



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) Rural and Northern Education Spending Report R. Wyszynski
 - * (b) Modified School Year Calendar Ad-hoc Committee Terms of Reference W. Baker
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Managing the Pandemic
- D - 1 **New Business - Action/Decision Items**
- * (a) Consolidated Financial Statements – August 31, 2020 R. Wyszynski
 - * (b) Preliminary Year End R. Wyszynski
 - * (c) Facility Renewal Plan 2020-21 R. Wyszynski
 - * (d) Trustee Honoraria R. Wyszynski
 - * (e) Trustees' Travel and PD Expenses R. Wyszynski
 - * (f) Contract Award – Softchoice Term License & Maintenance R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) Annual Update Multi-Year Accessibility Plan 2017-22 L. Thompson
 - * (b) Grand Erie Graduation Rate Report D. Martins
 - * (c) 2020-21 Indigenous Education Board Action Plan D. Martins
 - * (d) Health & Safety Annual Report 2019-20 R. Wyszynski
 - * (e) Multi-Year Plan 2016-2020 Update J. Roberto
 - * (f) Student Suspension Report W. Baker
 - * (g) Student Expulsion Report W. Baker
 - * (h) Student Exclusion Report W. Baker
- E - 1 **Bylaw/Policy Consideration - Action/Decision Items**
- * (a) FT10 Green Schools Construction (C) R. Wyszynski
 - * (b) FT11 Community Planning and Facilities Partnerships (C) R. Wyszynski
 - * (c) SO2 School Councils (C) J. Roberto
 - * (d) SO4 Distribution of Materials in Schools (C) J. Roberto
 - * (e) Regulation 440/20 – Revisions to Grand Erie Policies SO6, SO7, SO10 & SO11 (A) W. Baker

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, November 9, 2020
Board Room, Education Centre & MS Teams (Virtual)

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- | | | |
|-------|--|--------------|
| E - 2 | Procedure Consideration - Information Items | |
| * | (a) FT105 Playground Equipment (I) | R. Wyszynski |
| * | (b) SO110 Exemption to Human Development and Sexual Health (I) | L. De Vos |
| | | |
| F - 1 | Other Business | |
| | (a) OPSBA Report | D. Werden |
| | | |
| G - 1 | Correspondence | |
| * | (a) BHNCD SB Letter to City of Brantford | G. Anderson |
| | | |
| H - 1 | Adjournment | |

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

Privacy and Information Management Committee (PIM)	November 12, 2020	3:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools Committee (SIS)	November 19, 2020	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	November 19, 2020	6:00 PM	MS Teams Virtual Meeting
Chairs' Committee	November 23, 2020	5:45 PM	Norfolk Room
Board Meeting	November 23, 2020	7:15 PM	Board Room
Native Advisory Committee (NAC)	December 1, 2020	1:00 PM	MS Teams Virtual Meeting
Board Nominations and Organizational	December 7, 2020	6:30 PM	Board Room
Indigenous Education Advisory Committee (IEAC)	December 10, 2020	1:00 PM	MS Teams Virtual Meeting
Chairs' Committee	December 14, 2020	5:45 PM	Norfolk Room
Inaugural Board	December 14, 2020	7:15 PM	Board Room
Special Education Advisory Committee (SEAC)	December 17, 2020	6:00 PM	MS Teams Virtual Meeting

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Rural and Northern Education Fund Spending Report**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2019-20 Rural and Northern Education Fund Spending Report as information</p>
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Background

In June 2017, the Ministry announced new funding, through the Grants for Student Needs (GSN), dedicated for school boards to further improve educational opportunities for students from rural communities. Funding was allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the board.

School boards must use the funding for rural education based on local needs and report publicly on how the funding is used, such as:

- Improving programming and support services in rural schools
- Continuing the operation of rural schools; or
- Enhancing student transportation options such as late bus runs and mobile e-learning through tablets or Wi-Fi.

Schools must utilize the funding allocated to the Board using a preliminary school list from the Ministry. The list is comprised of schools in which at least half of their students are from rural communities.

Boards are required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent. The report that will be posted has been attached as Appendix A.

Grand Erie District School Board received \$613,755 for the 2019-20 school year. Grand Erie only utilized \$84,147 of these funds and the unspent funds, totaling \$529,609, will be deferred to support COVID-19 expenses for rural schools in the 2020-21 school year.

Additional Information

The information below summarizes how the Grand Erie District School Board utilized this funding for the 2019-2020 school year.

Description	Budget	Actual	Variance
Maintain maintenance and operation costs at Grand Erie DSB's rural schools	\$513,755	\$0	\$513,755
Distribution to all schools on Ministry list	\$100,000	\$84,147	\$15,853
<ul style="list-style-type: none"> • Support schools in: <ul style="list-style-type: none"> ○ Field trips (\$1,225) ○ Transportation (\$23,400) ○ Investment in technology/libraries (\$34,787) ○ Programming (\$11,238) ○ Improving Support Services (\$3,783) ○ Operational Continuity (\$9,714) 			
Total Allocated	\$613,755	\$84,147	\$529,608

Respectfully submitted,

Raf Wyszynski,
Superintendent of Business and Treasurer

Appendix A

RNEF Report on Grand Erie Website

RURAL AND NORTHERN EDUCATION FUND SPENDING REPORT

In June 2017, the Ministry announced new funding, through the Grants for Student Needs (GSN), dedicated for school boards to further improve educational opportunities for students from rural communities.

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RURAL AND NORTHERN EDUCATION FUND SPENDING REPORT

ELEMENTARY	
Bloomsburg	3,335
Boston	3,080
Caledonia Centennial	2,298
Courtland	2,392
Glen Morris Central	3,299
Hagersville	2,465
Houghton	2,485
J L Mitchener	2,598
Jarvis	2,610
Lakewood	1,970
Langton	3,313
Mapleview	1,864
Mount Pleasant	2,378
Oakland-Scotland	1,920
Oneida Central	1,898
Port Rowan	2,394
Rainham Central	2,412
Seneca Central	3,258
St. George-German	1,728
Teeterville	3,358
Walpole North	581
Walsh	1,741
Waterford	2,632

SUB-TOTAL	\$56,008
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SECONDARY	
Cayuga	3,637
Delhi	3,836
Dunnville	3,657
Hagersville	3,784
McKinnon Park	3,190
Simcoe	3,138
Valley Heights	3,310
Waterford	3,627

SUB-TOTAL	\$28,179
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TOTAL RURAL AND NORTHERN EDUCATION SPENDING	\$84,147
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GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Modified School Year Ad-hoc Committee Terms of Reference**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the **Modified School Year Calendar Ad-hoc Committee Terms of Reference**.

Background

On October 5, 2020, Trustees directed staff to create Terms of Reference for a committee that will make recommendations concerning a Modified School Year Calendar to Trustees in November 2021.

Additional Information

Attached are Terms of Reference for the committee.

Next Steps

Invitations will be sent to stakeholder groups to solicit committee members.

Grand Erie Multi-Year Plan

This report supports the well-being indicator of success for every student and the following statement that we will create environments that are healthy and that recognize the well-being of mind, body and spirit of staff and students.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Balanced Year Calendar Ad Hoc Committee Terms of Reference

1.0 Statement of Purpose and Responsibilities

The Balanced Year Calendar Ad Hoc Committee will:

- 1.1 Identify one Grand Erie elementary school at which to establish a Balanced Year pilot.
- 1.2 Identify staff – principal, teachers, ECEs, EAs, custodians, secretaries – willing to participate in the pilot.
- 1.3 Identify students willing to participate in the pilot.
- 1.4 Submit a balanced year calendar report to Trustees in November 2021.
- 1.5 Create a draft 2021-22 balanced year calendar – as part of the report to Trustees in November 2021 – that otherwise satisfies all conditions with respect to Ontario Regulation 304 – “School Year Calendar, Professional Activity Days”.
- 1.6 Develop a coordinated communications plan to keep all stakeholders apprised.

2.0 Committee Composition

The Balanced Year Calendar Ad Hoc Committee shall be comprised of:

- 2.1 one Grand Erie Trustee
- 2.2 one Grand Erie student Trustee
- 2.3 Superintendent of Education responsible for developing school year calendars
- 2.4 one Brantford elementary Principal
- 2.5 one Norfolk County elementary principal
- 2.6 one Haldimand County elementary principal
- 2.7 one Brant County elementary principal
- 2.8 one representative from the Indigenous Education Team
- 2.9 President – CUPE local 5100
- 2.10 President – Grand Erie Elementary Teachers’ Federation
- 2.11 President – Grand Erie Elementary Occasional Teachers’ Federation
- 2.12 President – OSSTF District 23, PSSP
- 2.13 President – Grand Erie Designated Early Childhood Educators
 - Recording secretary will be the Executive Assistant to the Superintendent of Education responsible for developing school year calendars

3.0 Committee Operating Procedures

- 3.1 The Balanced Year Calendar Ad Hoc Committee will begin its work in November 2020 and end in November 2021, at which time the group will be disbanded.
- 3.2 The Chair of the Committee will prepare a draft schedule of meetings and an agenda for each meeting.
- 3.3 Meeting notes will be completed and circulated to all Committee members after each meeting by the recording secretary.
- 3.4 The Committee will present a report to the Board of Trustees in November 2021, including a draft balanced year calendar.
- 3.5 The Chair of the Committee will be the Superintendent of Education responsible for developing school year calendars.
- 3.6 The Committee may call upon Board staff for specific information or expertise, including but not limited to, the Managers of Business Services, Information Technology, Facility Services, Human Resources, Transportation Services, Communications and Community Relations, and Operations and Health and Safety, the Principal Leader of Special Education and the System Research Leader, as well as members of Executive Council.
- 3.7 The Committee may call upon other Board committees to provide input and feedback to the working group, including but not limited to, the Grand Erie Parent Involvement

Committee, the Indigenous Education Advisory Committee and the Special Education Advisory Committee.

- 3.8 The Committee will conduct public consultations in order to solicit relevant feedback. Specifically, there will be ongoing discussions with the parent group of the pilot school, prior to, during and after the selection is made.
- 3.9 The Committee will consult with relevant community agencies, including, but not limited to, child-care agencies and municipal recreation departments.
- 3.10 Committee members will regularly consult with, and report back to, their constituent groups.
- 3.11 The Committee will determine the format for conducting meetings, reflecting the current COVID-19 conditions. The Committee will begin its meetings virtually. If, and when, in-person meetings are advisable, all recommended safety precautions will be practiced.

4.0 Role of the Board

- 4.1 Appoint a Trustee member of the Committee
- 4.2 Appoint a student Trustee member of the Committee
- 4.3 Receive the Committee report in November 2021



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Consolidated Financial Statements – August 31, 2020**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Auditor's Report for the year ended August 31, 2020, as recommended by the Grand Erie District School Board's Audit Committee.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board direct the Board Chair and Vice Chair to sign the Consolidated Financial Statements dated August 31, 2020 on behalf of the Board; and THAT the Consolidated Financial Statements dated August 31, 2020 be forwarded to the Ministry of Education as required by the Education Act.

Background:

The Audit Committee has reviewed the attached Consolidate Financial Statements and Auditor's Report for the year ended August 31, 2020 and passed a motion to recommend their approval at the meeting of the Audit Committee held November 3, 2020.

Millard, Rouse & Rosebrugh LLP will be present to review the report with the Board.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board
Consolidated Financial Statements
August 31, 2020



Grand Erie District School Board
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August 31, 2020

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The accompanying consolidated financial statements for the Grand Erie District School Board (the Board) are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act as described in Note 1 to the consolidated financial statements, except for the qualified opinion regarding the completeness of revenue with respect to the school fundraising activities.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and Board policies and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by Millard, Rouse and Rosebrugh LLP, independent external auditors appointed by the Board. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination, and their opinion on the Board's consolidated financial statements.

JoAnna Roberto, Director of Education

Rafal Wyszynski, Superintendent of
Business & Treasurer

Brantford, Ontario
November 09, 2020



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of Grand Erie District School Board

Qualified Opinion

We have audited the consolidated financial statements of Grand Erie District School Board (the Board), which comprise the consolidated statement of financial position as at August 31, 2020, and the consolidated statements of operations, changes in net debt, and cash flow for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies (collectively referred to as the financial statements).

In our opinion, except for the possible effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Board as at August 31, 2020, and the results of its operations and its cash flow for the year then ended, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

Basis for Qualified Opinion

In common with many school boards, individual schools derive revenue from fundraising activities the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of these revenues was limited to the amounts recorded in the records of the Board. Therefore, we were not able to determine whether any adjustments might be necessary to school fundraising revenue, annual surplus, and cash flows from operations for the year ended August 31, 2020, financial assets and accumulated surplus as at August 31, 2020. Our audit opinion on the consolidated financial statements for the year ended August 31, 2019, was modified accordingly because of the possible effects of this limitation of scope.

We conducted our audit in accordance with Canadian Generally Accepted Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with those requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements, which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian Public Sector Accounting Standards. As a result, the financial statements may not be suitable for another purpose.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

(continues)



Independent Auditor's Report to the Board of Trustees of Grand Erie District School Board *(continued)*

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian Generally Accepted Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements. As part of an audit, in accordance with Canadian Generally Accepted Auditing Standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Evaluate the overall presentation, structure, and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group Entity to express an opinion on the financial statements. We are responsible for the direction, supervision, and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Millard, Rouse & Rosebrugh LLP

Millard, Rouse & Rosebrugh LLP
Chartered Professional Accountants
Licensed Public Accountants

November 9, 2020
Simcoe, Ontario

Grand Erie District School Board
Consolidated Statement of Financial Position
As at August 31, 2020

	2020	2019
Financial assets		
Cash and cash equivalents	\$ 11,052,304	\$ 4,620,818
Accounts receivable (Note 2)	35,393,810	14,934,921
Accounts receivable - Government of Ontario (Note 3)	86,199,076	87,599,620
	\$132,645,190	\$107,155,359
Financial liabilities		
Temporary borrowing (Note 4)	\$ -	\$ 2,225,252
Accounts payable and accrued liabilities (Note 5)	40,133,250	18,184,930
Deferred revenue (Note 6)	7,635,218	4,752,607
Deferred capital contributions (Note 7)	198,739,986	195,103,264
Long-term debt (Note 8)	75,009,457	79,138,378
Retirement and other employee future benefits (Note 9)	24,575,408	24,981,009
	346,093,319	324,385,440
Net debt	(213,448,129)	(217,230,081)
Non-financial assets		
Prepaid expenses	2,769,735	1,626,790
Inventories of supplies	190,000	250,000
Tangible capital assets (Note 10)	215,804,389	214,441,846
	218,764,124	216,318,636
Accumulated surplus (deficit) (Note 12)	\$ 5,315,995	\$ (911,445)

ON BEHALF OF THE BOARD

_____ Chair of the Board
 _____ Vice-Chair of the Board

See accompanying notes



Grand Erie District School Board
Consolidated Statement of Operations
Year ended August 31, 2020

	Budget 2020	2020	2019
REVENUE			
Provincial grants - grants for student needs	\$ 311,776,203	\$ 307,749,204	\$ 314,309,927
Provincial grants - other	2,041,146	4,504,404	5,602,324
Federal grants and fees	6,969,804	6,884,045	7,290,311
Other revenue - school boards	210,000	220,202	275,675
Other fees and revenue	963,255	1,969,992	2,601,969
School fundraising	7,812,296	3,881,746	8,057,951
	329,772,704	325,209,593	338,138,157
Expenses (Note 13)			
Instruction	245,498,422	247,767,743	256,012,103
Administration	7,469,115	8,321,409	7,788,475
Transportation	12,688,500	12,297,225	12,929,172
Pupil accommodation	49,422,702	44,716,546	45,252,704
Other	2,048,548	2,050,512	2,221,632
School funded activities	7,484,268	3,828,718	8,083,298
	324,611,555	318,982,153	332,287,384
ANNUAL SURPLUS	5,161,149	6,227,440	5,850,773
Deficit - beginning of year	(474,448)	(911,445)	(6,762,218)
SURPLUS (DEFICIT) - END OF YEAR	\$ 4,686,701	\$ 5,315,995	\$ (911,445)

See accompanying notes



Grand Erie District School Board

Consolidated Statement of Cash Flow

Year ended August 31, 2020

	2020	2019
OPERATING ACTIVITIES		
Annual surplus	\$ 6,227,440	\$ 5,850,773
Items not affecting cash:		
Amortization of tangible capital assets	16,909,229	15,607,800
Revenue recognized from deferred capital contributions	(16,206,254)	(14,855,305)
Loss on disposal of tangible capital assets	-	1,051,834
	6,930,415	7,655,102
Sources (uses):		
Accounts receivable	(20,458,889)	1,516,676
Accounts payable and accrued liabilities	21,948,320	3,690,569
Deferred revenue - operating	1,416,730	28,276
Retirement and other employee future benefits	(405,601)	(1,048,780)
Prepaid expenses	(1,142,945)	(3,691)
Inventory	60,000	-
	1,417,615	4,183,050
Cash flow from operating activities	8,348,030	11,838,152
INVESTING ACTIVITIES		
Cash used to acquire tangible capital assets	(18,271,772)	(18,840,521)
Proceeds on disposal of property and equipment	-	424,180
Cash flow used by investing activities	(18,271,772)	(18,416,341)
FINANCING ACTIVITIES		
Accounts receivable - Government of Ontario	1,400,544	4,547,274
Decrease in temporary borrowing	(2,225,252)	(12,822,022)
Increase in deferred revenue - capital	1,465,881	1,285,752
Additions to deferred capital contributions	19,842,976	17,473,150
Debt repayments	(4,128,921)	(4,134,667)
Cash flow from financing activities	16,355,228	6,349,487
Net change in cash and cash equivalents during the year	6,431,486	(228,702)
Cash and cash equivalents - beginning of year	4,620,818	4,849,520
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 11,052,304	\$ 4,620,818

See accompanying notes

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Grand Erie District School Board
Consolidated Statement of Change in Net Debt
Year ended August 31, 2020

	Budget 2020	2020	2019
ANNUAL SURPLUS	\$ 5,161,149	\$ 6,227,440	\$ 5,850,773
Tangible capital asset activity			
Acquisition of tangible capital assets	(18,267,818)	(18,271,772)	(18,840,521)
Amortization of tangible capital assets	16,842,869	16,909,229	15,607,800
Proceeds on disposal of property and equipment	-	-	424,180
Loss on disposal of tangible capital assets	-	-	1,051,834
Transfer to assets held for sale	-	-	(476,997)
	(1,424,949)	(1,362,543)	(2,233,704)
Other non-financial asset activity			
Acquisition of prepaid expenses	-	(2,871,164)	(1,708,726)
Use of prepaid expenses	-	1,728,219	1,705,035
Consumption of supplies inventories	-	60,000	-
	-	(1,082,945)	(3,691)
Decrease in net debt	3,736,200	3,781,952	3,613,378
Net debt - beginning of year	(217,230,081)	(217,230,081)	(220,843,459)
NET DEBT - END OF YEAR	\$ (213,493,881)	\$ (213,448,129)	\$ (217,230,081)

See accompanying notes



Grand Erie District School Board

Notes to Consolidated Financial Statements

Year ended August 31, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below.

Basis of accounting

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian Public Sector Accounting Standards commencing with their year ended August 31, 2004, and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian Public Sector Accounting Standards, which require that;

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

Reporting entity

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board, which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues, and expenses of various organizations that exist at the school level, which are controlled by the Board, are reflected in the consolidated financial statements.

Transportation consortium, which include the Board's pro-rata share of assets, liabilities, revenues, and expenses of the consortium, which are controlled unilaterally by the participating Boards, are reflected in the consolidated financial statements.

Cash and cash equivalents

Cash and cash equivalents are comprised of cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value, and have a short maturity term of less than 90 days.

Deferred revenue

Certain amounts are received pursuant to legislation, regulation, or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

Deferred capital contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purpose
- Other restricted contributions received or receivable for capital purpose
- Property taxation revenues that were historically used to fund capital assets

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, dental benefits, retirement gratuity, worker's compensation, and long-term disability benefits (long-term disability is available, however, premiums are paid by employees).

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17L: ETFO and OSSTF. The following were established in 2017-18: CUPE and ONE-T for non-unionized employees, including principals and vice-principals.

The ELHTs provide health, life, and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals. These benefits are provided through a joint governance structure between the bargaining/employee groups, school board trustees associations, and the Government of Ontario. The Board is no longer responsible to provide certain benefits to ETFO, OSSTF, CUPE, and non-unionized employees including principals and vice-principals, effective June 1, 2018.

Upon transition of the employee groups' health, dental, and life benefit plans to the ELHTs, school boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN), additional ministry funding in the form of a Crown contribution, as well as Stabilization Adjustment.

Depending on prior arrangements and employee groups, the Board continues to provide health, dental, and life insurance benefits for retired individuals that were previously represented by the following unions/federations: ETFO, OSSTF and CUPE.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (a) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates, and discount rates.

The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days, and years of service as at August 31, 2012, and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method pro-rated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

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Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance, and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (b) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period.
- (c) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

Trust funds

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which the events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criterion have been met, and reasonable estimates of the amount can be made. If government transfers contain stipulations, which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC), and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

Investment income

Investment income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds (such as pupil accommodation, education development charges and special education) forms part of the respective deferred revenue balances.

Property tax revenue

Under public sector accounting standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of provincial grants.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

Tangible capital assets

Tangible capital assets are recorded at historical, cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development, or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases, which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives, as follows:

Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
Furniture and equipment	5-15 years
Computer hardware	5 years
Computer software	5 years
Capital leased assets	10 years
Vehicles	5 years

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets, are reclassified as "assets held for sale" on the Consolidated Statement of Financial Position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

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Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

Use of estimates

The preparation of consolidated financial statements in conformity with the basis of accounting described earlier in this note requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these estimates.

2. ACCOUNTS RECEIVABLE

	2020	2019
Municipalities	\$ 25,481,241	\$ 9,562,325
Province of Ontario	954,986	975,600
Government of Canada	8,015,701	3,482,464
Other school boards	513,126	506,954
Other	428,756	407,578
	\$ 35,393,810	\$ 14,934,921

Due to the response to COVID-19, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax (EPT) amounts to the Board. This amount for the Board was \$15,639,949 and has been included in accounts receivable on the statement of financial position. This amount will be recovered fully by the Board in the following school year.

3. ACCOUNTS RECEIVABLE - GOVERNMENT OF ONTARIO

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. The Grand Erie District School Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs, which would be reflected in this account receivable.

The Board has an account receivable from the Province of Ontario of \$86,199,076 as at August 31, 2020, (2019 - \$87,599,620) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2020 is \$1,440,974 (2019 - \$1,016,793).



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

4. TEMPORARY BORROWING

Temporary borrowing is comprised of bank overdraft and short-term bank loans as follows:

	2020	2019
Bank overdraft	\$ -	\$ 2,225,252

The Board has credit facility agreement consisting of revolving demand term facility with a limit of \$35,000,000. The bank overdraft bears interest at prime minus 0.65%.

5. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2020	2019
Trade	\$ 17,865,991	\$ 13,308,999
Teachers wage deferral plan payable	707,627	671,054
Province of Ontario	21,559,632	4,204,877
	\$ 40,133,250	\$ 18,184,930

Due to the response to Covid-19, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax (EPT) amounts to the Board. To mitigate the financial impact of this deferral, the Province adjusted its cash flow through the School Board Operating Grant in July 2020 to pay an additional amount equal to approximately 25% of the annual education property tax amount as forecasted by the Board in the 2019-20 Revised Estimates. This amount for the Board was \$19,519,534. This amount will be recovered by the Province in 2021.

6. DEFERRED REVENUE

Revenues received and that have been set aside for specific purposes by legislation, regulation, or agreement are included in deferred revenue. Deferred revenue for specific purposes by legislation, regulation, or agreement as at August 31, 2020, is comprised of:

	Balance as at August 31, 2019	Revenue received and interest earned	Revenue recognized in the period	Transfer to deferred capital contributions	Balance as at August 31, 2020
Provincial - operating	\$ 343,242	\$ 44,126,395	\$ (42,765,233)	\$ -	\$ 1,704,404
Third party - operating	72,184	618,755	(563,187)	-	127,752
Provincial - capital	2,896,207	17,359,406	(13,662,679)	(2,230,846)	4,362,088
Third party - capital	1,440,974	524,999	(524,999)	-	1,440,974
	\$ 4,752,607	\$ 62,629,555	\$ (57,516,098)	\$ (2,230,846)	\$ 7,635,218



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

7. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2020	2019
Balance - beginning of year	\$195,103,264	\$192,485,419
Additions	19,842,976	18,472,171
Revenue recognized	(16,206,254)	(14,855,305)
Transfers to deferred revenue	-	(999,021)
Balance - end of year	\$198,739,986	\$195,103,264

8. LONG-TERM DEBT

	2020	2019
Demand loan payable to Royal Bank of Canada, bearing interest at 3.31%, repayable in blended monthly principal and interest payments of \$22,073, due January 10, 2025.	\$ 1,070,460	\$ 1,295,960
Demand loan payable to Royal Bank of Canada, bearing interest at 3.18%, repayable in blended monthly principal and interest payments of \$22,042, due July 8, 2025.	1,202,703	1,424,780
Demand loan payable to Royal Bank of Canada, bearing interest at 3.39%, repayable in blended monthly principal and interest payment of \$22,390, due December 23, 2025.	1,309,504	1,529,471
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.76%, repayable in blended semi-annual principal and interest payments of \$529,236, due November 15, 2029.	8,013,288	8,666,738
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.56%, repayable in blended semi-annual principal and interest payments of \$399,470, due November 15, 2031.	7,088,733	7,548,640
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.9%, repayable in blended semi-annual principal and interest payments of \$331,482, due March 3, 2033.	6,247,486	6,591,626
		(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

8. LONG-TERM DEBT (continued)

	2020	2019
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 5.23%, repayable in blended semi-annual principal and interest payments of \$659,390, due April 13, 2035.	13,534,930	14,122,408
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.83%, repayable in blended semi-annual principal and interest payments of \$129,343, due March 11, 2036.	2,838,075	2,955,331
Ontario Finance Authority Debenture for Good Places to Learn, Prohibitive to Repair and Capital Priorities expenditures, bearing interest at 3.799%, repayable in blended semi-annual principal and interest payments of \$1,290,173, due March 19, 2038.	33,213,351	34,495,282
Ontario Finance Authority Debenture for Good Places to Learn, Prohibitive to Repair and Capital Priorities expenditures, bearing interest at 4.003% repayable in blended semi-annual principal and interest payments of \$18,692, due March 11, 2039.	490,927	508,142
	\$ 75,009,457	\$ 79,138,378

Principal repayment terms are approximately:

2021	\$ 4,308,000
2022	4,495,000
2023	4,690,000
2024	4,894,000
2025	4,909,500
Thereafter	51,712,957
	<u>\$ 75,009,457</u>



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

9. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

Retirement and other employee future benefit liabilities:

	2020	2019
Accrued employee future benefit obligations		
Retirement gratuity plan	\$ 17,271,429	\$ 18,719,561
Retirement life insurance and health care benefits	1,515,887	1,473,362
Workplace Safety and Insurance Board obligations	5,587,992	4,604,434
Sick leave top-up benefits	200,100	183,652
Total employee future benefit liability at August 31	24,575,408	24,981,009

Retirement and other employee future benefit expenses:

Current year benefit cost		
Sick leave top-up benefits	200,100	183,652
Workplace Safety and Insurance Board obligations	2,062,466	2,490,052
	2,262,566	2,673,704
Interest on accrued benefit obligation		
Retirement gratuity plan	371,162	579,159
Retirement life insurance and health care benefits	28,607	32,302
Workplace Safety and Insurance Board obligations	100,915	109,358
	500,684	720,819
Recognition of unamortized actuarial (gain) loss		
Retirement gratuity plan	123,598	14,087
Retirement life insurance and health care benefits	99,909	372,225
Sick leave top-up benefits	(39,759)	-
	183,748	386,312
Total employee future benefit expenses	\$ 2,946,998	\$ 3,780,835

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Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

9. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS *(continued)*

Actuarial assumptions

The accrued benefit obligations for employee future benefit plans as at August 31, 2020 are based on actuarial assumptions of future events determined for accounting purposes as at August 31, 2019, and based on updated average daily salary and banked sick days as at August 31, 2020. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2020	2019
	%	%
Inflation		
Retirement gratuity plan	1.5	1.5
Retirement life insurance and health care benefits	1.5	1.5
Workplace Safety and Insurance Board obligations	4	2
Wage and salary escalation		
Retirement gratuity plan	0	0
Insurance and health care cost escalation		
Health costs	7.75	7.75
Dental costs	3.75	3.75
Discount on accrued benefit obligations		
Retirement gratuity plan	1.40	2.00
Retirement life insurance and health care benefits	1.40	2.00
Workplace Safety and Insurance Board obligations	1.40	2.00

Retirement benefits

Ontario Teachers' Pension Plan

Teachers are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's financial statements.

Ontario Municipal Employees Retirement System

Qualifying non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2020, the Board contributed \$3,983,224 (2019 - \$3,995,079) to the plan. These contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

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Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

9. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS *(continued)*

Retirement gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

Life insurance benefits

The Board sponsors a separate plan for retirees to provide life insurance benefits. The Board is responsible for the payment of life insurance premiums under this plan, however all or a portion of the cost are recovered from the employees as specified in their collective agreement. The premiums are based on the Board's experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, will no longer qualify for Board subsidized premiums or contributions.

Health care and dental benefits

The Board sponsors a separate plan for retirees to provide group health care and dental benefits. The Board is responsible for the payment of health care premiums under this plan, however all or a portion of the cost is recovered from the employees as specified in their collective agreement once a certain time period has been reached. Benefits provided by the Board are provided through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

Other employee future benefits

Workplace Safety and Insurance Board obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. Plan changes in 2012 require school boards to provide salary top-up to a maximum of 4 1/2 years for employees receiving payments from the Workplace Safety and Insurance Board, where the previously negotiated collective agreement included such provision.

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Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

9. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS *(continued)*

Long-term disability life insurance and dental and health care benefits

The costs of salary compensation paid to employees on long-term disability leave are fully insured and are not included in the defined benefit plan.

Sick leave top-up benefits

A maximum of eleven unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$200,100 (2019 – \$183,652).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2020 and was extrapolated from the results of the August 31, 2019 valuation without gains and losses.

10. TANGIBLE CAPITAL ASSETS

COST	2019	Additions	Disposals	2020
Land	\$ 4,131,147	\$ -	\$ -	\$ 4,131,147
Land improvements	15,304,694	4,688,549	-	19,993,243
Buildings	342,961,518	13,190,356	-	356,151,874
Portable structures	6,366,792	-	1,548,000	4,818,792
Furniture and equipment	5,026,112	59,694	213,611	4,872,195
Computer hardware	8,867,518	271,721	3,094,703	6,044,536
Capital leased assets	534,779	-	-	534,779
Vehicles	761,456	61,452	-	822,908
	\$383,954,016	\$ 18,271,772	\$ 4,856,314	\$397,369,474

AMORTIZATION	2019	Amortization	Disposals	2020
Land improvements	\$ 5,260,514	\$ 1,815,858	\$ -	\$ 7,076,372
Buildings	150,892,251	12,754,753	-	163,647,004
Portable structures	4,322,986	282,574	1,548,000	3,057,560
Furniture and equipment	2,547,954	477,387	213,611	2,811,730
Computer hardware	5,418,515	1,491,205	3,094,703	3,815,017
Capital leased assets	534,779	-	-	534,779
Vehicles	535,171	87,452	-	622,623
	\$169,512,170	\$ 16,909,229	\$ 4,856,314	\$181,565,085



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

NET BOOK VALUE	2020	2019
Land	\$ 4,131,147	\$ 4,131,147
Land improvements	12,916,871	10,044,180
Buildings	192,504,870	192,069,267
Portable structures	1,761,232	2,043,806
Furniture and equipment	2,060,465	2,478,158
Computer hardware	2,229,519	3,449,003
Vehicles	200,285	226,285
	\$215,804,389	\$214,441,846

The Board has identified \$808,568 in buildings that qualify as assets permanently removed from service with a net book value of \$236,655 as at August 31, 2019. During 2020 this asset was brought back into service.

11. DEBT CHARGES AND CAPITAL LOAN INTEREST

The debt charges and capital loan interest charges includes principal and interest payments as follows:

	2020	2019
Principal payments on long-term debt	\$ 4,128,921	\$ 4,134,667
Interest payments on long-term debt	3,384,719	3,557,905
	\$ 7,513,640	\$ 7,692,572

12. ACCUMULATED SURPLUS (DEFICIT)

Accumulated surplus (deficit) consists of the following:

	2020	2019
Surplus (deficit):		
Invested in non-depreciable tangible capital assets	\$ 4,131,147	\$ 4,098,051
Employee future benefits	(5,813,557)	(11,630,715)
School generated funds	3,714,672	3,661,644
Accumulated surplus	3,283,733	2,959,575
	\$ 5,315,995	\$ (911,445)

The Grand Erie District School Board has achieved the required accumulated surplus and has successfully completed the targets outlined in the Multi-year Financial Recovery Plan, developed in collaboration with the Ministry of Education.



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

13. EXPENSES BY OBJECT

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	2020 Budget	2020 Actual	2019 Actual
Salary and wages	\$221,191,973	\$219,325,116	\$223,626,006
Employee benefits	34,374,176	37,033,228	38,612,865
Staff development	968,664	514,812	1,210,347
Supplies and services	26,631,352	22,478,382	29,047,111
Interest charges on capital	3,454,198	3,384,719	3,793,426
Rental expenses	84,817	114,066	170,015
Fees and contract services	18,425,915	18,515,393	18,676,496
Amortization and loss on disposal of tangible capital assets and assets held for sale	19,012,114	16,909,229	16,659,639
Other	468,346	707,208	491,479
	\$324,611,555	\$318,982,153	\$332,287,384

14. TRUST FUNDS

Trust funds administered by the Board amounting to \$1,218,035 (2019 - \$1,225,908) have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations.

15. CONTRACTUAL OBLIGATIONS

The Board has ongoing commitments under operating leases and efficiency services agreements. Anticipated payments over the next five years are as follows:

2021	\$ 4,250,000
2022	4,199,000
2023	3,654,500
2024	3,062,000
2025	3,340,000
	\$ 18,505,500

The Board had \$611,625 in letters of credit outstanding with the bank as at August 31, 2020 (2019 - \$567,000), which were required for security on some of the construction projects.



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

16. EXTRAORDINARY EVENT

On March 11, 2020, the World Health Organization characterized the outbreak of a strain of the novel coronavirus ("COVID-19") as a pandemic which has resulted in a series of public health and emergency measures that have been put in place to combat the spread of the virus. The duration and impact of COVID-19 is unknown at this time and it is not possible to reliably estimate the impact that the length and severity of these developments will have on the financial results and condition of the Board in future periods.

17. EDUCATIONAL SERVICES TRANSFERS

Grand Erie District School Board has education services agreements with Indigenous Services Canada (ISC) and The Mississaugas of the Credit First Nations (MCFN). The agreements provide accommodation, instruction, and special services for Indigenous pupils. Revenues earned by the Board during the year are as follows:

	2020	2019
Indigenous Services Canada (Six Nations)		
Educational services - secondary	\$ 4,797,929	\$ 5,062,306
Special services agreement - educational counsellor/native advisor	476,900	460,272
Special services agreement - high cost special secondary	600,000	600,000
Other	164,648	251,418
	6,039,477	6,373,996
The Mississaugas of the Credit First Nations		
Educational services - secondary	548,409	553,690
Special services agreements	41,344	99,021
	589,753	652,711
Total	\$ 6,629,230	\$ 7,026,707

18. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE (OSBIE)

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage, and certain other risks. Liability insurance is available to a maximum of \$27,000,000 per occurrence.



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2020

19. REPAYMENT OF "55 SCHOOL BOARD TRUST" FUNDING

On June 1, 2003, the Board received \$3,520,453 from The 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt. As a result of the above agreement, the liability in respect of the NPF debt is no longer reflected in the Board's financial position.

20. PARTNERSHIP IN TRANSPORTATION CONSORTIUM

	2020		2019	
	Total	Board portion	Total	Board portion
Financial position:				
Financial assets	\$ 178,129	\$ 178,129	\$ 104,750	\$ (104,750)
Liabilities	(178,129)	(178,129)	(104,750)	104,750
Accumulated surplus (deficit)	-	-	-	-
Operations:				
Revenues	17,351,583	11,989,654	18,111,438	(12,655,135)
Expenses	(17,351,583)	(11,989,654)	(18,111,438)	12,655,135
Annual surplus (deficit)	\$ -	\$ -	\$ -	\$ -

Transportation consortium

On October 14, 2010, Student Transportation Services of Brant Haldimand Norfolk was incorporated. On September 1, 2011, the Board entered into an agreement with Brant Haldimand Norfolk Catholic District School Board and CSC MonAvenir in order to provide common administration of student transportation in the region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the boards. Under the agreement, decisions related to the financial and operating activities of Student Transportation Services of Brant Haldimand Norfolk are shared. No partner is in a position to exercise unilateral control.

The Board's consolidated financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro-rata share of revenues and expenses. The above provides condensed financial information, which is reported net of harmonized sales tax.

21. CONTINGENT LIABILITY

The Board has been named as the defendant in certain legal actions, in which damages have been sought. Not all legal actions may be covered by insurance and any losses arising from these actions are recorded in the year that the related litigation is settled or when any likely amounts are measurable. Where the outcomes of actions are not determinable as at August 31, 2020, no provision has been made in the consolidated financial statements.





GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **2019-20 Year End Report**
DATE: November 9, 2020

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

Background:

Consistent with Board Policy F2, the Year End Report for the twelve months ended August 31, 2020 is attached as Appendix A.

Additional Information:

1. ACCUMULATED SURPLUS

In the Spring of 2019-20, the Ministry of Education formally notified the Grand Erie District School Board that it had successfully achieved the targets set out in its Multi-Year Financial Recovery Plan. This target required Grand Erie to achieve an accumulated surplus equal to 1 per cent of its operating allocation. It also encouraged the Board to continue to responsibly build an accumulated surplus balance of 2 per cent to address future contingencies.

At the end of the 2019-20 fiscal year, Senior Administration is pleased to report an in-year surplus of \$396,008. This surplus will increase the Board's accumulated surplus from \$2,887,720 to \$3,283,728. The Board's annual operating allocation for 2019-20 was \$286,464,883 resulting in an accumulated surplus of 1.15%. School Boards report a list of accumulated surpluses annually to the Ministry when completing their financial statement submission through the Education Financial Information System (EFIS). The submitted report, known as **Schedule 5 - Detail of Accumulated Surplus/(Deficit)** is attached as Appendix B. The breakdown of these reserves are as follows:

Description	Balance at Aug 31, 2019	Increase / (Decrease)	Balance at Aug 31, 2020
Operating Surplus (1)	1,099,802	40,667	1,140,469
WSIB	700,000	-	700,000
Local Priorities Funding	400,044	-	400,044
IT Reserve	487,900	278,000	765,900
School Budgets	190,974	75,841	266,815
Community Tennis Courts	9,000	1,500	10,500
Totals	\$2,887,720	\$396,008	\$3,283,728

Note: (1) Ministry Review resulted in reduction from \$1,172,656 to \$1,099,802; a reduction of \$71,854.

2. UNSUPPORTED CAPITAL

Unsupported capital refers to a board's capital projects and their funding sources. Funding can be either Ministry funded (supported) or board funded (unsupported). Unsupported capital purchases will create in-year pressures to a board's operating budget as it will need to support the annual amortization. This gap is referred to as the Deferred Capital Contributions – Amortization gap (or DCC Gap). Boards have access to certain strategies to draw down this balance, such as redirecting existing portions of School Renewal Allocation, or by utilizing proceeds from the sale of land or buildings. The following table illustrates the Unsupported Capital balance history for Grand Erie.

Date	Unsupported Balance	Annual Gap
August 31, 2017	\$19,035,692	\$1,147,948
August 31, 2018	\$15,591,577	\$798,761
August 31, 2019	\$15,237,435	\$752,495
August 31, 2020	\$12,933,257	\$702,974

The DCC gap for 2019-20 was \$702,974, a decrease from the 2018-19 DCC gap of \$752,495. The following table shows the changes to the unsupported balance during the last fiscal year. Paving upgrades and repairs to boilers for administrative buildings are the reason for in-year increase to unsupported capital. There are essentially no funding sources available for these types of expenditures

Unsupported Balance, September 1, 2019	15,237,435
Transfer of 2019-20 School Renewal	- 1,500,000
New Unsupported Capital - Admin Buildings	610,080
Additional Funding - Mapleview	- 711,284
Annual DCC Gap Drawdown Pre-2010	- 387,361
Annual DCC Gap Drawdown Post-2010	- 315,613
Unsupported Balance, August 31, 2020	12,933,257

It should be noted that Grand Erie staff is still working with the Ministry of Education's Capital Branch to move the majority of the unsupported cost of the construction of Mapleview Elementary off this schedule.

Based on these results, and the anticipated future reductions, it is anticipated that the unsupported balance will be eliminated by August 31, 2030.

3. DEFERRED REVENUE

Many of the current accountability and compliance mechanisms of the grant regulations and other regulations require boards to set aside unspent grant allocations until they are spent on their intended purpose. Additionally, sometimes third parties impose a restriction on how amounts can be spent. Under the Public Sector Accounting Board (PSAB) guidelines, these externally restricted amounts are reported as deferred revenue (a liability) until the restriction is fulfilled.

The table below illustrates the beginning balance, the ending balance and the change year-over-year in each of the Board's significant deferred revenue accounts.

Type	Description	Sept 1, 2019	Aug 31, 2020	Change	Note
Capital	School Renewal	2,889,522	3,567,257	677,735	Increase due to inability to spend full allocation
Capital	Proceeds of Disposition - Regular	424,181	424,181	-	Reserve held from sale of Anna Melick Memorial School
Capital	Proceeds of Disposition - Other	1,016,793	1,016,793	-	Reserve held from sale of Education Centre Lands
Capital	Temporary Accommodations	-	265,223	265,223	Grant not fully spent; enveloped for 2020-21
Operating	Rural & Northern Education Funding	-	529,608	529,608	Grant not fully spent; enveloped for 2020-21
Operating	Student Achievement Envelope	-	421,000	421,000	Grant not fully spent; enveloped for 2020-21
Operating	Indigenous Board Action Plan	-	387,161	387,161	Grant not fully spent; enveloped for 2020-21
Totals	Totals	4,330,496	6,611,223	2,280,727	

4. CAPITAL SPENDING

As per Board Policy FT1: Major Construction, Trustees shall be provided a report November of each year summarizing the scope, cost and status all other capital projects for the prior fiscal year which were not subject to policy FT1. The summary of this work is listed in Appendix C.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A – Year End Financial Dashboard

Grand Erie District School Board
2019-20 Year End Report
For the Period Ended August 31, 2020

Summary Comparison of Revised Budget versus Estimates Budget

(\$Thousands)	Estimates (Budget)	Revised Estimates	Financial Statements	Variance from Rev	
				\$	%
Revenue					
Provincial Grants (GSN)	288,806	290,744	285,285	(5,458)	-1.9%
Grants for Capital Purposes	4,558	4,442	6,297	1,855	41.8%
Other Non-GSN Grants	2,277	4,606	4,759	154	3.3%
Other Non-Grant Revenues	7,905	8,292	8,819	527	6.4%
Amortization of DCC	18,126	16,144	16,206	62	0.4%
Total Revenue	321,672	324,228	321,367	(2,861)	-0.9%
Expenditures					
Classroom Instruction	220,827	223,885	220,791	(3,094)	-1.4%
Non-Classroom	29,066	29,604	29,719	114	0.4%
Administration	7,621	7,746	8,135	389	5.0%
Transportation	12,689	12,989	12,297	(692)	-5.3%
Pupil Accommodation	49,422	47,956	47,978	22	0.0%
Contingency & Non-Operating	2,049	2,049	2,051	2	0.1%
Total Expenditures	321,672	324,228	320,971	(3,258)	-1.0%
In-Year Surplus (Deficit)	0	0	396	396	-
Prior Year Accumulated Surplus	2,960	2,960	2,888	(72)	-2.4%
Accumulated Surplus (Deficit)	2,960	2,960	3,284	323	10.9%

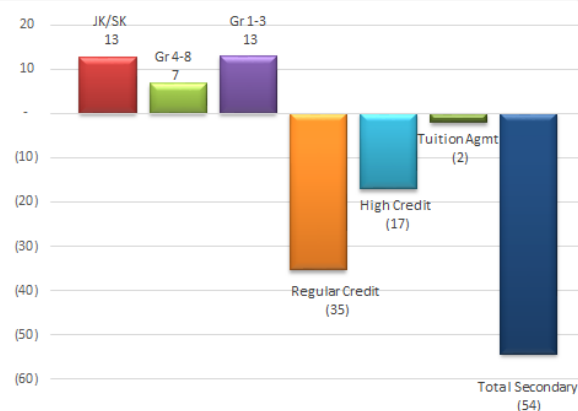
Summary of Enrolment

ADE	Estimates (Budget)	Revised Estimates	Actual	Variance from Rev	
				#	%
Elementary					
JK/SK	3,391	3,552	3,565	13	0.4%
Gr 1-3	5,293	5,422	5,435	13	0.2%
Gr 4-8	9,311	9,373	9,380	7	0.1%
Total Elementary	17,995	18,347	18,380	33	0.2%
Secondary <21					
Regular Credit	7,327	7,265	7,230	(35)	-0.5%
High Credit	30	55	38	(17)	-56.7%
Tuition Agmt & Visa	480	478	476	(2)	-0.4%
Total Secondary	7,837	7,798	7,744	(54)	-0.7%
Total Board	25,832	26,145	26,123	(22)	-0.1%

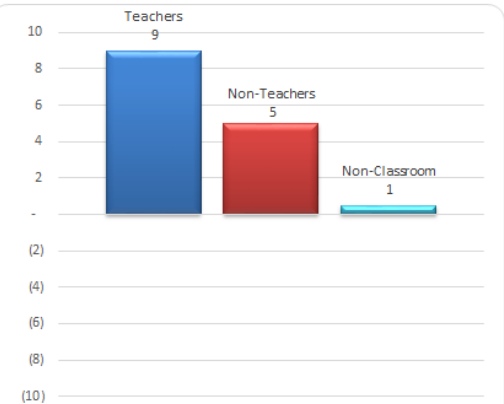
Summary of Staffing

FTE	Estimates (Budget)	Revised Estimates	Variance from Est	
			#	%
Classroom				
Teachers	1,609	1,618	9	0.6%
Non-Teachers	447	452	5	1.1%
Total Classroom	2,056	2,070	14	0.7%
Non-Classroom	679	680	1	0.1%
Total	2,735	2,749	15	0.5%

Changes in Enrolment: Budget v. Actual



Changes in Staffing: Budget v. Actual



Grand Erie District School Board
2019-20 Year End Report
Revenues
For the Period Ended August 31, 2020

Budget Assessment					
Estimates	Revised Estimates	Financial Statements	Change		Material Variance Note
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	133,054	135,158	136,297	1,139	0.8%
School Foundation	20,616	20,760	20,778	17	0.1%
Special Education	37,641	37,807	37,565	(242)	(0.6%)
Language Allocation	4,256	4,256	4,462	206	4.8%
Rural and Northern Education Funding	610	610	84	(526)	(86.2%)
Learning Opportunities	4,073	4,075	4,378	303	7.4%
Continuing and Adult Education	1,430	1,534	1,410	(124)	(8.1%)
Teacher Q&E	34,135	33,877	33,174	(703)	(2.1%)
ECE Q&E	1,779	1,808	1,835	27	1.5%
New Teacher Induction Program	153	153	42	(111)	(72.5%)
Restraint Savings	(80)	(80)	(80)	-	0.0%
Transportation	13,690	13,729	13,407	(322)	(2.3%)
Administration and Governance	8,690	8,742	8,446	(296)	(3.4%)
School Operations	26,143	26,350	26,524	174	0.7%
Community Use of Schools	371	371	370	(1)	(0.2%)
Declining Enrolment	743	7	13	6	99.8%
Indigenous Education	744	824	607	(218)	(26.4%)
Safe Schools Supplement	497	502	508	6	1.1%
Permanent Financing - NPF	262	262	262	-	0.0%
Strike Savings	-	-	(4,795)	(4,795)	0.0%
Total Operating Grants	288,806	290,744	285,285	(5,458)	(1.9%)
Grants for Capital Purposes					
School Renewal	3,154	3,154	2,937	(217)	(6.9%)
Temporary Accommodation	534	534	276	(259)	(48.4%)
Short-term Interest	200	84	163	79	93.5%
Debt Funding for Capital	3,254	3,254	3,254	0	0.0%
Minor Tangible Capital Assets (mTCA)	(2,585)	(2,585)	(333)	2,252	(87.1%)
Total Capital Purposes Grants	4,558	4,442	6,297	1,855	41.8%
Other Non-GSN Grants					
Education Programming - Other (EPO)	61	2,180	2,453	273	12.5%
Other Federal & Provincial Grants	2,216	2,425	2,306	(119)	(4.9%)
Total Non-GSN Grants	2,277	4,606	4,759	154	3.3%
Other Non-Grant Revenues					
Education Service Agreements	6,732	6,568	6,629	62	0.9%
Other Fees	160	160	94	(66)	(41.1%)
Other Boards	210	210	220	10	4.8%
Community Use & Rentals	519	519	499	(20)	(3.8%)
Miscellaneous Revenues	285	836	1,377	541	64.7%
Non Grant Revenue	7,905	8,292	8,819	527	6.4%
Deferred Revenues					
Amortization of DCC	18,126	16,144	16,206	62	0.4%
Total Deferred Revenue	18,126	16,144	16,206	62	0.4%
TOTAL REVENUES	321,671	324,227	321,367	(2,861)	(0.9%)

Explanations of Material Grant Variances

- a. Revenue has been deferred to 2020-21.
- b. Decrease due to lack of opportunities for professional development due to COVID-19 pandemic.
- c. Decrease due to Ministry of Education claw back.
- d. Decrease due to less than anticipated enrolment in courses .
- e. Decrease to revenue as a result of strike savings for EFTO, OSSTF, ECE and PSSP employees
- f. Decrease due to lower portable leases costs than anticipated
- g. Decrease as a result of fewer capitalization of assets in Information Technology
- h. Lower enrolment in fee paying students and the continuing education programs; likely as a result of COVID-19
- i. Higher than anticipated recovery of fees from agencies and third party grants

Notes:

1. Estimates is the 2019-20 Estimates Budget as approved by the Board in June 2019
Committee of the Whole Board Meeting

November 9, 2020

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Grand Erie District School Board
2019-20 Year End Report
Expenses
For the Period Ended August 31, 2020

	Budget Assessment					Material Variance Note
	Estimates	Revised Estimates	Financial Statements	\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction						
Teachers	168,845	170,172	170,526	354	0.2%	
Supply Teachers	6,178	6,294	5,837	(457)	(7.3%)	a.
Educational Assistants	17,149	17,325	17,202	(122)	(0.7%)	
Early Childhood Educators	6,754	7,046	5,903	(1,143)	(16.2%)	b.
Classroom Computers	1,979	1,979	3,387	1,409	71.2%	c.
Textbooks and Supplies	6,327	7,001	4,547	(2,454)	(35.0%)	d.
Professionals and Paraprofessionals	8,931	9,368	9,260	(108)	(1.2%)	
Library and Guidance	3,713	3,713	3,612	(101)	(2.7%)	
Staff Development	631	669	294	(375)	(56.1%)	e.
Department Heads	320	320	223	(97)	(30.4%)	
Total Instruction	220,827	223,885	220,791	(3,094)	(1.4%)	
Non-Classroom						
Principal and Vice-Principals	14,363	14,641	14,905	264	1.8%	
School Office	7,638	7,708	7,582	(126)	(1.6%)	
Co-ordinators and Consultants	5,463	5,525	5,321	(204)	(3.7%)	
Continuing Education	1,603	1,730	1,911	181	10.5%	f.
Total Non-Classroom	29,066	29,604	29,719	114	0.4%	
Administration						
Trustees	287	287	173	(113)	(39.5%)	g.
Director/Supervisory Officers	1,391	1,461	1,713	252	17.2%	h.
Board Administration	5,943	5,998	6,249	251	4.2%	i.
Total Administration	7,621	7,746	8,135	389	5.0%	
Transportation	12,689	12,989	12,297	(692)	(5.3%)	j.
Pupil Accommodation						
School Operations and Maintenance	24,087	24,504	24,027	(477)	(1.9%)	k.
School Renewal	3,154	3,154	3,525	371	11.7%	l.
Other Pupil Accommodation	3,454	3,454	3,516	62	1.8%	
Amortization & Write-downs	18,726	16,843	16,909	66	0.4%	
Total Pupil Accommodation	49,422	47,956	47,978	22	0.0%	
Contingency & Non-Operating	2,049	2,049	2,051	2	0.1%	
TOTAL EXPENDITURES	321,673	324,229	320,971	(3,258)	(1.0%)	

Explanations of Material Grant Variances

- a. Lower utilization of supply teachers than planned, although it should be noted that at time of COVID-19 pandemic, these costs were trending significantly higher than 2018-19.
- b. Decrease due to lower than projected sick time offset by salary increase.
- c. Increase due to higher volume of non-capital technology purchases (i.e. more leases vs purchases).
- d. Decreased spending due to school closures as a result of COVID-19 pandemic.
- e. Decrease due to school closures as a result COVID-19 pandemic.
- f. Increase due to higher than anticipated instructor costs.
- g. Decrease due to lower spending for professional development and mileage.
- h. Increase due to cost of retirement gratuity payments.
- i. Increase as a result of centrally negotiated salary increases.
- j. Savings as a result of transportation services not providing services from March to June 2020.
- k. Reduced operation savings as a result of school closure offset by PPE, demarcation and disinfectant purchases as a result of COVID-19 preparations.
- l. Higher than anticipated repair costs for schools as opportunities to work in schools increased as a result of school closures

Notes:

1. Estimates is the 2019-20 Estimates Budget as approved by the Board in June 2019

Appendix B

Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	Available for Compliance - Unappropriated				
1.1	Operating Accumulated Surplus	1,099,802	-	40,667	1,140,469
1.2	Available for Compliance - Unappropriated	1,099,802	-	40,667	1,140,469
2	Available for Compliance - Internally Appropriated				
2.1	Retirement Gratuities	-	-	-	-
2.2	WSIB	700,000	-	-	700,000
2.3	School Renewal (previously included in pupil accommodation debt reserve)	0	-	-	0
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Local Priorities Funding carryforward	400,044	-	-	400,044
2.5	Information Technology Reserve	487,900	-	278,000	765,900
2.6	Community Tennis Court	9,000	-	1,500	10,500
2.7	School budget carryforwards	190,974	-	75,841	266,815
2.8		0	-	-	0
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.2	Committed Capital Projects	-	-	-	-
from Schedule 5.5				
	Other Purposes - Capital:				
2.9		0	-	-	0
2.10		0	-	-	0
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	Available for Compliance - Internally Appropriated	1,787,918	-	355,341	2,143,259
3	Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)	2,887,720	-	396,008	3,283,728
4	Unavailable for Compliance				
4.1	Employee Future Benefits - retirement gratuity liability	-7,806,697		5,576,212	-2,230,485
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-722,839		240,946	-481,893
4.1.3	Employee Future Benefits - other than retirement gratuity	-3,101,179		-	-3,101,179
4.2	Interest to be Accrued	0		0	0
4.4	School Generated Funds	3,661,644	-	53,028	3,714,672
4.7	Revenues recognized for land	4,131,147	-	0	4,131,147
4.8	Liability for Contaminated Sites	-		-	-
4.9	Total Accumulated Surplus (Deficit) Unavailable for Compliance	-3,837,924	-	5,870,186	2,032,262
5	Total Accumulated Surplus (Deficit)	-950,204	-	6,266,194	5,315,990

Appendix C – Capital Expenditure Summary

2019-20 Capital Projects			
Capital Project Category	2019-20 Committed	2019-20 Actuals	Variance
Planned Projects			
Principal Building and Grounds	135,000	59,610	75,390
Pride of Place (POP)	1,000,000	871,414	128,586
Community Partnership Incentive Program (CPIP)	190,000	290,826	- 100,826
Learning Commons Fund	1,250,000	1,269,645	- 19,645
Capital Projects Identified by Facilities			
Asbestos Removal	-	308,185	- 308,185
Electrical	600,000	298,648	301,352
HVAC	680,000	535,726	144,274
Life Safety Systems	250,000	-	250,000
Masonry	3,000,000	1,910,363	1,089,637
Paving	2,330,000	3,110,155	- 780,155
Portable Water Systems	200,000	461,237	- 261,237
Renovations	10,000	534,824	- 524,824
Roofing	3,115,000	3,711,352	- 596,352
Security Systems	205,000	292,001	- 87,001
Site Work	115,000	268,547	- 153,547
Windows & Doors	780,000	690,763	89,237
Accessibility Upgrades	100,000	401,028	- 301,028
Committed Capital and Other	2,466,630	3,106,629	- 639,999
Total	\$ 16,426,630	\$ 18,120,953	-\$ 1,694,323



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Facility Renewal Plan 2020-21**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2020-21.

Background

In the Board's Multi-Year Plan, our objective is to "ensure that students and staff have a safe and welcoming environment in which to learn and work." Facility Services maintains a building condition inventory that identifies building components that may need to be repaired or replaced. The Facility Services team reviews and prioritizes these needs guided by the objectives of the Multi-Year Plan. In 2019-20, Facility Services provided a report to Trustees in November 2019 outlining the spending plan for the upcoming school year. An annual summary is also provided to compare actual results to budget.

Renewal Plans for 2020-21

The following plan for capital related work has been developed by Facility Services to address high and urgent renewal needs and other commitments. The 2020-21 capital project plans for the board have been summarized in **Table 1** below.

Proposed 2020-21 Projects funded by the School Renewal Allocation (SRA) and the School Condition Improvement (SCI) allocations total \$25,927,260. The total funding available for 2020-21 is \$40,191,310 which includes \$17,599,794 carried forward from prior years. Previously approved allocations for Building and Grounds budgets, Pride of Place, Community Partnership Incentive Projects and School/Program Improvement Fund Projects are included.

Table 1**2020-21 Capital Projects**

Capital Project Category	2020-21	Funding Source	
		School Renewal Allocation	School Condition Improvement
Funding Available			
Balance Forward (From 2019-20)	\$ 17,599,794	\$ 3,567,257	\$ 14,032,537
2020-21 Grants	\$ 22,591,516	\$ 5,635,668	\$ 16,955,848
Total Available	\$ 40,191,310	\$ 9,202,925	\$ 30,988,385
Planned Projects			
Principal Building and Grounds	\$ 135,000	\$ 135,000	\$ -
Pride of Place (POP)	\$ 1,000,000	\$ 500,000	\$ 500,000
Community Partnership Incentive Program (CPIP)	\$ 190,000	\$ 190,000	\$ -
Learning Commons Fund	\$ 1,825,000	\$ -	\$ 1,825,000
Capital Projects Identified by Facilities	\$ 19,875,000	\$ 250,000	\$ 19,625,000
Accessibility Upgrades	\$ 250,000	\$ 250,000	\$ -
Committed Capital and Other	\$ 2,652,460	\$ 2,652,460	\$ -
Total Allocated	\$ 25,927,460	\$ 3,977,460	\$ 21,950,000
Total Unallocated	\$ 14,263,850	\$ 5,225,465	\$ 9,038,385

Principal Building and Grounds (B&G)

This budget (\$135,000) is allocated to all schools to provide principals with a budget to address small facility related issues in their building. B&G projects would include the installation of an electrical outlet, shelving, millwork or minor upgrades or enhancements. For 2020-21, elementary schools will receive \$1,900 and secondary schools will receive \$1,500.

Pride of Place (POP)

These allocations (\$1,000,000) address facility renewal concerns as well as features that contribute to a more welcoming environment for staff, students and the school community. Projects for 2020-21 will be prioritized and reviewed by facilities staff as set out in *Policy FT13: Pride of Place and Community Partnership Incentive Programs*.

The request for POP projects was distributed to our schools in October 2020 and submissions are due by the end of November 2020. A detailed listing of the projects recommended will be provided in an updated report.

Community Partnership Incentive Plan

The 2020-21 Community Partnership Incentive Plan (CPIP) applications were distributed to Grand Erie schools in October 2020. This is the 17th consecutive year for this program and the Board has allocated \$190,000 from the School Renewal Allocation to match funding raised by schools up to \$10,000 for projects submitted and approved.

Proposed projects have to meet the normal qualifications for work that is undertaken by the annual Facility Renewal Grant budget process. The installation of creative playground equipment, swings, climbing equipment etc. is not funded through the School Renewal Allocation. Money raised for playground equipment would not be eligible for CPIP matching funds. However, other outside work such as basketball standards, backboards and nets, baseball backstops and field upgrades would be eligible.

Applications are due back from school Principals by the November 30, 2020 deadline. The applications will be reviewed to ensure that all projects met the CPIP criteria and that all required information was submitted as required. Facility services staff will prepare a project estimate, ensuring building code compliance and reviewed other regulatory requirements. Schools that had not previously received CPIP funding are given higher priority than schools which have benefited from the program over the past few years. Compensatory schools are also taken into consideration having to contribute one-third of the overall estimated cost of the project compared to one-half for all other schools.

In 2019-20, many applications were received and **\$262,996** of SRA funding was approved so that all school requests and projects can be supported. If a similar approach needs to be taken in 2020-21, there will be an opportunity to do so within available SRA funds. A detailed listing of the projects recommended will be provided in an updated report.

Learning Commons Fund

In the 2019-20 Facility Renewal Plan, the Board allocated \$1,250,000 of its School Condition Improvement funding to a special fund intended to address emerging needs across the system to make improvements to learning spaces. The fund would provide capital resources to make changes to teaching and learning spaces with the intention of bringing them up to current standards. The recommendation is to replenish the fund for 2020-21 to \$1,825,000 amount and earmark the funds for future learning commons projects.

Not all the components required to complete the learning commons conversion qualify as capital expenditures, schools will need to augment the project with school budget funds (or other funding sources) to purchase durable goods such as furniture and equipment. Currently, schools have submitted proposals based on capital requirements, design, and availability of supporting funding. The Learning Commons Committee will review the cost of each proposal and select the successful projects for conversion for 2020-21.

As of August 31, 2020; 16 elementary and 4 secondary libraries have been converted into Learning Commons. There are 11 elementary and 2 secondary conversions tabled for 2020-21.

Outdoor Learning Spaces

For the 2020-21 school year, the Facilities team will be looking to allocate \$300,000 for the development of outdoor learning spaces. The COVID-19 pandemic has demonstrated that outdoor learning spaces can be beneficial for students, while at the same time allowing for physical distancing. The funding would allow for the exploration of outdoor learning space concepts at two or three schools.

Capital Projects Identified by Facilities

Proposed building renewal projects address renewal needs in four major categories;

- Major building components that are identified for replacement by the facility condition database and during annual building audits by facility personnel. These components ensure that the learning environment is warm, dry, has appropriate lighting and comfortable for staff and students. Examples are roofing, windows and doors, heating, masonry, and electrical systems.
- Life Safety, Intercom and Security Systems are critical to keeping our buildings safe for occupants. Because failure of these systems would likely result in the closure of a building, they are tested and monitored on a regular basis and when appropriate, identified for upgrade or replacement.
- Health and Safety upgrades, hazardous material removal including systematic removal of asbestos containing materials and underground storage tanks when appropriate and issues identified in monthly inspections.
- Accessibility Upgrades are considered any time a renovation or addition is made to a building as well as occupant requirements.

Projects recommended for approval are set out in **Appendix A**.

Committed Capital and Other

This group represents repayment of debt incurred in prior years for capital related projects, software licensing, permits and fees. The energy retrofit project is an example of committed capital. This also includes a commitment to drawn down the balance of historical unsupported capital items.

Also included in this total is the inclusion of Renewal Project Supervisor position that will be funded by SRA funds. The volume of upcoming capital projects will require more than the 1 FTE currently allocated.

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

Appendix A

Grand Erie District School Board - 2020-21 Capital Projects				
Project Category	Project Type	Projected Cost	Funding Source	
			Renewal	School Condition Improvement
Accessibility Upgrades	Accessibility Upgrades	\$ 250,000	\$ 250,000	\$ -
Capital Projects Identified by Facilities	Asbestos Removal	\$ 400,000	\$ -	\$ 400,000
Capital Projects Identified by Facilities	Electrical	\$ 1,205,000	\$ -	\$ 1,205,000
Capital Projects Identified by Facilities	HVAC	\$ 3,100,000	\$ -	\$ 3,100,000
Capital Projects Identified by Facilities	Life Safety Systems	\$ 420,000	\$ -	\$ 420,000
Capital Projects Identified by Facilities	Masonry & Foundation	\$ 3,950,000	\$ -	\$ 3,950,000
Capital Projects Identified by Facilities	Outdoor Learning Spaces	\$ 300,000	\$ -	\$ 300,000
Capital Projects Identified by Facilities	Paving	\$ 1,950,000	\$ -	\$ 1,950,000
Capital Projects Identified by Facilities	Portable Water Systems	\$ 240,000	\$ -	\$ 240,000
Capital Projects Identified by Facilities	Renovations	\$ 250,000	\$ 250,000	\$ -
Capital Projects Identified by Facilities	Roofing	\$ 4,965,000	\$ -	\$ 4,965,000
Capital Projects Identified by Facilities	Security Systems	\$ 575,000	\$ -	\$ 575,000
Capital Projects Identified by Facilities	Site Work	\$ 440,000	\$ -	\$ 440,000
Capital Projects Identified by Facilities	Windows & Doors	\$ 2,080,000	\$ -	\$ 2,080,000
Committed Capital and Other	Debt Repayment & Software Licencing	\$ 2,542,460	\$ 2,542,460	\$ -
Community Partnership Incentive Program	Community Partnership Incentive Program	\$ 190,000	\$ 190,000	\$ -
Learning Commons Fund	Learning Commons Fund	\$ 1,825,000	\$ -	\$ 1,825,000
Pride of Place (POP)	Pride of Place	\$ 1,000,000	\$ 500,000	\$ 500,000
Principal Building and Grounds	Principal Building and Grounds	\$ 135,000	\$ 135,000	\$ -
Other	Project Managment	\$ 110,000	\$ 110,000	\$ -
Grand Total		\$ 25,927,460	\$ 3,977,460	\$ 21,950,000



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Honoraria**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2020 to November 30, 2021 as presented.</p>
--

Background

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria and Board Policy F4 was established after community consultation to set out procedures for the annual calculation of honoraria.

Additional Information

- Trustee honoraria consist of three components; a base amount, an enrolment amount and Chair/Vice Chair allowances. The base amount of \$5,900 per trustee is established per regulation.
- The enrolment amount is adjusted annually based on the actual enrolment from the previous school year.
- Until December 31, 2018, for income tax purposes, only 2/3 of the monthly honorarium was defined as income and subject to deduction for the Canada Pension Plan. The remaining 1/3 of the honorarium was exempt from income tax which is defined as Municipal Officers' allowance under the Income Tax Act.
- Commencing January 1, 2019, the federal government repealed subsection 81(3) of the Income Tax Act meaning that all allowances became fully taxable.
- The Honoraria shall be paid on a semi-monthly basis

Proposed Trustee honoraria for the year from December 1, 2020 to November 30, 2021 are illustrated in the table below. Honoraria approved effective December 1, 2018 are shown for comparison.

	December 2018	December 2019 <i>(proposed)</i>	Change
Base Amount	5,900.00	5,900.00	-
Board Chair Allowance	5,000.00	5,000.00	-
Board Vice Chair Allowance	2,500.00	2,500.00	-
<u>Enrolment Amounts</u>			
All Trustees	4,472.10	4,468.45	(3.65)
Board Chair	1,277.74	1,276.70	(1.04)
Board Vice Chair	638.87	638.35	(0.52)
<u>Total Remuneration</u>			
Trustee	10,372.10	10,368.45	(3.65)
Board Chair	16,649.84	16,645.15	(4.69)
Board Vice Chair	13,510.97	13,506.80	(4.17)

Detailed calculations for the proposed honoraria effective December 1, 2020 are shown on the attached schedule.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Remuneration Calculations

Effective December 1, 2019

Ending November 30, 2020

Average Daily Enrolment as per Sched 13, Line 3.9,
2018-19 Financial Statements

25,533.99

Prior Yr Change

Enrolment Amounts

Trustee	$25533.99 \times 1.75 / 10 =$	\$ 4,468.45	\$ 4,472.10	\$ (3.65)
Board Chair	$25533.99 \times 0.05 =$	\$ 1,276.70	\$ 1,277.74	\$ (1.04)
Vice Chairperson	$25533.99 \times 0.025 =$	\$ 638.35	\$ 638.87	\$ (0.52)

Trustee

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,468.45

Total Annual Trustee Remuneration	\$ 10,368.45	\$ 10,372.10	\$ (3.65)
Semi-monthly pay amount (1/24)	\$ 432.02		

Board Chair

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,468.45
Board Chair Allowance	\$ 5,000.00
Board Chair Enrolment Amount	\$ 1,276.70

Total Annual Board Chair Remuneration	\$ 16,645.15	\$ 16,649.84	\$ (4.69)
Semi-monthly pay amount (1/24)	\$ 693.55		

Board Vice Chair

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,468.45
Board Vice Chair Allowance	\$ 2,500.00
Board Vice Chair Enrolment Amount	\$ 638.35

Total Annual Board Vice Chair Remuneration	\$ 13,506.80	\$ 13,510.97	\$ (4.17)
Semi-monthly pay amount (1/24)	\$ 562.78		

Prepared : November 1, 2019



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee's Travel and PD Expenses Report**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Trustee's Travel and PD Expenses Report as information.</p>
--

Background

Trustees are reimbursed for out of pocket expenses in accordance with Policy F3. The Policy requires that the expenses are reported to the Board in April and November each year.

The attached report details total expenses reimbursed for the year ended August 31, 2020 and current year to date expenses for 2020-21 from September 1, 2020 to October 31, 2020

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Expense Report				
For the year ending August 31, 2020				
Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson	-	1,865.40	1,554.63	3,420.03
Rita Collver	1,357.49	2,250.40	1,536.68	5,144.57
David Dean	1,589.13	694.92	919.44	3,203.49
Eva Dixon	-	1,176.74	-	1,176.74
Brian Doyle	-	533.14	1,206.12	1,739.26
Susan Gibson	-	147.55	2,084.27	2,231.82
James Richardson	-	932.52	2,148.15	3,080.67
Carol Ann Sloat	598.24	491.26	324.00	1,413.50
Christina Speers	936.77	787.18	1,979.85	3,703.80
Claudine VanEvery-Albert	549.33	370.86	640.00	1,560.19
Don Werden	1,423.37	1,016.74	-	2,440.11
Ia'teieká:nereh Doxtador-Swamp	-	-	-	-
Zachary Garbaty	1,401.15	720.06	-	2,121.21
Alex Hauser	2,545.00	1,201.51	-	3,746.51
Total Trustees	10,400.48	12,188.28	12,393.14	34,981.90

Trustee Expense Report				
For the year ending October 31, 2020				
Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson	-	90.86	387.52	478.38
Rita Collver	-	114.46	271.18	385.64
David Dean	-	-	-	-
Eva Dixon	-	-	-	-
Brian Doyle	-	-	-	-
Susan Gibson	-	-	-	-
James Richardson	-	-	-	-
Carol Ann Sloat	-	-	-	-
Christina Speers	-	-	-	-
Claudine VanEvery-Albert	-	-	-	-
Don Werden	-	-	-	-
Ia'teieká:nereh Doxtador-Swamp	-	-	-	-
Zachary Garbaty	-	-	-	-
Ava Burtis	-	-	-	-
Total Trustees	-	205.32	658.70	864.02



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Purchase of Microsoft Office Licensing and Maintenance**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the renewal licensing of the Microsoft Office suite from **Softchoice LP** in the amount of \$260,544.93 plus HST.

Background:

The Board signed an agreement with **OECM** and **Softchoice LP** on November 6th, 2017, the Contract expiry is May 27th, 2022. This is the Boards annual renewal for Microsoft O365 licenses and renewal of the Boards server licenses for all staff, students and data centres. The licensing term is November 1, 2020 to October 31, 2021.

Additional Information:

The license provides Outlook, Word, Excel, PowerPoint, O365 access to Board staff. This licensing also includes Power BI, enhanced security and Teleconferencing capabilities for Administrative staff. The licensing falls under the Microsoft Enrollment for Education Services (EES) pricing structure, ensuring our cost is in line with other school board.

Financial Impact:

This expenditure is well within the 2020-21 IT operating budget approved by Trustees.

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: **Annual Progress Report on the Multi-Year Accessibility Plan 2017-22**
DATE: November 9, 2020.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Annual Progress Report on the Multi-Year Accessibility Plan for 2017-22.

Background

The Accessibility for Ontarians with Disabilities Act (AODA) 2005 and the Integrated Accessibility Standards Regulation 2011 require Boards of Education to prepare an accessibility plan that outlines strategies to identify, eliminate and prevent barriers to accessibility for persons with disabilities. Progress toward meeting the goals in the plan must be reported annually.

As per the legislative requirement, a Multi-Year Accessibility Plan for Grand Erie for the period 2017-22 has been developed and an annual report on the progress made towards the goals is outlined below.

Additional Information

The attached Annual Progress Report on the Multi-Year Accessibility Plan has been vetted through Executive Council and Grand Erie's Accessibility Committee. It was presented to the Special Education Advisory Committee for input on October 15, 2020.

Highlights from 2019-20

- Program staff in all portfolios are working to enhance the skills of all educators to deliver programs using universal design and differentiated instruction strategies in order to achieve the full participation of all students, both face-to-face and in virtual models of learning.
- Schools held events to celebrate diverse abilities and to promote full participation of students using Rick Hansen Foundation School Program resources that were introduced to administrators on October 22, 2019.
- Work on Parent Portal started.
- Explicit focus on supporting all teachers to understand how to use the Brightspace learning platform.

Planning for 2020-21

- Focus continues on the two outstanding AODA goals which include accessible formats in school libraries by 2020 and all facilities accessible by 2025.
- Rolling out the *Ontario Human Rights Commission Policy on Accessible Education* to Learning Resource Teachers.
- Accessibility Awareness Day continues to be recognized, partnering with the Rick Hansen Foundation.
- With the support of Elementary Program, Student Success and Special Education, school staff design course content, instruction and assessment in an inclusive (universal) design framework in both traditional and remote learning contexts.

- Student Success and Ed Tech staff support the use of Brightspace by Desire to Learn to maximize access to blended and on-line learning.

Next Steps

The annual progress report toward the goals laid out in the Multi-Year Accessibility Plan 2012-17 will be distributed in keeping with Board Bylaw BL9 and will be posted on the Board website.

Grand Erie Multi-Year Plan

This report supports the Equity and Environment indicators of Success for Every Student and the following statements: we will promote practices that help students, families and staff feel safe, welcomed and included and we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ontario N3T 5V3

(519)756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2017 to NOVEMBER 2022

Annual Progress Report, November ~~11, 2019~~ 9, 2020

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MULTI-YEAR ACCESSIBILITY PLAN

GRAND ERIE DISTRICT SCHOOL BOARD November 2017 – 2022

Prepared by
Accessibility Committee

In accordance with:

Ontarians with Disabilities Act (ODA)
Accessibility for Ontarians with Disabilities Act (AODA)
Integrated Accessibility Standards Regulation (IASR)

Annual Program Report, November ~~11, 2019~~9, 2020

Plan Availability:

The Grand Erie District School Board's Accessibility Plan is posted on the Board website at <https://granderie.ca/board/community/accessibility> and hard copies will be made available upon request. The plan can be made in accessible formats by contacting:

Kimberly Newhouse, Manager of Communications and Community Relations
Grand Erie District School Board
349 Erie Avenue, Brantford ON
Telephone: (519) 756-1601 or 1-888-548-8878 ext. 281147
E-mail: kimberly.newhouse@granderie.ca

Aim:

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the [Integrated Accessibility Standard Regulation \(IASR\), Ontario Regulation 191/11](#) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (AODA), 2005*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five-year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Policy SO31 Accessibility.

1.0 Definitions and Terminology

Disability: Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

Barrier: A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”).

Accessibility: Accessibility is defined as that which enables people to achieve their full potential.

Accommodation: An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner – barriers that impede individuals with disability from participating fully in the services of the Board.

2.0 Objectives

This Plan:

- 2.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 2.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 2.3 Describes the measures the Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 2.4 Makes a commitment to provide an annual progress report on the Board’s implementation of the Multi-Year Accessibility Plan;
- 2.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6 Describes how the Board will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board’s Special Education Advisory Committee (SEAC), the Accessibility Committee and other relevant stakeholders. It is the Board’s role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;
- 3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility

Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

- 3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

4.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It represents more than 26,000 students in 72 schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk. With a dedicated staff of 2,700, Grand Erie is committed to its goal that promotes *SUCCESS for Every Student*.

5.0 Board Multi-Year Plan

SUCCESS for Every Student.

We will achieve this through a focus on students and staff in a culture of high expectations.

6.0 Members of Accessibility Committee Working Group 2019-20

The Accessibility Committee met ~~3-4~~ times in 201~~9-20~~ ~~8-19~~ to review and update the Multi-Year Accessibility Plan for 2017-22.

To access a list of the current members of the Accessibility Committee Working Group, please follow this link:

<https://granderie.ca/board/community/accessibility>

7.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Grand Erie policies, programs, procedures and services. Through the annual accessibility plan progress report process implemented under the *Ontarians with Disabilities Act, 2005*, the Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a renewed Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

8.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Elementary Program, Student Success, Special Education, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.

Staff	In consultation with OSSTF, ETFO and CUPE, Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback: http://www.granderie.ca/board/community/accessibility
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Education Services Corporation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations.

9.0 Recent Barrier Removal Achievements (~~2018-19~~ 2019-20 School Year)

The Renewed Multi-Year Accessibility Plan 2017-22 developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. On an on-going basis, personalized equipment needs are met through the Special Equipment Amount (SEA) process, and student transportation needs are addressed individually. Program staff in all portfolios are working to enhance the skills of all educators to deliver programs using universal design and differentiated instruction strategies in order to achieve the full participation of all students, both face-to-face and in virtual models of learning. Renovations and retrofits are ~~completed~~completed, and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code. Other accessibility upgrades are considered through the Pride of Place process or submission of a request through the Accessibility Request form that is available on the staff portal. Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's Return to Work programs. The Grand Erie website and staff portal meet current accessibility standards.

The following chart details some of the recent barrier-removal achievements:

Type of Barrier	Location	Action Taken
Systemic	Board-wide	Safe & Inclusive Schools Committee reviewed all policies out for comment through an Accessibility lens
Systemic	Board-wide	All volunteers participate in online accessibility training
Attitudinal	Board-wide	Professional learning for school administrators <u>Learning Resource Teachers</u> on the Ontario Human Rights Commission (OHRC) Policy on Accessible Education for Students with Disabilities -(not completed)
Attitudinal	Accessibility Awareness Day #AccessibleGE December 3, 2018 <u>3, 2019</u>	Schools held events to celebrate diverse abilities and to promote full participation of students <u>using Rick Hansen Foundation School Program resources that were</u>

		<u>introduced to administrators on October 22, 2019</u>
Information and Communication	Board-wide	<u>Migration of information and updating on newly developed Full implementation of accessible Website & Staff Portal; work on Parent Portal started</u>
Technology	Board-wide through Ed Tech, Student Success, Elementary Program & Special Education	Explicit focus on accessibility features in teaching/learning software and understanding of universal (inclusive) lesson planning in all PD
<u>Technology</u>	<u>Board-wide through Ed Tech and Student Success</u>	<u>Explicit focus on supporting all teachers to understand how to use the Brightspace learning platform.</u>
<u>Physical</u>	<u>JL Mitchener PS</u>	<u>New Gym entrance doors with operator</u>
	<u>Pauline Johnson C & VS</u>	<u>New elevator</u>
	<u>Jarvis PS</u>	<u>New AODA washroom</u>
	<u>Glen Morris Central PS</u>	<u>New front doors and operator</u>
	<u>Oneida PS</u>	<u>New ramp to front door and Barrier Free parking spots</u>
	<u>Port Rowan PS</u>	<u>New ramp to front door and Barrier Free parking spots</u>
	<u>Cayuga Secondary School</u>	<u>New ramp to front door and Barrier Free parking spots</u>
	<u>Dunnville Secondary School</u>	<u>New front door with opener and ramp for access</u>
	<u>Simcoe Composite School</u>	<u>New guidance door with opener</u>
	<u>North Park C & VS</u>	<u>New barrier free parking spots</u>
	<u>Facility Services / Ed Centre</u>	<u>New barrier free parking spots</u>
	<u>Oakland Scotland PS</u>	<u>New barrier free parking spots</u>
	<u>Teeterville PS</u>	<u>New barrier free parking spots</u>
	<u>Tollgate Technological Skills Centre</u>	<u>New barrier free parking spots</u>
	<u>Houghton Public School</u>	<u>Braille signage</u>
	<u>Valley Heights SS</u>	<u>Braille signage</u>
<u>Physical</u>	<u>Major Ballachey</u>	<u>Elevator Installation</u>
	<u>Major Ballachey</u>	<u>AODA Accessible washroom</u>
	<u>Joseph Brant</u>	<u>Entry door upgrade</u>
	<u>Prince Charles</u>	<u>New Accessible entry doors</u>
	<u>Cedarland</u>	<u>Paving and accessibility upgrades</u>
	<u>Courtland</u>	<u>Paving and accessibility upgrades</u>
	<u>Delhi Public</u>	<u>Paving and accessibility upgrades</u>
	<u>Delhi Secondary</u>	<u>Paving and accessibility upgrades</u>
	<u>Prince Charles</u>	<u>Paving and accessibility upgrades</u>
	<u>Princess Elizabeth</u>	<u>Paving and accessibility upgrades</u>
	<u>Valley Heights</u>	<u>Paving and accessibility upgrades</u>
	<u>Russel Reid</u>	<u>Sidewalk improvement</u>
	<u>Pauline Johnson</u>	<u>New main entry upgrade</u>
	<u>Thompson Creek</u>	<u>New main entry upgrade</u>
	<u>Waterford District</u>	<u>New busing entrance doors</u>

	Burford	Paving and accessibility upgrades
	Houghton	Braille signage
	Mapleview	New School Construction

10.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2017-22

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2017-2022 Multi-Year Accessibility Plan, Grand Erie intends to take action to address attitudinal barriers to accessibility with a special emphasis on raising awareness of individual differences. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

Type of Barrier	Location	Action		Effective Date
Systemic	Board-wide	Newly developed and revised policies/procedures will be reviewed by the Accessibility Committee or through the Safe and Inclusive Schools Committee to provide input from an accessibility lens.		Ongoing
Attitudinal	Board-wide	Provide training to staff on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure that third-party providers have similar training.	OHRC Policy an Accessible Education for Students with Disabilities for all Learning Resource Teachers.	On-going
Attitudinal		Rick Hansen Foundation School Partnership Initiative.	Partner with the Rick Hansen Foundation to provide schools with an online platform to access resources to support the full participation of all.	Fall 2019 On-going
Attitudinal		Accessibility Awareness Day #AccessibleGE	December 3, 2019 2020	Accessibility Awareness Day is held annually
Attitudinal		With the support of Elementary Program, Student Success and Special Education, school staff design course content, instruction and assessment in an inclusive (universal) design framework in both traditional and remote learning contexts.		On-going

Type of Barrier	Location	Action		Effective Date
Information and Communications	School Libraries	Elementary Program and Student Success staff will continue to develop the capacity of school libraries to provide accessible or conversion ready formats of digital or multi-media resources upon request	An initial Accessibility Committee meeting was held in June 2019 that included special education, technology, and program representatives from elementary and secondary. Goal to identify the system needs for accessible or conversion ready formats of a digital or multi-media resource. Second meeting to be held early fall to discuss and solidify an action plan to meet with the goal.	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Compliant	Board website compliant with this standard went live in August 2017, in anticipation of 2021 deadline
Information and Communications	Board-wide	Develop school/work site signage to invite requests for accommodation from the public, advise of elevator disruption, advise of service animal at work.	Signage for elevator disruption and advising people there is a service animal at the site	Fall 2019 to Winter Spring 2021 0
Information and Communications	Board-wide	Update Customer Service Feedback process on website	Reviewed our current process with the Communications Department and have determined there is no need to change the current process.	September 2019
Technology	Board-wide	Ed Tech and Special Education staff provide in-service to improve staff and student understanding of accessibility features available in Grand Erie software.		On-going
Technology	Board-wide	Student Success and Ed Tech staff support the use of Brightspace by Desire to Learn to maximize access to blended and on-line learning.		September 2020
Architectural	Board-wide	Facilities Services is working towards creating a geographical representation of accessible sites in Grand Erie to ensure they are fully accessible schools in all geographic areas that comply with AODA standards by 2025.		On-going

Type of Barrier	Location	Action		Effective Date
Physical	Board-wide	Accessibility requests can be made through submission of information to the Accessibility Committee or Pride of Place.		On-going
<u>Physical</u>	<u>Board-wide</u>	<u>Facility Services will hire an Accessibility Consultant to audit specific schools by geographical area.</u>		<u>To be considered when financially feasible. 2020-21</u>

11.0 Review and Monitoring Process

The Accessibility Committee meets four times during the school year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- An annual report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval;
- Development of a new Multi-Year Accessibility Plan will be undertaken in 2021-22.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 3, the Grand Erie District School Board will post an annual update report on the progress of the Multi-Year Accessibility Plan on the Board's website at:

<https://granderie.ca/board/community/accessibility>

The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair
Accessibility Committee
Grand Erie District School Board
349 Erie Avenue, Brantford, ON N3T 5V3
Or

info@granderie.ca



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Graduation Rate Report**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Graduation Rate Report as Information.

Background

In 2003, the Ontario Government introduced the first component of a three-phase Student Success/Learning to 18 Strategy. The goal of the strategy encompassed Grades 7 to 12 and was developed to increase secondary school graduation rates and to have youth engaged in structured learning until age 18 or until graduation.

Since 2004, Ontario's provincial secondary school graduation rates were released as a province-wide graduation rate. The rate of students graduating within five years of starting secondary school was 68% in 2004. The Ministry of Education set an 85% provincial graduation rate target.

In the spring of 2015, the government publicly released graduation rates for individual school boards for the first time. The goal was to ensure parents, students, teachers and boards had access to locally relevant, consistent data. This approach was implemented to inform and support efforts to improve students' success.

It should be noted that the province only releases the numbers of students that graduate within four and five years and that these graduation rates are based on a Grade 9 Cohort year.

Students are included in the 2014-15 Grade 9 Cohort based on the following rules:

Cohort	Includes
Student Age	Between 13 and 15 as of December 31, 2014
Grade	Grade 9 students only
Registration	Student's first year of registration in a secondary school in Ontario
Time Period	Enrolled at any time during the academic year of 2014-15, and did not become deceased or leave Ontario before the end of grade 12
School Type	Main school enrolment in a Publicly Funded Day School
Board Type	Public, Roman Catholic

Students in a Cohort are counted in a board's graduation rate in the following ways:

- Students that start in Grand Erie and graduate in Grand Erie count towards our graduation numbers.
- Students that start in Grand Erie and graduate in another board count towards our graduation numbers.
- Students that start in another board and graduate in Grand Erie are **not** included in our graduation numbers.

Note: Only students that receive an Ontario Secondary School Diploma (OSSD) count towards graduation numbers (e.g., although students that receive a Certificate of Accomplishment or an Ontario Secondary School Certificate count in our total number of students in any particular cohort, they do not count as graduates).

Data used to calculate graduation rates for the province and school boards comes from information stored in the Ontario Student Information System (OnSIS) as derived from the Student Information System.

Graduation Data

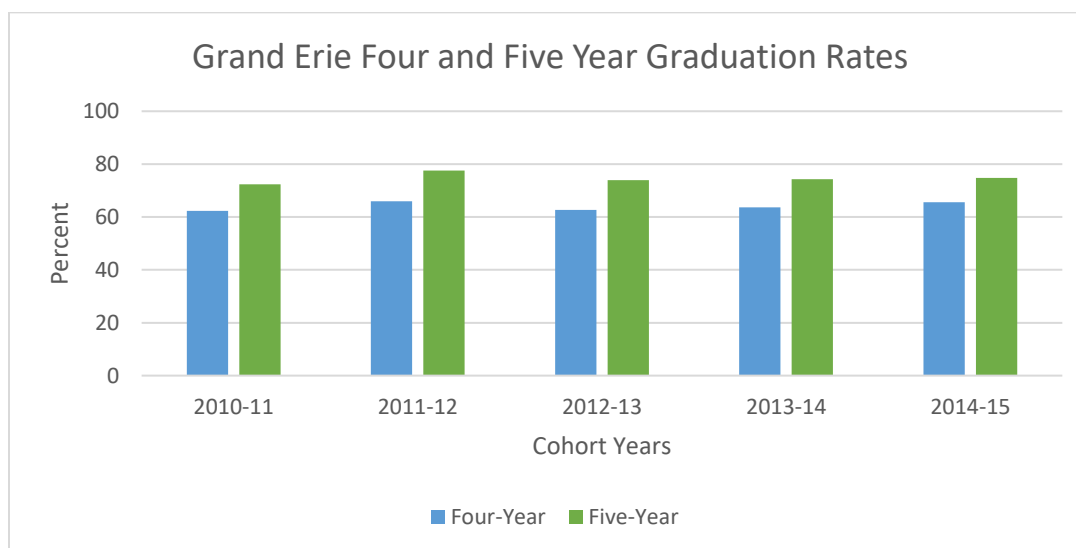
2019 Graduation Rates – 2014-15 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	Not Available	Not Available
Grand Erie	65.6%	74.8%

2018 Graduation Rates – 2013-14 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	81.2%	87.1%
Grand Erie	63.7%	74.3%

2017 Graduation Rates – 2012-13 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	79.8%	86.3%
Grand Erie	62.7%	73.9%

2016 Graduation Rates – 2011-12 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	79.6%	86.5%
Grand Erie	66%	77.6%

2015 Graduation Rates – 2010-11 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	78.3%	85.5%
Grand Erie	62.3%	74.2%



The 2014-15 cohort graduation rate is approximately 1.9% higher for four-year graduates and a 0.5% increase for five-year graduates. The average four-year graduation rate was 63.7% and the average five-year graduation rate was 75% for the 2015, 2016, 2017 and 2018 graduation years.

Our current graduation rate for the 2014-15 Cohort is approximately 79.7%, after including our six-year graduates.

Note: The adjusted graduation rate only includes six-year graduates that started and graduated in our board. Therefore, the total percentage could be even higher if we had students that started in our board and graduated in another board in their sixth year.

Boards across the province make OnSIS submissions annually to the Ministry in October, March and June.

The following steps continue to provide growth in the accuracy of the Grand Erie graduation data submitted to OnSIS:

- Collaboration between Student Success, PowerSchool and Grand Erie secondary schools to ensure that data entry is accurate.
- Completion of data entry in PowerSchool for June graduates by July 15th of each year.

Current Engagement Strategy

1. Credit recovery programs continue to run in all schools coupled with additional supports and resources.
2. Responsiveness of Specialist High Skills Major (SHSM) and Dual Credit programing that offers an introduction and connection with college, apprenticeship and industry partners.
3. The continued implementation of the Transition Timeline for Grades 7 to 9 that emphasizes support and preparation for all students and specific transition planning for students being identified as potentially at-risk.
4. The continued implementation of Intermediate Itinerant Transition Teachers to support the transition of all students through Grades 7 to 9.
5. An Itinerant Transition Teacher working with the Federal Schools in Mississaugas of the Credit and Six Nations to support the transition of students (through Grades 7 to 9) from Federal schools to a Grand Erie Secondary school.
6. An Experiential Learning Lead to support students in learning more about career life planning and post-secondary learning.
7. A K-12 Math Facilitator and a Secondary Math Facilitator are supporting identified schools in high-yield math strategies to further ensure credit accumulation in Grade 9 mathematics.
8. The continued support of Alternative Programming in secondary schools to support the unique learning needs of all learners.

Next Steps

1. The creation of the Grand Erie K-12 Virtual Academy to support families who choose Remote Learning due to the Covid-19 Pandemic.
2. Professional Development focused on Mental Health and Wellbeing and Health and Safety training to support students prior to the start of the school year.
3. In June 2020, Grand Erie purchased a license to myBlueprint Education Planner for Grades 7-12 to support career/ life planning and provide students with the tools needed to make informed decisions about their future. Support for teachers and students will be provided throughout the 2020-21 school year.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: 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: **2020-21 Indigenous Education Board Action Plan**
 DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the 2020-21 Indigenous Education Board Action Plan as information.

Background

On March 5, 2014, the Ministry of Education released the [Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan](#). The plan builds on progress to date in the implementation of the [Ontario First Nation, Métis and Inuit Education Policy Framework](#) (2007) and guides the work of the ministry and school boards. In support of district school boards' ongoing *Framework* implementation activities, the Indigenous Education Office provides funding to support boards with developing and implementing a *Board Action Plan on Indigenous Education* through the 2020-21 Indigenous Education Allocation of the Grants for Student Needs.

Indigenous education remains a key priority for the Ministry of Education with a commitment to ensuring that each First Nation, Métis and Inuit student has every opportunity for success. The Ministry continues to focus on meeting two primary objectives:

1. To improve student achievement and well-being among Indigenous students, and;
2. To close the achievement gap between Indigenous students and "all students".

Additional Information

Grand Erie's Achievement Plan: Success for Every Student is a plan for all students and Indigenous students are included in that plan. The Board Action Plan for Indigenous Students is focused on the implementation plan in the First Nation, Metis, and Inuit Framework and the performance measures contained in the framework.

Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific Nation's name will be used; otherwise the term Indigenous, Métis or Inuit will be referenced in print or otherwise.

The performance measures from the Indigenous Education Action Plan are linked to key statements as follows:

- Using data to support student achievement
 1. Increase in the percentage of First Nation, Metis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
 2. Increase in the number of First Nation, Metis, and Inuit teaching and non-teaching staff in school boards across Ontario
 3. Increase in the graduation rate of First Nation, Metis, and Inuit students
 4. Increase in First Nation, Metis, and Inuit student achievement

- Supporting students
 5. Improvement in First Nation, Metis, and Inuit students' self-esteem
 6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools
- Supporting Educators
 7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively
- Engagement and Awareness Building
 8. Increased participation of First Nation, Metis and Inuit parents in the education of their children
 9. Increased opportunities for knowledge sharing, collaboration, and issue resolution

For each performance measure there are related responsibilities of both the Ministry of Education and School Boards.

The total funding amount for this work for 2020-21 is \$123,426 not including funding from other areas. The Ministry allowed boards to carry over unspent funding from 2019-20 which is why our Board Action Plan total is higher than the funded amount.

District School Boards have not received the template for completion of the plan. Below is abbreviated budget breakdown of the Grand Erie plan for the 2020-21 school year.

Initiative	Budget Allocated
Supporting Students <ol style="list-style-type: none"> 1. Sharing Our Voices 2. Student Leadership 3. Teacher Requests for Community Supports 4. Land-based Learning Program Module 5. Temporary Cultural Mentors – salary and benefits 6. Cultural Mentors – Resources and Materials 7. Transition Plan TOTAL	\$174,500
Supporting Educators <ol style="list-style-type: none"> 1. Professional Development - Indspire 2. Yearly Online Resources 3. NBE Community Speaker Sessions 4. Cultural Competency Training 5. Additional Qualification Subsidies TOTAL	\$10,800
Engagement and Awareness Building <ol style="list-style-type: none"> 1. Self-Identification Awareness Plan and Promotion 2. Indigenous Education Advisory Committee (IEAC) 3. Community Speaker Sessions TOTAL	\$6,095
Using Data to Support Student Achievement <ol style="list-style-type: none"> 1. Resources for Online Learning – Internet Connectivity 2. Elementary Lacrosse Project 3. Secondary Lacrosse Project 4. Language Resource Development TOTAL	\$45,500
2020-21 BAP ALLOCATION	\$236,895

Grand Erie Multi-Year Plan

This report supports the Achievement and Equity indicators of Success for Every Student and the following statements: We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes. We will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Joanna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Health and Safety Annual Report 2019-20**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2019-20 as information.

1. Introduction

1.1 Occupational Health and Safety Services operates to:

- offer advice to Senior Administration and Trustees on ways in which the Board can strengthen its efforts to provide a healthy and safe environment in support of the entire range of educational activities.
- coordinate the activities of the Joint Occupational Health and Safety Committee (JOHSC).
- liaise with regulatory agencies and other organizations to keep the Board informed of developments which could impact the Board's Health and Safety Program.
- ensure that policies and procedures are in place for inspections, testing and training and that they are carried out as required by legislation.

In 2019-20 the Occupational Health and Safety office, under the direction of the Division Manager of Operations and Health and Safety, operates with a staff of 1.5 FTE – the Health and Safety Officer and a Human Resources Assistant.

2. Program Administration

2.1 Joint Occupational Health and Safety Committee (JOHSC)

2019-2020 Joint Occupational Health and Safety Membership

❖ Employee Group Appointees

- Andrea Murik OSSTF Teachers (Co-Chair & Certified Member)
- Liz Armstrong CUPE Clerical/Technical
- Jennifer Orr GEETF (Certified Member)
- Denise Kelly CUPE Facility Services
- Nancy Hondula CUPE Educational Assistants (Certified Member)
- Laura Adlington OSSTF PSSP (Certified Member)
- Paul Keresturi OSSTF Occasional Teachers (Certified Member)
- Amanda Baxter GEETF Occasional Teachers (Certified Member)
- Val Slawich Non-Union Alternate
- Angela Korakas Early Childhood Educators (Certified Member)

❖ Board Appointees

- Tom Krukowski Facility Services
- Griffin Cobb Secondary Administration (Certified Member)
- Cheryl Innes Elementary Administration (Certified Member)
- Lena Latreille Business Services (Co-Chair & Certified Member)
- Phil Kuckyt Transportation

Apart from a break during the summer months, the Committee met monthly. Over the course of the 2019-2020 school year, major items considered by the Committee included:

- COVID-19
- Ministry of Labour Safe at Work Ontario
- Ministry of Labour visits
- Approval of JOHSC Terms of Reference with the Ministry of Labour
- Ministry of Labour Workplace Violence Consultation
- Asbestos concerns and program updates
- Indoor Air Quality including mould
- Updating certification training for site safety reps and JOHSC members
- Workplace Inspections
- Workplace Hazardous Materials Information System (WHMIS) Regulations 2015 for Globally Harmonized System (GHS) compliance
- Slip, trips and falls prevention
- Preventing strains and sprains
- Workplace Violence and Workplace Harassment Legislation

3. Accidents/Incidents Statistics

3.1 The statistics are set out in the table attached as Appendix A

3.2 Summary of Incident/Accidents

Employee Group	FTE	Slips, Trip, & Falls	Strains/ Sprains	Struck by Object & caught on	Workplace Violence & Aggression**	Other	Total 2019-2020		Total 2018-2019	
		#	#	#	#		#	Incidents per 100 employees	#	Incidents per 100 employees
Non- union/Admin	203	1	0	3	26	0	30	14.8	27	15.5
Elementary Teachers	1106	35	5	29	187	8	264	23.9	352	31.5
Secondary Teachers	543.67	9	5	10	18	2	44	8.1	37	6.3
PSSP	59	2	0	0	3	0	5	8.5	31	51.2
Clerical/Technical	201.23	4	0	1	0	2	7	3.5	13	6.9
Educational Assistants	331.50	24	13	36	509	4	586	176.8	668	193.9
Facilities	192.13	4	10	13	2	3	32	16.6	41	21.4
ECE	122	0	0	1	58	1	60	49.2	50	42.0
Elementary Occasional Teachers	318	3	1	6	15	1	26	8.2	34	10.7
Secondary Occasional Teachers	192	0	1	0	1	0	2	1.0	3	1.4
Casual Educational Assistants	85	1	0	1	23	0	25	29.4	33	34
Casual Early Childhood Educators	45	0	0	0	2	0	2	4.4	3	6.5
Casual Caretakers/ Seasonal workers	38	1	0	1	0	0	2	5.3	7	23
Casual Clerical Technical	48	0	0	0	0	0	0	0	0	0
Total	3478.5	84	35	101	844	21	1085		1299	

3.3 Student Aggression/Workplace Violence

With legislation in place related to workplace violence (WV), there continues to be growing concern regarding personal safety amongst workers in an educational setting. Workers are entitled to a safe and healthy workplace and they can reasonably expect to leave their place of employment in the same state of health as they arrived. The legislation provides the worker with the right to refuse unsafe work when there are concerns of workplace violence. Comprehensive programs are in place and must be adhered to in order to protect all workers from aggression in an educational environment. This includes providing for the protection of workers in any of the special circumstances in which they are required to work.

Number of Aggression and WV reports completed by an individual (Total 844 Reports made)

Number of Reports	# of people who reported	percentage of people who completed # of reports
1	162	52.43%
2	51	16.50%
3	33	10.68%
4	18	5.83%
5	11	3.56%
6	8	2.59%
7	8	2.59%
8	3	0.97%
9	2	0.65%
10	2	0.65%
12	3	0.97%
13	3	0.97%
18	1	0.32%
19	2	0.65%
25	1	0.32%
32	1	0.32%
Total	309 people made reports	

4. Management of Hazardous Materials

4.1 Asbestos

The Asbestos Management program continues to be followed and updated on a regular basis. Asbestos surveys, status reports and floor plans are available online for all locations including portables. This is accessible to all staff. It is updated as any asbestos remediation is done (such as removal). The latest update will also be posted on the system to keep it current. Asbestos Regulations were updated in November 2005 which resulted in additional testing requirements for Clearance Certificates in asbestos abatement as well as upgrades in asbestos removal and management.

4.2 Hazardous Waste

In conjunction with Facilities, the annual Chemical Disposal Program continues to take place. This is completed annually in the summer. A disposal contractor is retained to package waste chemicals to ensure that the disposal efforts do not create either an environmental or safety hazard.

5. Compliance with Health and Safety Legislation

The Occupational Health and Safety Act requires an employer to co-operate with the Committee to develop a written Health and Safety Policy. The policy was developed by Health and Safety and accepted by the Committee and the Board.

The overriding philosophy in the Occupational Health and Safety Act is known as Internal Responsibility. This philosophy is an expectation that employers and workers will cooperate to control health and safety hazards in the workplace.

The Education Act and Regulations govern most activities in schools in Ontario. The Act and Regulations pay attention to duties of principals and teachers with regard to the safety of students and the cleanliness of schools. The Occupational Health and Safety Act is concerned with the safety of employees in the school. This overlap should ensure a safe and healthy environment.

For the Board to meet its health and safety responsibilities, the site supervisors/principals must take an active role in ensuring compliance with Laws and Regulations; therefore, they must be provided with ongoing support and training as well as policies/procedures for health and safety and be held accountable to those. When this is provided, the responsibility and liability for health and safety rests with the supervisor/principal.

In 2019-20 the Ministry of Labour received 3 complaints related to employee health and safety concerns at the Board which resulted in 4 orders to the Board.

There were 2 investigations into critical injuries conducted at the Board, one related to a community partner injury and one related to an employee injury. No orders were received by the Board for any of these investigations.

There were 2 Field visits conducted. One was made to discuss the Board's COVID-19 Re-opening plans (no orders issued), the other was a site visit at a construction project (3 orders issued).

The Board had one Stage 2 work refusal (COVID related) during 2019-2020 that was deemed not to meet the definition of a work refusal by the MOL.

6. Indoor Air Quality

This continues to be a major issue in some areas. Protocols have been developed to address this issue in a timely manner. Mould concerns continue to be raised in several locations and mould was remediated in a few locations in 2019-20.

7. Harassment and Objectionable Behaviour

The Grand Erie District School Board is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is recognized that, beyond the provisions of the *Ontario Human Rights Code*, every individual has an equal right to learn and work in an environment that is free from harassment or objectionable behaviour. Policy HR5: Harassment and Objectionable Behaviour is the policy which addresses this issue and outlines the process for investigation and resolution.

Definitions

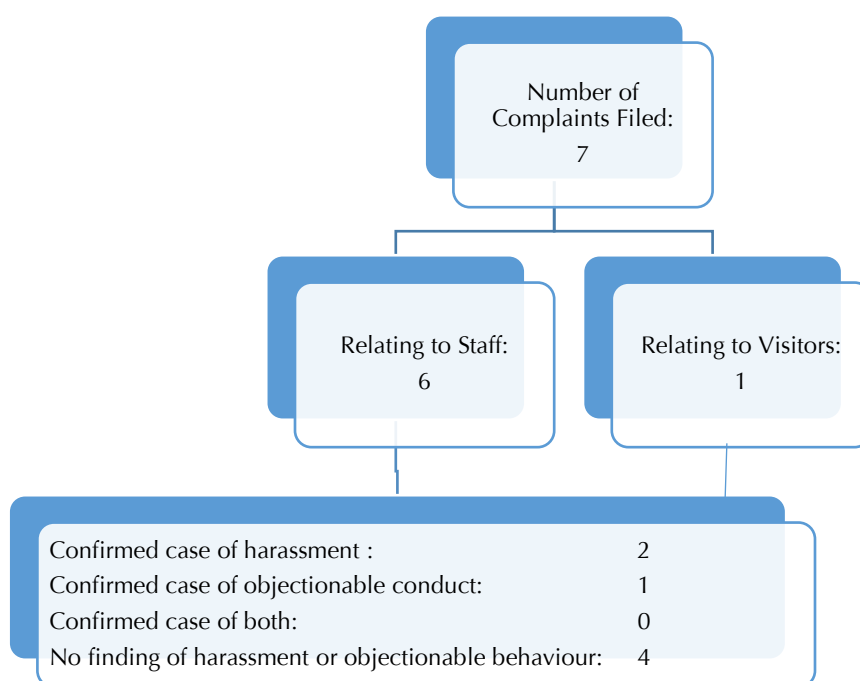
a) Harassment/Workplace Harassment

Harassment/Workplace Harassment means engaging in a course of vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome pursuant to the *Ontario Human Rights Code* and the *Occupational Health and Safety Act (OHSA)*. Harassment/Workplace Harassment can include sexual harassment.

b) Objectionable Behaviour

Objectionable Behaviour is often, but not always, persistent, ongoing vexatious conduct towards an individual in the workplace which might reasonably be known to be unwelcome. A single serious act or expression can constitute objectionable behaviour.

Summary of Harassment Complaints 2019-2020



8. Priorities for 2020-2021

a) COVID-19

The COVID-19 pandemic will continue to be the focus of the JOHSC and the Board until such time as the Public Health Unit declares the event over. Protocols are in place to minimize the risk to staff and students, such as hand hygiene, self assessment for COVID symptoms, enhanced environmental disinfection, encouraging physical distancing and maintain cohorts, use of PPE by staff and face coverings for students from grade 4 to 12. In addition, record keeping has also been critical in supporting Public Health Units in their contact tracing procedures.

As the pandemic lingers, we continue to work with local Public Health Units to follow recommendations and update protocols as needed.

b) Workplace Violence and Student Aggression

Workplace Violence with student aggression continues to be a concern in several schools in our Board. The Special Education Department, Special Education focus group and JOHSC continue to work on improvements and strategies in this area. Continued training, updating and maintaining safety plans, improved personal protective equipment and continued communication will be the focus of this year.

c) Slips, Trips and Falls, Strains and Sprains

Slips, trips, falls, strains and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The committee focus this year will be on continued education of preventing slips and falls through; proper foot wear, the use of traction aids and reminders to all staff to take care when walking in winter ice and snow conditions. The committee will continue to promote an awareness program which will include such things as continuing the education and training on proper lifting techniques for staff working with special needs children to prevent strains, education on how to maintain a healthy back, providing ergonomic workstations and equipment to prevent repetitive strain injuries with office and support staff. Facility Services in conjunction with the Accident Prevention, Products and Methods Committee will continue to consider more ergonomically friendly tools for cleaning purposes to decrease strain and sprain injuries.

d) Workplace Hazardous Materials Information System

We will continue to ensure compliance with all aspects of the Workplace Hazardous Materials Information System Regulation. Our training program for staff includes information on the new WHMIS 2015 hazard classifications, pictograms, Safety Data Sheet, labels etc.

e) Machine Guarding in Technology Classes

We continued with safety upgrades in 2019-2020 with upgrades and improvements made to a total of \$200,000. The improvements will continue in September of 2020 with a Board allocated budget amount of \$200,000.

f) Training and Development

Training continues to be a significant component of Occupational Health and Safety activities. The focus in 2020-2021 will be on:

- COVID-19 Health and Safety Awareness
- BMS ,De-escalation Techniques and Data Collection Training
- Asbestos Awareness Training
- Occupational Health and Safety issues for Administrators
- Student Injury Prevention Initiative
- Accident Investigation training for Administrators
- Safe Lifting Techniques for staff working with special needs students
- Continuing Certification training for new site safety representatives
- Refresher training for existing site safety representatives
- First Aid/CPR including Automated External Defibrillator training
- Workplace Violence and Harassment
- WHMIS 2015
- Working at Heights training

g) Chemical Management Program

MSDSOnline provides on line access and a management tool for the Board's Safety Data Sheets. Inventories continue to be maintained for all schools and support locations. Access to the data base is through the Staff Portal.

h) **Ministry of Labour: Safe at Work Ontario and Education Initiative**

The Ministry of Labour *Safe at Work Ontario* program continues.

The plan allows Ministry inspectors to be flexible and strategic in determining which businesses require their attention based on several factors including:

- injury rates and associated costs
- compliance history
- hazards inherent to the work
- new businesses
- size of businesses
- specific events or incidents (e.g., critical or fatal injuries, or violence)
- new and/or vulnerable workers.

The new direction seeks to continue to improve the health and safety of Ontario's workplaces. Ministry of Labour inspections will focus on the Internal Responsibility System (IRS).

The Ministry of Labour will continue to conduct an enforcement strategy in the Education Sector in 2020 and 2021.

The purpose of the initiative is to continue to raise awareness of health and safety hazards in this sector and promote compliance with the OHSA and its regulations.

Provincial health and safety compliance initiatives focus on specific hazards or topics and have two phases.

During phase 1 of the initiatives the ministry focuses on education, outreach, and awareness:

The MOL will work with health and safety associations to raise awareness and provide resources, training and education to workplace parties (for example, employers, labour associations and workers) on that initiative's focus the goal is to give workplace parties tools and knowledge to comply with health and safety requirements workplaces can prepare and access resources or get help before the inspection campaign starts.

During phase 2 the Ministry conducts a focused inspection blitz:

Inspectors conduct field visits to check that employers are complying with the Occupational Health and Safety Act and its regulations, and to raise awareness about specific issues at the workplaces they are visiting inspectors will engage with workplaces to promote compliance health and safety associations will continue to provide compliance support

Focused inspections**Healthy workers in healthy workplaces**

Phase 1: Education, outreach and awareness
October 1, 2020 to December 28, 2020

Phase 2: Inspection blitz
November 2, 2020 to December 28, 2020

Workplace Violence in Education

Phase 1: Education, outreach and awareness
April 1, 2020 to March 31, 2021

Phase 2: Inspection blitz
February 1, 2021 to March 31, 2021

It will be a focus of the Joint Occupational Health and Safety Committee this year to continue to improve our accident statistics and make recommendations on training that is needed to improve the safety of all staff.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A

Accident Statistics

	<u>2019-2020</u> %	<u>2018-2019</u> %	<u>2017-2018</u> %	<u>2016-2017</u> %
Slips, Trips, Falls	84 7.74% (51 First Aid, 13 Health Care, 18 Lost Time, 2 No Treatment)	90 6.9% (57 First Aid, 6 Health Care, 15 Lost Time, 2 Reoccurrence, 10 No Treatment)	90 10.72% (54 First Aid, 15 Health care, 12 Lost Time, 9 No Treatment)	108 11.4% (62 First Aid, 13 Health care, 18 Lost Time, 15 No Treatment)
Sprains/Strains	35 3.23% (16 First Aid, 8 Health Care, 11 Lost Time)	42 3.2% (15 First Aid, 12 Health Care, 12 Lost Time, 3 Reoccurrence)	44 5.24% (18 First Aid, 12 Health Care, 13 Lost Time, 1 Reoccurrence)	45 4.7% (20 first Aid, 13 Health Care, 12 Lost Time)
Struck by/Caught on Object	101 9.31% (69 First Aid, 13 Health Care, 15 Lost Time, 4 No Treatment)	82 6.3% (53 First Aid, 9 Health Care, 16 Lost Time, 1 Reoccurrence, 3 No Treatment)	105 12.50% (72 First Aid, 22 Health Care, 8 Lost Time, 2 No Treatment, 1 Reoccurrence)	133 14.0% (86 first Aid, 17 Health Care, 18 Lost Time, 12 No Treatment)
Workplace Violence and Aggression (Aggression was in a separate section in 2017-18)	844 77.88% (156 First Aid, 17 Health Care, 16 Lost Time, 655 No Treatment)	1048 80.7% (314 First Aid, 30 Health Care, 14 Lost Time, 690 No Treatment)	552 65.71% (14 First Aid, 1 Health Care, 5 Lost Time, 531 No Treatment, 1 Reoccurrence)	612 64.4% (31 first Aid, 8 Health Care, 1 Lost Time, 572 No Treatment)
Other	21 1.94% (6 First Aid, 3 Health Care, 3 Lost Time, 1 Reoccurrence, 8 No Treatment)	37 2.85% (14 First Aid, 13 Health Care, 4 Lost Time, 6 No Treatment)	49 5.83% (19 First Aid, 12 Health Care, 8 Lost Time, 10 No Treatment)	53 5.6% (32 first Aid, 4 Health Care, 7 Lost Time, 9 No Treatment, 1 Reoccurrence)
Totals	1085 100% (298 First Aid, 54 Health Care, 63 Lost Time, 1 Reoccurrence, 669 No Treatment)	1299 100% (453 First Aid, 70 Health Care, 61 Lost Time, 6 Reoccurrence, 709 No Treatment)	840 100% (177 First Aid, 66 Health Care, 46 Lost Time, 552 No Treatment, 3 Reoccurrence)	951 100% (231 first Aid, 55 Health Care, 56 Lost Time, 608 No Treatment, 1 Reoccurrence)

Classification of accidents/incidents shows the major contributions are workplace violence/aggression, slips, trips, falls, struck by/caught on an object, sprains and strains. This analysis will provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2020/2021.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education
RE: **Multi-Year Plan 2016-20 Update**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report Multi-Year Plan 2016-2020 Update as information.</p>
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Background

The Grand Erie District School Board's Multi-Year Plan (MYP) – Success for Every Student was approved by Trustees in May 2016. The plan has served to provide focused direction for system growth and improvement for staff and programs at all levels of the organization. The mandated creation and monitoring of a multi-year strategic plan was first initiated through Bill 177, which states there must be an annual review of the plan. Each year elements of the plan were reviewed and monitored by Trustees through the Annual Operating Plans presented annually in September with a status update presented annually in May.

Additional Information

The Multi-Year Plan is kept alive and current through several avenues. First, the Annual Operating Plans for five of the MYP indicators – Community, Environment, Equity, Technology and Well-Being, are prepared each fall by the senior team to present annual strategies to the Board based on the goals in the MYP. Appendix A is a summary, by MYP indicator, of the goals, strategies and outcomes over the past 4 years noted as a collection of a learning journey. This summary illustrates the progress made since 2016 on realizing the goals approved in May 2016 and provides direction and a foundation for a renewed plan.

The Achievement goals are presented in the Grand Erie Achievement and Well-Being Plan – Support for Every Student is presented to Trustees each October. Annually, the report on the achievement goals is presented to Trustees to support the monitoring of this indicator. The MYP is monitored is through reports to the Board where, as appropriate, the report is connected to one or more of the MYP indicators and as well as the Strategic Communications report. The strategies encompass the importance of including all stakeholder voices. This information can also be used to provide direction for a renewed plan. All of these opportunities allow for Grand Erie staff to understand the important role they play in contributing to the goal of Success for Every Student and also to showcase progress and next steps throughout the school year by highlighting a wide range of activities, events and initiatives that the connect to the six indicators.

Last spring, Trustees were interviewed as a way of gathering the Board's thoughts on the existing Multi-Year Plan and feedback on the development of a new plan. The key themes from the survey included revisiting the process for the development of the multi-year plan, ensuring that voice is gathered from multiple stakeholders, and moving forward it is monitored through indicators to track progress.

Next Steps

In the past, a plan for the development of a renewed Multi-Year Plan is presented at this time with a target start date. Due to issues with the pandemic, the process and specifics are yet to be determined, the information gathered to date will be used to help determine the process for moving forward in the spring at which time a report for the renewed MYP will be presented.

Respectfully submitted,

JoAnna Roberto
Director of Education

References

Grand Erie Achievement and Well-Being Plan – Support for Every Student
Strategic Communications Report



Annual Operating Plans Review – 2016-20

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

Goals	<ul style="list-style-type: none"> Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home. Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students. 	
	Strategies:	Outcomes:
2016-17	<ul style="list-style-type: none"> Elementary and Secondary Principal Leaders and teams will create a resource for administrators and parents that outlines a number of strategies to support learning at home. The strategies will include best practices from School Improvement Plans and from other sources. Utilize an “open space” strategy during the School Council Orientation Session on October 5, 2016 to demonstrate how School Councils can create learning and sharing opportunities with other School Council members. Implement a recognition strategy to celebrate the contributions of community partners that support students and families from schools that fit the compensatory education profile. Develop a guide to assist schools with the identification, development and maintenance of educational partners that enhance school experiences for Grand Erie students. 	<ul style="list-style-type: none"> Creation of the Supporting Your Child at Home: Strategies for Literacy and Numeracy document available on the Grand Erie website. School Council start-up session on October 5, 2016 featured an “open space” format with 47 parents representing 26 schools – 15 topics were identified by parents and three sessions (repeated twice) on topics of communication, fundraising, and engagement were held. Partnership mapping produced 211 partners identified by administrators and a recognition strategy is built into the draft Educational Partnerships’ Guide including how to form good relationships with a school partner, support documents, templates, checklists and strategies to celebrate the partners whose contributions enhance the learning experiences of our students. Draft guide has been created and shared at the Compensatory Education Steering Committee meeting for input in spring 2017 – further work will be done to complete the guide and present to all administrators in the fall of 2017.
2017-18	<ul style="list-style-type: none"> Follow-up on the Supporting Your Child – Strategies for Literacy, Numeracy and Well-Being resource created last year through the combined efforts of the Elementary and Secondary Program Teams and Special Education Team, ensure that families are able to access the guide and are finding it useful to support learning at home. 	<ul style="list-style-type: none"> The Supporting Your Child at Home: Strategies for Literacy and Numeracy is available online in the Parent Portal section of granderie.ca. Copies were shared with School Council members at the School Council Orientation Session on October 4, 2017 and information about the document was part of the Multi Year Plan presentation by the Director. Anecdotal evidence from those in attendance is that the document is valuable, comments included that

	<ul style="list-style-type: none"> Work with the Grand Erie Parent Involvement Committee to identify strategies/resources that support family involvement and begin the process of creating a resource guide for School Councils to support increased involvement of families in schools. 	<p>parents appreciate the live links available in the electronic version and it was recommended that those links are checked occasionally to ensure that they remain live.</p> <ul style="list-style-type: none"> October 2017 Director's Meeting – Annual Operating Plans were presented and the following was part of the Community AOP presentation: <i>For Goal #1, last year the focus was on the learning at home piece which remains as a focus as there is still follow-up to do in terms of assessing the value of resource – Supporting Your Child at Home, Strategies for Literacy and Numeracy created by our Program and Spec Ed teams, which also includes a well-being component</i> Upon review of the goals in January 2018, it was determined that it may be too early to assess value of the document and that this should wait until the 2018-19 school year. Additionally, GEPIC went in a different direction for the spring parent involvement event which did not lend itself to a review of the document. For data gathering purposes, schools were surveyed about communication and use of the document this year. 64 schools responded to the survey. <ul style="list-style-type: none"> 72% of schools reported that the document was shared in the fall with School Councils – hard copies were made available and the link to the online document was distributed. 28% of schools reported that they add the link to their website and shared information through newsletters, social media and at meet the teacher events. 35 schools made suggestions to increase communication about this document in order to further engage families. The family involvement resource guide development will begin in the 2018-19 school year. GEPIC had other priorities this year – a new Chair, a new process for grants, and a new direction for events.
2018-19	<ul style="list-style-type: none"> Strengthen the connections between home and school to support family involvement in our schools and learning at home. Collect data on how schools and school councils engage with parents for the following purposes: <ol style="list-style-type: none"> Information sharing Promotion of learning at home 	<ul style="list-style-type: none"> Brainstorming activity at the October 18th School Council Start-Up event generated a great deal of information on parent engagement, school improvement plans and learning at home, and fundraising and partnerships – this information has been collated and shared with all School Council Chairs and with GEPIC – information is being used to tailor a system approach to events Based on feedback from the School Council Start-Up event, a time

	<p>3. Getting families into the school for events.</p> <ul style="list-style-type: none"> This will be accomplished through surveys and conversations with school administrators; through an activity at the School Council Start-Up event on October 18, 2018; and as a standing item on the GEPIC agenda. Follow-up on the Supporting Your Child at Home: Strategies for Literacy and Numeracy will be part of this data collection process to determine if and how this document is supporting point #2 above. 	<p>for networking between parents was built into the spring GEPIC Event on social networking</p> <ul style="list-style-type: none"> Information gathered is also influencing GEPIC presentations to ensure that topics are relevant to families and communities With the change in government came a change in the direction of mathematics teaching and learning from the Renewed Math Strategy to a Focus on Fundamentals – the Supporting Your Child at Home document will be updated, and the sharing cycle will be renewed.
2019-20	<p>Strengthen the connections between home and school to support family involvement in our schools and learning at home.</p> <ol style="list-style-type: none"> Support awareness of and accessibility to the new PowerSchool Parent Portal through: <ul style="list-style-type: none"> Communications Plan Promotion of information access through the Portal Gathering feedback on the usage of the Portal Work with the Grand Erie Parent Involvement Committee (GEPIC) for input Ensure that learning resources and facilities are accessible to our community. <ul style="list-style-type: none"> Work with schools to identify needs for accessible resources that support learning and engagement. In partnership with schools and GEPIC develop a process for communicating the Board's willingness to provide accessible access. Work with outside agencies to enhance the experience (i.e., Public Health Unit) 	<p>Parent Portal</p> <ul style="list-style-type: none"> A Collaborative Professionalism session was held with union leaders on October 17, 2019 (as follow-up to an initial session on the Parent Portal held October 5, 2018) to discuss the move to a single platform for communication with parents. A presentation on the Portal and the use of the Bright Space platform took place with union leaders on January 9, 2020. Trustees were provided with an overview of Brightspace and its connections to the Parent Portal at the March 9, 2020 Committee of the Whole Meeting. Messaging regarding the Parent Portal has been on the Grand Erie website since the fall and includes: <ul style="list-style-type: none"> An overview of the platform. How to access the Portal. How to create an account and passwords. How to navigate through the Portal. Information on Bright Space. Packages for parents are distributed through the classroom teacher. Roll-out was not complete this year due to job action. An intended survey for families was postponed to 2020-21. Fall 2020, the Parental Portal was launched to the remaining 50% of schools. Reopening Guides were developed to support Parents/Guardians and staff.

		<ul style="list-style-type: none"> • Regular ongoing supports are in place to work with the PHUs during the pandemic. <p>Accessibility</p> <ul style="list-style-type: none"> • The Principal Leader for Elementary Program led a group this year to review accessible formats in school libraries. • Grand Erie has connected with a provincial committee to keep apprised of developments in this area and to share best practice. • Information on the Centre for Equitable Library Access (CELA) has been shared with school administrators – Grand Erie educators can sign out materials on behalf of their students with print disabilities (including comprehension impairment such as dyslexia, and visual disabilities) and can assist student registration for their own CELA account. • Information on AERO – Alternative Education Resource for Ontario – free of charge to elementary and secondary schools – all fiction and non-fiction materials in digital format/braille/large print by downloading. • The CELA and AERO information has been stored in 3 locations for all stakeholders to access – the Grand Erie Staff Portal and Virtual Learning Environment in addition to information on each Elementary and Secondary school Library home page in Destiny. • Other information shared and stored includes: GEDSB Digital Supported Resources (e.g., Kurzweil, Word Q, and Microsoft Tool. • Grand Erie has partnered with the Rick Hanson Foundation School Program which provides lessons for students Kindergarten to Grade 12 tied to the Ontario curriculum promoting the inclusion of all learners in all aspects of school life – these materials support ways of re-thinking barriers to inclusion.
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ENVIRONMENT – We will ensure that students and staff have a safe and welcoming environment in which to learn and work

Goals	<ul style="list-style-type: none"> • Ensure continuity of services and programs. • Improve energy and environmental conservation at all sites. • Make the best use of the space in schools. • Create learning spaces to reflect current teaching and learning needs. • Build a culture of care and respect in all schools and workplaces. 	
	Strategies	Outcomes
2016-17	<ul style="list-style-type: none"> • Develop and adopt a comprehensive, integrated system wide Disaster Recovery / Business Continuity Master Plan • Implement energy conservation measures at all Grand Erie Schools. Continue conversion of lighting to LED. Replace worn fixtures with low flow fixtures and metered flow faucets. • Leverage all available incentive programs from local independent electricity system operators. • Work with Information Technology to specify energy efficient devices and manage power used by electronic devices. • Increase Eco awareness for all building occupants (students, staff and community users). Provide project funding assistance (\$2,000 per school) to schools endeavoring to achieve higher Eco Schools ratings. • Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. • Complete and adopt a multi-year capital plan. • Engage a Facility Partnership Liaison to foster and develop partnerships for use of surplus space in Grand Erie schools. • Establish a focus group of students, parents, 	<ul style="list-style-type: none"> • The Business Continuity planning committee continues to meet monthly and has completed the risk analysis, business impact analysis to identify and rank possible disasters that threaten business continuity for Grand Erie. A template for use by each service area in developing response plans for identified risks and levels of interruption of services has been developed and refined and the committee is in the process of completing disaster recovery action plans for each of the identified risks. • The establishment of a disaster recovery site for Information Technology and redundancy of our server/data centre has been included in the draft 2017-18 Budget for Board consideration. • This committee will continue to work throughout 2017-18 to complete the Business Continuity Master Plan • The Board approved capital resources to complete the final phase of our three-year LED lighting conversion in all buildings. Maintenance staff continue to replace worn fixtures with metered flow faucets and low flow toilets. <p>New construction includes power and water conservation measures in the design as set out in policy FT10-Green School Construction and Renovation. Energy use intensity as reported in the Board's annual Energy Consumption/Conservation Report has declined in each of the last two reporting years (2013-14 and 2014-15). The report being compiled for the 2015-16 period shows continued decline in energy use in Grand Erie.</p> <p>PD took place in the Fall 2016 to increase eco-awareness for staff</p>

	<p>teachers and principals to explore and define the ideal learning space.</p> <ul style="list-style-type: none"> • Work with service area leaders to source a staff development program that brings service area staff together to develop a customer service focus and culture of care and respect. 	<p>members across GEDSB.</p> <p>Elementary EcoConference took place in April 2017 with full attendance.</p> <ul style="list-style-type: none"> • Over 325 staff/students • Keynote speaker: Spencer West • Great feedback from the day • EcoSchools Evaluations are currently taking place (May-June), however, we anticipate we will be certifying 39 GEDSB schools – over 50% of all our schools. • The Long-Term Accommodation Plan was completed and presented to Board in April 2017. • Facility Partnership Liaison has been engaged since May 2016 with limited success. Report on progress and challenges was presented to Board May 8th. Continuing efforts to find appropriate facility partners into 2017-18. • Focus group identified Learning Commons and Kindergarten Classroom spaces as priority areas for investment of these funds. Specific school projects were presented to the Board for approval in the annual Facility Renewal Plan. Further work is being done on identification of “Learning Commons” components and an application process for access to the SCI funds allocated to learning commons upgrades. Kindergarten upgrades will continue to be reviewed in 2017-18 looking at schools that implemented full day kindergarten in years 3-5 of the provincial implementation. • School Condition Improvement funding for 2017-18 has been removed from the GSN and instead announced with Capital Approvals. There will be a significant amount of SCI Capital carried forward from the current year (estimated). • \$1.6m) plus an additional \$10.1m announced for 2017-18 which can easily support the continued allocation of \$750,000 for program space upgrades again in 2017-18.
2017-18	<ul style="list-style-type: none"> • Continue to develop the comprehensive, integrated system-wide Disaster Recovery / Business Continuity 	<ul style="list-style-type: none"> • Internal Audit plan development set for completion by 2018-19 school year.

	<p>Master Plan through the collaborative work of the Business Continuity Committee. Update action plans and determine short-term and long-term operating plans for all business functions affected. The templates will be further enhanced by an internal audit anticipated to be completed by the 2018-2019 school year that will focus on best practices.</p> <ul style="list-style-type: none"> • Continue to implement energy conservation measures at all Grand Erie Schools. Conversion of lighting to LED enters year three of three-year project. Replace worn fixtures with low flow fixtures and metered flow faucets. Leverage all available incentive programs from local independent electricity system operators. • Increase Eco awareness for all building occupants (students, staff and community users). • Provide project funding assistance (\$2,000 per school) to schools endeavoring to achieve higher Eco Schools ratings. • Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. • Distribute electricity consumption awareness kits during new Climate Change Awareness Seminar • Modify multi-year capital plan to include new 2016 census data and meet with Quality Accommodations Committee to review new information to inform next steps and make revisions as necessary to the Quality Accommodations Plan presented to the Board in April 2017. • Continue to market and engage community partners to utilize surplus space. • Use information collected from teachers and principals to explore and define the ideal learning 	<ul style="list-style-type: none"> • Disaster recovery centre is approximately 90% complete. Testing and installation of applications is ongoing. • Two awards received in 2017-18 for energy conservation initiatives. • Majority of LED retrofit completed in March 2018. A few gymnasiums remain due to complexity of install. • Significant reduction of 12 to 20 percent in energy consumption (kWh) as evident with initial review of consumption metrics when compared to 2015-16 and 2016-17. • Also seeing a decrease in energy demand at sites where energy demand dips below 50 KW. • 11th annual Board environmental symposium occurred at Camp Trillium (April 2018). Over 150 high school students attended to potentially become future stewards for eco awareness. • 50 percent of Electricity Awareness kits distributed to schools. • Plaques from "Save On Energy" distributed to all schools. • Met with Watson & Associates to develop format for capital plan re: 2016 census data. • Watson and Associates provided the board with report on demographics of all four municipalities. • Quality Accommodations Committee met twice and set four priorities for future consideration: the first one focusing on an accommodation review for secondary schools in Brantford. • First tenant signed – Apex Driving Academy – Dunnville SS (Effective: December 2017). • Second tenant signed – Rebounder Gymnastics – Dunnville SS (Effective: June 2018). • Development of second annual Community Partnership Information Session (May 2018). • Met with the Ed Tech Teacher Consultant to establish a template for schools to adopt Learning Commons. • Bellview Elementary School is complete. • Waterford District High School is complete. • Detailed requests for submissions for Learning Commons
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	<p>space with respect to Learning Commons and Kindergarten Learning Spaces.</p> <ul style="list-style-type: none"> Meet with service area leaders to enhance the staff development program to bring service area staff together to develop a customer service focus and culture of care and respect. This will be communicated to staff throughout the year. The goal is to distribute strategies, gather information, conduct monitoring and identify gaps in order to develop professional development that is relevant. 	<p>enhancements and upgrades were sent out to schools in April 2018 and forty-one (41) submissions were received for adjudication by the Learning Commons committee. The submissions contained a variety of upgrades from flooring and shelving to major upgrades to spaces. The committee will select projects that incorporate solid business cases including, strong financial plan, appropriate improvements and renovations and integration into facility renewal plan.</p> <ul style="list-style-type: none"> Finance, Purchasing, Facilities, Planning and Transportation staff participated in professional development on June 8th; Agenda include keynote messages and activities that focus on teamwork and communication.
2018-19	<ul style="list-style-type: none"> Continue to develop the comprehensive, integrated system-wide Disaster Recovery/Business Continuity Master Plan. The plan is to develop a needs analysis by department (Finance, Payroll, Human Resources, IT, Facilities, Purchasing, Communications) based on a matrix that focuses on functional requirements by time lapse. These templates are anticipated to be compiled into a master document that will be crucial in identifying actions in the event of an interruption of services. Continue to implement energy conservation measures at all Grand Erie Schools. Complete conversion of LED replacements (18 gyms, 1 cafeteria, 2 libraries). Continue to leverage all available incentive programs from local independent electricity system operators. Explore possibility of automatic computer/electronic shutdown/hibernation. Incorporate more motion sensors. Increase Eco awareness for all building occupants (students, staff and community users) and explore new certifications for schools that have yet to successfully attain EcoSchool certification. Continue 	<ul style="list-style-type: none"> Disaster Recovery testing for applications and simulated power outages has been completed, ongoing review of feedback and data from tests. Documentation of Essential Networks Services continuing Documentation of templates to occur over the summer of 2019 to better align with the Internal Audit plan Currently piloting initiative for schools to automatically power-down computer and monitors at 5 p.m. Report of 36 million board wide copies in 2017-18 has been shared with schools. Looking to provide a report to site administrators that will show site by site usage for 2016-17, 2017-18 and current 2018-19 YTD. Through April 30: <ul style="list-style-type: none"> 2016-17: 24.1m copies 2017-18: 23.1m copies 2018-19: 21.7m copies – a 6.3% decrease in usage 53 of 84 reporting locations showing decreased consumption Watson and Associates presented high-level enrolment and demographic projections to Quality Accommodation Committee for next 10 years. Detailed enrolment report was shared with committee in February 2019.

	<p>the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. Explore the possibility of reducing paper use and switching to more environmentally friendly and less expensive paper products.</p> <ul style="list-style-type: none"> • Prepare long-term school by school enrolment projections that incorporate 2016 census. Update multi-year capital plan to include new data and meet with Quality Accommodations Committee to review new information and develop accommodation strategies in anticipation of any changes to Pupil Accommodation Review Guidelines (PARGs). • Continue to market and engage community partners to utilize surplus space. • Develop long-term renovation plan to convert libraries to learning commons using centralized framework. Plan will incorporate consistency in design and efficient execution of conversions including collaborating with the Learning Commons Committee to identify 2-3 ideal locations for renovations. The Learning Commons conversions will require the development of a centralized catalogue for materials, resources, equipment, furniture and capital upgrades. • Improve access to our buildings to fulfill AODA requirements. • Meet with service area leaders to develop the 2nd annual professional development day for business services, facility services, planning and transportation staff. Goal is to build on theme from year 1 (customer service) to focus on incorporating effective two-way communication between board office and schools. Explore surveying school 	<ul style="list-style-type: none"> • Increased number of Quality Accommodations meetings to develop strategies designed to enhance secondary programming and increase market share and secondary utilization rates. • Pupil Accommodation Review Guidelines are still on hold. • Third tenant signed – Mississaugas of the Credit First Nation at Hagersville Secondary. • New leases also being established with many Early ON Centres who provide childcare services across our region. • Central PS Learning Commons completed; Grand opening occurred in May 2019. • Six school conversion for 2018-19 currently underway conversion: <ul style="list-style-type: none"> ○ James Hillier PS - (Construction to begin May 2019) ○ Paris DHS - (Construction to begin May 2019) ○ Princess Elizabeth PS - (Construction to begin June 2019) ○ Houghton PS -(Construction to begin June 2019) ○ Hagersville ES - (Construction to begin June 2019) ○ JL Mitchener PS - (Construction to begin July 2019) • Finance, Purchasing, Facilities, Planning and Transportation staff – June 7th PD Day on Customer Service.
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	administrators to help identify areas of strength and improvement.	
2019-20	<ul style="list-style-type: none"> • Re-initiate the comprehensive, integrated system-wide Disaster Recovery / Business Continuity Master Plan. The plan is to develop a needs analysis by department (Finance, Payroll, Human Resources, IT, Facilities, Purchasing, Communications) based on a matrix that focuses on functional requirements by time lapse. These templates are anticipated to be compiled into a master document that will be crucial in identifying actions in the event of an interruption of services. • Continue to implement energy conservation measures at all Grand Erie Schools. Continue to leverage all available incentive programs from local independent electricity system operators. Monitor the energy consumption savings from the implementation of the automatic computer shutdown. Integrate technology to monitor water consumption through devices designed to enable notifications of after-hour water usage. • Increase Eco awareness for all building occupants (students, staff and community users) and explore certifications for schools that have yet to successfully attained EcoSchool certification. Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. Implement a paper reduction strategy among the board's buildings by incorporating healthy competition while simultaneously decreasing paper consumption. • Update multi-year capital plan to review enrolment data and meet with Quality Accommodations Committee to review new information and develop 	<ul style="list-style-type: none"> • A Disaster Recovery Consultant has reviewed our current status and, as a subject matter expert, will be able to interview our major business departments to generate documents that will contain plans and actions. • This plan has been delayed as a result of Covid19 and will be reinitiated once staff are able to do so. • Site-by-site monitoring continues; however, the data has proven not to be helpful as school-wide closures due to Covid19 have resulted in large variances in year-over-year comparisons. • Photocopying metrics have been shared with principals to initiate healthy competition amongst our schools to reduce the number of photocopying and printing. For the period including September through January, the Board's usage has decreased from 15.3 million in 2017-18 to 14.5 million in 2018-19 to 13.0 million in 2019-20. The in-year decrease represents a 10.4% decrease in printing; noteworthy results considering these occurred prior to the Covid19 pandemic. • The Electrical Safety and Energy presentations as well as Eco School participation have been delayed due to Covid19. • The Quality Accommodation Committee has met three times this year. The priorities have been updated where enrolment trends support such revisions. In addition, the sub-committee identified several strategies that will be deployed in the system in 2020-21 to increase market share. These initiatives will include enhanced Grade 9 recruitment through investment and increased research into specialized programming. • Completed: Central PS, Houghton PS, James Hillier PS, Princess Elizabeth PS. • Four schools selected for 2019-20 conversion: <ul style="list-style-type: none"> ○ Lynndale Heights ES ○ Port Rowan PS

	<p>accommodation strategies in anticipation of any changes to Pupil Accommodation Review Guidelines (PARGs).</p> <ul style="list-style-type: none"> • Continue long-term renovation plan to convert libraries to learning commons using centralized framework. By utilizing efficiencies such as repeat design and Board experience, the Learning Commons Committee has been able to increase its annual locations to 4. Improve access to our buildings to fulfill AODA requirements. Focus on enhancing entrances to Grand Erie buildings by standardizing our brand and ensuring consistency. • Improve communication channels between schools and central services (Business Services, Facility Services) Implement a prioritized work order system that will attribute priority level to work order systems • Orientation package to staff and principals: • Emergency NOW (gas smell, flood, damage) • High 48 hours (service disruption to school such as lights not working, bathroom failure) • Medium 10 Days (Inconvenience to school such as non-critical lock requests, carpet cleaning) • Low 90 Days (Painting, shelving, hanging pictures) • Transition School budgets to a more streamlined and centralized model that focuses on system standardization and focuses on fiscal responsibility and efficient budget management. • Risk Assessments. • Summarize strategic & operational instructions, process and actions. • Business Impact Assessment: • Utilize efficiencies by using repeat design. • Increase output to 13 conversions annually. 	<ul style="list-style-type: none"> ○ Rainham Central PS ○ Ryerson Heights ES • 20 of 72 Schools have been successfully converted • Information on work order priority levels shared with principals and facilities staff. • Work Order Priorities rolled out to system on November 4, 2019. • New school-budget dashboard shared with senior administration to support schools in budget monitoring and planning.
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EQUITY – We will promote practices that help students, families and staff feel safe, welcomed and included.

Goals	<ul style="list-style-type: none"> Decrease the incidence of bullying among students. Increase the sense of belonging among students. 	
	Strategies:	Outcomes:
2016-17	<ul style="list-style-type: none"> Coordination of interventions at the board and community level to promote healthy social climates in schools, which are naturally less inclined to support bullying behaviours. Provide ongoing equity and inclusion training for staff and students. To use the expertise of the Safe and Inclusive Schools Committee to help guide decision making for school. 	<ul style="list-style-type: none"> Training sessions were held dealing with behaviour and brain development; Truth and Reconciliation in Schools; LGBTQ+ and other equity issues. The Safe and Inclusive Schools Committee is overseeing the creation of a diversity video, which is intended to contribute to staff training. Grand Erie continues to support marginalized groups through participation in LGBTQ advocacy groups, providing FNMI literacy resources for all schools as well as curriculum support in relation to the Truth and Reconciliation Commission recommendations; celebration of Pink Shirt Day, International Day of Pink and Global Day of Dignity The Safe and Inclusive Schools Committee reviewed all Board policies out for comment in 2016-17 through an equity lens. In addition, a policy dealing with gender identity and gender expression has been created. Grand Erie is represented on fentanyl working groups in Brantford and Haldimand-Norfolk.
2017-18	<ul style="list-style-type: none"> Using the Ontario Education Equity Action Plan as a model, we will create an action plan that identifies gaps in, and develops strategies for improving, outcomes in student achievement and sense of belonging. 	<ul style="list-style-type: none"> Grand Erie is a partner Board in a Ministry of Education pilot designed to identify an effective data-gathering tool; data, in this case, is identity-based. A successful grant proposal was submitted to acquire the services of a system analyst, who will oversee the collection of identity-based data and its analysis. (What's the data and what does it say?) Census questions will be screened through community groups. When data collection is completed in Spring 2019, identity-based achievement gaps will be determined; the results for students in historically marginalized groups will be compared with all others. Intersectionality of identities will help target intervention strategies.

		<p><u>Targeted Equity Strategies/Interventions:</u></p> <ul style="list-style-type: none"> • Equity Walk training provided participants with a lens through which to identify school vulnerabilities in serving students with special needs. • The Safe and Inclusive Schools Committee hosted a community meeting where participant agencies provide information on social trends and challenges related to marginalized groups; this information identifies methods by which Grand Erie can respond. • The fourth annual Rainbow Ball was held at BCI. All Grand Erie secondary schools were represented; an invitation was extended to our co-terminus Board.
2018-19	<ul style="list-style-type: none"> • In accordance with the Ontario Education Equity Action Plan, gather identity-based demographic data for Grand Erie students that will be used to develop targeted equity strategies. • Increase the capacity of administrators to manage and resolve issues of equity and inclusion by providing: Targeted equity training (e.g., Egale, diversity videos, Deep Diversity). • Targeted intervention strategies (e.g., Equity Walk, community input meeting, Rainbow Ball, funding for school-based equity projects). 	<ul style="list-style-type: none"> • Funding through the Education Equity Action Plan allowed for the hiring of a project manager for the student census. • The project manager oversaw implementation, monitoring and reporting of the census, which had a participation rate of 83% of all Grand Erie students. • Members of the Safe and Inclusive Schools Committee connected with community agencies that advocate for LGBTQ students, newcomers, Mennonites, and Indigenous students, in order ensure significant participation rates. • Communications products – for staff, administration, students and parents – were created in conjunction with the Communications Department and implemented. • The results of the census will be rolled out in September 2019. • Professional development regarding equity was provided through two conferences, including video and print resources for classroom use and staff training. • Targeted equity intervention strategies were implemented – Rainbow Ball, Days of Dignity, funding for school-based equity projects. • Professional development regarding cannabis education was provided for 50 secondary teachers and 15 administrators. The majority of participants indicated that the sessions were “significantly useful”, “applicable to their jobs”, and resulted in a “significant

		<p>increase in knowledge and confidence in dealing with the subject". A cannabis resource file was created for use by school staff.</p> <ul style="list-style-type: none"> • Professional development regarding Violence Threat Risk Assessment was provided for 40 staff; the VTRA Protocol was reviewed with key community partners to reinforce ongoing collaboration. • Safe and Inclusive Schools Lead has responded to school requests by presenting 30 workshops on LGBTQ+, racism, bullying and power dynamics, as well as internet safety. • Safe and Inclusive Schools Lead has provided 155 consultations with school Administrators and other staff regarding issues of inclusion and equity, racism, power dynamics, and safety. • A sub-committee of the Safe and Inclusive Schools Committee was established – focusing directly on staff and student safety. • A Traumatic Events System Response Guide was created to assist administrators. • 17 Grand Erie students and families – who are at “acutely elevated risk” – were presented to the community crisis teams. Parent feedback has been positive.
2019-20	<ul style="list-style-type: none"> • Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools; and • Gather identity-based workforce data in order to identify gaps in sense of belonging among potentially marginalized employee subgroups. <p>Increase the capacity of administrators to manage and resolve issues of equity and inclusion by providing:</p> <ul style="list-style-type: none"> • Targeted training related to safety and inclusion (e.g., diversity videos, Traumatic Events Response, Violence Threat Risk Assessment, progressive discipline, and the 	<ul style="list-style-type: none"> • Each Principal received a demographic report for their school. The information was used in developing the School Improvement Plan for Student Achievement and Well-Being. • Trustees and administrators received two Board reports on the student census, one outlining Board-wide student demographics and one correlating school experience with student demographics (e.g., SES, LGBTQ+, religion, country of origin). • Board-wide student demographic data was shared publicly through the Board website. • The GREAT training session on data-literacy was planned, but postponed due to labour action. • A draft workforce census has been developed, but it was not finalized due to job action. • Two Level One VTRA training sessions have been held, along with one session on Traumatic Events System Model. Safe Schools VTRA

	<p>risks of cannabis and vaping for youth)</p> <ul style="list-style-type: none"> Targeted intervention strategies (e.g., Safe Schools Wednesdays, Days of Dignity, Rainbow Ball, funding for school-based equity projects). <p>Eliminating systemic barriers to the sense of belonging for students and staff.</p> <ul style="list-style-type: none"> Support administrators in using census data to develop strategies to benefit marginalized students. Expand the equity video series by creating an anti-racism video. <p>Creating safer, more inclusive school environments.</p> <ul style="list-style-type: none"> Targeted training (e.g., Safe and Inclusive Schools webinars on VTRA, Traumatic Events, substance use, LGBTQ). Targeted intervention strategies (e.g., funding for school-based equity projects). 	<p>trainers will be attending a VTRA Level 3 training, which has been deferred to October 2020. 41 VTRAs have been completed, with five pending.</p> <ul style="list-style-type: none"> Schools were provided with a safe and inclusive schools activity in September to assess needs of their school for the SIPSAW. 110 students received supports while on long-term suspension, expulsion or exclusion. 19 students were presented at area crisis tables. Wednesdays in Schools: Safe Schools provided education on vaping, Cybersafety, healthy relationships in 12 schools and 26 presentations. There have been 183 school consultations re equity or safety. Egale training session has been held. The first Day of Dignity was held. The Safe Schools sub-committee re-created SO5 – School/Site Security (Emergency Preparedness, Response and Recovery) and created SO32 – Exclusion of Students. A working group has been developing a procedure dealing with issues related to the Smoke-Free Ontario Act. (Work was halted due to labour action.) Safe Schools is collaborating with BCHU and other community agencies to host another parent and community event, with a focus on youth and substances, including vaping. During the school closure, Safe and Inclusive Schools has developed a series of webinars to support school staff. Three have been completed, with five more scheduled. Topics include Coping with Covid-19, Supporting LGBTQ+ students, Cybersafety, Restorative Practices, Bullying vs Conflict, and personal safety for primary students. The Safe and Inclusive Schools Committee has identified anti-Black racism as a specific focus for 2020-21. The Committee will continue to collaborate with community advocates, agencies and the Grand Erie Communications Department to create teaching resources for distribution to all employees. As well, a subgroup of the Committee is creating an anti-Black racism video that will become part of the Grand Erie Equity Video series. A training
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		<p>session for administrators will correlate interpretation of student census data with an anti-racism presentation.</p> <ul style="list-style-type: none">• A webinar will be offered in December on anti-Muslim bias as part of the department's broader equity strategy.• Working collaboratively with Equity consultants, the Safe and Inclusive Schools Committee will assist in the development and delivery of a broader Equity strategy for the next five years.
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TECHNOLOGY – We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

	Strategies:	Outcomes:
2016-17	<ul style="list-style-type: none"> • Develop tools to measure the impact of the Educational Technology Plan around growth in the 21st Century Competencies. • Educational Technology Student Groups – “EdTech Student Crew” (ESC) – expanding on the 2015/16 ESC Pilot which included training for students to help prepare them to support staff and other students. • Educational Technology After School Workshops (ASW) • Integrate our special education system (LITE) with the boards student information system PowerSchool. This integration will eliminate manual updating of special education student data speeding up ONSIS reporting period and eliminating transposition errors by school admin staff. • Install new access points (AP) and redeploy older AP’s to maximize Wi-Fi coverage and reception in schools. • Upgrade of 61 of 74 sites from copper to fiber optic external data connections. Develop alternative solutions for the remaining 13 sites where fiber optic service is not available. 	<ul style="list-style-type: none"> • Measurement tools and a plan for implementation developed • General District Survey tool for all in-services (aligns with other program surveys). • After School Workshops (ASW) survey for all ASW's http://bit.ly/EdTech_ASW. • Demonstration class survey for all demonstration classes http://bit.ly/EdTech_Demo. • Additional data artifacts collected with student and teachers in form of photos, videos, badge counts and other sources from professional development sessions. • Measurement Tool in form of specific survey deployed April 1, 2017 – April 20, 2017. • Preliminary data analysis by Education Technology Team with System Research Leader and Outside researcher May 19th, 2017 final report mid-June 2017. • A report on this year's Education Technology Focus was submitted to the Council of Ontario Directors of Education (CODE) on June 15, 2017. • Extensive badge and certification system in Brightspace (D2L) for students and staff developed. • Application went out for New EdTech Student Crew in January. • 12 new schools (2 secondary and 10 elementary) joined supported by last year's ESC teams. • Sessions held on February 9, March 1, and May 12 for Student Crews • Students are visibly engaged at ESC events and actively involved in self-directed learning on Brightspace. • 131 students and 28 staff advisors have formed student crews and participated to date. Students have earned 2269 badges on Brightspace to date.

		<ul style="list-style-type: none"> • 16 After School Workshops on a variety of topics were run by the Digital Lead Learners this year - http://bit.ly/EdTEchWorkshops. • All the sessions have been recorded and posted on the Education Technology Webinar channel of Office 365 Video - http://bit.ly/EdTechWebinars. • 21st Century Competencies were foundation of learning at all After School Workshops. • After School Workshops are offered face to face, also online via Skype, and the sessions are recorded and posted to Office 365 Video. Face to face attendance has generally been quite low. The Ed Tech Team is discussing and planning new delivery models to support teachers and students. • To date, 175 participants in education technology PD sessions have completed the general district surveys. When asked about the content presented in the workshop 79% indicated it was useful, 84% indicated it was applicable to their job and 76% responded that the workshop had reinforced their thinking. * Participants were also asked if their motivation, knowledge and confidence to implement and apply the techniques had increased. 78% said their motivation to implement the tools increased, 63% indicated their confidence to use the tools had increased and 62% stated their knowledge had increased. • Integration of LITE with PowerSchool moved to 2017-18.
2017-18	<ul style="list-style-type: none"> • Provide workshops and planning sessions with school and system staff to increase awareness and knowledge of Computational Thinking to support the 21st Century competencies. • Note: Computational Thinking is the process involved in formulating a problem and expressing its solution(s) in such a way that a computer (human or machine) can effectively implement. • Design and deploy a new Education Technology website for the purposes of hosting content that supports learning and teaching with technology as 	<ul style="list-style-type: none"> • The Education Technology Team has supported professional learning days on the topic of Computational Thinking with Administrators, Digital Lead Learners, students, and teachers (through Ed Tech Projects). • The Education Technology Team met with a Computational Thinking focus group including members from the Elementary Program Team. In process of developing a document highlighting What is Computational Thinking; What is Coding; Why Teach with Computational Thinking in Mind; Who is Computational Thinking For, Where is Computational Thinking in the Curriculum Additional Resources. The development of a Computational Thinking continuum or matrix which offers age appropriate examples of Introductory,

	<p>well as promotes communication and sharing with various stakeholders.</p> <ul style="list-style-type: none"> • Development of Parent and Student Portal Plan • Integrate our special education system (LITE) with the boards student information system PowerSchool. This integration will eliminate manual updating of special education student data speeding up ONSIS reporting period and eliminating transposition errors by school admin staff. • Create Disaster Recovery and Business Continuity capacity for our student and business systems. • Deploy Software Defined Wide Area Network (SD-WAN) devices to schools identified by the Ministry of Education as schools that can benefit by increased network access. Deploying SD-WAN devices to schools that could not be reached by our fiber service provider to increase network access. 	<p>Intermediate, and Advanced tasks will enhance teaching and learning. Targeted deployment for both resources is Fall 2018.</p> <ul style="list-style-type: none"> • The shell of the website was created based slight changes to “School Site” template. Modifications include changes to page layout, site navigation, footer modification, and investigation of various “blocks” and properties that make up the website. Graphics and logos have been developed in consultation with communication department. Education Technology team members are in process developing new content and migrating the content and resources from past wikis and other online locations. Site will go live in late August or early September 2018. • In the Fall and Spring members of the IT Team, Ed Tech Team, and subcommittee with Administrators met to establish needs for the Parent and Student Portal. Representatives from Edsby, Brightspace (D2L) and HWDSB have participated in meetings to share on a variety of options that are under consideration. Further meetings are planned to continue investigation and rollout strategies through spring 2018. • In April 2018, the Ministry granted Brightspace the contract for online learning environments. This has a parent communication functionality and pairs with PowerSchool Parent Portal functionality providing a further communication utilities and integration with the student learning environment in a secure manner. There is no cost to Board for this PowerSchool/Brightspace combination. • Because of the time waiting for the Ministry approval of Brightspace and budget considerations we will start the pilot in fall 2018 and look to progressively implement the application in the Spring 2019 for full implementation by fall 2019. • Professional development of this platform for teachers will be part of the Technology Annual Operating Plan in 2018 19. • SD-Wan Solution – Wave 1 schools. Technology is a good idea but with the long-term Bell contract in place this precludes us from rolling this out across our district. The intent of the project would be to reduce costs to the board for internet at each school and provide the schools 1 meg data for each student. Wave 1 Schools – 100%.
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2018-19	<ul style="list-style-type: none"> • Engage IBM to conduct a similar review of the Grand Erie District School Board's Education Technology strategy as was conducted in 2009-10. • Development of Parent and Student Portal Plan. • Implement an Online Early Years registration process. • Creation of process and resources to enhance student privacy when teaching staff select digital resources. 	<ul style="list-style-type: none"> • Initial Data collection for IBM consultation completed December 2018 (Survey of teachers, School Visits, Meeting with Program, IT and Ed Tech Staff) • Initial analysis conducted with preliminary results shared with Core Group and Senior admin (January 2019) • Core Group is scheduled to meet in early February to work with IBM to develop future direction (February 2019) • Meetings with IBM staff completed (Early March 2019) • Report to Board (April 8, 2019) • Budget plan (May 2019) • Strategic Plan (Fall 2019) 90% Complete • PowerSchool and Brightspace environments developed (December 2018) • Parent enrolment procedure created (December 2018) • Initial Pilot schools and teachers have been introduced to VLE

		<ul style="list-style-type: none"> • Pilot schools – Boston Public, St George German, Woodman Cainsville, & WDHS; Adding additional educators on request (Spring 2019) • Rolling out information to Pilot School with report cards or through teacher letters sent to parents to enroll. (January 2019) • Development of Teacher Training Modules in Brightspace Completed (February 2019) • Roll out to Parents Fall 2019 on schedule for PowerSchool Parent Portal, Brightspace based on Teacher usage and adoption. • Technical requirements are 100% complete • Training and Implementation 50% • PowerSchool and Web Development team completed alignment of GEDSB Kinder-registration requirements with the collection tool. (Fall 2018) • Incorporated the survey tool (December 2018) • Initial training of clerical started; working on face to face and video training materials. (January 2019) • Principals updated on registration details at director meeting (January 2019) • Online registration goes live; Link made available to parents (January 18, 2019) • Training videos and support documentation completed and shared with Clerical (February 2019) • Clerical digitally transferring Online Registrations into PowerSchool and following up with Parents 100% Complete • Software assessment tool posted on the Privacy & Information Technology subdomain on the Education Technology section of the board website. (January 2019) • IT developed standards for software installation which will limit ability of teachers installing non-supported board software on student devices and in labs. (March 2019) • Communicated the IT developed standard to Unions (March 2019) and Administrators (April 2019) • IT Standard to piloted with North Ward and PJCVS (Spring 2019)
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		<ul style="list-style-type: none"> • IT Software System Standard rollout: software evaluation tool will accompany communication of IT Software System standard. (Fall 2019) • PIM video highlighting privacy shared at staff meetings (Fall 2019) 90% Complete
2019-20	<ul style="list-style-type: none"> • Prioritize and begin the strategic implementation of the recommendations made through the IBM Board Learning Plan Leveraging Digital • Launch the Parent Portal and Brightspace platform across the Grand Erie District School Board. • Implement a robust technology refresh schedule that will ensure well performing devices are consistently in place for classrooms and educators. • Learning Council to meet at least 5 times during the 2020-2021 school year. • Goals and actions to be reviewed and reprioritized based on the January 2020 report recommendations and the status of tech usage to support student achievement since school closures in March 2020 • An Ed Tech plan for the board will be developed and implementation will commence to ensure technology is embedded and embraced by educators and is an integral part of the teaching and learning of the Board's key achievement priorities. • Complete the launch of the Parent Portal with Phase 3 and 4 schools. • Introduce the Grand Erie School Messenger Mobile Application. • Begin the phased implementation of the Safe Arrival Safety Management Software. • Track the number of families using the Parent Portal. • Collect feedback from families on their Parent Portal Experience. • Track Brightspace usage by educators. 	<ul style="list-style-type: none"> • Learning Council established in October 2019. Five meetings scheduled. First meeting held Oct. 23/19. Learning Council Sub-Committee met twice in fall 2019 to create a plan to support professional learning with all stakeholders and digital alignment with the Essential Practices, a key priority with the LPLD Committee. For example, promoting applications such as OneNote, Brightspace, Notepad, VideoNote to support the triangulation of data. Meetings subsequently postponed with Job Action and subsequent school closures • Initial Goals were set through Learning Council. Goals include establishing a professional working group to align Program and ITS resources and embedding technology into professional learning. • School-based digital contacts established in Nov. 2019. Meetings postponed due to Job Action and subsequent school closures. Some schools had not submitted names. Digital leads established at each school to support D2L implementation as a result of increased use of the VLE due to school closures • LPLD Report to Board Jan. 27, 2020 • Rollout schedule of Parent Portal was planned for 4 phases. Phase one and two were completed Oct. 23/Nov.11 2019, with schools represented from both elementary and secondary as well as an even distribution from Haldimand, Norfolk and Brant County; Subsequent sessions were not completed due to Job Action and Subsequent school closures • Brightspace Training sessions: • Educators Training: 3 after school sessions (fall 2019) More sessions planned after job action. • Ongoing educator support from Ed Tech to interested educators. • Principal Training Nov. 19, 2019.

	<ul style="list-style-type: none"> • Provide ongoing educational opportunities for staff to learn effective cyber hygiene and the protection of online privacy. • Develop an online module to support employee education on password management, phishing, viruses, malware, and ransomware, social engineering and social media, physical security, privacy and the protection of personal information. • Share regular cyber alerts to support staff awareness and response to cyber security threats. • Develop a board policy to address cyber security roles and responsibilities of all staff. • Establish processes that address communication, educator training, technology-related needs, and data collection to inform next steps. • Provide educator training. • Provide remote learning devices and Internet connectivity to students who do not otherwise have access to them. • Establish effective practices to provide technical support to educators, students, and parents for the use of board-provided devices and access to the Internet during remote learning. • Develop and implement a process for regular data collection. • Provide parent and student feedback on the impact of remote learning. 	<ul style="list-style-type: none"> • Intro to President's Council Jan 9, 2020. • Trustee Training March 9, 2020 (deferred). • Parent Portal Training for Administrators scheduled for Feb. 18, 2020 (deferred); • Data is being collected from families using Parent Portal; Results show that families that used the Parent Portal in fall 2019 continue use the Parent Portal in the spring with a slight increase since the commencement of Distance Learning. • Data collected for educators using Brightspace; Course count logins have increased exponentially since the commencement of school closure: • Elementary course access count Feb 28, 2020: 3934 April 30, 2020: 246 161 • Secondary course access count Feb. 28, 2020: 38243 April 30, 2020: 258 068 • Began planning for a small survey for parents on their Parent Portal experience in November 2019. The survey is intended to also meet a Communications AOP goal. Survey was to be sent out in late March 2020 to families currently using the Parent Portal. *Given the incomplete roll out schedule of the Parent Portal and subsequent school closures this item will be deferred until the 2020-21 school year. • PLE module on Brightspace and Parent Portal created September 2019 for teachers and available in the VLE • Additional VLE Resources provided to educators during school closures. Topics include, but are not limited to: Getting Started in the VLE, Using Tools in Brightspace and the VLE, Creating Assignments in Brightspace, Creating Widgets, Launching Virtual Classroom for Synchronous Learning with Students, etc. • Parent Portal Support Information made available to parents through the Home Page of the GEDSB website (Dec. 2019). • All year 1 secondary and elementary teachers will have been provided with new HP Laptops (approx. 640).
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		<ul style="list-style-type: none">• All secondary classrooms have been outfitted with new HP Laptops (approx. 930)• All Grade one classrooms have been outfitted with new HP Laptops. Grade one was a priority as the refresh was started in June 2019 and needed to be completed this year as approved by EC and Trustees in 2018-2019 Ed Tech Board Report• Grade 8 classroom deployment completed• Grade 2-7 is next for the fall of 2020• Asset management system is being used to track devices to maintain accuracy with the refresh schedule.• Old Dell laptops have been pulled from schools. If the device is not damaged ITS was refreshing these devices to use as spares for the next year until the next wave of device deployment. Currently, 400+ of these devices were used to support Learning from Home due to school closures. Additionally, 900 devices were pulled from Gr. 2,3,4, 5 classrooms earlier than fall 2020 to further support the number of devices required for Learning from Home.• ITS Report to Board March 9, 2020.
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WELL-BEING - We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Goals	<ul style="list-style-type: none"> • Staff, students and parents will promote health and well-being and will know how to access supports when needed. • Create and promote an enabling environment where all students can participate fully in their education. • Accessible work sites and programs will be available to students, staff and families. 	
	Strategies:	Outcomes:
2016-17	<p>STAFF Staff Wellness - Wellness Works: Walking Wednesday Challenges:</p> <ul style="list-style-type: none"> • Introduce a Walking Wednesday Challenge in all Grand Erie facilities, open to all employees. Participants will walk, ideally as part of a team, during any breaks during the day (e.g., at lunch, on scheduled breaks) and record the number of steps that they take. Team tallies will be submitted to the central Walking Wednesday Team for collating and reporting. Results will be shared on the Board website. • Staff Wellness - Conduct information workshops, distribute print and electronic resources, and conduct information polls to identify and support all Grand Erie employees. <p>STUDENTS</p> <ul style="list-style-type: none"> • Student Wellness - Mental Health Literacy will be provided to Grand Erie staff to positively increase knowledge, skills and attitudes required to support and promote the health and well-being of students. • Student Wellness - Mental Health Promotion Programs (Mind UP) will continue to be implemented in Grand Erie elementary schools. Support will continue for Art Soup, the Education week gala, Let's Chalk school events, etc. • Student Wellness - The Be Well Campaign will 	<p>STAFF</p> <ul style="list-style-type: none"> • Walking Wednesday was a 10-week campaign. • Registered 63 participating sites. • Walked for 10 weeks, calculating our 'steps' to log 261,655,562 steps! (or 199,381.5 km - This is like walking from Vancouver to St. John's 28 times or almost 5 times around the earth at the equator). • Most enduring teams (participating in all 10 weeks): ESL, McKinnon Park Secondary School, Transportation, West Lynn (9 weeks), Jarvis Jets (9 weeks), Hagersville Elementary (9 weeks), CareerLink (9 weeks), Delhi Secondary (9 weeks), Major Ballachey Bears (9 weeks), Sprucedale (9 weeks). • Top 5 Teams (total steps logged): McKinnon Park Secondary School (16,779,703), Dunnville Secondary School (15,143,861), Ryerson Heights (14,789,683), PJCVS Thunderbirds (14,581,399), Major Ballachey Bears (11,965,955). • The Walking Wednesday Challenge was a successful program. It saw large numbers of staff participate. It has concluded and we are working on a new model for next fall that will incorporate other aspects of healthy living. • The first Wellness Wednesday Session had a focus on work/life balance. • The second Wellness Wednesday Session had a focus on the Employee Assistance Program. The third Wellness Wednesday Session is focused on nutrition and a healthy lifestyle. • Currently working on developing print material for GEDSB staff (flyer or newsletter). • Committee considering adopting the Be Well framework.

	<p>continue to be implemented in Grand Erie secondary schools and will be expanded to target elementary schools.</p> <p>Gather data through committee meetings, focus groups and school visits regarding accessibility of program in Grand Erie elementary and secondary schools.</p>	<ul style="list-style-type: none"> • Responses from the survey to be reviewed to inform professional learning opportunities for staff members. • Attendance has increased at each session. • Dates set for a total of 7 Wellness Wednesdays for the 2017-2018 school year. This will include 2 Wellness Wednesdays for each geographic location in the board and a final Wellness Fair in Brantford to end the year. • Data will continue to be collected through focus groups as a follow up to the survey. <p>STUDENTS</p> <ul style="list-style-type: none"> • Mental Health Monday's for Grand Erie have taken place. Topics covered have included helping children who hurt, trauma; managing complex behaviour; non-suicidal self-injury. • Mental Health Minute publications were issued regularly on topics related to student and/or staff well-being. Mental Health Minutes were posted on the staff portal. Topics have included: healthy new school year, Be Well school strategies, mindfulness in practice, etc. • Up to and including March 2017, Mental Health Moment presentations were provided to administrators and members of the Special Education Advisory Committee on a variety of mental health topics and themes on a monthly basis. Topics have included mindfulness, Be Well in your school, physical activity and mental health, etc. • Mental Health Literacy opportunities have been provided to numerous students, parent and staffing groups. Events or sessions have been facilitated for Student Senate, guidance staff, student success staff, student support services staff, school visits with students – Hagersville Elementary, Agnes Hodge, River Heights, Bloomsburg. • Support has been offered to provide support Parent Reaching Out Grant proposals to bring in professional speakers on various mental health topics.
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		<p>Mind Up:</p> <ul style="list-style-type: none"> The implementation of the Mind Up Curriculum has been difficult. A reliance on School Health Nurses to support the training and implementation of the program has proven to be a larger task than first expected. There is a continued review of the process for training and implementation of the Mind Up curriculum to support, enhance or change where necessary. <p>Art Soup:</p> <ul style="list-style-type: none"> Paris Central, Glen Morris, Cobblestone and Central attended PDHS on Feb. 3, 2017 and Fairview, Grandview, Rainham and Elgin attended Hagersville Secondary on Feb 2, 2017. These were the last schools to have this opportunity. Over the past 5 years all schools have had a junior class attend. <p>Education Week Gala:</p> <ul style="list-style-type: none"> 11 Elementary schools and 3 Secondary Schools performed at the Education Week Gala held on May 4, 2017. The theme for the gala was "Yes I Can! A Growth Mindset". <p>Let's Chalk participation:</p> <ul style="list-style-type: none"> Cedarland, Bloomsburg, Waterford District High School, Waterford Public School, Confederation, Lakewood, Boston, GELA, Mt. Pleasant, Banbury, Elgin, Agnes Hodge, Prince Charles, BCI, PJ, North Park, Tollgate, Grandview, King George, Brier Park, Ryerson Heights, Lynndale, Hagersville, Major Ballachey, Princess Elizabeth, Greenbrier, Lansdowne, Bellview, Graham Bell, Central, Dufferin, Russell Reid. Focus groups were conducted with three elementary schools from each of the geographic regions of Grand Erie to best determine how to adapt the Be Well campaign to an elementary audience. Data was gathered to capture staff and student and staff voice and priorities related to mental health and well-being. Students continue to offer voice, strategies and partake in resource development for the district
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		<p>to shape the implementation of the elementary Be Well campaign launch in March 2017.</p> <ul style="list-style-type: none"> • Support for the implementation and knowledge development for 2016/2017 Day of Dignity and Student Senate initiatives. Provision of resources and education related to the components of the Be Well campaign with secondary student participants. • Be Well Elementary launched with success in March 2017. • School staff were encouraged to participate in the first Grand Erie Accessibility Awareness Day in November 2016. • School administrators were also supported with awareness building about the importance of considering accessibility issues at all times. • Special Education Think Tank Administrator group discussed the issue of accessibility of program at most meetings. • Participation in the RMS provided an opportunity for a focus on differentiation strategies to make programs accessible to all students but particularly those students with learning disabilities. • The RMS focus this year in Grand Erie is also about building teacher knowledge specifically in the area of Number Sense and Numeration (Quantity Relationships). The idea is that teachers will be better able to identify what their students know (strengths) and where their needs lie. They will then be able to respond appropriately and meet their students where they are and move them forward (thus allowing the students to access the math). • The goal is responsive teaching which is much like differentiation.
2017-18	<p>STAFF</p> <p>Assess and reflect on the status of employee wellness and create responsive wellness programs in Grand Erie.</p> <ul style="list-style-type: none"> • Consult with all departments and employee groups (e.g., focus groups conducted, employee survey distributed). • Arrange sessions (Wellness Wednesdays) open to all Grand Erie staff in identified areas (e.g., mental, physical, and social well-being). • Introduce staff well-being challenge to self-assess 	<p>STAFF</p> <ul style="list-style-type: none"> • A second survey was prepared and completed by members of all Grand Erie Staff Groups. • Over 1200 people completed the survey. • In response to questions raised by union leaders' meetings occurred with all groups to share feedback from the survey and to develop plans going forward. • Results demonstrated an increase in the percentage of staff members who know how to access supports for their well-being from 2015-16 to 2017-18.

	<p>current state of lifestyle choices and raise awareness of the benefits of healthier living (e.g., healthier eating, stress management techniques, improved strategies to support building and maintaining relationships).</p> <p>STUDENTS</p> <ul style="list-style-type: none"> • Implementation of evidence-based mental health promotion and prevention programming. • Implement an evidence-based Social-Emotional curriculum to primary-grade students (grade 1). • Supporting specific populations. • Work in partnership with the Safe Schools department to provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Indigenous, Newcomer and LGBTQ+ student populations. • Provide support and resources to Indigenous, Newcomer and LGBTQ+ student populations. <p>Provide supports and resources to staff members to continue to build awareness and knowledge to program effectively for students with learning disabilities in the math classroom.</p>	<ul style="list-style-type: none"> • I am aware of supports available 51.5% (2016) -> 59.6% (2017). An increase of 8.1%. • I know how to access supports: 48.3% (2016) -> 57.7% (2017). An increase of 9.4%. • Survey results also indicated that Grand Erie employees are seeking information about stress/mental health and work-life balance. • Three Wellness Wednesday sessions occurred with each geographic area of the board being serviced. • Nutrition, Mindfulness, and Art Therapy were topics that were explored. • Attendance averaged 35 participants per session. • Ongoing successful participation occurred in the Wellness Bingo Card challenge. • Pop-up wellness event occurring in June where Grand Erie staff are invited to attend a Blue Jays game. • Over 100 people attending. • Wellness Promotional Video being prepared to celebrate Grand Erie staff wellness efforts and promote ongoing wellness initiatives • Wellness fair occurred on May 16th to celebrate wellness and provide information to all employees on various products and services available in our community. • 29 vendors were present and almost 100 employees attended. <p>STUDENTS</p> <ul style="list-style-type: none"> • The PATHS curriculum was delivered in 11 Grade 1 classrooms throughout the school year. The program was delivered by the CYWs supported by the classroom teacher. • A questionnaire was completed by the classroom teacher near the completion of the PATHS curriculum. All 11 Grade 1 teachers found that the PATHS program was beneficial for their students. • All 11 Grade 1 teachers found that the students were able to recognize and communicate their own feelings. • 10 of 11 teachers found that the PATHS curriculum was helpful in teaching their students social-emotional skills. 8 of 11 teachers felt
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		<p>that the PATHS curriculum created a classroom environment that was more beneficial to teaching their students.</p> <ul style="list-style-type: none"> • 7 of 11 teachers felt their students had learned self-regulation and calming skills. • Next steps – Expand the implementation of the PATHs curriculum to additional Grade 1 classrooms.
2018-19	<p>STAFF</p> <ul style="list-style-type: none"> • Assess and reflect on the status of employee wellness and create responsive wellness programs in Grand Erie. • Consult with departments and employee groups, using focus groups to confirm information gathered from the Employee Wellness Survey (2017-2018) that identified the most prominent stressor areas impacting employee wellness (e.g., mental health, work-life balance, family, relationships, financial). • Evaluate, as a committee, on-line resource tools (e.g., LifeSpace) that staff members and their families can access, on a 24/7 basis, that provide information and support on targeted stressors areas. • Introduce the selected on-line tool to a sample of schools/departments in order to determine its effectiveness for a potential system-wide implementation. <p>STUDENTS</p> <ul style="list-style-type: none"> • Implementation of evidence-based mental health promotion and prevention programming. • Continue to implement the PATHs program to grade one student in current and in additional schools. • Implement booster lessons to students in grade 2 who received the PATHS program last year. • Deliver the Grade 4 PATHS program in a selected 	<p>STAFF</p> <ul style="list-style-type: none"> • Anecdotal feedback from staff has been positive. • LifeSpeak has benefitted staff by providing 24/7 access to current and relevant wellness information that can be accessed on any device at any location. LifeSpeak also provides staff members with direct links to the Employee Assistance Program (EAP) and if required, as dictated by employee circumstances, the LifeSpeak account manager can tailor content to Grand Erie needs. The LifeSpeak platform also offers opportunities for employees to access personally relevant and timely professional development to support their mental health and wellness needs. • Staff are emailed links to latest LifeSpeak content every month. There are consistent replies indicating positive praise or questions about further wellness programs. • Almost 500 entries in the LifeSpeak Watch and Win contest. • Committee to develop an on-going method of generating data, such as a monthly “check in” survey, to gauge employee wellness and rates of accessing supports. <p>STUDENTS</p> <ul style="list-style-type: none"> • PATHS Grade 1 program was delivered in 18 classrooms, for a total of 351 students learning social-emotional skills (Self-Regulation, Self-Awareness, Social Awareness, Responsible Decision Making, Relationship Skills). • Anecdotal comments were collected from Grade 1 students about what they learned in PATHS, they shared that they learned to always try their best, to have good manners, to spread kindness, to understand that all feelings are okay, and to be a good friend. The

	<p>number of schools (pilot project).</p> <ul style="list-style-type: none"> • Introduce Elementary Wellness Champions in select schools • Implementation of evidence-based mental health promotion and prevention programing. • Designate a social work position to focus on mental health promotion and prevention in Grand Erie high schools. • Create and deliver an evidence-based small group withdrawal for student to address anxiety and teach stress management. • Facilitate the roll out of Jack Talk presentations across Grand Erie. • To introduce and help in the delivery of Stress Lessons by some Secondary School Health and Phys. Ed teachers (pilot project) through the work of Secondary Wellness Champions. 	<p>students also shared that PATHS is important to them because they learned to be brave, learned appropriate behaviour, learned how to calm themselves, learned how to be calm and how to listen to friends. Teachers have shared that they love the program and all that have currently used it in their classrooms wish to have it again next year.</p> <ul style="list-style-type: none"> • 3 Grade 2 classrooms received PATHS Booster lessons, for a total of 59 students participating in Booster lessons. • PATHS Grade 4 program was delivered in 5 classrooms, with 118 students received this social-emotional learning program. • All Pre-evaluations completed by classroom teachers. Post evaluations will be completed at the end of the PATHS program. • 11 Secondary Schools received mental health awareness presentations (Jack Talks), for a total of 3964 student participants. As a result, Jack Chapters were established in several schools. • Social Worker delivered 6 interrelated workshops/lessons on Stress Management and Anxiety Reduction for at- risk students (targeted mental health prevention). A total of 35 students participated in these workshops. A formal evaluation of the program was initiated in May 2019. • Stress Lessons delivered by a Secondary School Health and Phys. Ed teacher supported by CYW and Mental Health Lead. 79 students participated in this program. • Developed two resource Binders. One Binder for Stress Management (Conquering Stress) and the other Binder focusing on Mindfulness (Mindful Every Day). • Conquering Stress Binder discussed at Guidance Heads, Student Success and Secondary Wellness Champs meetings. • Information in the Binders will be provided on-line on the Grand Erie Mental Health page. • Leading Mentally Healthy Schools resources provided to Elementary and Secondary Administrators, and also discussed at Secondary Wellness Champs and Guidance Heads meetings. • An awareness and understanding of the concepts in Leading Mentally Healthy Schools has benefitted staff by providing them with tools and
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		<p>strategies to support students struggling with mental health and wellness.</p> <ul style="list-style-type: none"> • Components of the OHRC Policy on Accessible Education for Students with Disabilities continues to be rolled out to school administrators. An awareness and understanding of the concepts in the OHRC Policy on Accessible Education for Students with Disabilities has benefitted school administrators by helping them understand their duty to accommodate all students based on their particular need, whether they have an identified special need or not. This document has supported school administrators to understand why Universal Design for Learning and Differentiated Instruction essential practices for all teachers in all classrooms are. • Safer Spaces training offered to Secondary school teachers to increase awareness and support for LGBTQ+ students along with presentations to school staffs requesting increased knowledge regarding supporting LGBTQ+ students and families (10 schools).
2019-20	<p>STAFF</p> <ul style="list-style-type: none"> • Consult with employee groups regarding areas of need where staff can best be supported in their wellbeing. • Develop a resource kit for administrators and managers to utilize in promoting and supporting wellness in their buildings/departments. • Utilize online resources via LifeSpeak and investigate options for making wellness information more accessible to more employees. • Establish a connection with local businesses and service providers that promote and support wellbeing, in order to obtain discounts and special offers for Grand Erie staff. • Evaluate, as a committee, on-line resource tools (e.g., LifeSpace) that staff members and their families can access, on a 24/7 basis, that provide information and support on targeted stressors areas. 	<p>STAFF</p> <ul style="list-style-type: none"> • Grand Erie staff, family, and friends have accessed 1,121 wellness training videos between January 1-April 6, 2020. The average is approximately 350 views per month. This increases during months where a contest is held. Steady usage of LifeSpeak platform compliments offer to continue use of online platform into the 2020-21 school year pending budget approval. • Grand Erie staff are accessing local businesses, identified by the Staff Wellness Committee, that provide products and services associated with health and wellness. Other local businesses have reached out to be included via word of mouth and staff actively canvassing prospective business owners. <p>COVID-19 Impacts:</p> <ul style="list-style-type: none"> • Wellness resource kit release was delayed due to job action and COVID-19 pandemic. • Spring wellness contest for staff engagement was delayed due to COVID-19 pandemic.

	<p>STUDENTS</p> <ul style="list-style-type: none"> • Continue to implement the Promoting Alternative Thinking Strategies (PATHs) program in grade one and/or grade four. • Implementation evidence-based mental health promotion and prevention programming. • Collaborate with classroom teachers and Learning Resource Teachers (LRTs) in the delivery of social-emotional, self-regulation, healthy relationships and mental health awareness programs and curriculum • Deliver targeted interventions to students who are at-risk. • Pilot whole school social-emotional learning curriculum (Umbrella Project) at one elementary school. • Partner with Woodview Children's Mental Health and Autism Services in the delivery of Stop Now And Plan (SNAP program in two Strategies Classrooms • Introduce Elementary Wellness Champions in select elementary schools. • Implementation evidence-based mental health promotion and prevention programming • Collaborate with classroom teachers in the delivery of social-emotional, healthy relationships and mental health awareness programs and curriculum such as Stress Lessons and the Fourth R (Relationships). • Designate two social work positions to focus on mental health promotion and prevention in Grand Erie secondary schools. • Create and deliver an evidence-based small group intervention for students to address anxiety and 	<p>STUDENTS</p> <ul style="list-style-type: none"> • CYWs delivering Promoting Alternative Thinking Strategies (PATHs) program in grade one and/or grade four in 26 elementary schools. • 90% of elementary schools have received grade-appropriate social emotional, self-regulation and/or healthy relationships programming. • CYWs providing support and/or resources to educators to assist with students' social emotional and/or self-regulation development. • CYWs and Mental Health Lead created parent/guardian parent letters and newsletters that complement the programs/lessons being taught in the classroom. This work was completed and is housed in OneNote. • Using OneNote, to house a bank of evidence based or informed social emotional resources used for classroom lessons and targeted prevention of mental health problems. • CYWs and SWs participated in professional development and the development of resources based on Dr. Shanker's Self-Regulation framework. <p>COVID-19 Impacts:</p> <ul style="list-style-type: none"> • CYWs providing targeted intervention to at risk students. This work had just begun when schools were closed due to COVID-19 outbreak. • CYWs created activities for families and two videos focused on coping and self-care during school closures. • CYWs and Woodview Children's Mental Health and Autism Services staff delivering SNAP lessons in two Strategies classrooms. This work had just begun when schools were closed due to COVID-19 outbreak. • Each Secondary School given Conquering Stress binders. • Conquering Stress digital resources available on Brightspace for Grand Erie staff. • 2 Social Workers assigned to mental health promotion and prevention. • 5 Social Workers have been trained in Brief Intervention for School
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	<p>teach stress management.</p> <ul style="list-style-type: none"> • Use evidence-based interventions such as Brief Intervention for School Clinicians (BRISC) or Cognitive- Behavioural Therapy (CBT) when working with students. • Roll out the 'Conquering Stress' resources and binder. • Develop the 'Mindful Everyday' resources • Supporting community agencies in delivering a Jack Summit in the Haldimand and Norfolk areas • Continue to work with Secondary Wellness Champions. • Well-being is the foundation of creating safe and inclusive classrooms. As an underlying foundation to student success, moving forward well-being will be built into Grand Erie's Plan for Student Achievement and Well-Being: Success for Every Student 2020-21. 	<p>Counsellor (BRISC) and have begun a community of practice to support implementation and best practices.</p> <ul style="list-style-type: none"> • Supported Jack Summit on Friday November 22nd at Hagersville Secondary School COVID-19 impacts. • 100% participation among secondary schools, in the Secondary Wellness Champions Initiative. This work could not be completed due to work sanctions. • Increasing 'student voice' within the Wellness Champions initiative This work could not be completed due to work sanctions. • Monitor number of referrals for counselling, and application of interventions (such as BRISC and CBT) through regular 'community of practice' meetings. This work could not be completed due to school closure. • Work with the Wellness Champions alongside the Mental Health Lead, other board staff and community agencies in planning, designing and implementing 'mentally healthy' resources and initiatives. This work could not be completed due to work sanctions.
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GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Student Suspensions Report**
DATE: November 9, 2020

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

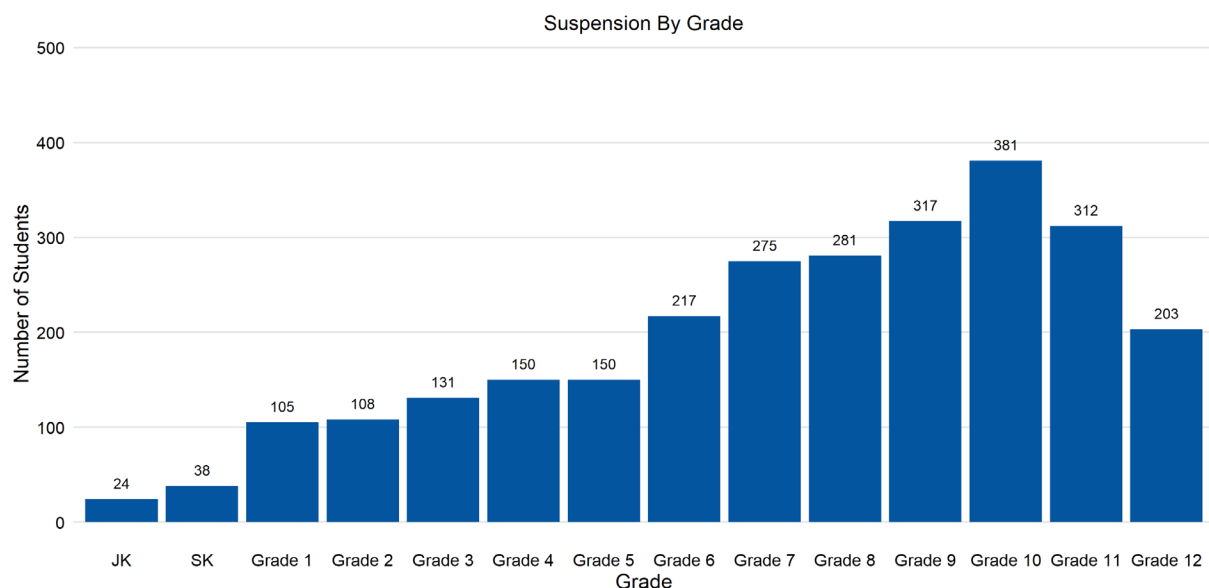
Background

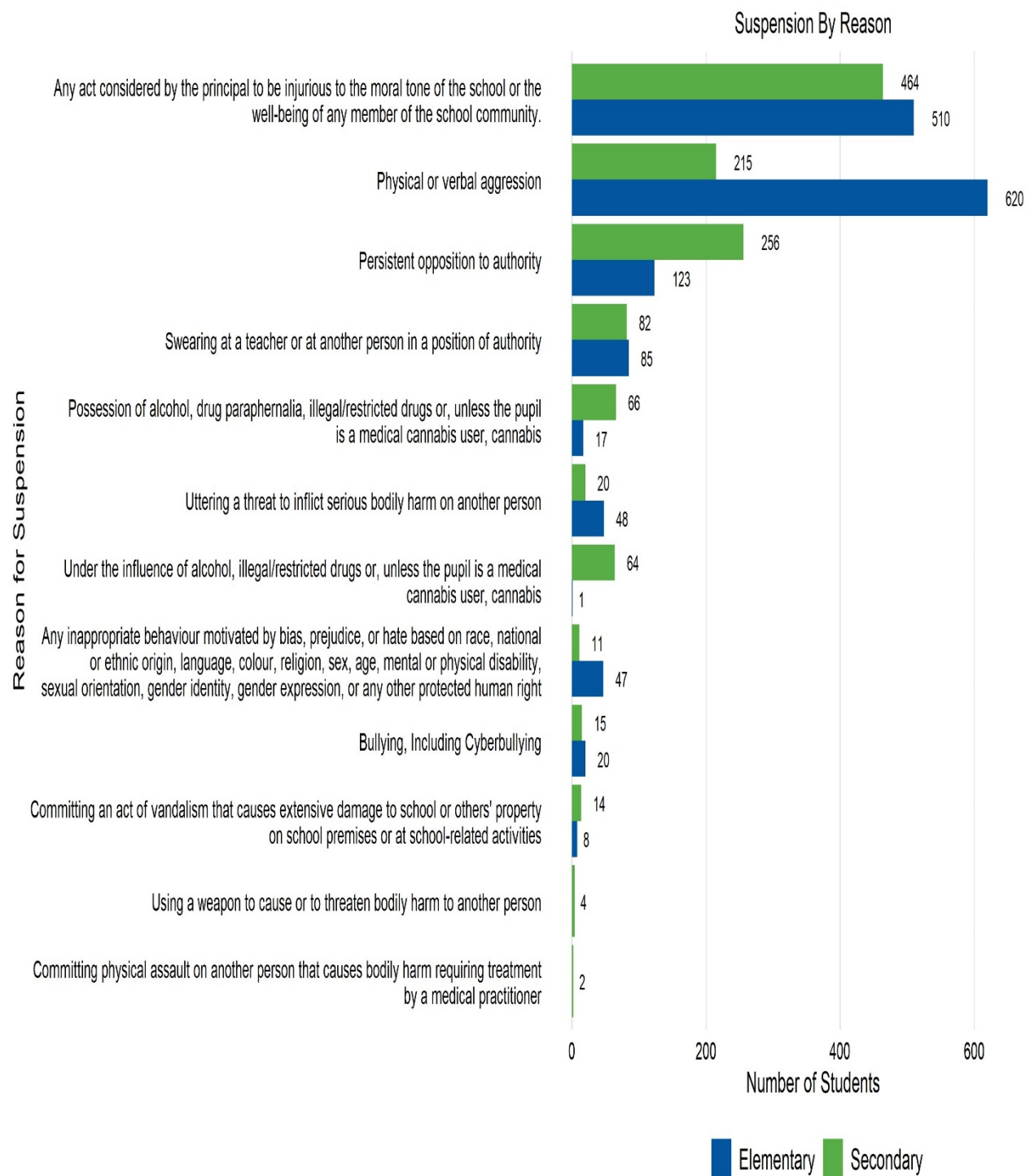
Regulation 298 states that *“Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends...”* Principals have the authority – under s.306(1) of the Education Act – to suspend pupils for a variety of infractions. Suspensions can range from one to twenty days in length.

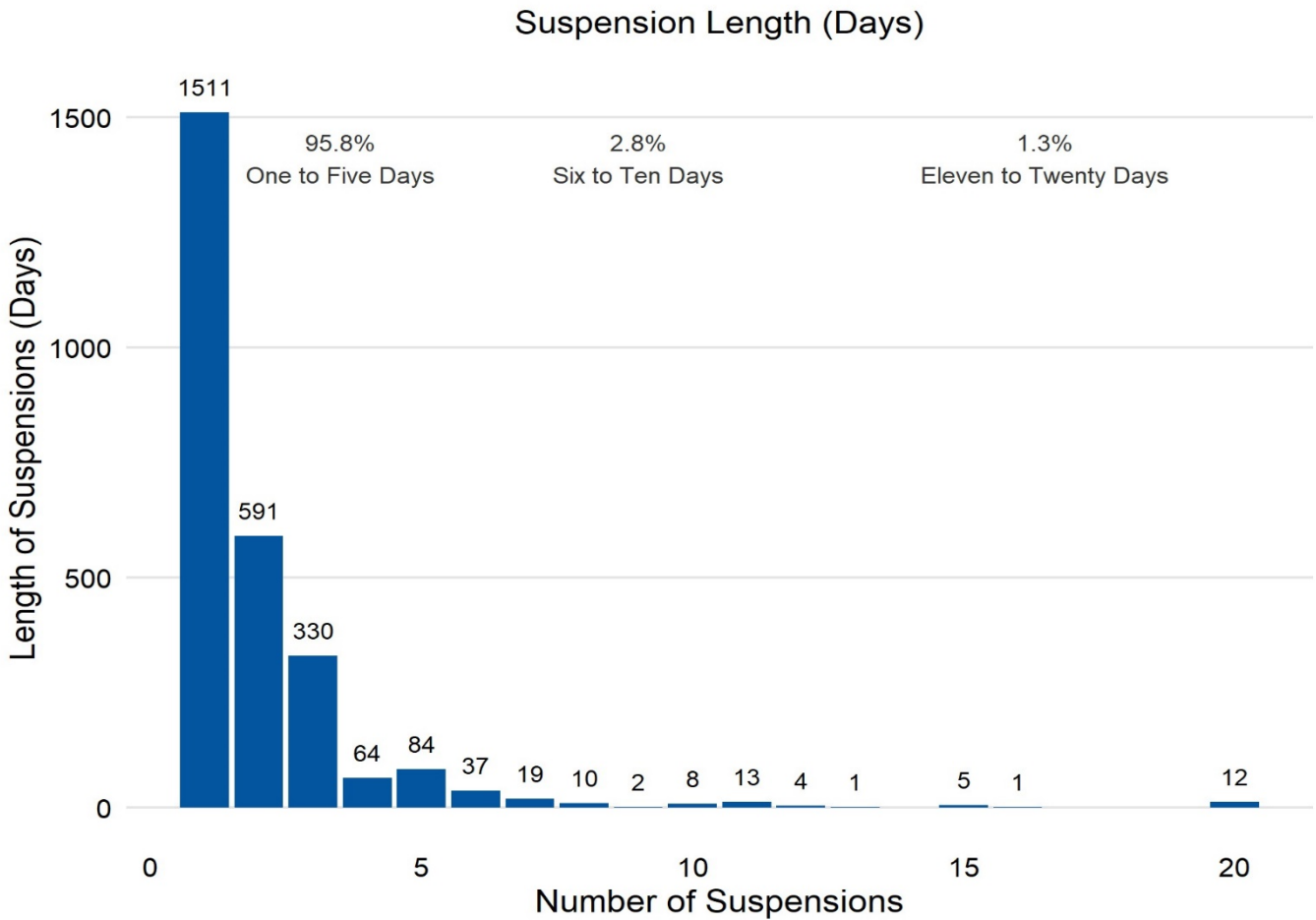
Additional Information

TOTAL SUSPENSIONS (September/19 to March/20)

School Year	Elementary	Secondary	Total
2014-2015	1452	1945	3397
2015-2016	1454	2131	3585
2016-2017	1665	2111	3776
2017-2018	1938	1987	3925
2018-2019	2104	1834	3938
2019-2020	1479	1213	2692

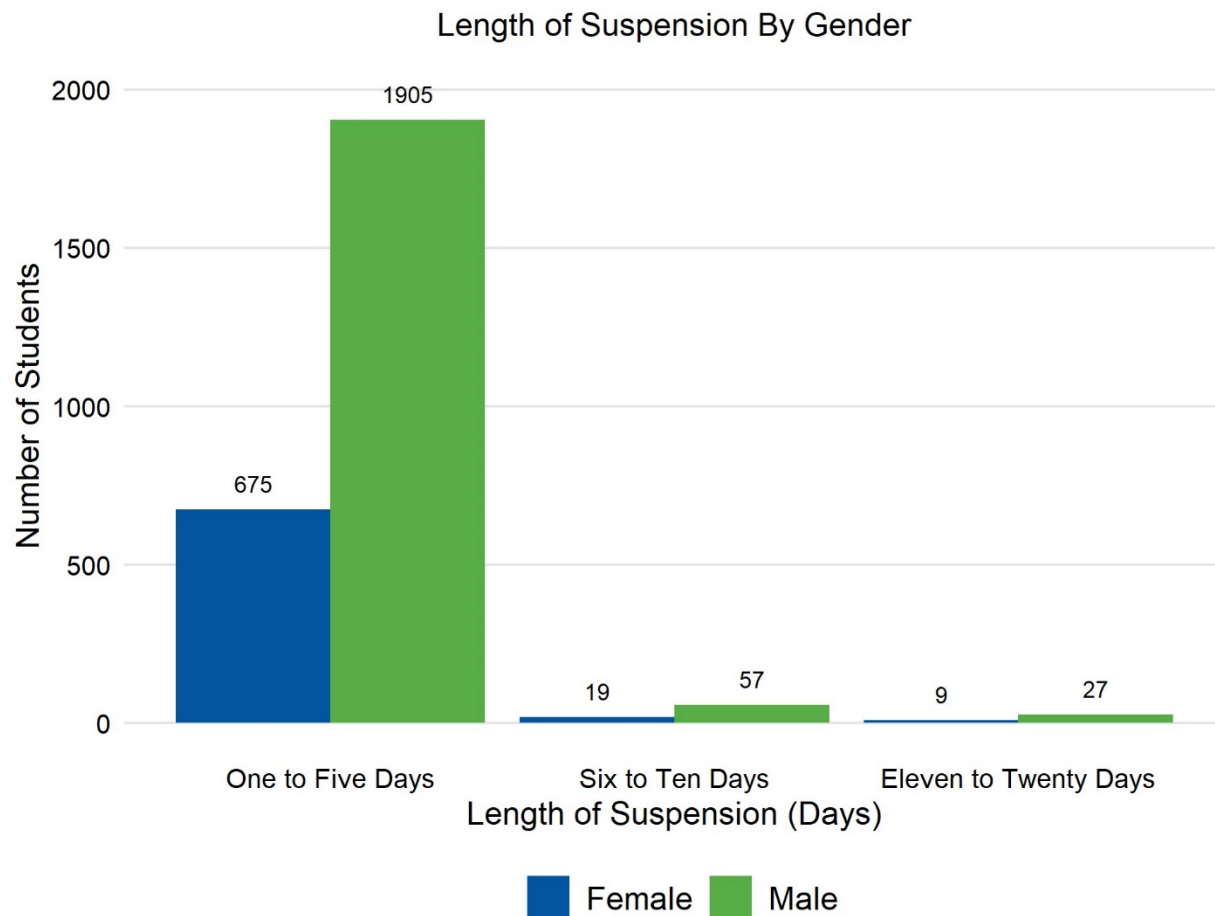






Consistent with historical data, the large majority (96%) of 2019-20 suspensions were short-term, defined as less than six days; 56% of all suspensions were for one day. The school provides instructional materials for students on short-term suspension.

Long-term suspensions range from 6-20 days and qualify the student for Safe Schools supports. Students serving suspensions of 6-10 days are eligible to work with a Safe Schools teacher. Students serving suspensions of 11-20 days are also eligible for social work/CYW supports.



Observations

- Total Suspensions (2692): 45% secondary; 55% elementary
 - Student enrolment: 34% secondary; 66% elementary
- Elementary suspensions (1479): 80% males; 20% females
- Secondary suspensions (1213): 67% males; 33% females
- % of Total Enrolment vs % of Total Suspensions
 - Elementary Females 32% vs 11%
 - Elementary Males 34% vs 44%
 - Secondary Females 17% vs 15%
 - Secondary Males 17% vs 30%
- Reg. 440/20 prohibits suspensions for students from JK to grade 3. This prohibition would have eliminated 15% of the Grand Erie suspensions in 2019-20.

Next Steps

- The suspension report will be shared with administrators.
- Administrators will be directed to review their schools' historic suspension data and make their observations – in conjunction with Count Us In! results – a focus of school planning.
- Superintendents can use PowerBI to explore historic suspension data to support school administrators.

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Student Expulsion Report**
DATE: November 9, 2020

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

Background

For very serious infractions, students may be expelled by the Board. All expulsions are preceded by a 20-day suspension, while information is gathered concerning the incident in question. In 2019-20, there were 13 20-day suspensions pending expulsion.

Additional Information

There were two expulsions in 2019-20, one secondary-school male and one secondary-school female.

Expulsions	Elementary	Secondary
2011-12	0	2
2012-13	0	6
2013-14	0	6
2014-15	0	6
2015-16	1	4
2016-17	0	2
2017-18	0	1
2018-19	0	6
2019-20	0	2

The reasons for the expulsions were as follows:

- Using a weapon to cause or threaten bodily harm to another person.
- Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner.

Next Steps

The report will be shared with Executive Council, Trustees and School Administrators.

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Student Exclusion Report**
DATE: November 9, 2020

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

Background

Section 265.1(m) of the Education Act states: "It is the duty of a principal of a school, in addition to the principal's duties as a teacher, subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils."

This section of the Education Act forms the basis of Grand Erie Policy SO32 – Exclusion of Students.

Additional Information

An exclusion from school is not intended to be disciplinary; rather, it is a temporary strategy to support educational programming and mitigate safety risks. For every exclusion there is the goal of reintegrating the student into a school setting; the excluded student is considered for reintegration when specific, individualized conditions have been met. These conditions could include but are not limited to addictions treatment; personal responsibility; absence of concerning behaviour; anger management counselling; and an updated Violence Threat Risk Assessment. The excluded student is eligible for academic and counselling supports provided by the Safe Schools Team. Monitoring meetings are held to review the student's progress toward reintegration in a school.

SO32 requires annual reporting of student exclusions. There were seven exclusions in 2019-20: six secondary, one elementary; five males, two females.

Next Steps

The report will be shared with Executive Council, Trustees and School Administrators.

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT10 Green School Construction and Renovation**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy FT10 Green School Construction and Renovation** to all appropriate stakeholders for comments to be received by **January 8, 2021**.

Background

Policy FT10 Green School Construction and Renovation was approved by the Board in October 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



POLICY

FT10

Green School Construction and Renovation

Board Received: October 24, 2016 Review Date: November 2020

Policy Statement:

The Grand Erie District School Board is committed to the development of green and healthy education facilities that contribute to a sustainable future. All school construction, renovation projects and related contract documents will consider the Board's Green School Construction and Renovation Guidelines which are intended to achieve green and healthy facilities.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – All construction projects (if feasible) meet or exceed Green Construction objectives

Procedures:

The following Grand Erie District School Board Green Building and Renovation Guidelines provide an overview of the targets established for developing greener building projects. The Green Building and Renovation Guidelines illustrate the Board's intent, and commitment to green and healthy education facilities.

All school construction and renovation projects will consider Green School Construction and Renovation Guidelines as set out in this policy. The guidelines are formatted for use as a checklist for quick reference. Final Major Construction Project Reports (FT1) will include a section outlining Green School Construction features included in the completed project. The Grand Erie District School Board will recognize school green achievements with special commemoration at the official opening or celebration.

Six categories have been developed to provide flexibility in achieving green and healthy facilities:

- 1.0 Land Use Development
- 2.0 Water Efficiency
- 3.0 Energy Performance
- 4.0 Resource Management
- 5.0 Air Quality
- 6.0 Innovation in School Design

A list of Action Items for Contract Documents for achieving Green Building standards is attached as Appendix 'A'. It provides a list of criteria for the consulting team.

1.0 Land Use Development

1.1 Site Selection

Site Acquisition Criteria:

- Avoid ecologically sensitive land:
 - o Carolinian forests and wetlands
 - o Natural habitats of endangered species
- Avoid prime farmland
- Avoid sites with a minimum development density

- Target Brownfield Development and/or Damaged Site (Habitat) Restoration when it is a viable option.
- Locate site near public transit when possible to encourage alternative transportation.

1.2 Site Design

- Stormwater management (controlling rate and quantity of flow)
 - Cisterns and drywells are encouraged
- Limit site disturbance during construction
- Eliminate light trespass from the site
 - Photocell and timer control of lighting
- Encourage stacking of floors to reduce building footprint

1.3 Erosion & Sedimentation Control

- Prevent loss of soil during construction by stormwater runoff and/or wind erosion, including protecting topsoil by stockpiling for reuse
- Prevent sedimentation of storm sewer or receiving streams
- Prevent polluting the air with dust and particulate

1.4 Stormwater Management (SWM)

- Include SWM plan in Contract Documents (Specifications).
- Implement a stormwater management plan demonstrating that the peak discharge rate and quantity do not exceed predevelopment rates.
- Provide pervious surface instead of impervious:
Water that can dissipate into the earth creates less demand on infrastructure systems.
- Examples of pervious surfacing:
 - Porous paving
 - Grid paving filled with aggregate or vegetation
 - Unit pavers spaced apart
 - Granular surfacing

1.5 Minimize Parking Capacity

- Number of parking spaces shall not exceed local zoning minimum requirements +10%
- Preferred parking for carpools for 5% of parking spaces.
Show calculations on drawings.

1.6 Bicycle Storage

- Bicycle storage facilities/ parking should be located in a protected area.
To reduce the load of automobile use and promote healthy communities GEDSB encourages the use of active~~alternative~~ transportation.

1.7 Open Green Space

- Exceed the local zoning requirement for open green space where possible.
Show calculation on site plan.
- Stack floors to reduce the building footprint
Introduce basement or second floor to reduce building footprint area.

1.8 Heat Island Effect

- Provide heat reduction through highly reflective roof for minimum of 90% of roof area.
- Consider other factors for heat reduction such as:
 - o Provide trees to shade parking lot
 - o Shade east, south and west building facades with deciduous trees
- Consider utilization of "Living Roof" to reduce heat island effect and energy consumption/demand for HVAC systems
- Ensure design incorporates continuous vapour barrier membrane system to reduce infiltration of air/water.

1.9 Building Envelope

- Minimize environmental impact on building.
 - o Consider at least one of the following:
 - Provide shading devices on south/west exposures to minimize heat gain such as shade devices, louvers, roof overhangs
 - Exceed ~~O.B.C.~~ (Ontario Building Code) OBC thermal-resistance requirements
 - Specify soy-based spray-on insulation
 - Provide insulated roof panels of light-weight concrete
 - Provide Energy Star rated (reflective) roofing
 - Caulk all interior and exterior joints to "pick proof", to prevent air infiltration & leakage
- Encourage effective use of window design:
 - o Use Low E, argon-filled windows
 - o Use daylighting techniques or products to achieve even, diffused, natural light to the building's interior using windows that disperse light, light along with shelves, ~~and skylights.~~
 - o Provide operable windows for individual environmental control

1.10 Light Pollution

- Eliminate light trespass to neighbouring sites and nighttime glare

1.11 Landscaping

- Provide perennial planting species that are native to the region and microclimate.
- Provide environmentally friendly land use:
 - o Maintain wetlands
 - o Retain existing special features
 - o Use drought-tolerant plant material
- Provide sustainable vegetation and planting beds, where and when appropriate
- Provide adequate shade for playground occupants.

1.12 Joint Use of Facilities

- Make the school a more integrated part of the community
Community Use of Schools Program

2.0 Water

2.1 Irrigation

- No potable water use for irrigation
- Consider use of grey water cisterns to irrigate planting beds where feasible

2.2 Water Use Reduction

- Use low-flow, high-efficiency or metered plumbing fixtures
- Consider use of rain or grey water for:
 - o Toilet flushing
 - o Cooling tower make up water
- Plumbing fixtures
 - o Water closets: ~~4.8~~1.3 GPF Pressure-assist
 - o Urinals: 0.125 - 1.0 GPF
 - o Lavatories & Wash Fountains: 0.5 GPM aerators ~~with infrared sensors~~ or metered
 - o Clothes Washers: 7.5 gallons/ft³/cycle
 - o Dishwashers: 1.0 gallons/rack
- ~~Consider the installation of "water less" urinals to reduce water consumption.~~

2.3 Water Filling Stations

- Installation of a minimum of one~~Consider the installation of~~ water filling stations to discourage use of bottled water

3.0 Energy

3.1 Energy Performance

- Comply with ASHRAE 90.1-2004 or MNECB
- ~~Consider the most energy efficient~~ Install LED lighting (~~i.e. LED~~) where possible
- Use only Energy Star rate appliances
- Use enhanced energy-saving technologies, such as but not limited to:
 - o Heat recovery from exhaust air
 - o Occupancy sensors in all rooms to control lighting and radiation valves
 - o Condensing boilers
 - o Pre-heat system
 - o Variable speed pumping for heating boilers
 - o Photocell control of lighting in areas that are daylight intensive
 - o Multiple switching for classrooms
 - Four switches per classroom:
 - Outside row x 2
 - Inside two rows x 2
- ~~Consider Green Roofs to support reduced energy consumption and extend the life cycle of roof membrane.~~

3.2 Daylighting

- Design the building to maximize interior daylighting:
 - o Strategize Building Orientation
 - o High Performance Glazing
 - o Automatic Photocell-based Controls

3.3 On-site Renewable Energy

- Consideration for Renewable Energy Sources:
 - o Solar Photovoltaics

- o Wind Turbine(s)
 - o Geothermal
- 3.4 Ozone-Friendly Equipment
 - Zero-use of Hydro chlorofluorocarbon (HCFC) based refrigerants for equipment
- 3.5 Smart-Building Automation
 - Utilize sensors for better control of lights, windows, security
- 3.6 Commissioning
 - Use third party commissioning for optimizing building systems operations
- 4.0 Resource Management
 - 4.1 Storage & Collection of Recyclables
 - Locate area for storage and collection of recyclable materials compliant with local recycling program.
 - 4.2 Building Reuse
 - Encourage building re-use:
 - o Maintain 50% of existing building's structure and shell
 - o Reuse of Existing Materials when possible
 - 4.3 Construction Waste Management
 - Implement a waste management plan that includes recycling/salvaging of most at least 50% of construction waste
Include Waste Management Schedules in specifications.
 - 4.4 Recycled Content
 - Consider using materials with recycled content of a minimum 10% of the total value of materials.
Include in Sustainable Product Requirements selection in specifications.
 - ~~4.5 Regional Materials~~
 - ~~• Use a minimum of 20% of building materials or products that are extracted, processed and manufactured within 80s km of the project site
 Include in Sustainable Product Requirements selection in specifications.~~
 - ~~4.6~~4.5 Durable Materials
 - Walls to be constructed of durable materials with fewer joints
 Specific materials include:
 - o Loadbearing concrete
 - ~~o Polished Concrete~~
 - o Vinyl Quartz Tile
 - Floors to be finished with durable materials. Specific materials include:
 - o Ceramic tile
 - o Epoxy coating
 - ~~4.7~~4.6 Wood Materials
 - Consider use of certified wood (~~i.e.~~ Forestry Stewardship Council Certified)

5.0 Air Quality

5.1 Carbon Dioxide Monitoring

- Control fresh air into building via carbon dioxide sensors, in areas of varying occupancy.
- LED HVAC purification devices
- Increase Natural Ventilation

5.2 Indoor Air Quality (IAQ) during Construction

- Implement an Indoor Air Quality Management Plan
Include IAQ Management Schedules in specifications.

Strategy examples:

- o Schedule construction activities to minimize absorption of VOCs by porous materials
- o Protect all building materials from moisture damage
- o Isolate clean or occupied areas from areas under construction
- o Implement cleaning procedures to ensure that the facility is kept tidy during construction
- o Cover return air ducts during construction
- o Include testing allowance for air infiltration, vapour barrier & insulation value
- Replace HVAC construction filters upon completion of projects

5.3 Low-Emitting Volatile Organic Compounds (VOC) Materials

- Low VOC materials
 - o Paints and Coating
 - o Adhesives and Sealants
 - o Carpets
- Consider use of green wall.
- Conduct a pre-occupancy building flush out.
It is recommended that a flush-out period be part of the Air Quality Management Plan.

5.4 Mould-resistant materials

- Specify products and furnishings that are mould resistant

6.0 Innovation in School Design

6.1 Building Envelope

- Performance Review including testing for air infiltration, vapour barrier and insulation value.
[Include in testing and inspection allowance]

6.2 Building Systems & Components - Best Practices

- Exposed ceiling - reduces amount of materials used by 50%
- Provide ceiling radiation panels
- Acoustic deck - used on all exposed ceilings
- Consider Green Roof systems to improve energy efficiency.

6.3 Building Efficiency

- Provide calculations for green design targets
 - o Corridor/ classroom floor area ratio

- 6.4 Health Awareness
 - Planning and educating on common health issues in buildings such as mould, air particulate, allergens
- 6.5 Procedures and Practice
 - Preventative practise measures:
 - o inspections during fabrication process such as:
 - Precast Panels
- 6.6 Maintenance
 - Low-impact cleaning practices
 - o Use of chemical-free, water-reduction floor scrubbers

LIST OF ACTION ITEMS FOR CONTRACT DOCUMENTS

Architectural

- Outdoor bicycle storage to be provided
- Provide recycling area
- Erosion & Sedimentation Control Plan must be specified
- Specify Construction Waste Management Plan:
 - divert a minimum of waste from landfill sites
 - recycle/salvage ~~most at least 50% of the~~ construction waste
- 10% of materials by value shall be recycled
- ~~20% of materials extracted, processed and manufactured within 800 km of project site~~
- Specify an IAQ management plan
- Specify a building flush-out prior to occupancy
- Specify low VOC paints, coatings, adhesives, sealants and carpets

Structural

- Specify as much recycled content as possible in concrete, steel etc.

HVAC

- Specify 400-series refrigerants for all equipment
- Specify an IAQ management plan

Plumbing

- Storm Water Management Plan to be implemented
- Provide low flow plumbing fixtures, for example:
 - Water closets: ~~1.3~~4.8 GPF Pressure-assist
 - Urinals: ~~0.125~~-1.0 GPF
 - Lavatories & Wash Fountains: 0.5 GPM aerators ~~with infrared sensors~~ or metered
- ~~Consider the installation of "water less" urinals to reduce water consumption~~

Electrical

- All exterior luminaires shall be full cut-off

Landscaping

- Provide perennial planting species that are native to the region and microclimate



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Policy FT11 Community Planning and Facility Partnership**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy FT11 Community Planning and Facility Partnership to all appropriate stakeholders for comments to be received by January 8, 2021.</p>
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Background

Policy FT11 Community Planning and Facility Partnership was approved by the Board in October 2016 and has been identified for review.

Additional Information

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

Next Steps

This Policy will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



POLICY

FT11

Community Planning and Facility Partnership

Board Received: October 24, 2016

Review Date: November 2020

Policy Statement:

The Grand Erie District School Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. Grand Erie District School Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Community Partnerships are encouraged

Background:

The Grand Erie District School Board owns and operates several educational facilities. The Board may, from time to time, have unused space in one or more facilities and recognizes the need for co-operative use of facilities. Offering space in a school to partners can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community. The intent of this policy is to:

- Improve services and supports available to students;
- Reduce facility operating costs for the Board;
- Strengthen relationships between the Board and community partners and the public;
- Maximize the use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

Guidelines:

Where available space has been identified for partnership opportunities or where co-build opportunities have been identified, the following principles will be the primary consideration when identifying suitable partnerships.

1. Partnerships will be encouraged if they meet the following criteria:
 - 1.1. Health and safety of students and staff is protected and not compromised;
 - 1.2. The Board student achievement strategy is not compromised;
 - 1.3. The partnership will respect the values of the Board;
 - 1.4. The partnership provides value to students/community
 - 1.5. The Partnership is in compliance with local bylaws, Board policies and the Education Act
 - 1.6. The Partnership is appropriate for a school setting
 - 1.7. The Partnership will ~~reduce~~ not increase facility operating costs for the Board.
2. Operation and maintenance of the space ~~may~~ will be carried out by the Board on a full cost recovery basis or will be mutually beneficial and reciprocal to the Board and the partner. Any renovations required by the partner to effectively use the space must be approved by the ~~Board~~ Superintendent of Business & Treasurer and funded by the partner.

3. Entities that provide competing education services such as tutoring, JK-12 private schools or private colleges, and credit-offering entities that are not government-funded are not eligible.

Selection of Space in Schools:

Through the Quality Accommodations Committee planning process, Grand Erie DSB will be able to forecast which facilities may be suitable for facility partnerships.

In order for schools to be able to accommodate a partnership, they must meet the following criteria:

- 200 or more excess pupil places are forecast for at least the next five years.
- The facility is at 60% utilization or less.
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available.
- Space is not required for Board programming.
- Separate access is available.
- Student safety is not compromised
- Accessibility needs of the partner can be accommodated
- The partners use is permitted by zoning and site use restrictions
- Any other criteria as determined by the Board.

Community Planning and Facility Partnership Notification Process:

Potential space available for partnership consideration will be identified from analysis within the Board's Quality Accommodations Planning. Available space will be identified on the Grand Erie DSB website and circulated to entities including, but not limited to, those listed in Ontario Regulation 444/98 and Grand Erie's community partners. Information will include timelines for facility partnership agreements.

Grand Erie District School Board will hold a public meeting annually to discuss potential planning and partnership opportunities with the public and community organizations. In addition to the annual public meeting, Grand Erie DSB will continue discussions with municipalities within the geographic area of the Board and other community partners to explore options to address underutilized space issues in schools.

These discussions will inform proposals that staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process. As part of the planning process, when considering building a new school or undertaking a significant addition or renovation, Grand Erie DSB will notify the entities including, but not limited to, those listed in Ontario Regulation 444/98 one to three years prior to the potential construction start date in order to provide these organizations with the opportunity to co-build with Grand Erie DSB.

Screening of Partners:

Due diligence is key to the screening of potential partners. Before entering into a facility partnership, the Board must assess the expectations of the partnering organization(s) and determine that the partnering organization(s) meet the community standard for a suitable association with the school and/or Board. Screening will include, but may not be limited to:

- the reason for the organization's interest in partnering with the school and/or the Board
- the organization's ownership and history
- the nature of product or service of the partnering organization
- the key contact within the partnering organization
- the authority of the key contact to bind that organization
- the financial status of the organization

Glossary of Key Policy Terms:

Community Partners

Community non-profit or profit entities who express interest in participating in Facility Partnership Agreements that are deemed eligible by the Board.

Facility Partnership Agreement

A legal, contractual agreement outlining expectations between a school, the Board and a community entity. The legal document outlines the terms and conditions of the facility partnership and complies with all existing Grand Erie ~~DSB~~ policies and procedures. The Agreement is signed by all parties prior to implementation.

Facilities

Buildings and properties owned by the Grand Erie District School Board.

For-Profit Organizations

Commercial entities, which by the nature of their business, generate a profit for an individual, groups of individuals or a corporation.

Entities

Businesses, associations, private and public sector organizations and institutions who express interest in becoming eligible partners.

Quality Accommodations Planning

A comprehensive planning document illustrating the condition and utilization of current facilities and possible accommodation solutions designed to enhance student achievement.

Non-Profit Organizations

Organizations that do not generate profit, or by the nature of their business function, generate profit on a cost-recovery basis.

Partnerships

Partnerships are mutually beneficial relationships and supportive arrangements between the Board and business, labour, community and government agencies. Partnerships are cooperative relationships in which partners share values, objectives and facility resources.

Procedures:

1.0 Identification of Potential Spaces:

- 1.1 The Superintendent of Business & Treasurer will identify where new schools or additions may be needed, which schools will remain well-utilized, which open and operating schools may have unused space, and which schools may be candidates for consolidation or closure. The Superintendent of Business & Treasurer (or designate) will review projected enrolment and determine space in each school that is not anticipated to be required for educational purposes for the subsequent five-year period.
- 1.2 This information will be used to identify facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools. This information also provides an opportunity to consider potential surplus properties in which community partners may be interested.
- 1.3 The Superintendent of Business & Treasurer (or designate) will identify facilities that can accommodate partnerships based on the criteria set out in this policy

- 1.4 Schools that have space considered suitable for a partnership opportunity will be identified and a report will be made to the Board of Trustees to approve the facilities for potential partnerships.
 - 1.5 The school principal will advise the School Council that the Board has approved the school for potential partnership opportunities.
- 2.0 Communication to the Community:
- 2.1 The Superintendent of Business & Treasurer (or designate) will share the results of the Identification of Potential Spaces with community partners, including but not limited to, those listed in Ontario Regulation 444/98.
 - 2.2 The Superintendent of Business & Treasurer (or designate) will have posted on ~~the~~ Grand Erie's ~~DSB's~~ website information regarding:
 - any intention to build new schools;
 - any intention to undertake Major Construction/Renovation Projects;
 - information regarding unused space in open and operating schools and administrative buildings.
 - 2.3 Information about available space in schools for facility partnerships will be updated on the website annually after the Board has received and reviewed the Quality Accommodations Committee Report each spring.
 - 2.4 Information about co-building opportunities will be updated on the website, as needed.
 - 2.5 The Superintendent of Business & Treasurer and ~~Facility Partnership Liaison~~ the Community Use of Schools Coordinator will be listed on the website as the contact for information and questions regarding facility partnerships.
- 3.0 Annual Planning and Facility Partnership Meeting:
- 3.1 The Superintendent of Business & Treasurer will organize an annual public meeting to discuss potential planning and facility partnership opportunities.
 - 3.2 Invitations will be sent directly to community entities including, but not limited to, those listed in Ontario Regulation 444/98.
 - 3.3 When inviting entities on the notification list to the Annual Public Meeting, the invitation must clearly request that organizations be prepared to bring relevant planning information including, but not limited to:
 - population projections;
 - growth plans;
 - community needs; and
 - land-use and green space/park requirements.
 - 3.4 The meeting will be posted on Grand Erie's ~~DSB's~~ website for the public.
 - 3.5 The invitation list, the organizations in attendance at the Annual Public Meeting and all correspondence exchanged at the meeting will be formally documented.
- 4.0 Notification to Community Partners:
- 4.1 The Superintendent of Business & Treasurer (or designate) will post information on the Board website and notify entities on the Notification List when the Grand Erie DSB is considering building a new school or undertaking a significant addition or renovation. Organizations interested in placement on the Notification List or organizations who are interested in partnering with the Board to use existing space within a school are encouraged to contact the Executive Assistant to the Superintendent of Business at extension 281134.

- 4.2 Entities on the Notification List will be notified of the consideration to build a new school or undertake a renovation one-to-three years prior to the potential construction start date.
 - 4.3 The Superintendent of Business & Treasurer (or designate) will evaluate all expressions of interest to select a partner(s) based on this Policy.
 - 4.4 The Superintendent of Business & Treasurer (or designate) will ensure that all timelines are clear to potential partners and will ensure that timelines are maintained.
 - 4.5 Partnership Agreements cannot be finalized until both ~~the~~ Grand Erie ~~DSB~~ and the partner(s) have an approved source of funding.
- 5.0 Sharing Space with Community Partners:
- 5.1 If identified space is both suitable for facility partnerships and is available for the long-term, the Superintendent of Business & Treasurer (or designate) will seek Board approval to declare the space surplus and circulate the space for lease through O. Reg. 444/98. In addition, the following community partners will be notified:
 - a. United Way;
 - b. existing childcare operators; and
 - c. other entities, as requested.
 - 5.2 If the space is suitable for facility partnerships, but is not surplus to the Board's needs, the Superintendent of Business & Treasurer (or designate) will follow the notification process as outlined in Section 4.0 of this policy.
 - 5.3 The Superintendent of Business & Treasurer (or designate) will provide information regarding the available space including, but not limited to, size, location, facility amenities and required renovations, if needed.
 - 5.4 The Superintendent of Business & Treasurer (or designate) will evaluate Expressions of Interest to select partners.
- 6.0 Facility Partnership Agreements and Cost-Recovery:
- 6.1 Partners will be provided with clear instructions regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or the lack thereof, of Board user policies, including accessibility and inclusiveness policies.
 - 6.2 On a cost-recovery basis, the fees charged to partners should cover the operations and capital costs, including administrative costs and property taxes (if applicable), to the space occupied by the partner unless otherwise approved by the ~~Board~~ Superintendent of Business & Treasurer.
 - 6.3 In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space.
 - 6.4 If a partner expresses interest in a space at an existing school, a draft lease will be prepared, including all fees and lease costs.
 - 6.5 The lease will include lessee covenants providing for:
 - a. term of the lease, which must be, at a minimum, two years but no more than five years;
 - b. Board named as an insured-on lessee's insurance;
 - c. use of the leased premises;
 - d. hours of operation;
 - e. compliance with legislation;
 - f. improvements or alterations to the building;
 - g. property taxes, if applicable;
 - h. maintenance;
 - i. circumstances in which the lease may be terminated by either party;

- j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
 - k. recovery of caretaking costs, if applicable;
 - l. administrative costs in the amount of 5% of the above;
 - m. major repairs and maintenance costs;
 - n. a conflict resolution process; and
 - o. other clauses, as deemed applicable.
- 6.6 The draft lease agreement will be reviewed by the Board's solicitor and the partner.

7.0 New Facilities and Significant Renovations:

- 7.1 When the Board is considering building a new school, an addition to a school or a significant renovation to a school, it will issue a Request for Interest (RFI) to potential partners through the Board's website and local media.
- 7.2 Site size, topography, and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case-by-case basis to determine whether a partnership may be appropriate and advantageous to the Board.
- 7.3 Parties expressing interest will be invited to an Information Session to discuss the project and their potential involvement.
- 7.4 Consideration must be given to the health and safety of students and staff, as well as the suitability of the partner and the proposed use.
- 7.5 The lease will include lessee covenants providing for:
- a. term of the lease, which must be, at a minimum, five years, but no more than ten years;
 - b. Board as a named insured on lessee's insurance;
 - c. use of the leased premises;
 - d. hours of operation;
 - e. compliance with legislation;
 - f. improvements or alterations to the building;
 - g. property taxes, if applicable;
 - h. maintenance;
 - i. circumstances in which the lease may be terminated by either party;
 - j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
 - k. recovery of caretaking costs, if applicable;
 - l. administrative costs in the amount of 5% of the above;
 - m. major repairs and maintenance costs;
 - n. a conflict resolution process; and
 - o. other clauses, as deemed applicable
- 7.6 Ministry of Education approval may be required under the Education Act, authorizing the transaction.
- 7.7 Co-building partners will be required to pay for and finance their share of construction costs, including a proportional share of joint-use or shared space.
- 7.8 For new construction or renovation projects, the lease term shall be for a period of no less than five years and no more than ten years. Renewals for periods of up to five years by mutual agreement are permitted.
- 7.9 The draft lease agreement will be reviewed by the Board's solicitor and the partner.
- 7.10 When the Superintendent of Business & Treasurer and the partner are satisfied with the terms of the lease/facility partnership agreement, it will be submitted to the Board of Trustees for approval.

8.0 Decision to Proceed/Not or Proceed with the Facility Partnership:

- 8.1 If there is a decision not to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will inform the applicant.
- 8.2 If there is a decision to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will prepare the required documentation (i.e., construction agreement, lease agreement, etc.).

9.0 Terminating Partnership Agreements:

- 9.1 Partnership Agreements can be terminated by any of the partnering organizations with appropriate notice of termination. Specifics related to the termination of partnerships must be detailed in the Partnership Agreement. Termination will be entertained only after the conflict resolution process has been exhausted.
- 9.2 The process and time frame for termination of a partnership will be included in the Partnership Agreement.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education
RE: **SO2 School Councils**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO2 School Councils to all appropriate stakeholders for comments to be received by January 8, 2021.</p>

Background

SO2 School Councils was approved by the Board in October 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

JoAnna Roberto
Superintendent of Education



POLICY

SO2

School Councils

Board Received: October 24 2016 Review Date: November 2020

Policy Statement:

Grand Erie District School Board will support School Councils in their work to promote and improve student achievement and well-being through collaboration with parents/guardians/caregivers, staff and communities.

Authority:

Education Act 17.1 and Regulation 612/00

Accountability:

1. Frequency of Reports – Annual
2. Criteria for Success – Improving student achievement
– Enhanced accountability through parental involvement

Procedures:

1. Each school in the Grand Erie District School Board shall establish a School Council.
2. ~~Parent~~Parent/guardian/caregiver members shall constitute a majority of members of the School Council.
3. School Councils will provide an annual report of activities to the board ~~on the template provided.~~ The report must be submitted to the Directors' office by the end of June each year and will be included in the Annual School Council Report to the Board in August.
4. School elections shall be held within the first 30 days of the school year. ~~In the case of a new school, for which a school council has not been established, school council elections shall be held within the first 30 days of the school's operation.~~
5. The Board shall provide each School Council in the board with an annual amount determined by the Board through its budget deliberation process. Members and officers of School Councils who incur expenses as members of the Council will be reimbursed from this annual amount."
6. The board, with support from the Grand Erie Parent Involvement Committee (GEPIC), shall organize an annual School Council Orientation workshop and invite all School Council Chairs.
7. The Board may solicit input on any matter, but shall solicit the views of the School Councils through the School Council Chairs e-mail distribution list with respect to the following matters:
 - a. policies and procedures with respect to the conduct of persons in schools within in the Board's jurisdiction;
 - b. policies and procedures with respect to appropriate dress for ~~students~~pupils in schools within the Board's jurisdiction;
 - c. policies and procedures with respect to the allocation of funding by the Board to School Councils;
 - d. policies and procedures with respect to the fund-raising activities of School Councils;
 - e. policies and procedures with respect to the conflict resolution processes for internal School Council disputes;
 - f. the Board Improvement Plan for Student Well-being, Achievement, and
 - g. process and criteria applicable to the selection and placement of principals and vice-principals.

School Councils can comment on any matter to the Board by writing a letter to the Board Chair or following the process for delegations outlined in Board Bylaw 11 – Delegations.

8. The Board shall receive at a Committee or Board meeting every recommendation made to it by any School Council and shall advise the council of the action taken in response to the recommendation.
9. The Board will share all policies and procedures out for comment with School Councils as outlined in Bylaw 9.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education
RE: **SO4 Distribution of Materials in Schools**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO4 Distribution of Materials in Schools to all appropriate stakeholders for comments to be received by January 8, 2021.</p>
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Background

SO4 Distribution of Materials in Schools was approved by the Board in October 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

JoAnna Roberto
Superintendent of Education



POLICY

SO4

Distribution of Materials in Schools

Board Received: October 24, 2016

Review Date: November 2020

Policy Statement:

~~The~~ Grand Erie District School Board ~~will~~ support the distribution of materials that ~~create~~ promotes awareness of educational programs, services, ~~issues,~~ events, and community activities of specific interest or benefit to the school community (~~which includes~~ staff, students, and parents/guardians). Materials that are distributed to students shall ~~conform~~ align with to the requirements of the Education Act (Reg 298 section 24) and be approved for distribution. The Board recognizes its responsibility to limit the exposure of students, staff and parents/guardians to advertising and promotional materials.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Enhanced educational opportunities
 - No political influence
 - No exploitation of students
 - Material informs and educates students
 - Advertising and material reflects equity and inclusiveness

Guiding Principles:

1. There shall be no political, sectarian or religious materials on school property or in school buildings without the consent of the Director of Education or designate.
2. Materials will not be accepted from profit-making businesses (with the exception of materials from a school-sanctioned fundraising campaigns approved by the principal). Schools may work with profit-making businesses as part of a community partnership (~~see~~ refer to Policy SO8).
3. Materials must relate to an activity that is educational, recreational and/or cultural in its purpose, create awareness of appropriate issues or events in the community or facilitate community discussions.
4. Materials will not reference political parties, make political statements, contain personal views on social issues, or have the potential to exploit students.
5. Materials may be digital, verbal, posted within school buildings or distributed in written form.
6. Should a ~~School Administrator~~ principal have any questions about the administration, operation or implementation of this Policy, the ~~School Administrator~~ principal shall contact his/her Family of Schools Superintendent or the Manager of Communications and Community Relations.

Procedures

1.0 Approvals

- 1.1. All distribution requests must follow the procedure outlined on the ~~GEDSB-Grand Erie~~ website. The Communications and Community Relations ~~Office~~ department will review and provide guidance and assistance in determining the appropriateness of the information. If required, the Director or designate will be consulted to make a final decision.
- 1.2. If approved, the information will be posted on the Grand Erie website under the appropriate heading according to regions: ~~Grand Erie region;~~ Brant; Brantford;

Haldimand; Norfolk or emailed directly to schools if requested. Expiration dates will be set for each flyer and the website will be updated accordingly.

- 1.3. At the school level, the Principal may be approached directly from an outside organization. The Board authorizes school principals to determine which advertising may be posted or distributed within their respective schools if such advertising had been previously approved. Principals must ensure that students are protected from unnecessary commercial advertising. The principal may consult with School Council regarding the appropriateness of a particular advertisement, his/her Family of Schools Superintendent or the Manager of Communications and Community Relations.
- 1.4. The principal, as needed, shall exercise full control over the place, kind, manner or fastening, and size of the material.

2.0 Distribution of Advertising Materials within the School and Board

- 2.1. ~~QThe only~~ approved materials that may be sent home with students will be from the school, the school board, local municipalities within the Grand Erie jurisdiction, the provincial government (including health units), and the federal government.
- 2.2. Materials that inform students of community programs and recreational opportunities which support student learning, ~~for example: driver education, tutoring or music lessons,~~ may be made available in the office, as approved by the principal his/her Family of Schools Superintendent or the Manager of Communications and Community Relations.
- 2.3. Local ~~A~~ non-profit, non-political, charitable, and non-sectarian groups whose work is beneficial to the community as a whole may be permitted, with permission from the Principal, to share information with students and parents by:
 - a. Contacting the Communications and Community Relations department (flyers@granderie.ca) to facilitate the digital posting of an advertisement on ~~our~~ the Board's website;
 - b. Requesting permission from the school principal directly for information inserted into the school newsletter or other social media forums;
 - c. Requesting permission from the school principal directly for hard copies of the information to be available in the school office.
- 2.4. A person or enterprise may sponsor an event or activity in the school, upon the approval of the principal. Schools are permitted to acknowledge sponsorship in a manner acceptable to the principal.
- 2.5. From time to time, direction may be given to the system by the Director of Education or designate, about particular projects in respect to Board wide approvals or cautions about particular projects. Material approved for mandatory distribution shall be accompanied by an explanatory memorandum from the Director or designate.
- 2.6. Under no circumstances will the advertising of pharmaceuticals, tobacco, e-cigarettes, vaping, cannabis, distilling, fermenting or brewing products be permitted in schools or facilities owned by the Board.

3.0 Notices

- 3.1. Events that may be of interest to staff, students and community may be posted on school bulletin boards or announced over the public address system at the discretion of the principal.
- 3.2. Donations of resources to the school by individuals, local businesses, corporate businesses and other partners may be recognized. Appropriate recognition may include a display of names on a notice board, logo or name on a team uniform, and recognition in a school newsletter. Individuals, businesses and agencies who donate

bursaries, scholarships, or prizes to students may be recognized in commencement exercises or award programs.

References

- Ontario Regulation 298: Operation of Schools, section 24 Advertisements and Announcements
- Ministry of Education Memorandum 2006: B15
- Canada's Anti-Spam Legislation



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Regulation 440/20 – Revisions to Grand Erie Policies**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT Bylaw 9 – Processes for Development of Bylaws, Policies and Procedures be waived with respect to circulating the following **Policies**:

- SO6 Student Suspensions,
- SO7 Student Expulsions,
- SO10 Bullying Prevention and Intervention,
- SO11 Progressive Discipline and Promoting Positive Student Behaviour

to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policies**:

- SO6 Student Suspensions,
- SO7 Student Expulsions,
- SO10 Bullying Prevention and Intervention,
- SO11 Progressive Discipline and Promoting Positive Student Behaviour.

Background

On July 31, 2020, O. Reg 440/20 came into effect. This regulation restricts the suspension of students from JK to grade 3. Specifically, no JK-3 student may receive a discretionary suspension [s.306(1) of the Education Act]. Additionally, JK-3 students may receive a mandatory suspension [s.310(1)], but with limitations.

Additional Information

There are four Grand Erie policies that reference suspensions: *SO6 – Student Suspensions*; *SO7 – Student Expulsions*; *SO10 – Bullying Prevention and Intervention*; and *SO11 – Progressive Discipline and Promoting Positive Student Behaviour*. Qualifying information has been added to each policy to reflect the changes introduced by O. Reg 440/20. Attached are revised versions of the four policies.

Next Steps

If Bylaw 9 is waived, these Policies will be distributed in keeping with Board Bylaw 9.

Grand Erie Multi-Year Plan

This report supports the Equity indicator of Success for Every Student and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Wayne Baker
Superintendent of Education



POLICY

SO6

Student Suspensions

Board Received: November 25, 2019 Review Date: January 2024

Policy Statement

The Grand Erie District School Board will create a safe, caring and accepting school environment by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including student suspension.

Accountability

1. Frequency of Reports – Annual
2. Criteria for Success – Enhanced student safety
 - Increased opportunity for students to continue their education
 - Improved student performance

Procedures

This document outlines the procedures and process which may result in the suspension of a pupil or the appeal of a suspension. It has been created in accordance with the Education Act, the Education Amendment Act, Progressive Discipline and Safety, 2007, Regulation 472/07, [Regulation 440/20](#), and the Cannabis Act.

A principal's investigation of an incident should include consultation with the parent/guardian and the pupil involved (or the adult pupil). [As per PPM 141, an adult pupil is a student who is eighteen (18) years of age or older or a sixteen (16) or seventeen (17) year old student who has withdrawn from parental control.] If it is determined that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended. Mitigating and other factors must be taken into account.

The principal will also contact the police, consistent with the Grand Erie police protocol, if the alleged infraction requires such contact. When in doubt, the principal will consult with their Superintendent of Education and/or the Superintendent of Education responsible for Safe Schools.

Circumstances in Which a Principal May Consider Suspending a Student

1. Threatening to inflict serious bodily harm on another person;
2. Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
3. Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
4. Swearing at, or in reference to, a teacher or another person in a position of authority;
5. Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities;
6. Bullying, including cyberbullying;
7. Physical or verbal aggression;
8. Persistent opposition to authority;

9. Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
10. Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

The minimum duration of a suspension is **one (1) school day** and the maximum is **20 school days**.

Note: Regulation 440/20 prohibits the suspension of JK-Grade 3 students for any of the reasons listed in this policy.

Factors to Consider Before Deciding to Impose a Suspension

Before deciding whether to impose a suspension, or some other form of discipline, a principal will make every effort to consult with the parent/guardian and pupil involved (or adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

Mitigating Factors

The following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control their behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of their behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

If a pupil does not have the ability to control their behaviour or does not understand the foreseeable consequences of their behaviour, alternative discipline and/or other interventions may be considered by the principal. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with their Superintendent of Education or the Superintendent of Education responsible for Safe Schools regarding appropriate accommodations and/or strategies that might be instituted to ensure the safety of staff and pupils.

Other Factors to be Considered

Where the pupil is able to control their behaviour and is able to understand the foreseeable consequences of their behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the pupil;
3. Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation;
4. How the suspension would affect the pupil's ongoing education;
5. The age of the pupil;
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Progressive Discipline

The principal shall review the following in the context of progressive discipline:

1. Whether the teacher, principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - contact with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - written work assignments with a learning component;
 - assigning the pupil to volunteer services to the community;
 - conflict mediation and resolution;
 - peer mentoring;
 - referral to counseling.
2. Whether the principal has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:
 - meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
 - referral of pupil to a community agency for anger management or substance abuse counselling;
 - detentions;
 - withdrawal of privileges;
 - withdrawal from class;
 - restitution for damages;
 - restorative practices; and/or
 - transfer.

In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline, the principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.

Consultation

Consultation must occur between the Principal and the Family of Schools Superintendent of Education before imposing a suspension of ten (10) days or longer. As well, before imposing suspensions of fifteen (15) days or longer, the Superintendent of Education responsible for Safe Schools must also be consulted. In both circumstances, consultation must be regarding:

1. the investigation undertaken;
2. the circumstances of the incident;
3. whether or not one or more of the factors outlined above are applicable in the circumstances; and
4. the appropriate length of the suspension.

School Work

A pupil who is subject to a suspension of **under six (6) school days** must be provided with school work by school personnel to complete at home while serving the suspension.

In addition to receiving school work for the **first five (5) school days** of suspension, a pupil who is subject to a suspension of **over five (5) school days** must be offered an academic program through the Grand Erie Safe Schools Team.

Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, they shall take the following steps:

1. Within 24 hours of the decision, the principal must make all reasonable efforts to inform the parent/guardian (or adult pupil) of the suspension;
2. The principal must inform the pupil's teacher(s) of the suspension within 24 hours of its issuance;
3. The principal, in conjunction with the pupil's teacher(s), must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension;
4. The principal is responsible for the prompt written notification of the suspension to the parent/guardian (or adult pupil) and the Family of Schools Superintendent of Education;
5. The written notice of suspension will include:
 - a) The reason for suspension;
 - b) The duration of the suspension;
 - c) Information about the Grand Erie Safe Schools Program (GESSP), where the pupil is suspended for **six (6) or more school days**;
 - d) Information about the right to receive an informal review of the suspension by the Superintendent of Education and the right to appeal the suspension.
6. Every effort should be made to include the school work with the letter of suspension on the day the pupil is suspended. If it is not possible to provide the letter because the pupil and parent/guardian are not available, the letter should be mailed, couriered, faxed or e-mailed to the home address that day and the parent/guardian (or adult student) should be notified that school work will be made available for pick-up from the school the following school day.
 - If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

Grand Erie Safe Schools Program (GESSP)

Where a pupil has been suspended for **over five (5) school days**, the pupil will be provided with school work by school personnel for the **first five (5) school days** and will be offered a Safe Schools Program.

A pupil cannot be compelled to participate in this program. Should the parent/guardian (or adult pupil) choose not to have the pupil participate, the pupil will continue to receive school work consistent with the pupil's program, to be completed at home for the duration of the suspension. This school work will be available at the school for pick-up during the suspension period.

A **Student Action Plan (SAP)** will be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in a Grand Erie Safe Schools Program.

Agreement or refusal to participate in a GESSP may be communicated to the school orally by the parent/guardian (or adult pupil). Where the parent/guardian (or adult pupil) declines the offer to participate, the principal shall record the date and time of such refusal.

Planning Meeting

For pupils subject to a suspension for **over five (5) school days** who choose to participate in the GESSP, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

The parent/guardian and the pupil (where appropriate), (or adult pupil), as well as any appropriate teaching and support staff, including members of the Safe Schools Team, will be invited to participate in the planning meeting.

- The Principal will strive to schedule a planning meeting to occur **within three (3) school days** of the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
- If the parent/guardian (or adult pupil) is not available to participate in the planning meeting, the meeting will proceed, and a copy of the SAP will be provided following the meeting.
- During the planning meeting the principal will review the issues to be addressed in the pupil's SAP.

Student Action Plan (SAP)

A pupil subject to suspension for **eleven (11) or more school days** will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. Pupils subject to a suspension of **fewer than eleven (11) school days** may be offered non-academic supports where such supports are appropriate and available.

1. The SAP will be developed under the direction of the principal with assistance from the Safe Schools Team.
2. The principal will make every effort to complete the SAP **within three (3) school days** of the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
3. This timeline will be communicated to the parent/guardian (or adult pupil).
4. Once completed, the SAP will be shared with the parent/guardian and the pupil (or adult pupil) and all necessary staff to facilitate implementation.
5. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
6. The SAP will identify:
 - a) the incident for which the pupil was suspended;
 - b) the progressive discipline steps taken prior to the suspension, if any;
 - c) any other disciplinary issues regarding the pupil that have been identified by the school;
 - d) any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 - e) any program(s) or service(s) that might be provided to address those learning or other needs;
 - f) the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
 - g) where the pupil has an IEP, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
 - h) the non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
 - i) the measurable goals the pupil will be striving to achieve during the period of suspension.

Re-Entry

Following a suspension of **six (6) or more school days**, a re-entry meeting will be held to provide positive and constructive redirection for the pupil. Where the pupil has participated in a long-term suspension program, the pupil's success in achieving the goals outlined in the SAP will be reviewed with the parent/guardian and pupil (or adult pupil). Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.

Informal Review Process

An informal review by the Family of Schools Superintendent of Education may be requested by the parent/guardian (or adult pupil) - prior to an appeal. If, after consulting the Superintendent of Education, the parent/guardian (or adult pupil) wishes to appeal the suspension under section 309 of the *Education Act*, the appellant must provide written notice of intention to appeal to the Director of Education **within ten (10) school days** of the commencement of the suspension.

A request for review does not stay the suspension.

Suspension Appeal Process

1. The Suspension Appeal shall be held in accordance with the *Education Act* and the Board's Suspension Policy. All suspension appeals will be received by the Director of Education. Please note that:
 - a) An appeal of a suspension does not stay the suspension.
 - b) A person who intends to appeal a suspension must give written notice of the intention to appeal **within ten (10) school days** of the commencement of the suspension.
 - c) The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal unless the parties - school principal and parent/guardian (or adult pupil) agree to an extension.
2. Appeals of suspensions will be heard by the Student Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Student Discipline Committee. Appeals will be scheduled by the Director of Education.
3. A suspension may be appealed by a parent/guardian (or adult pupil) or any third party with legal decision-making authority for a student.
4. The Director of Education will act as Secretary to the Student Discipline Committee to facilitate the Appeal, ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Appeal and provided to the Student Discipline Committee at the beginning of the Appeal, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Student Discipline Committee at the beginning of the Appeal.
5. A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent responsible for Safe Schools. If prior notice is not provided, the Suspension Appeal may be rescheduled by the Student Discipline Committee.
6. The Student Discipline Committee and/or the Principal may exercise the right to legal counsel.
7. The Principal will prepare a report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.
8. When making its determination the Student Discipline Committee shall consider:
 - a) the Principal's Report and submissions;
 - b) the submissions and any other information provided by the Appellant; and
 - c) the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
9. The Student Discipline Committee may give such directions or make such orders at a Suspension Appeal as it considers necessary for the maintenance of order at the Appeal. Should any person disobey or fail to comply with any such order or direction, the Committee or a member may call for the removal of that person from the hearing.
10. The Student Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Suspension Appeal. If the Appellant(s) or their representative have not yet attended and notice that they may be late has not been provided, the Student Discipline

Committee may proceed to hear the Appeal or dismiss the Appeal in the absence of the Appellant.

11. The Director of Education will invite the parties into the Student Discipline Committee meeting room and will introduce the parties to the Student Discipline Committee.
12. The Chair of the Student Discipline Committee will introduce the committee and indicate:
 - a) that they have been appointed by the Board to hear the matter;
 - b) that they are not connected as Trustees to the school in question;
 - c) that they have had no prior involvement with the matter that has come before them;
 - d) that this matter will be heard *in camera* (in private); and
 - e) that the decision of the Discipline Committee is final.
13. The Chair of the Student Discipline Committee will call the Suspension Appeal meeting to order.
14. The Chair of the Student Discipline Committee will outline:
 - a) the process to be followed during a Suspension Appeal;
 - b) the matter on appeal before the Student Discipline Committee, including the Suspension that was imposed and the infraction for which the pupil was suspended.
15. The Director of Education will distribute copies of the Principal's Report and any documents submitted by the Appellant to the Student Discipline Committee. The Student Discipline Committee may choose to have a brief recess in order to read the reports and documents.
16. The Appellant will be invited to make an oral presentation.
 - a) Trustees may ask questions of clarification through the Chair.
 - b) The Administration may ask questions of clarification through the Chair.
17. The Principal will be invited to make a presentation.
 - a) Either the Principal, the Family of Schools Superintendent of Education, or the Superintendent of Education responsible for Safe Schools will review the Report provided to the Student Discipline Committee and the Appellant, and provide any response to the Appellant's presentation.
 - b) Trustees may ask questions of clarification through the Chair.
 - c) The Appellant may ask questions of clarification through the Chair.
18. The Appellant will be invited to respond to the Administration's presentation, but only with respect to issues the Appellant has not previously addressed.
19. At the conclusion of both presentations, the Appellant and the Administration will be invited to make summary statements but may not introduce new issues. The Student Discipline Committee may choose to have a brief recess prior to hearing the summary statements.
20. Trustees may ask final questions of clarification.
21. The Chair of the Student Discipline Committee will explain that:
 - a) all persons, except the Student Discipline Committee and the Secretary of the Board, will be asked to leave the room while the Student Discipline Committee deliberates and makes its decision;
 - b) The Student Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed were reasonable in the circumstances, and shall determine:
 - i. the Suspension was justified and should be upheld; or
 - ii. the Suspension was justified but that the number of days imposed was too many, in which case the Student Discipline Committee may reduce the length of the Suspension and amend the record of suspension accordingly; or
 - iii. the Suspension was justified, but that the record of Suspension be removed after a period of time if there are no further incidents requiring discipline; or
 - iv. the Suspension was not justified, in which case the record of Suspension will be expunged, and the pupil will be permitted to return to school, if the Suspension remains outstanding.

- c) At the conclusion of the hearing, the Chair of the Student Discipline Committee calls back all the participants of the hearing and delivers the decision.
- 22. The Director of Education will inform the Appellant, in writing, of the decision of the Student Discipline Committee.



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• One to Five Days ••**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ Threatening to inflict serious bodily harm on another person;
- ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
- ☐ Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities;
- ☐ Bullying, including cyberbullying;
- ☐ Physical or verbal aggression;
- ☐ Persistent opposition to authority;
- ☐ Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

- ☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. School work is available from the school during the suspension.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name Superintendent of Education, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Six to Ten Days ••**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ Threatening to inflict serious bodily harm on another person;
- ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
- ☐ Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities;
- ☐ Bullying, including cyberbullying;
- ☐ Physical or verbal aggression;
- ☐ Persistent opposition to authority;
- ☐ Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

- ☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. Information regarding the Grand Erie Safe Schools Program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name **Superintendent of Education**, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Eleven to Twenty Days ••

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ Threatening to inflict serious bodily harm on another person;
- ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
- ☐ Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities;
- ☐ Bullying, including cyberbullying;
- ☐ Physical or verbal aggression;
- ☐ Persistent opposition to authority;
- ☐ Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

- ☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. Information regarding the Grand Erie Safe Schools Program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name **Superintendent of Education**, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



Student Expulsions

Board Received: May 27, 2019 Review Date: June 2023

Policy Statement

The Grand Erie District School Board will create a safe, caring, and accepting school environment by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes expulsion where necessary. In the interest of equity, supports will be considered in assisting attendance at meetings related to expulsion.

Accountability

1. Frequency of Reports - Annual
2. Criteria for Success
 - Enhanced student safety
 - Increased opportunity for student to continue their education
 - Improved student performance

Procedures

The purpose of this section of the document is to provide an outline of the procedures related to the expulsion of a pupil or the appeal of an expulsion. The policies and procedures of the Board have been created in accordance with the Education Act, the Education Amendment Act (Progressive Discipline and School Safety) 2007, and the Regulations.

- For the purposes of this Policy, “adult pupil” refers to a student who has reached the age of 18, or has withdrawn from parental control at age 16 or 17.

1.0 Circumstances in Which a Principal Must Suspend a Pupil for 20 Days Pending Expulsion

Subject to mitigating factors and reasonable grounds to believe that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the Principal will suspend the pupil for:

1. Possessing a weapon* or replica, including a firearm;
2. Using a weapon* or replica to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or illegal/restricted drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;
8. Bullying if,
 - i. The pupil has previously been suspended for engaging in bullying, AND
 - ii. The pupil’s continuing presence in the school creates an unacceptable risk to the safety of another person;
9. Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i. The pupil has previously been suspended for this behaviour, AND

- ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;
 - 10. Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
 - 11. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of another person in the school or Board.
11. Note: #8 and #9 do not apply to students in JK to grade 3, as per Regulation 440/20.

The Principal will also contact the police, consistent with the Grand Erie Police Protocol, if the suspected infraction requires such contact. The Principal will consult with the Family of Schools Superintendent of Education and Superintendent responsible for Safe Schools. Any police investigation will be conducted separately from the principal's investigation.

* A weapon is defined by the Criminal Code as "anything used or intended for use in causing death or injury to persons whether designed for such purpose or not; or anything used or intended for use for the purpose of threatening or intimidating any person." A weapon will also be defined as anything deemed by the Principal/designate to be dangerous or a threat to others. In incidents involving weapons, the weapons should be confiscated if the confiscation can be carried out safely. Weapons offences, including the threat to use a weapon, must be reported to the police. If the police attend, seized weapons must be turned over to the attending officer.

2.0 Factors to Consider Before Deciding to Impose a Suspension Pending Expulsion

When deciding whether or not to impose a suspension pending expulsion, the Principal will make every effort to consult with the pupil, and the pupil's parent/guardian, or with an adult pupil, to identify whether any mitigating factors might apply in the circumstances.

3.0 Mitigating Factors

The mitigating factors to be considered by a principal before deciding whether to recommend an expulsion are:

1. The pupil does not have the ability to control their behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of their behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following factors shall also be taken into account when considering suspension pending expulsion:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - a. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - b. whether appropriate individualized accommodation has been provided, and

- c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

If a pupil does not have the ability to control their behaviour and does not understand the foreseeable consequences of their behaviour, alternative discipline and/or other interventions may be considered by the Principal.

If the pupil poses an unacceptable risk to the safety of others in the school, the Principal will consult with the Family of Schools Superintendent of Education regarding appropriate accommodations and/or strategies that might be instituted to ensure pupil and staff safety.

4.0 Suspension Pending Recommendation for Expulsion

If the pupil is to be suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be suspended for (20) twenty school days. The Principal must assign the pupil to a program for suspended pupils during this time.

5.0 Procedural Steps When Imposing a Suspension Pending Expulsion

When imposing a suspension, the Principal is required to affect the following procedural steps:

1. Within 24 hours of the decision, the Principal must make all reasonable efforts to inform the adult pupil, or the parent/guardian.
2. The Principal must inform the pupil's teacher(s) of the suspension.
3. The Principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and pupil, and the Family of Schools Superintendent of Education. The written notice of suspension will include:
 - a. the reason for suspension;
 - b. the duration of the suspension;
 - c. information about the program for suspended pupils;
 - d. information about the investigation the Principal is conducting to determine whether to recommend expulsion; and
 - e. a statement that there is no immediate right to appeal the suspension.
4. Every effort should be made to include the school work with the letter of suspension. If it is not possible to provide the letter because the pupil and/or their parent/guardian is not available, the letter should be mailed, couriered, faxed or e-mailed to the home address that day and school work should be made available for pick-up from the school the following school day.
 - a. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - b. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate-motivated violence, consideration must be given to filing a Violent Incident Form in the pupil's Ontario Student Record.

6.0 Long-Term Suspension Program

Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned to a program for students on long-term suspension.

A pupil cannot be compelled to participate in a long-term suspension program. Should the adult pupil or the pupil's parent/guardian choose not to have the pupil participate in the program, the pupil will be provided with school work consistent with their program.

This school work will be available at the school for pick-up during the suspension period beginning the school day after the adult pupil or the parent/guardian refuses to participate in a long-term suspension program.

A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in a program. Agreement or refusal to participate in a long-term suspension program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the pupil or their parent/guardian declines the offer, the principal shall record the date and time of such refusal.

7.0 Planning Meeting

For pupils who choose to participate in a program for students on long-term suspension, the Principal of the school and the Grand Erie Safe Schools Team (GESST) will hold a planning meeting for the purpose of developing the SAP.

The adult pupil or the pupil's parent/guardian and pupil (where appropriate) and the GESST, as well as any appropriate teaching and support staff, will be invited to participate in the planning meeting.

If the adult pupil or the parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.

During the planning meeting, the principal or designate will review the issues to be addressed in the pupil's SAP.

8.0 Student Action Plan (SAP)

A pupil will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP.

1. The SAP will be developed under the direction of the Principal of the school with assistance from the Grand Erie Safe Schools Team.
2. The Principal will make every effort to complete the SAP within five (5) school days of the issuing of a long-term suspension.
3. This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
4. Once completed, the SAP will be shared with the adult pupil or the parent/guardian and pupil, and all necessary staff, to facilitate implementation.
5. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
6. The SAP will identify:
 - a. the incident for which the pupil was suspended;
 - b. the progressive discipline steps taken prior to the suspension, if any;
 - c. any alternative discipline measures imposed in addition to the suspension;
 - d. any other disciplinary issues regarding the pupil that have been identified by the school;
 - e. any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;

- f. any program(s) or service(s) that might be provided to address those learning or other needs;
- g. the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
- h. where the pupil has an IEP, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
- i. the non-academic program and services to be provided to the pupil, during the suspension, and details regarding how that non-academic program and those services will be accessed; and
- j. the measurable goals the pupil will be striving to achieve during the period of suspension.

9.0 Principal's Investigation

The Principal will conduct an investigation promptly after issuing the suspension pending expulsion to determine whether to recommend to the Student Discipline Committee that the pupil be expelled. As part of the investigation, the Principal will consult with the Family of Schools Superintendent of Education and the Superintendent responsible for Safe Schools regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity, as well as the substantive decision whether or not to recommend that the pupil be expelled. Should the decision be made to refer the pupil to the Student Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Committee within twenty (20) school days from the date of suspension.

As part of the investigation, the principal will:

- 1. make all reasonable efforts to speak with the pupil and the parent
- 2. include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
- 3. make every reasonable effort to interview any witnesses suggested by the pupil or the pupil's parent/guardian; and
- 4. consider the mitigating and other factors.

10.0 Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, if the Principal decides not to recommend that the pupil be expelled, the Principal must:

- 1. consider whether alternative discipline is appropriate in the circumstances;
- 2. uphold the suspension and its duration;
- 3. uphold the suspension and shorten its duration and amend the record accordingly; or
- 4. withdraw the suspension and expunge the record.

If the Principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the parent/guardian and pupil. The notice shall include:

- 1. a statement of the Principal's decision not to recommend expulsion to the Student Discipline Committee; and
- 2. a statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn.
- 3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Student Discipline Committee, including:

- a. a copy of the Board policy regarding suspension appeals (SO6 – Student Suspensions);
- b. contact information for the Superintendent responsible for Safe Schools;
- c. a statement that written notice of an intention to appeal must be given within ten (10) school days following receipt by the party of notice of the decision not to recommend expulsion; or
- d. If the length of the suspension has been shortened, notice that the appeal is based on the shortened length of the suspension.

11.0 Recommendation to the Board for an Expulsion Hearing

If a Principal, in consultation with the Superintendent responsible for Safe Schools, determines that a referral for expulsion is warranted, the hearing must occur within 20 school days from the date the Principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the Principal will:

1. Prior to the hearing, prepare a report to be submitted to the Director of Education and provide the report to the adult pupil or the parent/guardian of a pupil under 18. The report will include:
 - a. a summary of the findings the Principal made in the investigation;
 - b. an analysis of which, if any, mitigating or other factors might be applicable;
 - c. a recommendation of whether the expulsion should be from the school or from the Board; and
 - d. a recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
2. Provide written notice of the expulsion hearing to the adult pupil or the parent/guardian and pupil. The notice shall include:
 - a. a statement that the pupil is being referred to the Student Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
 - b. a copy of the Board's Policy (SO7) governing the hearing before the Student Discipline Committee;
 - c. a copy of the Board Code of Conduct, school Code of Conduct, and Suspension/Expulsion pamphlet;
 - d. a copy of the suspension letter;
 - e. a statement that the pupil and/or their parent/guardian has the right to respond to the principal's report in writing;
 - f. information about the procedures and possible outcomes of the expulsion hearing, including that:
 - i. if the Student Discipline Committee does not expel the pupil, they will either confirm, confirm and shorten, or withdraw the suspension;
 - ii. parties have the right to make submissions with respect to the suspension;
 - iii. any decision with respect to the suspension is final and cannot be appealed;
 - iv. if the pupil is expelled from the school, they must be assigned to a Board program or another school.
 - v. if the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
 - vi. if the pupil is expelled, there is a right of appeal to the Child and Family Services Review Board.

- g. the name and contact information for the Superintendent responsible for Safe Schools.

12.0 The Superintendent responsible for Safe Schools will:

1. Advise the Director of Education of the general details of the incident, including actions taken or pending.
2. Ensure a meeting occurs with an adult pupil, or a pupil's parent/guardian and the pupil, and the principal.
 - a. At the meeting, the Superintendent responsible for Safe Schools will review the Student Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
 - b. If a meeting is arranged, during the meeting the Superintendent responsible for Safe Schools may assist to narrow the issues and identify agreed upon facts.
 - c. At the Pre-Hearing Meeting, the Superintendent of Education responsible for Safe Schools will inform the adult student or parent/guardian of the option of completing Minutes of Settlement, in lieu of attendance at the expulsion hearing. It must be clear to the adult student or parent/guardian that Minutes of Settlement document does not stay an expulsion hearing, nor affect the decision of the Student Discipline Committee.

13.0 With the assistance of the Superintendent responsible for Safe Schools, the Director of Education will:

1. Prepare a package of documents for the Student Discipline Committee, which will include at least the following components:
 - a. a copy of the principal's report;
 - b. a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or parent/guardian; and
 - c. a report containing a recommendation.
 - d. The Minutes of Settlement, if the adult student or parent/guardian has chosen this option
2. Ensure the adult pupil or parent/guardian is informed of the date and location of the expulsion hearing, and provided with a copy of the Expulsion Hearing Rules, and a copy of the documentation that will be presented to the Student Discipline Committee.
3. Ensure that the item is placed on the Student Discipline Committee agenda.

14.0 Hearing before the Student Discipline Committee

Members of the Student Discipline Committee are Trustees appointed by the elected Board of Trustees

Resource staff to the Student Discipline Committee are the Director of Education and the Superintendent responsible for Safe Schools.

If the Principal recommends expulsion, the Student Discipline Committee shall hold a hearing. See Appendix A.

The hearing will be conducted in accordance with Bylaw 8 and the Guidelines for Expulsion Hearings, as follows:

1. The Student Discipline Committee shall consider oral and written submissions from the school principal, pupil and parent/guardian, or adult pupil. Minutes of Settlement may function in the place of oral and written submissions.
2. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion.
3. The Student Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn.
4. The Student Discipline Committee shall consider such other matters as appropriate.

In determining whether to impose an expulsion, the Student Discipline Committee shall consider the following factors:

1. The submissions and views of the parties.
2. Any written response to the principal's report provided before the completion of the hearing;
3. Minutes of Settlement; and
4. Such matters as the Student Discipline Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Student Discipline Committee may request further evidence as set out in the Expulsion Hearing Rules, subject to the requirement that the hearing take place within 20 school days, or the Student Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

15.0 No Expulsion

If the Student Discipline Committee decides not to expel the pupil, the Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

1. consider alternative discipline;
2. uphold the suspension and its duration;
3. uphold the suspension and shorten its duration and amend the record accordingly; or
4. quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record.
5. make such other orders as the Student Discipline Committee considers appropriate.

The Director of Education will give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

The Student Discipline Committee's decision with respect to the suspension is final.

16.0 Expulsion

In the event the Student Discipline Committee decides to impose an expulsion on the pupil, the Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Student Discipline Committee shall consider any mitigating and other factors.

Where the Student Discipline Committee decides to impose a school expulsion, the student will be assigned to a Board program or another school.

Where the Student Discipline Committee decides to impose an expulsion from all Board schools, the Committee must assign the pupil to a program for expelled pupils.

The Director of Education will promptly provide written notice of the decision to expel. The written notice shall include:

1. the reason for the expulsion;
2. a statement indicating whether the expulsion is a school expulsion or a Board expulsion;
3. information about the school or program to which the pupil has been assigned; and
4. information about the right to appeal the expulsion, including the steps to be taken.

Once the Superintendent responsible for Safe Schools has received notice that a pupil has been expelled, they must direct the GESST to enact the SAP created for the expelled student.

An expelled pupil is a pupil of the Board, even when attending a program for expelled pupils at another school board, unless the pupil registers at another school board.

17.0 Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Student Discipline Committee's decision to expel the pupil to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

18.0 Re-entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to re-admission to a school of the Board once they have successfully completed a program for expelled pupils and have satisfied the objectives required for completion of the program, as determined by the Superintendent responsible for Safe Schools.

Under the direction of the Superintendent responsible for Safe Schools, the Grand Erie Safe Schools Team will determine the most appropriate school setting for admission.

1. The Safe Schools Team will consider whether return to school will have a negative impact on the school climate, including on any victims, where applicable.
2. The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate.
3. The Safe Schools Team may determine that a different school is a more appropriate placement for the pupil.



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION PENDING EXPULSION**

A. STUDENT INFORMATION

NAME:	D.O.B.:	CURRENT AGE:
ADDRESS:	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN:	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this expulsion is made in accordance with Section 310 of the *Education Amendment Act*. This notice is to inform you that _____ has been suspended from _____ for the following reason:

- ☐ Possessing a weapon or replica, including a firearm;
- ☐ Using a weapon or replica to cause or to threaten bodily harm to another person;
- ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- ☐ Committing sexual assault;
- ☐ Trafficking in weapons or illegal/restricted drugs;
- ☐ Committing robbery;
- ☐ Giving alcohol or cannabis to a minor;
- ☐ Bullying if,
 - i. The pupil has previously been suspended for engaging in bullying, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- ☐ Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i. The pupil has previously been suspended for this behaviour, AND
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person;
- ☐ Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school related activities.
- ☐ Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Length of Suspension: 20 Days PENDING EXPULSION
---------------------	--

_____ has been suspended from _____ and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. The *Education Act* (Section 310) and Board Policy S07 require that a principal immediately suspend a student where the principal believes that the student may have committed an infraction for which the student may be expelled. Based on the information which has come to my attention, it is my belief that _____ may have committed the infraction indicated above.

I will be conducting a Principal's Investigation into this matter to review the allegations against _____
As part of this process, I will want to speak with you and _____ to review the allegations.

_____ is suspended pending the outcome of my investigation into this matter. You will soon receive further written notification of my decision whether to refer this matter to the Student Disciplinary Committee of the Grand Erie District School Board.

Should you wish to discuss this suspension pending expulsion, contact myself or the Superintendent responsible for Safe Schools, 349 Erie Avenue Brantford, ON N3T 5V1 (519) 756-6301. Please be aware that a review of this suspension pending expulsion does not stay the suspension. Information regarding an alternative suspension program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD EXPULSION HEARING PROCESS

1.0 PRE-HEARING PROCEDURES

1.1 Notice of Hearing and Pre-Hearing Conference:

Following the completion of a Principal Investigation when a school principal has made the decision to recommend a student for an expulsion hearing, the school principal will inform the student and/or student guardian in writing of the recommendation to expel and of a pre-hearing conference to be conducted by the Superintendent responsible for Safe Schools.

1.2 Pre-Hearing Conference

A Pre-Hearing Conference will be convened by the Superintendent responsible for Safe Schools with the student and/or parent/guardian of the student who has been recommended for expulsion. At this meeting the Superintendent will explain the process of the expulsion hearing and advise the party of the following:

An oral or written outline of the parties' positions on the recommendation to expel. (In the case of the Principal, the Principal's Investigation will set this out.);

Copies of any documents which the party proposes to give to the Committee at the hearing;

If the party proposes to call witnesses, a list of the witnesses whom the party intends to call at the hearing and a brief outline of what the witness(s) will say; and

Decision as to whether the party be represented by an advocate or lawyer.

1.3 Minutes of Settlement

During the Pre-Hearing Conference, the Superintendent of Education responsible for Safe Schools will inform the parent/guardian or adult student of the option of completing Minutes of Settlement (Appendix B). This option does not affect the decision of the Student Discipline Committee, but offers the opportunity for the parents/guardians or adult student to participate in the expulsion hearing without the obligation to attend the hearing.

2.0 CONDUCT OF THE HEARING

2.1 Time Limits for Presentations at Hearing

The maximum time allotted for each hearing will be one hour. Where either or both parties persuade the Committee that additional time is reasonably required in order to have a fair opportunity to present their case in the particular circumstances, the Committee may extend the time lines for the presentation.

2.2 Order of Presentation

The Principal will proceed to make their presentation first, commencing with an opening statement and a presentation of the results of the "Principal Investigation". This may include any witnesses or recorded evidence. The Student/Parent will then be given an opportunity to make an opening statement and presentation which also includes calling witnesses or videotaped evidence. At this point the Hearing Committee can ask questions or clarifications

of either party. Finally, the parties will be asked to leave the room and will be called back when a decision is reached.

2.3 Maintenance of Order of Hearing

The Committee has the power under the Statutory Powers Procedure Act to make orders or to give directions at a hearing as it considers necessary for the maintenance of order at the hearing. Should any person disobey or fail to comply with any such order or direction, the Committee or a member may call for the removal of that person from the hearing.

2.4 Failure of Party to Attend Hearing After Due Notice

Where notice of a hearing has been given to a party to the hearing in accordance with this procedure, and that party fails to attend the hearing, the Expulsion Committee may proceed in the absence of the party.

In the case of an absent parent/guardian or adult pupil, a Minutes of Settlement document may have been submitted.

2.5 Notice of Decision to Expel

In the event the Committee decides to expel the student, the Director of Education shall ensure that a written notice of the expulsion is given promptly to the adult student, or to the parent/guardian.

2.6 Decision That Discipline Other Than Expulsion Is Appropriate

When the Committee decides that an expulsion should be not be imposed in the circumstances, the Committee may consider whether alternative discipline is appropriate in the circumstances. Where the Committee decides that a suspension, including a reduced suspension, is appropriate and so directs, notice of the Committee's decision shall be provided to the student.

2.7 Reasons for Decision

The Committee is required to provide a notice setting out its decision. The *Statutory Powers Procedure Act* provides that if requested by either party, the Committee must provide a brief statement of the reasons for its decision.

APPENDIX B

MINUTES OF SETTLEMENT

IN THE MATTER OF Part XIII of the *Education Act*, as amended

AND IN THE MATTER OF the expulsion of the pupil _____ DOB: _____
a student at _____ Grand Erie District School Board.

BETWEEN:

THE SCHOOL

- and -

PARENT/LEGAL GUARDIAN

- and -

STUDENT

Minutes of Settlement

IN THE MATTER of the expulsion hearing with respect to _____ scheduled to take place on _____ pursuant to section 311.3 of the Education Act, R.S.O. 1990, c. E.2; The parties to these Minutes of Settlement consent to waive the minimum procedural requirements and rules pursuant to section 4 of the Statutory Powers Procedure Act, R.S.O. 1990, c. S.22;

The parties further consent to have this matter resolved by the Discipline Committee without attending a hearing;

The parties consent to have these Minutes of Settlement (the "Agreement") filed with the Student Discipline Committee of the Grand Erie District School Board and form part of its decision in this matter.

THE PARTIES AGREE AS FOLLOWS:

1. The parties agree to the decision of the Student Discipline Committee of the Grand Erie District School Board appointed under the Education Act, which may impose on _____ an expulsion from all schools of the Board, therefore making _____ eligible for Safe Schools, the program for expelled students.
2. The parties consent to the Student Discipline Committee considering the attached Schedule "A" (Summary of Principal's Investigation Recommending Expulsion) to decide whether to impose the expulsion.
3. _____ and _____ acknowledge that they have had the terms of the agreement explained to them by Grand Erie District School Board personnel and were informed of their right to have their independent legal counsel review this matter.
4. _____ and _____ declare that they fully understand the terms of settlement contained in this document and further declare that they voluntarily accept the terms of settlement.
5. The parties agree that this settlement is made without admission of liability on the part of _____.
6. This Agreement shall be binding upon the parties of _____ and the _____ respectively.
7. _____ and _____ agree they signed the Agreement freely, voluntarily and without duress.
8. This Agreement cancels and supersedes any prior understandings and agreements between the parties.

9. This Agreement is governed by the laws of the Province of Ontario

Signed on this _____ day of _____, 20 _____

Witness

Principal

Witness

Parent/Guardian

Pupil

Witness

Adult Pupil



Bullying Prevention and Intervention

Board Received: May 29, 2017 Review Date: June 2021

Policy Statement

The Grand Erie District School Board is committed to providing a safe, inclusive, and accepting working and learning environment, which supports productivity and the personal goals of dignity and self-esteem of every individual and is free from bullying.

Bullying adversely affects:

- a student's ability to learn.
- a school's ability to educate its students
- healthy relationships and school climate.

Bullying will not be accepted on school property, at school-related activities, or in any other circumstances which might impact on the school climate (e.g., online).

This policy applies to students (incidents of bullying involving Board personnel will be addressed through Policy HR5 – Harassment/Objectionable Behaviour; incidents involving visitors or parents could involve Trespass Letters or police). All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education
– Improved student performance

1. Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

- | | | |
|----------------------------|------------------------------|---------------------|
| • Size | • Ethnicity | • Religion |
| • Strength | • Disability | • Gender identity |
| • Age | • Need for special education | • Gender expression |
| • Intelligence | • Sexual orientation | |
| • Economic status | • Family circumstances | |
| • Social status | • Gender | |
| • solidarity of peer group | • Race | |

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

2. Prevention and Awareness-Raising Strategies

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's *Code of Conduct* (Policy SO12).

Each school must strive to develop a positive school climate. A school climate is defined by the Ministry of Education as "the sum total of all the personal relationships within a school."

When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

The focus of Character Education in Grand Erie schools supports a comprehensive prevention strategy for students. These teaching strategies focus on developing self-worth, appropriate behaviours, and healthy relationships.

Opportunities for bullying prevention training and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

3. Intervention and Support Strategies

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies, from counselling to suspension/expulsion. Note: Regulation 440/20 prohibits discretionary suspensions for students in JK to grade 3.

Schools must outline how they will support students who have engaged in bullying and also those who have been bullied. Specific support plans will be developed to protect students who have been harmed and must outline a process for parents to follow if they are not satisfied with the support their children receive.

4. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

In cases where immediate action is required, a verbal report to the principal will suffice until a written report can be submitted.

All employee reports made to the principal must be confirmed electronically, using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement, using the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the Principal must inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form - both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents must always be made as soon as possible.

5. Notifying Parents

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

6. Training Strategies

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of, and intervention in, bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g., parent night, newsletters, pamphlets) in order to best support their children and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and Board population must be considered to effectively prevent and intervene in bullying situations involving marginalized groups.

All annual School Improvement Plans will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate within each school. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative.

The Grand Erie Safe Schools Team will act as a resource and support for school teams.

SAFE SCHOOLS INCIDENT REPORTING FORM — PART I —

CONFIDENTIAL

Report No:		
Name of School		
1. Name of Student(s) Involved (if known)		
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify)	
	<input type="checkbox"/> At a school-related activity (please specify)	
	<input type="checkbox"/> On a school bus (please specify route number)	
	<input type="checkbox"/> Other (please specify)	
3. Time of Incident	Date:	Time:
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the Education Act:</p> <p><input type="checkbox"/> Threatening to inflict serious bodily harm on another person.</p> <p><input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription</p> <p><input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a prescription</p> <p><input type="checkbox"/> Swearing at, or in reference to, a teacher or at another person in a position of authority</p> <p><input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities</p> <p><input type="checkbox"/> Bullying, including cyberbullying</p> <p><input type="checkbox"/> Physical or verbal aggression</p> <p><input type="checkbox"/> Persistent opposition to authority</p> <p><input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right</p> <p><input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community</p> <p>☐ <u>Note: Regulation 440/20 prohibits suspension of students in JK to grade 3 for any of the reasons listed above.</u></p> <p>Activities for which expulsion must be considered under section 310(1) of the Education Act:</p> <p><input type="checkbox"/> Possessing a weapon or replica, including a firearm</p> <p><input type="checkbox"/> Using a weapon or replica to cause or to threaten bodily harm to another person</p> <p><input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner</p> <p><input type="checkbox"/> Committing sexual assault</p>	

	<ul style="list-style-type: none"> <input type="checkbox"/> Trafficking in weapons or illegal/restricted drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol or cannabis to a minor <input type="checkbox"/> Bullying, if, <ul style="list-style-type: none"> i. the pupil has previously been suspended for engaging in bullying, AND, ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right where; <ul style="list-style-type: none"> i. The pupil has previously been suspended for this behaviours, AND ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities. <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and <input type="checkbox"/> <u>Note: Regulation 440/20 prohibits mandatory suspension for students in JK to grade 3, pending a recommendation for expulsion, for repeat-offence reasons.</u>
5. Report Submitted By:	
Name:	
Signature:	Date:
Contact Information:	
Location:	Telephone:

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART II —*ACKNOWLEDGEMENT OF RECEIPT*

Report No.			
Report submitted by:	Name:	Date:	
<input type="checkbox"/> Action Taken		<input type="checkbox"/> No Action Required	
Name of Principal:			
Signature:	Date:		
Note: Only Part II to be returned to the person who reported.			



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: May 29, 2017 Review Date: June 2021

Policy Statement

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach their full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Enhanced student safety
 - Effective student discipline
 - Improved student conduct
 - Improved student performance

Statement of Guiding Principles

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Grand Erie Code of Conduct* and a school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour will reflect consideration of mitigating factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be utilized when addressing student conduct.

1. Progressive Discipline and Awareness Raising

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies and procedures - create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and school Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, a continuum of interventions, supports, and consequences to address student behaviours that are contrary to provincial and Board codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e., mitigating factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e., the relationships within the school community); and
4. The Individual Education Plan

2. Progressive Student Discipline Model

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences.

Level 1

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed by the classroom teacher, educational assistant and/or ECE.

Level 2

Level two discipline offences are acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

Level 3

Level three offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, or pose threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parent, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

Note: Regulation 440/20 prohibits the discretionary suspension of students in JK to grade 3.

Level 4

Level four offences represent the most serious acts of misconduct and, as such, may require intrusive intervention, such as suspension pending expulsion. These acts may require the involvement of police services as per the Police and School Board Protocol.

Note: Regulation 440/20 limits mandatory suspensions for students in JK to grade 3.

A voluntary program for students on long-term suspension or expelled students is available for those who consent to participate. Non-academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, as necessary.

3. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. An electronic report, as outlined below, must be made when it is safe to do so.

Employees report incidents using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal must inform the person who submitted the incident report. (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention. The electronic versions can be located in the staff portal.)

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student

Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

Third-party service providers working with students will establish procedures for reporting inappropriate student behaviours to principals.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.

4. Responding to Incidents

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behaviour.

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/ or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report electronically using the "Safe Schools Incident Reporting Form – Part 1". For incidents where suspension or expulsion would not be considered, and Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a Board employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

5. Support for Students

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students, including those who report such incidents, by providing them with contact information about professional supports, both Board-based and community agencies.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the principal, doing so would put the victim at risk of harm from a parent. When principals have decided not to notify parents of victims, they must inform the teacher who reported the incident. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students

to a community agency that can provide the appropriate type of confidential support when parents are not called.

When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

6. Delegation of Authority

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, except assigning long-term suspensions or expulsions.

In the event that there is no administrator present on school property, the principal's authority under Part XIII of the Education Act may be delegated to a teacher and must respect the terms of all applicable collective agreements. When this occurs, the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Family of Schools Superintendent of Education.

Teachers may be delegated the authority to initially deal with situations that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether parents should be called, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student

A principal must consider suspending a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Threatening to inflict serious bodily harm on another person.
- Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;

- Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
 - Swearing at, or in reference to, a teacher or another person in a position of authority;
 - Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities;
 - Bullying, including cyberbullying;
 - Physical or verbal aggression;
 - Persistent opposition to authority;
 - Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
 - Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.
- Note: Regulation 440/20 prohibits the suspension of students in JK to grade 3 for any of the reasons listed above.

8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon or replica, including a firearm
- Using a weapon or replica to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or illegal/restricted drugs;
- Committing robbery;
- Providing alcohol or cannabis to a minor;
- Bullying, if,
 - i) The pupil has previously been suspended for engaging in bullying, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i) The pupil has previously been suspended for this behaviour, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person
- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its *Regulations*, and applicable Policy/Program Memoranda.

Note: Regulation 440/20 limits the mandatory suspension of students in JK to grade 3; specifically, repeat-offence suspensions are prohibited.

Reference

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT105 Playground Equipment**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure FT105 Playground Equipment** as information.

Background

Procedure FT105 Playground Equipment was circulated to all appropriate stakeholders for comments to be received by October 29, 2020.

Comments Received

1. Comment: Procedure 1c – says schools must initially retain 10%, but 1d states that money must come to Business Services.
Response: Amended, the purpose of the 10% is to ensure the school has a repair contingency established.
2. Comment: 1e – may be taken out of service.... should include that the parent/community group be informed – as outlined in 7d.
Response: 1e has been removed from the procedure due to duplication in 7d.
3. Comment: 2b – should you state who pays for this independent third party? This section also states that all existing playground equipment must conform to CSA standards and AODA - who is responsible for this inspection, is this part of the inspection carried out in section 1b? Is existing playground equipment not grandfathered to the time of installation? As long as it is not considered a safety hazard.
Response: Amended to include only new playgrounds only in design and planning.
4. Comment: 2c – Division Managers title correct? Is 2c too restrictive requiring this to be done before contacting a supplier? What if the school council/staff just want a ballpark figure of how much a structure would cost or how much their funds would purchase?
Response: Amended.
5. Comment: 4b – should the letter also indicate that the equipment is AODA compliant?
Response: Amended.
6. Comment: Does 3d belong in section 4 installation?
Response: Amended.
7. Comment: 5a – should AODA be included here? Or is it necessary?
Response: Amended.

8. Comment: 6 a & b – how long are these inspection reports retained at the school?

Response: Amended by including a retention statement.

9. Comment: Appendix B – fencing – does this include baseball backstops etc., should backstops be included in the explanation?

Response: Amended.

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Next Steps

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & 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 community/parent groups purchasing 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 ~~of~~ Maintenance, ~~and~~ Energy and Capital 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, is acceptable;
 - platform height not to exceed six (6) feet; and
 - protective landing surfaces must be compliant with CAN/CSA Z614 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) conformity with AODA requirements
 - ~~iii)~~ 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.
- ~~e) Installation of playground equipment by volunteers is not permitted.~~

5. Existing Equipment

- a) All renovations and upgrades will comply with the current CAN/CSA guidelines, AODA requirements 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 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 7(a) of this procedure. A daily playground inspection log 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 completed by the School Custodian or Facility Services Supervisory staff. The monthly inspection checklist 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)
- ~~d)~~e) **Retention:** All documentation and reports related to the outdoor space or playground will be kept for three years from the date they were created and/or updated (whichever date is most recent).

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 ~~of~~ Maintenance, and Energy, and Capital 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.



Appendix A

School Name
Address:
Month/Year:
Print Name of Person Completing Log:

[illegible]



Grand Erie District School Board
CSA* Monthly Playground Maintenance Inspection Checklist
** Canadian Standards Association*

[illegible]

Notes:

1. The shaded areas represent categories that do not typically need to be considered for the specific equipment
2. The following are explanations of the maintenance/inspection list categories:

Chains - Check for bent, worn, open links; pinch; rust; and rough edges

S-hooks / fastening devices - check for excessive wear or cracking. Ensure that they are properly closed. Never reuse S-hooks

(continued)



Grand Erie District School Board

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 (includes baseball diamonds) - 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: JoAnna Roberto, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **SO110 Exemption to Human Development & Sexual Health**
DATE: November 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **SO110 Procedure SO110 Exemption to Human Development & Sexual Health** as information.

Background

Procedure SO110 Exemption to Human Development & Sexual Health was circulated to all appropriate stakeholders for comments to be received by October 29, 2020.

Comments Received

1. Comment: Page 2 1a 2nd paragraph “under their school board’s procedure”. Suggest change to “under this procedure”
Response: Amended
2. Comment: Page 3 2a Title “Schools/Teachers” should be “Principals/Teachers”
3rd bullet – should this be incorporated into the first bullet - ...grade (Appendix A) including the Exemption from instruction... (Appendix B)
Response: Amended and specified specific information that is applicable to each appendix
3. Comment: Process – “Schools are required” – should this be Principals/Teachers?
Response: Amended
4. Comment: Page 4 2nd bullet – last sentence “The supervision of the student will be determined by the school according to the board’s procedure”. There is nothing in this procedure stating what the supervision might look like – should this sentence be removed?
Response: Amended to reflect what is outlined in Appendix B.
5. Comment: Also, this bullet is different than what is stated on Appendix B – should they be the same?
Response: Amended as above in Comment #4
6. Comment: Appendix B – should this have either the board or school logo on it?
Response: Amended

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Next Steps

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

Respectfully submitted,

Linda De Vos
Superintendent of Education

**Exemption to Human Development and Sexual Health**

Board Received: _____

Review Date: _____

Accountability

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

Procedures**Background**

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

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

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

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

Purpose

The purposes of this procedure are:

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

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

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

Parents/Guardians who become familiar with the health and physical education curriculum can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents'/guardians' ability to discuss their children's learning with them, to communicate with their children's teachers, and to ask relevant questions about their children's progress. It could also inform their decision making about seeking an exemption under ~~this~~ [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) **Principals Schools/Teachers** are required to:

- Provide parents/guardians with an annual letter within twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations that outlining:
 - the lists of all Human Development and Sexual Health expectations by grade (Appendix A); and,
 - informs 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 (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;~~
- Additionally, provide parents/guardians with 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, at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations that:
 - ~~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;~~
 - provides choices for how their exempted child will be supervised during the exemption period;
 - informs 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 of a change in the period of instruction to a later date in the school year, 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 staff 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 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



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



November 3, 2020

Brian Hughes
Director of Park Services
City of Brantford
Parks and Recreation Department
1 Sherwood Drive
Brantford ON N3T 1N3

Dear Mr. Hughes,

Further to Scott Keys' email message of November 27, 2019 to Sandy Jackson and Raf Wyszynski of the Grand Erie District School Board, our Board of Trustees are writing to notify you of the following:

THAT the Brant Haldimand Norfolk Catholic District School Board notifies the City of Brantford and the Grand Erie District School Board their intent to terminate the current Joint Use of Facilities Agreement; and

THAT Senior Administration be directed to pursue separate Joint Use of Facilities Agreements with the City of Brantford and the Grand Erie District School Board.

Please contact Scott Keys, at your earliest convenience, to discuss the City's willingness to enter into a separate Joint Use of Facilities Agreement with our Board. If you have any questions or require further information, please do not hesitate to contact Mr. Keys at skeys@bhncdsb.ca or 519-756-6505, Ext. 272.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to be "R. Petrella".

Rick Petrella
Chair of the Board

RP:ll

c: Greg Anderson, Chair, Grand Erie District School Board
Tracey Austin, Manager of Communication Services & Community Use of Schools
Kevin Davis, Mayor, City of Brantford
Lori-Dawn Cavin, Manager of Community Recreational Development, City of Brantford
Scott Keys, Superintendent of Business & Treasurer
Mike McDonald, Director of Education & Secretary
Raf Wyszynski, Superintendent of Business & Treasurer, Grand Erie DSB