towards a safer return to school for students and education workers. However, we feel that more needs to be done to avoid the transmission of COVID-19 within our schools, and the devastating impact that this could have on families and our Grand Erie communities. As the decision makers for Public Education in our communities, we urge you to take a leadership position on the issues that we have raised in this letter. We implore you to reach out to the Ontario Ministry of Education to ensure that school boards are funded at a level that ensures students can remain physically distanced at least two metres, that HVAC systems are upgraded to limit the spread of viruses, and that the most stringent of safety recommendations are in place prior to the reopening of schools.

Our communities depend on your voices and leadership to enhance their safety. No expense should be spared in ensuring the safety of our students and staff at this time. In fact, the health of our communities depends on us getting this right.

Sincerely,

The Executive Committee of the Grand Erie Elementary Teachers' Federation