



Committee of the Whole Board Meeting

Monday, September 14, 2020
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Exemption to Human Development and Sexual Health Report (C) L. De Vos
 - * (b) COVID Funding Update R. Wyszynski
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Schedule of Pre-Budget Consultation and Budget Review Meetings R. Wyszynski
 - * (b) School Closure as per Section 19 of the Education Act J. Roberto
 - * (c) Contract Award – Compugen Inc. – Student Laptops R. Wyszynski
- D - 2 **New Business - Information Items**
- (a) Enrolment Update R. Wyszynski
 - * (b) Supervised Alternative Learning Annual Report (P104) D. Martins
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) Bylaw 8 – Committees of the Board - Indigenous Education Advisory Committee (IEAC) Terms of Reference (A) D. Martins
- E - 2 **Procedure Consideration - Information Items**
- * (a) FT105 Playground Equipment (C) R. Wyszynski
- F - 1 **Other Business**
- * (a) OPSBA Report D. Werden
- G - 1 **Correspondence**
- * (a) County of Brant Operations – June 10,2020 re: Bobby St. West
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, September 14, 2020
Board Room, Education Centre

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

| | | | |
|---|--------------------|----------|---------------------------|
| Special Education Advisory Committee (SEAC) | September 17, 2020 | 6:00 PM | MS Teams Virtual Meeting |
| Audit Committee | September 22, 2020 | 4:00 PM | MS Teams Virtual Meeting |
| Quality Accommodation Committee | September 24, 2020 | 2:00 PM | MS Teams Virtual Meeting |
| 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 | MS Teams Virtual Meeting |
| Safe and Inclusive Schools Committee (SIS) | October 15, 2020 | 1:00 PM | MS Teams Virtual Meeting |
| 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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Exemption to Human Development and Sexual Health Report**
DATE: September 14, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Exemption to Human Development and Sexual Health Report as information.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure SO110 Exemption to Human Development and Sexual Health** to all appropriate stakeholders for comments to be received by October 29, 2020.

Background

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

On October 28, 2019, Trustees waived Bylaw 9 with respect to circulating Procedure SO110 Exemption to Human Development and Sexual Health to all appropriate stakeholders for comment and received the procedure as information.

Additionally, Trustees requested that SO110 Exemption to Human Development and Sexual Health be brought for review and include the exemption data in the report.

Additional Information

From March 16, 2020 to June 30, 2020 students were not able to attend school in person and the Ministry established curriculum subject guidelines. Health and Physical Education was not a subject that was required to be taught. Since the data would not be consistent as it was not a usual school year, schools were not asked to submit their data to inform this report.

No revisions have been made to the Procedure and SO110 Exemption to Human Development and Sexual Health is attached for circulation to stakeholders for comment.

Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

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



Exemption to Human Development and Sexual Health

Board Received: October 28, 2019

Review Date: September 2020

Accountability

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

Procedures

Background

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

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

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

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

Purpose

The purposes of this procedure are:

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

1. Context – Roles and Responsibilities**a) Parents/Guardians**

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

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

b) Teachers

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

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

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

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

c) Principals

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

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

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

2. Notice and Communications

a) Schools/Teachers are required to:

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

3. Process

a) Schools are required to:

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

4. Supervision of Exempted Students

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

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

Resources

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

APPENDIX A

Insert on School Letterhead

Date

Dear Parent/Guardians:

Re: Human Development and Sexual Health Expectations

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

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

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

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

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

The daily schedule for this instruction is attached.

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

Sincerely,

Your Name

Your School Name

APPENDIX B

Exemption from Instruction in Human Development and Sexual Health Form

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

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

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

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

I understand and agree with the following statements:

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

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

 Child's Last Name

 Child's First Name

 Parent's/Guardian's Name (print)

 Parent's/Guardian's Signature

 Grade and Class

 Date

PLEASE NOTE:

You will receive an acknowledgement from the school by letter by enter a date.

If you do not receive an acknowledgement, please contact: enter contact name here.

Please return this signed form no later than: enter a date.

APPENDIX C

Insert on School Letterhead

Date

Dear **enter name of parent/guardian**

Re: Exemption from Human Development and Sexual Health Expectations

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

As requested, your child will: (Choose one)

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

Sincerely,

Your Name

Your Title

Name of School



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **COVID-19 Funding Update**
DATE: September 14, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the COVID-19 Funding Update as information.

Background

On August 17, 2020, the Trustees of the Grand Erie District School Board passed the Board's operating and capital budgets for the 2020-21 school year. This budget was prepared with approximately \$1.4 million in revenue to support the anticipated additional costs to navigate the COVID-19 pandemic. This funding, known as the New Investments to Support School Reopening was distributed as follows:

- \$640,000 to support the hiring of additional custodial staff
- \$122,000 for health and safety training that is extended to all employees of the board, occasional and permanent.
- \$132,000 for Special Education to address local needs including additional staffing resources, specific evidence-based programs or interventions, additional learning resources such as assistive technology, and for professional assessments.
- \$270,000 investments in Mental Health and Well-Being to support the expected higher mental health needs of students.
- \$186,000 investment in technology to support students who were unable to access technology during the 2019-20 school year to have greater access for 2020-21.
- \$51,000 to support enhanced cleaning in schools and on school buses

Additional Information

Since this date additional announcements have increased Grand Erie's funding from \$1.4m to approximately \$8.9 million dollars. The funding details of the announcements are as follows:

- New Investments to Support School Reopening - August 4, 2020 [**\$1.67m Total**]
 - Additional \$266k for transportation to purchase cleaning and disinfecting supplies, provide additional labour for enhanced cleaning protocols, and supply personal protective equipment (PPE) for drivers
- Additional Guidance and Funding for School Reopening - August 14, 2020 [**\$1.18m Total**]
 - \$414,000 to provide principals and school administrative support for remote learning environments
 - \$764,100 in funding to support ventilation and increased air quality in schools.

- Safe Return to Class Fund - August 26, 2020 [**\$2.94m Total**]
 - \$1,303,000 to complement the health and safety components of school reopening plans. This funding is designed to be responsive to varying local issues and may be used to support a broad range of activities such as additional hiring of staff (such as custodians and other school-based staff), leasing of community-based spaces, improving air quality and additional technology and broadband supports
 - \$918,000 for the temporary hiring of educators as required.
 - \$339,000 will be provided to assist in reducing the number of students on school buses to support enhanced health and safety measures, as well as addressing other pressures school boards may face in transporting students as a result of COVID-19.
 - \$167,000 to hire and train additional staff and provide more mental health supports for students.
 - \$209,000 to ensure that school boards offering virtual learning have a dedicated principal and administrative support for both its secondary and elementary virtual schools.
- Accumulated Surplus Top-Up - August 27, 2020 [**\$3.28m**]
 - School boards are being given additional flexibility for the purpose of augmenting the health and safety of their school reopening plans where they feel it is necessary, in consultation with their local public health unit. Acceptable investments include smaller class sizes and leasing of additional space.
 - A small number of district school boards with less than 2 per cent of their operating allocation in their accumulated surplus available for use will receive funding for the amounts required to cover these costs that are in excess of their accumulated surplus balances, per their 2019-20 revised estimates, up to 2 per cent of their operating allocation.

The table on the following page summarizes Senior Administration's analysis of the funding and illustrates how Grand Erie will utilize these funds for their intended purpose; to enhance the health and safety measures in schools and buildings and reduce the risk of COVID-19 transmission.

| Fund Description | COVID-RELATED FUNDING | | | | Total Projected COVID-19 Expenses | Surplus / (Deficit) |
|--|-------------------------|--------------------------|---|------------------|-----------------------------------|---------------------|
| | Per August 4, 2020 Memo | Per August 14, 2020 Memo | Per August 26, 2020 Memo | Total Funding | | |
| Additional Custodial support | 639,317 | | | 639,317 | 639,317 | - |
| Health and safety training | 122,242 | | | 122,242 | 122,242 | - |
| Additional support for special education | 132,228 | | 166,785 | 568,625 | 568,625 | - |
| Additional mental health supports | 269,612 | | | | | |
| Allocation for technology-related | 186,032 | | | 186,032 | 461,032 | - 275,000 |
| Enhanced cleaning allocations | 50,663 | | | 50,663 | 50,663 | - |
| Remote learning funding amount | | 413,361 | 208,796 | 622,157 | 622,157 | - |
| Additional funding for teachers | | - | 917,855 | 917,855 | 3,925,985 | - 3,008,130 |
| School reopening emerging issues | | | 1,303,157 | 1,303,157 | 1,303,157 | - |
| Transportation | 265,648 | | 338,701 | 604,349 | 604,349 | - |
| Ventilation in Classrooms | | 764,100 | | 764,100 | 764,100 | - |
| Total | 1,665,742 | 1,177,461 | 2,935,294 | 5,778,497 | 9,061,627 | - 3,283,130 |
| | | | | | | |
| | | | Use of Accumulated Surplus Top-Up | | | 3,283,130 |
| | | | | | | |
| | | | Updated Budget - Surplus / Deficit | | | - |

Grand Erie Multi-Year Plan

This report supports all indicators of *Success for Every Student*.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Schedule of Pre-Budget Consultation and Budget Review Meetings**
DATE: September 14, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board set the dates for Pre-Budget Consultation Meetings as follows:

1. Tuesday February 2, 2021
2. Tuesday March 2, 2021.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:

1. Tuesday April 20, 2021
2. Monday May 17, 2021
3. Thursday May 27, 2021.

Background

Consistent with Board Policy F2, the Board will schedule a number of public meetings to consult regarding items to be considered in the development of the proposed budget for the following fiscal year.

Additional Information

Trustees are encouraged to submit agenda items for discussion at the meetings to the Superintendent of Business in advance of the meeting dates. It is anticipated that the meetings will start at 5:30 p.m. and run for approximately 2 hours. Additional budget review meeting dates may be added as required.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **School Closure Information**
DATE: September 14, 2020.

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

Rationale/Background

In accordance with the Ministry of Education Operational Guidance: COVID-19 Management in Schools document and the Ministry of Health COVID-19 Guidance: School Outbreak Management, if Grand Erie receives direction from (a) Public Health Unit(s) regarding school closures due to an outbreak in (a) school(s), a communication plan will be put in place including notification to the Board of Trustees, staff and families via School Messenger, website, local media, and social media.

Reference

- Procedure FT103 – Temporary Closure of Board Buildings
- <https://www.ontario.ca/page/operational-guidance-covid-19-management-schools>
- http://www.health.gov.on.ca/en/pro/programs/publichealth/coronavirus/docs/COVID-19_school_outbreak_guidance.pdf

Our goal would be to provide as much advanced notice as possible to staff and families so that childcare arrangements can be made where necessary.

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: **Purchase of Student Laptops**
DATE: September 14, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Purchase of 525 Student Laptops from **Compugen Inc.**, in the amount of \$265,125 plus HST.

Background:

The Board signed an agreement with **OECM** and **Compugen Inc.** on December 22, 2017, the Contract expiry is November 1, 2023. These devices are supporting students in either the Virtual Learning Academy or a remote learning environment. The students require these devices to access course content. This aligns with the requirements for remote learning which are outlined in Policy/Program Memorandum (PPM) 164.

Additional Information:

Details of the proposed purchase are as follows:

| Quantity | Description | Unit Cost | Extended Cost |
|--------------|---|-----------|------------------|
| 525 | HP ProBook x360 11 G5 | \$455.00 | \$238,875 |
| 525 | HP Care Pack 3-yr Service Only Warranty | \$50.00 | \$26,250 |
| Total | | | \$265,125 |

Financial Impact:

This investment in technology is supported by the additional funding announced by both the Provincial and Federal governments. These costs are summarized in the COVID-19 Funding Update provided to Trustees.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Supervised Alternative Learning (SAL) Annual Report**
DATE: September 14, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Supervised Alternative Learning Annual Report as information.

Background

While most students will attend, and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school with an alternative learning experience as outlined in Ontario Regulation 374/10. An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving their other educational and life goals. This program helps to maintain a learning connection between the school and student throughout a planned period.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

1. Credit courses (regular day school, e-Learning, cooperative education, credit recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

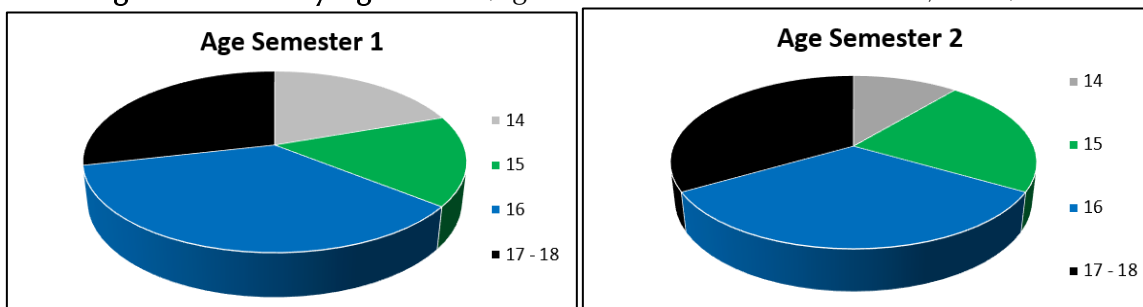
When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end at the end of each semester.

Additional Information

On March 12, 2020 all Ontario public schools were ordered to close starting March 14, 2020 and remained closed until the end of the school year on June 26, 2020. Students participated in a Distance Learning model. This closure and change in learning model significantly impacted semester two Supervised Alternative Learning outcomes. The following observations can be made regarding Semester 1 (September 3, 2019 to January 29, 2020) and Semester 2 (February 3 to June 25, 2020) in the school year 2019-20.

Data Source: SAL Module in LITE and PowerSchool Student Information System.

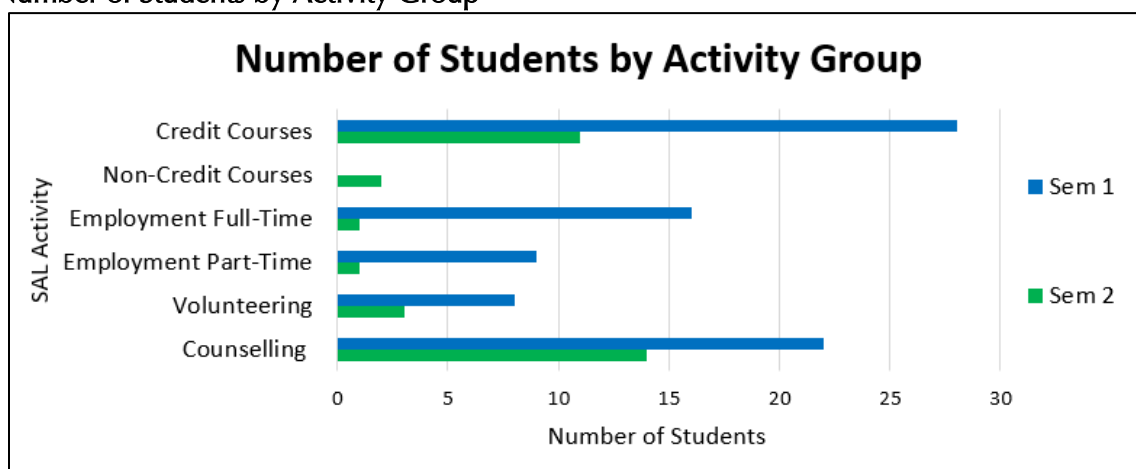
A. Percentage of Students by Age Profile (Age calculated as of December 31, 2019)



Semester 1: Ratio Males to Females - 36:19

Semester 2: Ratio Males to Females - 10:5

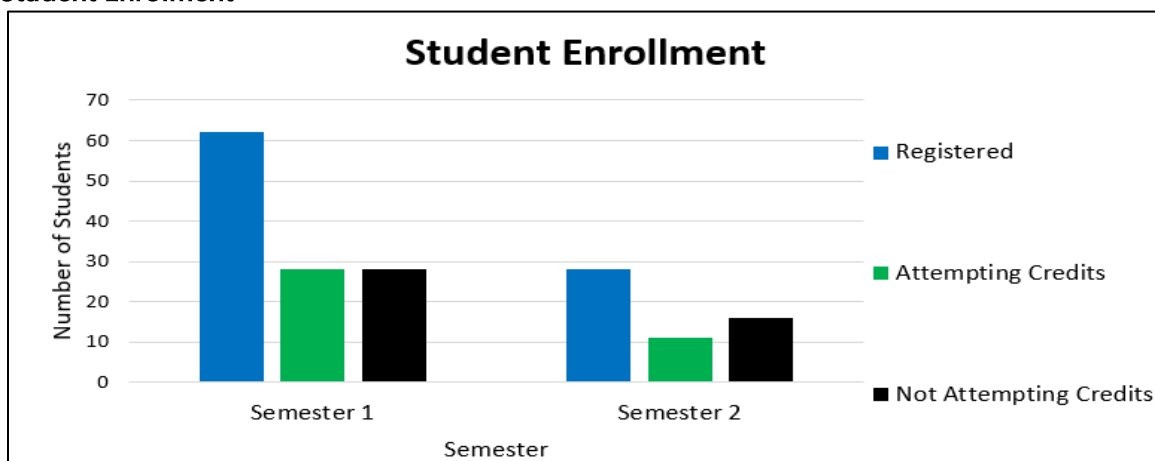
B. Number of Students by Activity Group



Semester 1: 28 Credit Courses, 0 Non-Credit Courses, 16 Full-Time Employment, 9 Part-Time Employment, 8 Volunteering, 22 Counselling

Semester 2: 11 Credit Courses, 2 Non-Credit Courses, 1 Full-Time Employment, 1 Part-Time Employment, 3 Volunteering, 14 Counselling

C. Student Enrolment

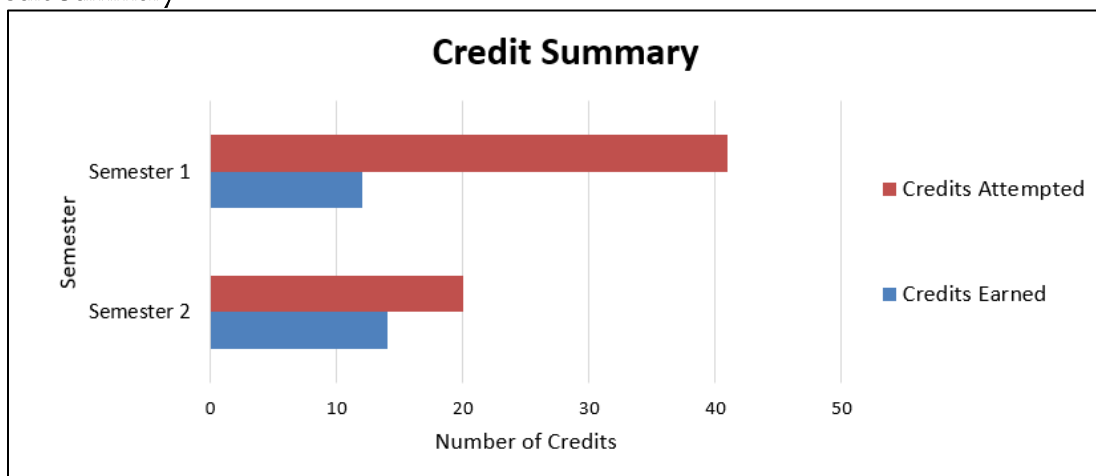


Semester 1: 62 Registered, 6 Declined, 28 Students Attempting Credits, 28 Not Attempting Credits

Semester 2: 28 Registered, 1 Declined, 11 Students Attempting Credits, 16 Not Attempting Credits

NOTE: Semester 2 data includes 13 students who were registered in SAL from Semester 1.

D. Credit Summary



Semester 1: 41 Attempted Credits, 12 Credits Earned (29.3%)

Semester 2: 20 Attempted Credits, 14 Credits Earned (70%)

TOTAL: 26 Credits Earned in SAL 2019-20

E. Cumulative Data Summary Analysis

| Description | Sem. 1 (SAL) Sept. 2017 – Feb. 2018 | Sem. 2 (SAL) Feb.-June 2018 | Sem. 1 (SAL) Sept. 2018- Jan. 2019 | Sem. 2 (SAL) Feb. 2019 – June 2019 | Sem. 1 (SAL) Sept. 2019 – Feb 2020 | Sem. 2 (SAL) Feb. – Jun 2020 |
|-------------------------------------|---|-----------------------------------|--|--|--|------------------------------------|
| Number of Successful New Applicants | 66 | 51 | 63 | 51 | 56 | 14 |
| Number of Declined Applicants | 2 | 2 | 8 | 2 | 6 | 1 |
| Ratio Male: Female | 30:36 | 38:24 | 41:22 | 36:27 | 36:19 | 10:5 |
| Credits Attempted | 55 | 23 | 44 | 42 | 41 | 20 |
| Credits Achieved | 19 | 9 | 21 | 25 | 12 | 14 |
| Total Credits Earned in School Year | 28 | | 46 | | 26 | |

F. Summary

The data above demonstrates continued success for our students within the SAL program. This is a result of the combined efforts of families, students, school administrators, student success teams, attendance counsellors, and community agencies in developing appropriate SALP's that meet student needs with greater attention and accountability.

- In 2019-20, students approved for SAL earned on average 0.37 credits (26 credits for 70 students)
- In 2018-19, students approved for SAL earned on average 0.40 credits (46 credits for 114 students)

- In 2017-18, students approved for SAL earned on average 0.24 credits (28 credits for 117 students)

Next Steps

Below is the rationale for some of the changes in data/trends this year and for potential changes in data/trends in the future:

- There was a significant decrease in students participating in SAL during semester 2 compared to previous years. This is due to the closure of all of Ontario's publicly funded schools due to the Covid-19 Pandemic. Students who were enrolled in SAL prior to the March 14, 2020 closure remained in SAL and continued their current SAL Plan. No new students were approved for SAL after March 14, 2020.
- There was a decrease in the number of credits earned per student in semester one and an increase of credits earned per student in semester two. The increase in semester 2 is due to the limited number of students on SAL and the success of the Distance Learning Model for some SAL students.
- As per Ministry SAL expectations and guidelines SAL is being used as a last resort for those students who are compulsory school age and will not attend regular or alternative programs.
- During 2019-20, training and support was provided to school administrators to ensure proper procedures were followed and accurate data was recorded. This training and support will continue for the 2020-21 school year.
- Final SAL meetings in June were held virtually using Microsoft Teams. This platform was utilized with great success and will be considered as the model for SAL meetings moving into the 2020-21 school year.
- Due to the success in distance learning for students on a SAL plan, considerations are occurring for potential additional Mental Health supports and counselling to be made available to engage students transitioning back to in-class or online learning for this school year only.

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,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Bylaw 8 – Committees of the Board – Amendments to the Indigenous Education Advisory Committee (IEAC) as a Standing Committee**
DATE: September 14, 2020

| |
|---|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board – Amendments to the Indigenous Education Advisory Committee (IEAC) Terms of Reference.</p> |
|---|

Background

In the 2018-19 school year, a discussion occurred at IEAC that included a recommendation of the committee to the Board. Upon reviewing the Terms of Reference, recommendations to the Board was not included in the purpose or responsibility of the committee. Hence, a review of the Terms of Reference occurred in the fall of 2019 and was confirmed by the committee at the June 2020 meeting.

Additional Information

This report is to request that the Indigenous Education Advisory Committee Terms of Reference be amended and Bylaw 8 be updated.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will foster and celebrate inclusive school communities to enhance the learning experiences of all students. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education

APPENDIX B

Indigenous Education Advisory Committee Terms of Reference

1.0 Mandate

To promote, enhance and improve Indigenous Education for all students.

2.0 Statement of Purpose and Responsibilities

The Indigenous Education Advisory Committee will:

- i. advise, consult and collaborate on how best to improve Indigenous student outcomes
- ii. provide advice on initiatives including, but not limited to, student programs, native studies, student retention and alternative education programs
- iii. advocate both provincially and locally for specific needs of Indigenous students
- iv. provide input into supports to build capacity of educators to develop strategies to improve the integration of Indigenous perspectives in the classroom and school community
- v. identify community issues that impact education
- vi. reflect the opinions and interests of the groups represented by the members of the committee
- vii. report back to the stakeholders they represent
- viii. recommendations from IEAC to the Board can occur at any time providing a consensus of community members are present to approve the recommendation

3.0 Committee Composition

The Indigenous Education Advisory Committee (IEAC) shall be comprised of:

- 3.1 Native Trustee
- 3.2 Trustee appointed by the Board
- 3.3 Chair of Six Nations Council Education Committee or Alternate
- 3.4 Six Nations Confederacy Council Representative
- 3.5 Director of Education – ~~New~~ Mississaugas of the Credit (MCFN) or Alternate
- 3.6 Mississaugas of the ~~New~~ Credit Education Pillar Lead
- 3.7 Additional Representative from M~~N~~CFN
- 3.8 ~~Region 9~~ Metis Representative(s)
- 3.9 Representation from no more than 5 local associations. Local association is defined as an association or organization that operates locally within the area of jurisdiction of the board which further the interest of Indigenous education.

3.10 Up to 10 Parent ~~Representatives~~ Family Designate(s)

~~3.10~~3.11 Up to 2 advocates to Indigenous Education as approved by the Indigenous Lead and Chair of IEAC

4.0 Committee Operating Procedures

- 4.1 In ~~January~~ the spring of each year IEAC will select a Chair of the committee.
- 4.2 The Indigenous Ed Lead shall prepare the meeting schedule and agendas for each meeting.
- 4.3 A total of five meetings will take place annually – October, December, February and April and June.
- 4.4 Meetings ~~will~~ may alternate between day and evening.
- 4.5 The committee will operate using a consensus model.
- 4.6 Meeting Minutes will be provided to all members
- 4.7 Role of staff – Board staff may be called upon to support this committee.

5.0 Role of Staff

Staff will provide information, support, and direction and will facilitate the work of the committee in matters related to the advisory role of the committee.

6.0 Role of the Board

- 6.1 Appoint Trustee members.
- 6.2 Ensure that Indigenous parent/~~Family –designate(s)~~ and community members constitute a majority of the Committee
- 6.3 Support the Work of the Committee
- 6.4 Receive and Review the Minutes of the Committee



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **FT105 Playground Equipment**
DATE: September 14, 2020

| |
|--|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward FT105 Playground Equipment to all appropriate stakeholders for comments to be received by October 29, 2020.</p> |
|--|

Background

FT105: Playground Equipment was approved by the Board in June 2016 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



PROCEDURE

FT105

Playground Equipment

Board Received: June 20 2016

Review Date: September 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success –
 - All construction and repairs comply with CAN/CSA standards.
 - All construction, repair and replacement materials are assessed for durability and lifespan
 - All installed materials are assessed for short and long-term maintenance
 - Supervision is addressed.

Procedures

1. Donated Playground Funds and Donated Playground Equipment – Overview

- a) Grand Erie District School Board is supportive of encourages community/parent groups to purchase and installing new play structures on Board property. The Board does not contribute financially but assumes the liability and responsibility for the play structure. School generated funds may be used to support new play structure projects.
- b) The Board assumes the liability for the playground equipment and is responsible for regular inspections and the co-ordination of repairs and maintenance. The Board is financially responsible for inspections; however, all repairs and maintenance are the financial responsibility of the school not the Board.
- c) For all additions to playground equipment (new and additions to existing structures), the school must initially retain 10% of the total project cost in a “Repair Fund”. This total fund per school – must never drop below the lesser of 10% or \$1,000.
- d) Purchasing Services will not issue a purchase order for the playground equipment project until the school transfers the full project costs, including the repair fund (10% of total project costs) to Business Services.
- e) If a School is unable to provide funding for necessary repairs, the equipment may be taken out of service or removed from the school.
- f) Tax receipts are available for any eligible donations in accordance with Grand Erie District School Board Procedure F106 Receipts of Charitable Donations.

2. Design/Planning Stage

- a) Principals must consult with the Supervisor of Purchasing Services as well as the Manager of Facility Services or designate to share the school's plans for the purchase of new playground equipment and all additions to existing playground equipment during the initial planning stage.
- b) The design, construction and installation of all (new and existing) playground equipment must conform to the standards from the Canadian Standards Association CAN/CSA-Z614, Children's Playspaces and Equipment currently in effect at the time of installation as well as current Accessibility for Ontarians with Disabilities Act (AODA) compliance requirements. As such, a third party qualified and/or certified in CCPI (Canadian Certified Playground Inspector) who is independent of the playground equipment manufacturer is required to work with school committees during design and installation and would co-ordinate site specific concerns with appropriate Board staff. Documentation shall be provided to the

Board that the playground structure is compliant to CSA-Z614 and AODA prior to proceeding with the purchase.

- c) The Board's Division Manager, Maintenance and Energy must be included in the planning and installation process to review and approve CSA/AODA compliance, identify potential maintenance issues and approve the site location chosen for the equipment prior to contacting or committing to any supplier.
- d) Although the Board accepts design standards of reputable manufacturers, it has restricted certain design aspects:
 - wood components (including curbing) are not acceptable materials for playground structure, however for certain features it may be approved in construction with prior written approval from the Manager of Facilities Services. Ground cover, in the form of engineered wood fiber~~e~~, is acceptable;
 - platform height not to exceed six (6) feet; and
 - protective landing surfaces must be compliant with CAN/CSA Z614-07 Playground Standards and manufacturer must provide proof their product meets or exceeds the energy absorbency requirements for defined fall heights and Head Injury Criteria (HIC) as stated therein. Sand or wood/bark mulch products not meeting acceptable engineered standards will not be permitted.
 - Drainage needs to be considered in the design process to ensure water does not pool underneath or around the play structure.
- e) The Board reserves the right to restrict other design aspects and protective landing surfaces as deemed appropriate.

3. Vendor Selection:

- a) The purchase of playground equipment must be compliant with the Board's Purchasing Policy F6 and Procedure F107 Asbestos, which must be initiated before committing to any supplier.
- b) Donations of playground equipment by approved playground manufacturers are exempt from Purchasing Services Competitive Bid Guidelines.
- c) All manufacturers installing playground equipment on Board property must provide proof of vehicle and liability insurance coverage for a minimum of two million dollars with the Board named as additional insured. The manufacturer must also provide a certificate of good standing from the Workplace Safety and Insurance Board before work is awarded. Purchasing Services will not issue a purchase order for installation until these documents have been reviewed by the Supervisor of Purchasing Services.
- d) Installation of playground equipment by volunteers is not permitted.

4. Installation

- a) All manufacturers, or their certified sub-contractors, installing playground equipment will be responsible to determine the location of underground utility services and provide a copy of the utility service inspection report to Facility Services prior to start of installation.
- b) On completion, the manufacturer is to provide the Principal with a letter indicating:
 - i) equipment and installation conforms to the current CAN/CSA guidelines and standards; and
 - ii) the terms and conditions of the guarantee and warranty.
- c) These documents must be reviewed by the Principal and forwarded to the Facility Services Division Manager, Maintenance and Energy.
- d) All play structures and equipment must be installed by an approved manufacturer or its approved subcontractor.

5. Existing Equipment

- a) All renovations and upgrades will comply with the current CAN/CSA guidelines and standards for playground equipment.
- b) Additions to existing playground equipment must be approved by the Facility Services Division Manager, Maintenance and Energy prior to any in depth planning.

6. Inspections

- a) **Daily Visual Inspections:** A visual inspection shall be performed on all playground equipment used by students by the ~~School Custodian~~Principal or designate at least once on each school day. This inspection is intended to identify obvious safety concerns and needed repairs, such as glass, broken boards, loose or missing handrails or anything that could cause injury to a student. When a deficiency is identified in the daily inspection, the School Custodian will report it to the Principal who shall follow the steps set out in 74(a) of this procedure. A daily ~~playground inspection~~maintenance logbook is to be completed in eBase and a copy must be kept on file at the school.
- b) **Monthly Inspections:** Monthly inspections of the playground equipment shall be ~~done by one of the School Principal,~~ completed by the School Custodian or Facility Services Supervisory staff. The monthly inspection checklists will be recorded in eBase and a copy must be retained at the school.
- c) **Recorded Annual Inspection:** A detailed annual inspection of playground equipment located on Board property shall be performed by a certified inspector (see 2(b) above) appointed by the board. The inspection findings and actions shall be recorded and kept on file in the Facility Services area for at least three (3) years from the date of inspection. Where possible, the certified inspector shall make repairs at the time of the inspection.
- d) **Inspection Checklists:** The monthly and annual inspections will use the checklists provided by either the manufacturer or the Canadian Standards Association – they have been established in eBase. (see attached Daily Playground Inspection Checklist – Appendix A and Monthly Playground Inspection Checklist - Appendix B)

7. Maintenance and Repairs

- a) When a school staff person on yard duty or the daily inspection of the equipment identifies a safety concern or an item in need of repair, it shall be reported to the school Principal immediately. The school Principal shall report the concern to the Facility Services Division Manager, Maintenance and Energy immediately. When a defect is reported it shall be repaired as soon as possible and, in the interim, the Principal shall make the equipment out of bounds to students.
- b) The Work Order for repairs completed by the maintenance staff, contractor or equipment vendor will be the record of repair.
- c) Should a repair that involves a safety hazard take more than one day to complete, the children shall be prevented from using the equipment through the use of a snow fence and a “Keep Off” warning sign.
- d) When the cost to repair a piece of playground equipment is excessive, the Division Manager, Maintenance and Energy, after consulting with the school Principal may decide that the equipment should be taken out of service and removed from the school grounds. The school Principal will inform the community/parent group of any decisions to remove equipment purchased by community funds. Alternatively, the principal in consultation with the school council may elect to raise funds to complete the required repairs.

8. Equipment on Local Recreation Authority Property

- a) In many cases, playground equipment that is used by the students of a school is located on non-Board property adjacent to the school property. In these cases the daily inspections

procedures shall be carried out by the Principal or designate as detailed in 6(a) and the Principal shall follow the same procedures for reporting a concern to Division Manager, Maintenance and Energy as detailed in 7(a). The Principal shall make the equipment out of bounds to students until the equipment is repaired.

- b) Maintenance Supervisor shall advise the local Recreation authority of the need to repair playground equipment located on Recreation property and shall monitor the progress of repairs and advise the School Principal when the repairs are completed.

9. General

- a) Each school will conduct Playground Safety sessions outlining the playground rules applicable to the specific location. These sessions should be held for students, teachers, noon hour supervisors and any volunteer yard supervisors at the beginning of each school year and will include warnings about restricted use during inclement weather.



CSA* Monthly Playground Maintenance Inspection Checklist

**Canadian Standards Association*

Seats/tires - Check all rubber seats for wear, sharp edges or points, and scorching or burn damage. Ensure that safety bars on tot seats are intact and fixed in a stationary position. Check tires for wear and sharp protrusions. Ensure all fastening points are secure.

Hanger Bearings - Check for worn or excessive play in bearings and bushings. Lubricate nuts, bolts and grease fittings. Replace corroded bolts and rivets. Check that clamps are secure.

Grease fittings - lubricate moving parts as required. Wipe off all excess oil or grease.

Stability in ground/tilting - Structures should not easily sway. Connections should be solid and properly adjusted. Check alignment of supports, platforms, barriers, etc. Check for any signs of sinking. Check all posts (wood and steel) in ground for corrosion or rot to a minimum of 375 mm (14.76 in) below ground level at least once annually)

Exposed Concrete - Remove any exposed concrete to a minimum of 150 mm (5.90 in) below ground level. Backfill and level depressions and open holes with proper material.

Ground clearance - Check for proper clearances of all structures and equipment components as specified in this Standard.

Locking devices - Ensure all locking fastening devices (interior and external) are secure.

Wood checking - Check wood timbers and support posts for excess checking. Note cracks exceeding 19 mm (0.79 in.)

Protrusions - Check for protruding bars, bolts, nuts, etc. Test with applicable protrusion gauge. Cover or file sharp edges.

Caps / plugs - Check for and file sharp edges. Replace broken cap covers. Cap all open-ended pipes with plastic plugs.

Protective surfacing material / borders - Check border-edging material for cracking, chipping, excessive checking, splintering, decay, or damage. Check for exposed concrete. Ensure that there is an adequate depth of protective surfacing material under and around equipment for a minimum of 1.8 m (70.87 in) or as required and specified in this Standard. Ensure surfacing material is loose, not compacted, and free of debris, broken glass, needles, animal excrement, etc.

Equipment spacing / no-encroachment - Ensure proper spacing between equipment, protective surfacing zones, and no-encroachment zones as required and specified in this Standard.

Benches - Check for splinters, excessive checking, cracking, decayed or damaged material, and problems with stability and tilting. Check fastening points. Secure all nuts, bolts, etc. Check welds. Check for sharp edges.

Debris / broken glass - Check entire playspace for debris and litter, broken glass, needles or syringes, animal excrement, etc. Check sand areas and protective surfacing materials for compaction.

Pathways - check for any visible damage. Check for low ponding areas.

Lighting - Check for any visible damage. Ensure lights are in proper working order.

Signs - Check for any visible damage or graffiti. Check for proper pedestrian head clearance. Check fastening points. Replace weathered or damaged signs.

Fencing - Inspect for any visible damage. Check for any protruding points, fence fabric, hardware (bolts, nuts, etc.) Check for attachments, e.g., skipping ropes.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Don Werden, Trustee
RE: **OPSBA Report**
DATE: September 14, 2020

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

Looking for direction on voting at the upcoming OPSBA AGM.

Elections:

President: Cathy Abraham, Kawartha Pine Ridge
Michael Barrett, Durham
Robin Hutcheon, Limestone

First Vice-President: Michael Barrett, Durham
Mark Mannisto, Superior-Greenstone
Carol Ann Sloat, Grand Erie
Kathleen Woodcock, Waterloo Region

Second Vice-President: Michael Barrett, Durham
Mark Mannisto, Superior-Greenstone
Carol Ann Sloat, Grand Erie
Kathleen Woodcock, Waterloo Region

CENTRAL WEST Regional Chair: Donna Danielli, Halton
Alex Johnstone, Hamilton-Wentworth

Regional Vice Chair: Kathleen Woodcock, Waterloo Region

Policy Development Work Team (2): Linda Busuttil, Upper Grand
Scott Piatkowski, Waterloo Region

Policy Alternate (1): Scott Piatkowski, Waterloo Region

Education Program Work Group (2): Joanna Oliver, Halton

Program Alternate (1): Nil

All positions after Regional Chair can be nominated from the floor

Policy Resolutions – see attached

Respectfully submitted,

Don Werden
Trustee

Origin: Executive Office
Date: August 31, 2020
ISSUE: Member Boards' AGM Policy Resolutions

Background:

The OPSBA Constitution states that "Policy Resolutions may be submitted by Member Boards for the consideration by way of Notice of Motion to the Board of Directors of the Association at any time throughout the year." Policy resolutions may also be submitted by Member Boards for consideration during the Annual General Meeting.

On August 24, 2020 Executive Council, acting as OPSBA's Policy Resolution Review Committee, reviewed the policy resolutions received from Member Boards for consideration at the Annual General Meeting in September.

The information on the following pages includes the rationale and motions that were submitted by the Boards, and Executive Council's comments following their review for consideration at AGM.

- (a) School Trip Guidelines, research and recommendations – Near North DSB**
- (b) Anti-Racism advocacy and action plan – York Region DSB**
- (c) School Board member code of conduct policies – Ottawa-Carleton DSB**
- (d) Ontario Student Trustees Association annual fees – Ottawa-Carleton DSB**

Action:

These Member Board policy resolutions are presented for the consideration of the AGM.

Origin: Executive Office
Date: May 3, 2019
Issue: Near North DSB – AGM Policy Resolution

School Trip Guidelines, Research and Recommendations

Rational/Background

At the January 28, 2020 board meeting, the Near North District School Board (NNDSD) passed the following motion re: School Trips.

Motion: That the NNDSD ask OPSBA to research and make recommendations to all school boards for consistent administrative guidelines with respect to all school trips both within Canada and internationally and to include suggested modular/online training for teachers, administration, volunteers and third-party service providers to reflect foundations' training and that OPSBA integrate their recommendations across all Ontario school boards.

Be it resolved, that OPSBA, research and make recommendations to all school boards for consistent administrative guidelines with respect to all school trips both within Canada and internationally and to include suggested modular/online training for teachers, administration, volunteers and third-party service providers to reflect "foundations" training and that OPSBA integrate their recommendations across all Ontario school boards.

Executive Council comments:

Executive Council members identified this resolution as being operational in nature. School boards use the OPHEA Safety Standards, and as such there already exists a significant degree of alignment on safety guidelines among school boards. As a result, Executive Council does not support the policy resolution. To assist the Near North DSB, OPSBA staff approached OPHEA and asked what they had available to assist school boards in this regard. Attached please find a letter from the Executive Director of OPHEA.

February 11, 2020

Rusty Hick, Executive Director

OPSBA

Re: Outdoor Education Safety Standards

Dear Rusty,

I understand some questions have been raised about outdoor education and Ophea's Physical Activity Safety Standards in Education. For reference please refer to our website <https://safety.ophea.net/> for specific policies and activities.

The Ontario Physical Activity Safety Standards in Education (OPASSE), represent the minimum standard for risk management practice for school boards in Ontario. The Ministry of Education's [Revised PPM 158](#) recognizes and recommends that all school boards utilize the Ophea's Safety Standards in awareness building, training, prevention strategies, codes of conduct, concussion protocols, return to school and return to physical activity planning.

Ontario school boards would use OPASSE as part of their daily practices for any type of physical activity including student field trips and outdoor education excursions. That would include visiting specific activity pages and utilizing specific forms and templates as appropriate. It should be noted that school boards have the option to increase the minimum standards that are outlined within OPASSE but are strongly discouraged from lowering them.

Ophea has entered into a funding agreement with the Ministry of Education to develop and promote (in English and French) a Toolkit to support secondary school educators in incorporating safety standards into the planning, adaptation, and implementation of outdoor education experiences for students. The outcome of this work will be a high-quality relevant Outdoor Education Toolkit that increases capacity and awareness of school boards and secondary school educators to support student injury prevention during outdoor education experiences. Part of our goal through this work would be to enable more quality outdoor education opportunities for students. The anticipated release date of this Toolkit is March 2020.

To further support an understanding of how the Ontario Physical Activity Safety Standards in Education are developed and updated, I have included a 2019 infographic on our process. Ophea also has some capacity to work individually with school boards to support them through professional learning and workshops, and to consult with them around their local context.

As we prepare for the release of the outdoor education Toolkit I will ensure to keep OPSBA apprised of our work and the release date so that you can make school trustees aware.

Thank you for your interest. I am pleased to answer any specific questions or to come and present to OPSBA on any elements highlighted in this note.

Sincerely,



Chris Markham
Executive Director & CEO

Origin: Executive Office
Date: May 6, 2020
Issue: York Region DSB – AGM Policy Resolution

Anti-racism Advocacy and Action Plan

WHEREAS, There exists substantive qualitative and quantitative research in public education chronicling the adverse impact of underachievement experienced by both Indigenous students and Black students during their educational journeys and which remains an ongoing challenge for school districts across the province with the graduation rate for Ontario's Indigenous students presently sitting at 60 per cent (provincial data) and 69 per cent for Black students (Toronto District School Board Data) compared to 87 per cent for all Ontario students (2018); and

WHEREAS, Further research and inquiry reports, such as, but not limited to [Indigenous Education Strategy](#), [Truth and Reconciliation Commission](#), [Stephen Lewis Report on Race Relations in Ontario](#), [Roots of Youth Violence](#), [Ontario Human Rights Commission](#), [Elementary Teachers' Federation of Ontario](#), [One Vision, One Voice: Changing the Ontario Child Welfare System to Better Serve African Canadians](#), have shown that the experiences of anti-Indigenous and anti-Black racism are contributing factors to the underservice of these two growing demographics of students; and

WHEREAS, Both the Ministry of Education and school districts across Ontario have developed an Indigenous education strategy and have developed or are working on an anti-Black racism strategy; and

WHEREAS, The Government of Ontario has developed [Data Standards for the Identification and Monitoring of Systemic Racism](#) to support public sector organizations fulfil their obligations under the [Anti-Racism Act, 2017](#) to identify and monitor racial disparities in order to eliminate systemic racism and advance racial equity; and

WHEREAS, all parties involved in educating Ontario's children are entrusted with a legal, moral and ethical obligation in understanding the urgency of fostering a learning climate predicated on eliminating anti-Indigenous racism and anti-Black racism and the ways they operate in schools to marginalize Indigenous and Black students.

THEREFORE, BE IT RESOLVED:

That the Ontario Public School Boards' Association advocate to the Ministry of Education and the Education Equity Secretariat, that supporting the work of district school boards with regard to anti-Indigenous and anti-Black racism be a priority. This support must include funding, and should involve the sharing of research, including the collection of identity-based data on educational outcomes, as well as effective practices, strategies, and approaches.

Executive Council comments:

Executive Council supports this motion

Origin: Executive Office
Date: July 16, 2019
Issue: Ottawa-Carleton DSB – AGM Policy Resolution

School Board Member Code of Conduct Policies

Rational/Background

Whereas, through their board member code of conduct policies, a number of school boards across the province have now gained experience in applying the provisions of Section 218 of the Education Act regarding conduct of members of school boards, which was introduced with Bill 177 in 2009;

Whereas, addressing matters of inappropriate conduct by board members in the most effective ways has sometimes been problematic in light of legal and other constraints associated with the process as outlined in Section 218 of the Education Act;

Whereas, the provincial government has provided minimal additional guidance to school boards in O. Reg. 246/18; and

Whereas, a review of the effectiveness of school boards' board member code of conduct policies, based on input from school districts regarding their experience, could provide useful suggestions for changes to Section 218 of the Education Act and O. Reg. 246/18;

Be it resolved, THAT OPSBA advocate for improvements to Section 218 of the Education Act and O. Reg. 246/18 to enhance school boards' ability and authority to address unacceptable or inappropriate behaviour by board members.

Executive Council comments:

Executive Council does not endorse this motion as they believe that the current legislation provides for significant penalties for a breach of a board code of conduct.

Origin: Executive Office
Date: July 16, 2019
Issue: Ottawa-Carleton DSB – AGM Policy Resolution

Ontario Student Trustees Association (OSTA-AECO) Annual Fees

Rational/Background

Whereas, the provincial education funding formula was revised to recognize school districts' need to belong to their provincial trustee/school board associations at a time before the Ontario Student Trustees Association (OSTA-AECO) had been established;

Whereas, Section 55(7) of the Education Act stipulates that a student trustee shall have "the same status as a board member with respect to access to board resources and opportunities for training";

Whereas, the Ontario Student Trustees Association (OSTA-AECO) provides high-quality professional development opportunities to Ontario student trustees to help them work effectively in their roles to improve Ontario's education system for its students; and

Whereas, school boards' lack of funding for membership in Ontario Student Trustees Association (OSTA-AECO) may be a barrier to the participation of many student trustees who would benefit from having access to the resources of their provincial association

Be it resolved, THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs

Executive Council comments:

Executive Council recommends referring this motion to the Student Council Liaison Committee for further study and recommendations.

June 10, 2020

Grand Erie District School Board
349 Erie Ave
Brantford ON N3T 5V3

Greg Anderson
Chair, Grand Erie District School Board

Dear Mr. Anderson:

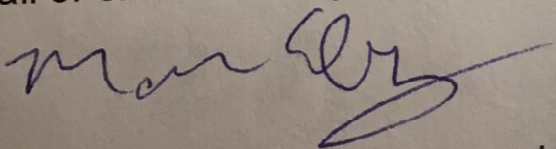
Re: Bobby St. West, Dumfries St, Grand River St South

This letter is a follow up to your letter to the County dated October 3, 2019 (copy enclosed) and our recent phone conversation. The request from the Grand Erie District School Board is a permanent solution for pedestrian access from this area. A copy of the Council resolution from October 22 is also enclosed.

As we discussed, the road configuration and topography in this area make improvements to sidewalks and pedestrian crossings very challenging. The County has set aside money in the 2020 budget for the re-design of Laurel Street, including sidewalks to allow for pedestrian traffic through Lions Parks to the Mechanic Street footbridge. A sketch of the area requiring sidewalks is enclosed. We anticipate this as a 2021 construction project.

Our reporting to Council has certainly been curtailed by the ongoing Covid-19 pandemic but we will be reporting back to County Council on this subject in the future and we will correspond with you on any updates on this matter. Please provide a staff contact so that County staff can keep the Board informed of future plans in this area.

Please call or email with any questions or comments.

Regards, 

Mark Eby, Director of Infrastructure on behalf of
Rob Walton, General Manager of Operations

County of Brant Operations - Public Works
26 Park Ave., PO Box 160
Brantford, ON N0E 1A0
www.brant.ca

T: 519.449.
T: 1.888.250
F: 519.449
E: publicworks@brant.ca