



AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Student Recognition
 - (i) Delegations
- B – 1 **Approval of Minutes**
- * (a) March 29, 2021 (Regular Board Meeting)
 - * (b) April 6, 2021 (Committee of the Whole Board)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- D – 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Leading and Learning in a Pandemic
- E – 1 **Student Trustees' Report**
- F – 1 **Committee Reports**
- * (a) Committee of the Whole – April 6, 2021 T. Waldschmidt
- G – 1 **New Business**
- * (a) Enrolment Update R. Wyszynski
 - * (b) Capital Priority Submission R. Wyszynski
 - * (c) Contract Award – Unit Ventilator Installation at Greenbrier Public School R. Wyszynski
 - * (d) Borrowing Bylaw 31 – Bridge Financing – SW Brantford Elementary School R. Wyszynski
 - * (e) Workforce Report S. Sincerbox
- H – 1 **Other Business**
- * (a) Summary of Accounts – March 2021 R. Wyszynski
 - * (b) Joint Occupational Health and Safety Committee (JOHSC) – March 11, 2021 R. Wyszynski
 - * (c) Special Education Advisory Committee (SEAC) – March 11, 2021 L. Thompson
 - * (d) Audit Committee Minutes (Draft) – March 23, 2021 R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting

Monday, April 26, 2021
MS Teams (Virtual)

- * (e) Safe and Inclusive Schools Committee Minutes (Draft) – March 25, 2021 W. Baker

I – 1 Correspondence

- * (a) Upper Canada District School Board Letter
- * (b) Halton District School Board Letter – Expanding Student Access to Online & Remote Learning
- * (c) Halton District School Board – Education Workers for Priority Inoculations
- * (d) Bluewater District School Board Letter – Remote Learning
- * (e) Rainy River District School Board Letter
- * (f) Rainbow District School Board Letter

J – 1 Adjournment

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

Student Trustee Senate	May 6, 2021	10:30 AM	MS Teams
Committee of the Whole	May 10, 2021	7:15 PM	MS Teams
Privacy and Information Management Committee (PIM)	May 13, 2021	3:00 PM	MS Teams
Grand Erie Parent Involvement Committee (GEPIC)	May 13, 2021	6:30 PM	MS Teams
Budget Review Meeting	May 17, 2021	5:30 PM	MS Teams
Safe and Inclusive Schools Committee (SIS)	May 20, 2021	1:00 PM	MS Teams
Special Education Advisory Committee (SEAC)	May 20, 2021	6:00 PM	MS Teams
Budget Review Meeting	May 27, 2021	5:30 PM	MS Teams
Chairs' Committee	May 31, 2021	5:45 PM	MS Teams
Board Meeting	May 31, 2021	7:15 PM	MS Teams
Native Advisory Committee (NAC)	June 8, 2021	9:00 AM	McKinnon Park Secondary
Budget Review Meeting	June 8, 2021	5:30 PM	Board Room
Committee of the Whole	June 14, 2021	7:15 PM	Board Room
Indigenous Education Advisory Committee (IEAC)	June 17, 2021	1:00 PM	Board Room
Special Education Advisory Committee (SEAC)	June 17, 2021	6:00 PM	Board Room
Audit Committee	June 22, 2021	4:00 PM	Board Room
Chairs' Committee	June 28, 2021	5:45 PM	Norfolk Room
Board Meeting	June 28, 2021	7:15 PM	Board Room

SUCCESS for Every Student



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

MINUTES

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

Administration: Director – J. Roberto; Superintendents – W. Baker, D. Martins, L. Munro, S. Sincerbox, A. Smith, L. Thompson, R. Wyszynski; Recording Secretary – K. Giannini

Regrets:

Trustees: Nil

Administration: Nil

A - 1 Opening

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:29 p.m.

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

Nil

(c) **In Camera Session**

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Board move into the In-Camera Session at 6:30 p.m.

Carried

(d) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 7:22 p.m.

(e) **Memorials**

Nil

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

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Board suspend Bylaw 5.

Carried

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Agenda be approved.

Carried

(g) **In Camera Report**

In-Camera will continue following Open Session.



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

(h) **Presentations**

Ava Ro from River Heights School is recognized for excellence in academics, the arts, community involvement and athletics. Ava is an actor, singer, and dancer with an impressive list of credits including Big Top Academy, Holly Hobbie, Paw Patrol and America's Got Talent. She is a multi-instrumentalist and songwriter that balances career milestones with academics and school achievement.

(i) **Delegation**

Nil

B - 1 **Approval of Minutes**

(a) **Regular Board Meeting – February 22, 2021**

Presented as printed.

C.A. Sloat stated that page eight of the minutes should state April 12, 2021.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Minutes of the Regular Board Meeting, held February 22, 2021 be approved as amended.

Carried

(b) **Special Board Meeting – March 1, 2021**

Presented as printed.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Minutes of the Special Board Meeting, held March 1, 2021 be approved.

Carried

(c) **Committee of the Whole Board – March 8, 2021**

Presented as printed.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Minutes of the Committee of the Whole Board Meeting, held March 8, 2021 be approved.

Carried

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

(a) **2020-21 Grand Erie Student Achievement Plan: Success for Every Student – Mid-Year Update**

A. Smith, D. Martins, and L. Thompson presented the 2020-21 Grand Erie Student Achievement Plan: Success for Every Student – Mid-Year Update report. A. Smith noted an amendment on page four, as a title is missing from the chart. The PowerPoint was shared with the Trustees to highlight key points and updates in the report.



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

The multi-year plan goals that were presented in October 2020 are as follows:

- Increase staff understanding of effective instruction and assessment in literacy and numeracy.
- Increase student understanding of effective learning strategies and how to use them.
- Create and promote an enabling environment where all students can participate fully in their education.

Numeracy Overview:

- Our primary and junior students continue to develop reasoning skills through learning opportunities which require the use of a variety of mathematical thinking strategies, tools, and models to solve problems.
- Our system learning goal is to continue to build educator capacity by deepening understanding of number and operational sense in order to recognize and develop these thinking strategies in all learners.
- Program staff have reviewed *Long Range plans* and *Scope and Sequence* resources created by Ministry and other Ontario school boards to inform the creation of a Grand Erie grade 1-8 long range framework.

Numeracy Highlights:

- All elementary schools were assigned as Teacher Consultant and/or Math Facilitator.
- In the 2020-21 school year, professional learning in numeracy has been offered in various formats.
- Twenty-six numeracy-focused (face-to-face and virtual) professional learning sessions have been facilitated for over 300 teachers.
- Knowledgehook and Zorbits are digital tools which have been introduced to primary and junior educators to support assessment for learning.

Next Steps:

- Further refine the Grand Erie long range mathematics framework and accompanying resources to prepare for system launch.
- Identify professional learning needs for educators and administrators related to implementation of the new mathematics curriculum and develop a responsive professional learning plan using a variety of formats and delivery platforms.

Literacy Overview:

- The focus of system support has continued to be on the BIPSAW goal to increase staff understanding of effective instruction and assessment in literacy.
- System staff are collaborating to revise and update the *Grand Erie Literacy Profile*, which outlines evidence-based, effective instruction and assessment practices necessary for developing student literacy skills.



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

Early Years Highlights:

- Virtual workshops for educators included: “new to Kindergarten”, “Taking Math and Literacy Outdoors”, “Effective instructional practices and pedagogical documentation (assessment) in a virtual environment”.
- A pilot project was initiated to increase educator capacity in the use of digital devices to support evidence-based pedagogical approaches in the Kindergarten program.
- Kindergarten Professional Learning Environment created to provide recorded workshops and resources to educators and administrators.

Primary/Junior Highlights:

- After school virtual sessions include: “Exploring the effective use of the Benchmark Assessment System”, “Assessing Student Reading using Digital Resources,” and “How to effectively incorporate the digital resource Literacy Pro Library into a comprehensive Literacy Program.”
- NTIP teachers have also had the opportunity to attend professional learning focusing on implementing a comprehensive literacy program in an elementary classroom.

French as a Second Language Highlights:

- Connecting the 2020 Math Curriculum to Core French.
- Virtual workshops included: “Échos Pro digital resource (instructional strategies)”, GB+ benchmark assessment (assessment for learning and instructional strategies)”, “Je lis, je lis digital resource” and “Provocations to Inspire Conversation in Core French”.
- iPad-Enabled FSL Portfolio Project (cross-panel, Core French).
- OPSBA teacher retention grant: Book Club (Intermediate FI teachers), OPSBA teacher recruitment grant: Laurier Faculty of Education partnership (FSL AQ Part 1).
- Grand Erie FSL AQ (Part 2 & 3).
- Developed and maintaining FSL K-12 PLE.

English Language Learning ELL Highlights:

- ESL/ELD Itinerant team training, OneNote for Itinerant Teachers.
- PowerSchool SIS Plug-in.
- System document created: “The Role of the Itinerant Teacher/ The Role of the Teacher Consultant”.
- Developed and launched the ELL PLE.
- Created four professional video tutorials for common teacher inquiries.
- Over 200 STEP Assessments completed.
- Multilingual books bins distributed for focus schools.
- Multilingual Indigenous Language Learners (MLILL) project.



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

Next Steps:

- Continue to refine the elementary Literacy Profile and develop a responsive professional learning plan to support effective implementation.
- Identify key learnings from the Early Years pilot project focusing on using digital evidence to inform instruction. Use data gathered from educators and facilitators to support future professional learning plan development.
- Review the ELL/ESL model of support to identify areas for growth and enhancement of supports for students and educators.
- Further develop support for FSL teachers to support their learning in student engagement and assessment practices.
- Continue to respond to the ongoing educator and administrator professional learning needs pertaining to knowing their learners' and responding to their individual learning needs.

D. Martins presented key updates on Secondary supports for the system, as observed in the report.

C.A. Sloat stated that both panels spoke about "Apple Education". She inquired about what the goals of this are.

A. Smith advised that last year there was an idea about improving and building capacity for teachers to document learning (in particular Kindergarten). We do this in many ways and we also have students document their learning as well. The use of the iPad is a tool by which to do this. Teachers are able to re-watch again. You can inform your practice in terms of what provocation will be set-up the following day, what questions will be asked, where is a student on the continuum in terms of numeracy skill development, and this is also a way for teachers to collaborate. This is another tool to use for observations. We do not have an agreement with Apple, and they did not receive any of our information or access to any of our data.

L. Munro advised that the Learning Plan Leveraging Digital Plan is coming up in the near future and we will be going into that in further detail. It is a really great example of how we are using digital tools to support the essential practices of the Grand Erie District School Board.

C.A. Sloat inquired about the Secondary Virtual Learning Academy vs. in-class results. Why do we not have this information for elementary? Could this be provided in the future?

D. Martins advised that it would not be beneficial to include all of this data as a regular practice.

C.A. Sloat inquired about the ESL funding. J. Roberto advised that there is a funding formula; however, that would never preclude us in supporting any students depending on what step they are in. We would still ensure that there is support.

C.A. Sloat inquired about what percentage of these students we are funded for. According to the report, we have seven teachers that are doing the work. Do we have enough funding to enhance this or is there a better way to fund this?



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

L. Thompson presented key updates on Special Education, as observed in the report.

C.A. Sloat inquired about whether we have a plan to obtain data.

L. Thompson advised that the number of students engaging in working with our support staff is the data.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the report on Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update as information.

Carried

(b) **Delhi District Secondary School – Gymnasium Fundraising Update**

R. Wyszynski presented the Delhi District Secondary School – Gymnasium Fundraising Update.

The report summarized the following for Trustees:

- Rationale for the new gymnasium addition.
- Short debrief of a February 2020 meeting with local political representatives.
- Conceptual footprint with features that included:
 - 9,000 square foot double-sized gymnasium able to hold a regulation-sized basketball court and two standardized volleyball courts.
 - Fitness room.
 - Demolition of existing multi-purpose room.
- Draft funding that included a plan that would:
 - Set a target of \$2.5 million to be fundraised by March 2022.
 - \$405,000 to \$875,000 allocated from School Renewal funding
 - Ministry approval requirement.
 - Operating plan had to demonstrate cost-neutrality.

C.A. Sloat inquired about whether the memorandum will come to the Board of Trustee for approval. R. Wyszynski advised that this will be brought forward for approval.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Delhi District Secondary School – Gymnasium Fundraising Update report as information.

Carried

(c) **Update to Student Trustee Report**

D. Martins provided an update to the Student Trustee Report.

Keys items discussed are:

- Board Policy P2 – Honouring Indigenous, History, Cultures and Traditions
- Prior Learning Assessment and Recognition (PLAR)



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

- Secondary School Social
- Ohén:ton Karihwatehkwen (Thanksgiving Address)

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the update to Student Trustee Report as information.

Carried

D - 1 **Director's Report**

(a) Director's Highlights:

Kindergarten Registration Promotion:

- Registration continues for the 2021-22 school year. Further to the board's annual plan to promote Kindergarten registration for the upcoming school year, some additions include:
 - To ensure and prepare families for the next school year, the Program team will support schools in providing online resources such as digital welcome activities and instructions on how to host a virtual open house.
 - School Messenger that includes a virtual Kindergarten Registration poster as a reminder to families that may already have a child or children in the school system and/or to encourage them to remind their friends, family and neighbours.
 - The Grand Erie Communications team will facilitate a virtual interview between Director Roberto and current SK students where they discuss advice for this year's Kindergarten class. This video will be posted on the Kindergarten landing page.
 - A refresh of the "What to Expect" electronic document to become interactive and highlight important information for parents and students, packaged in a way that is accessible for children and parents to read together.

Self-Regulation and Well-Being Presentations:

- Dr. Shanker is a world-leading authority on self-regulation and child development. His work was integral to the development of the Ontario Kindergarten Program, particularly in the development of the Self-Regulation and Well-Being frame. Self-regulation is a focus in Grand Erie, aligning with the Multi-Year Plan goal of creating enabling environments where all students can participate fully in their education. This opportunity is provided is on behalf of the Brant Haldimand Norfolk Joint Professional Learning Committee.

Everyday Resiliency in Ever-Changing Times - April 7, 2021:

- The Mental Health and Wellness team invites you to attend the virtual event, Everyday Resiliency in Ever-Changing Times, presented by Dr. Robyne Hanley-Dafoe. This interactive and engaging presentation will inform participants about the Five Pillars of Resiliency, regain a sense of order in ever-changing times, and learn how to establish new daily routines to increase productivity and decrease anxiety.



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

The presentation on Everyday Resiliency is inspirational, practical, and timely, and will help participants regain a sense of order in everchanging times.

Cultural Competency Learning Plan:

- In line with Grand Erie's mandate, Success for Every Student, the Indigenous Education team has created a Cultural Competency training plan with the goal of affecting positive change for Indigenous and non-Indigenous students of the board. This cultural competency training plan will provide the opportunity for Grand Erie staff at all levels to acquire better understandings around the lived realities of the local Indigenous communities both on and off-reserve. This training involves a series of six workshops, facilitated by Indigenous leaders, experts from the local Indigenous community, and the Indigenous Education team.

A video is shared with Trustees regarding TeachTown. In the video, Austin is working on TeachTown, a computer-based program we are implementing in some of our self-contained classrooms for students with Autism or Intellectual Disabilities. TeachTown supports student skill development and cognitive abilities by providing them with a variety of tasks and consistent reinforcement. This video was created by our Teacher Consultant for Intellectual Disabilities, Carrie Sawicki.

Committee Meetings:

- We have a process in place that will allow all Trustees the opportunity to participate or listen in on Committee Meetings. All meetings that are held through Microsoft Teams will be added to Trustees' calendars. As a guest, you are watching and listening in on the meeting. Typically, guests will have their camera off and microphone muted.

D. Dean inquired about the Document Management System that was presented and being implemented. Could some of this funding go to the Menstrual Equity (ME) Project.

R. Wyszynski stated that The Excellence in Administration Education funding has already been applied for. The Document Management System will lead to more efficiencies in our Board.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of March 29, 2021 as information.

Carried

(b) **Leading and Learning in the Pandemic**

J. Roberto advised that we will be providing an update with respect to rapid testing. We are hoping to aim for April 10, 2021. We have a new vendor that we are working with. Additional information will be shared as it becomes available.

E - 1 **Student Trustees' Report**

Nil



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

F - 1 Committee Report

(a) Committee of the Whole Board – March 8, 2021

The Committee of the Whole Board Report is presented as printed.

C.A. Sloat requested the motion regarding the completion of the Interim Director's Performance Appraisal was included.

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approved the recommendations from the March 8, 2021 Committee of the Whole Board Meeting as amended.

Carried

G - 1 New Business

(a) Major Construction Project Report

R. Wyszynski presented the Major Construction Project Report.

Moved by: S. Gibson

Seconded by: D. Dean

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

Carried

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the use of up to \$474,245 from its Proceeds of Disposition reserves to support the funding plan for Mapleview Elementary School.

Carried

(b) Quarterly Budget Report

R. Wyszynski presented a summary of the Quarterly Budget Report.

R. Collver requested clarification regarding the education service agreement and underfunding. If we did not have the enrollment, do we still have the cost.

R. Wyszynski advised that typically there is not a lot of cost that we can cut back. Our financing prides itself on ensuring that it is staying on top of where cost pressures exist, but also areas of savings.



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

Moved by: T. Waldschmidt

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the six months ended February 28, 2021 as information.

Carried

(c) **Contract Award - Roof Rehabilitation at McKinnon Park Secondary School**

R. Wyszynski presented the Contract Award – Roof Rehabilitation at McKinnon Park Secondary School as printed.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the contract award for the roof rehabilitation project at McKinnon Park Secondary School to BML Roofing Systems Inc. in the amount of \$1,737,071 plus HST.

Carried

(d) **Roof Rehabilitation at Echo Place School**

R. Wyszynski presented the Roof Rehabilitation at Echo Place School as printed.

Moved by: T. Waldschmidt

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at Echo Place School from Roque Roofing Inc. in the amount of \$504,835 plus HST.

Carried

(e) **Roof Rehabilitation at Pauline Johnson Collegiate and Vocational School**

R. Wyszynski presented the Roof Rehabilitation at Pauline Johnson Collegiate and Vocational School as printed.

Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at Pauline Johnson Collegiate and Vocational School from Atlantic Roofers Ontario Ltd. in the amount of \$771,300 plus HST.

Carried

(f) **Roof Rehabilitation at River Heights School**

R. Wyszynski presented the Roof Rehabilitation at River Heights School as printed.

Moved by: J. Richardson

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at River Heights School from Atlas-Apex Roofing Inc. in the amount of \$599,902 plus HST.

Carried



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

H - 1 Other Business

(a) **Summary of Accounts – February 2021**

R. Wyszynski presented the Summary of Accounts – February 2021 as printed.

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of February 2021 in the amount of \$17,256,932.84 as information.

Carried

(b) **Special Education Advisory Committee Minutes – January 21, 2021**

L. Thompson presented the Special Education Advisory Committee minutes as printed.

Moved by: T. Waldschmidt

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Special Education Advisory Committee minutes of January 21, 2021 as information.

Carried

(c) **Native Advisory Committee Minutes – February 11, 2021**

D. Martins presented the Native Advisory Committee minutes as printed.

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Native Advisory Committee minutes of February 11, 2021 as information.

Carried

(d) **Joint Occupational Health and Safety Committee Minutes – February 18, 2021**

R. Wyszynski presented the Joint Occupational Health and Safety Minutes as printed.

Moved by: D. Werden

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee minutes of February 18, 2021 as information.

Carried

(e) **Indigenous Education Advisory Committee minutes – February 10, 2021**

D. Martins presented the Indigenous Education Advisory Committee minutes as printed.

Moved by: C. VanEvery-Albert

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Indigenous Education Advisory Committee minutes of February 10, 2021 as information.

Carried



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

(f) **Grand Erie Parent Involvement Committee minutes – March 4, 2021**

J. Roberto presented the Grand Erie Involvement Committee minutes as printed.

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement committee minutes of March 4, 2021 as information.

Carried

(g) **Student Transportation Services Brant Haldimand Norfolk – February 23, 2021**

R. Wyszynski presented the Student Transportation Services Brant Haldimand Norfolk minutes as printed.

C.A. Sloat inquired about the claw back of savings.

R. Wyszynski advised that this was in our Q2 report.

C.A. Sloat inquired about the bus application. Are there places to save money? R. Wyszynski stated that the 2021-22 budget for transportation can be brought to the Board of Trustees in more detail if requested.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Student Transportation Services Brant Haldimand Norfolk minutes of February 23, 2021.

Carried

I - 1 **Correspondence**

A letter from the Toronto Catholic District School Board was shared with the Trustees for information.

Moved by: T. Waldschmidt

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the letter from the Toronto Catholic District School Board as information.

Carried

J - 1 **Back In-Camera**

Moved by: D. Werden

Seconded by: S. Gibson

THAT the Board move back into the In-Camera Session at 9:39 p.m.

Carried

K - 1 **In-Camera Report**



Regular Board Meeting

Monday, March 29, 2021

MS Teams (Virtual)

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board accepts the resignation of Superintendent of Education, Denise Martins for the purpose of retirement, effective September 30, 2021, with regret.

Carried

Moved by: R. Collver

Seconded by: T. Waldschmidt

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

Carried

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board direct the Chair of the Board to write a letter to the Minister expressing the need to support the two business cases being submitted for Simcoe.

Carried

Moved by: T. Waldschmidt

Seconded by: E. Dixon

THAT the Grand Erie District School Board ratify the Collective Agreement Settlement on local terms between the Grand Erie District School Board and OSSTF Professional Student Services Personnel, for the period September 1, 2019 up to and including August 31, 2022.

Carried

L - 1 **Adjournment**

Moved by: T. Waldschmidt

Seconded by: S. Gibson

THAT the meeting be adjourned at 10:46 p.m.

Carried

Board Chair, G. Anderson



Committee of the Whole Board Meeting

Tuesday, April 6, 2021
MS Teams (Virtual)

MINUTES

Present: T. Waldschmidt – Committee Vice-Chair, G. Anderson, R. Collver, E. Dixon, B. Doyle, S. Gibson J. Richardson, C.A. Sloat, C. VanEvery-Albert, D. Werden

Administration: Director – J. Roberto; Superintendents – W. Baker, D. Martins, L. Munro, S. Sincerbox, A. Smith, L. Thompson, R. Wyszynski; Recording Secretary – K. Giannini

Regrets:

Trustees: D. Dean, Z. Garbaty (Student Trustee), A. Burtis (Student Trustee), I Doxtador-Swamp (Student Trustee)

Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Vice-Chair, T. Waldschmidt at 6:32 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Board move into In Camera Session to discuss personnel and legal matters at 6:33 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Vice-Chair, T. Waldschmidt at 7:16 p.m.

(e) Agenda Additions/Deletions/Approval

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Agenda be approved.

Carried



Committee of the Whole Board Meeting

Tuesday, April 6, 2021

MS Teams (Virtual)

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

Nil

C - 1 Director's Report

(a) Directors Highlights

Grand Erie Parent Involvement Committee (GEPIC):

- Thank you to Piyali Bagchee, Rachel Gee and Katherine Boyle for their GEPIC presentation focusing on mental health and wellbeing supports in Grand Erie. The programs, strategies and most importantly the stories shared were meaningful and hopeful. We must continue to celebrate the work all of you are leading. Thank you for positively impacting staff and students across Grand Erie with resilience, gratitude, and many acts of kindness. We might not see it, but the support continues to make a difference.
- The "How to be an Ally for Marginalized Students" GEPIC speaker series session will take place on Thursday, April 8, 2021. This will be presented by Christine Bibby, Safe and Inclusive Schools Lead.

Spotlight on Culture of Learning:

- Grand Erie welcomes Dr. Robyne Hanley-Dafoe's an inspiration speaker who will introduce her "Five Pillars of Resiliency", and shares strategies to help foster each pillar in ourselves and others based on research-informed best practices and real-world applications. Thank you to NTIP for hosting this event.
- The session begins at 2:45 p.m. on April 7, 2021.

B. Doyle requested a final session with Nouman Ashraf.

The Board of Trustees agree to schedule a session with Nouman Ashraf.

Learning and Leading in the Pandemic

Our media release went out today with respect to asymptomatic testing. There is a schedule that will continue moving forward regarding locations, with our coterminous board.

D - 1 New Business – Action/Decision Item

(a) International Students – Fee Structure

R. Wyszynski presented the International Students – Fee Structure report.

It is recommended that a fee structure for international students be developed to ensure that additional supports required for these students are considered and funded without



Committee of the Whole Board Meeting

Tuesday, April 6, 2021

MS Teams (Virtual)

redirecting resources from the funding provided by the Ministry for the pupils of the Board. The \$275 nonrefundable portion of the fee provides some revenue to offset the costs of administrative support to prepare the required letters of acceptance for applicants. Additional costs to provide English as a Second Language (ESL), initial assessments and other required supports for international students have been considered when setting the fees. With Board approval, these rates would be posted on our website and would be implemented for September 1, 2021.

R. Collver requested clarification on whether out-of-province students are classified as international students. R. Wyszynski advised that out-of-province students are charged the base fee. International students are considered outside of Canada.

Moved by: G. Anderson

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the 2021-22 Tuition Fees for International Students.

Carried

D – 2 New Business – Information Items

(a) eLearning Annual Report

D. Martins presented a high-level overview of the eLearning Annual Report.

C. VanEvery-Albert inquired about whether e-courses are also offered face-to-face in schools.

D. Martins advised that e-learning is outside of the classroom, facilitated by teachers. This is a completely asynchronous model, which means that there is time and distance between the teacher and the student.

C. VanEvery-Albert stated that the success rate for asynchronous learning is excellent and wondered if there was a comparison to in-person learning.

D. Martins advised that there is no comparison in this model at this time.

S. Gibson inquired about whether students are aware ahead of time that there are devices available to them.

D. Martin advised that the majority of our students do have access to devices. For those that do not, we have those devices available in our libraries and in common areas.



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C.A. Sloat inquired about the joint American History and Introduction to Anthropology course. The class sizes appear to be very small. Does that affect what is available or the budget when running such a small class-size?

D. Martins advised that it provides students with the opportunity to learn additional material.

R. Collver congratulated D. Martins on the success rate.

Moved by: C.A. Sloat

Seconded by: S. Gibson

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

Carried

(b) **Before & After School Programs Kindergarten – Grade 6, 2021-22**

A. Smith presented the Before and After School Programs (Kindergarten to Grade 6 – 2021-22) report. Updates will be presented to the Board as they become available from the Ministry.

R. Collver inquired about the shortage of Early Childhood Educators and trying to balance those priorities. Are we meeting the needs of our families across the Board?

A. Smith advised that we have covered the needs and the shortage is just an ongoing issue that we are balancing. We will have more information when this survey comes back next week.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the report on Before and After School Programs 2021-22 as information.

Carried

(c) **Learning Plan Leveraging Digital Update**

L. Munro provided a summary of the Learning Plan Leveraging Digital Update report.

Spring 2021 ongoing committee meetings are scheduled with a focus on Learning Resource, Professional Learning, and Monitoring and Evaluation working groups along with the ongoing implementation and collaboration and to ensure that this plan is reflected in the multi-year strategic plan and incorporated into our BIPSAW and annual operating plan moving forward.



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C.A. Sloat inquired about the computers that were ordered on February 11, 2021.

L. Munro advised that the devices have not been delivered at this time.

R. Collver inquired about what is being monitoring and evaluating.

L. Munro advised that we are still pulling together the fine details of the plan.

Moved by: E. Dixon

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Learning Plan Leveraging Digital 2021 Board Report as information.

Carried

(d) **Trustee's Travel and PD Expenses Report**

R. Wyszynski presented the Trustees' Travel and PD Expenses Report. This encompasses expenses from September through February 28, 2021.

R. Collver inquired about whether travel and mileage are strictly travel. R. Wyszynski advised that this includes parking and other travel expenses.

S. Gibson requested calendar reminders for Trustees to submit expenses.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Trustee's Travel and PD Expenses Report as information.

Carried

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

(a) **P01 Special Education Guiding Principals**

L. Thompson presented P01 Special Education Guiding Principals as printed. The policy has been updated and will be forwarded to appropriate stakeholders for comments.

Moved by: R. Collver

Seconded by: S. Gibson

THAT the Grand Erie District School Board forward Policy P01 Special Education Guiding Principles to all appropriate stakeholders for comments to be received by May 27, 2021.

Carried



Committee of the Whole Board Meeting

Tuesday, April 6, 2021
MS Teams (Virtual)

E – 2 Procedure Consideration – Information Items

(a) **F104 Advertising**

J. Roberto presented F104 Advertising as printed.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Procedure F104 Advertising to all appropriate stakeholders for comments to be received by May 27, 2021.

Carried

(b) **HR109 Offence Declaration**

S. Sincerbox presented HR109 Offence Declaration as printed.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Procedure HR109 Offence Declaration to all appropriate stakeholders for comments to be received by May 27, 2021.

Carried

(c) **SO126 Volunteers**

J. Roberto presented SO126 Volunteers as printed.

Moved by: S. Gibson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Procedure SO126 Volunteers to all appropriate stakeholders for comments to be received by May 27, 2021.

Carried

(d) **P108 Secondary Programs of Choice**

D. Martins presented the new procedure, P108 Secondary Program of Choice as printed.

Moved by: E. Dixon

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board forward Procedure P108 Secondary Programs of Choice to all appropriate stakeholders for comments to be received by May 27, 2021.

Carried

F - 1 Other Business

(a) **OPSBA Report**

Nil



Committee of the Whole Board Meeting

Tuesday, April 6, 2021

MS Teams (Virtual)

G - 1 Correspondence

(a) Letter of Support – Personal Support Worker Program

R. Collver stated that this is a great letter regarding the Personal Support Worker Program.

R. Collver requests that MPP Toby Barrett also be included in the letter. We have been able to run the Personal Support Worker Program in Norfolk in the past. It is also recommended that the Minister of Colleges and Universities should be included in this letter.

D. Werden expressed that this is a good letter as a starting point. This letter should be addressed to the Minister of Colleges and Universities. Local MPPs, the Minister of Education and OPSBA should also be copied in this letter.

C.A. Sloat commented that OPSBA has a way of forwarding all correspondence to Boards.

This letter will be signed by the Chair of the Board.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the Letter of Support – for the Personal Support Worker Program.

Carried

(b) Correspondence from Waterloo Region District School Board

Correspondence is reviewed by the Board of Trustees.

H - 1 Adjournment

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the meeting be adjourned at 8:20 p.m.

Carried

Committee of the Whole Board Vice-Chair, T. Waldschmidt



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Thomas Waldschmidt, Vice-Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: April 26, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the April 6, 2021 Committee of the Whole Board meeting as follows:

1. **International Students – Fee Structure**
THAT the Grand Erie District School Board approve the 2021-22 Tuition Fees for International Students.
2. **eLearning Annual Report**
THAT the Grand Erie District School Board receive the eLearning Annual Report as information.
3. **Before & After School Programs Kindergarten – Grade 6, 2021-22**
THAT the Grand Erie District School Board receive the report on Before and After School Programs 2021-22 as information.
4. **Learning Plan Leveraging Digital Plan**
THAT the Grand Erie District School Board receive the Learning Plan Leveraging Digital 2021 Board Report as information.
5. **Trustees' Travel and PD Expenses Report**
THAT the Grand Erie District School Board receive the Trustee's Travel and PD Expenses Report as information.
6. **P01 Special Education Guiding Principals**
THAT the Grand Erie District School Board forward Policy P01 Special Education Guiding Principles to all appropriate stakeholders for comments to be received by May 27, 2021.
7. **F104 Advertising**
THAT the Grand Erie District School Board forward Procedure F104 Advertising to all appropriate stakeholders for comments to be received by May 27, 2021.
8. **HR109 Offence Declaration**
THAT the Grand Erie District School Board forward Procedure HR109 Offence Declaration to all appropriate stakeholders for comments to be received by May 27, 2021.
9. **SO126 Volunteers**
THAT the Grand Erie District School Board forward Procedure SO126 Volunteers to all appropriate stakeholders for comments to be received by May 27, 2021.

10. P108 Secondary School Programs of Choice

THAT the Grand Erie District School Board forward Procedure P108 Secondary Programs of Choice to all appropriate stakeholders for comments to be received by May 27, 2021.

11. Letter of Support – Personal Support Worker Program

THAT the Grand Erie District School Board approve the Letter of Support – for the Personal Support Worker Program.

Respectfully submitted,

Thomas Waldschmidt, Vice-Chair
Committee of the Whole Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment Update Report**
DATE: April 26, 2021

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

Background

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

Additional Information

The attached report contains the following data:

- Original enrolment projections for budget
- Preliminary enrolment reported on September 30, 2020
- Draft enrolment reported on October 31, 2020
- Draft enrolment reported on March 31, 2021
 - Note: the draft enrolment for the purposes of this report is very preliminary. Reconciliation issues continue to exist with the manner in which quadesters are created and managed in the enrolment management system. As such, users of this information should be cautious as the data has not been finalized and could be subject to significant revisions.
- Graph illustrating four years of actual enrolment history plus the draft projection for the current year.

Grand Erie District School Board Enrolment Trends						
	Enrolment History					Change over 2019-20
	2016-17	2017-18	2018-19	2019-20	2020-21	
Elementary	17,552.00	17,724.00	17,879.00	18,379.60	17,901.50	(478.10)
Secondary	8,455.50	8,289.91	8,055.53	7,743.70	7,532.73	(210.97)
Secondary ADE	26,007.50	26,013.91	25,934.53	26,123.30	25,434.23	(689.07)

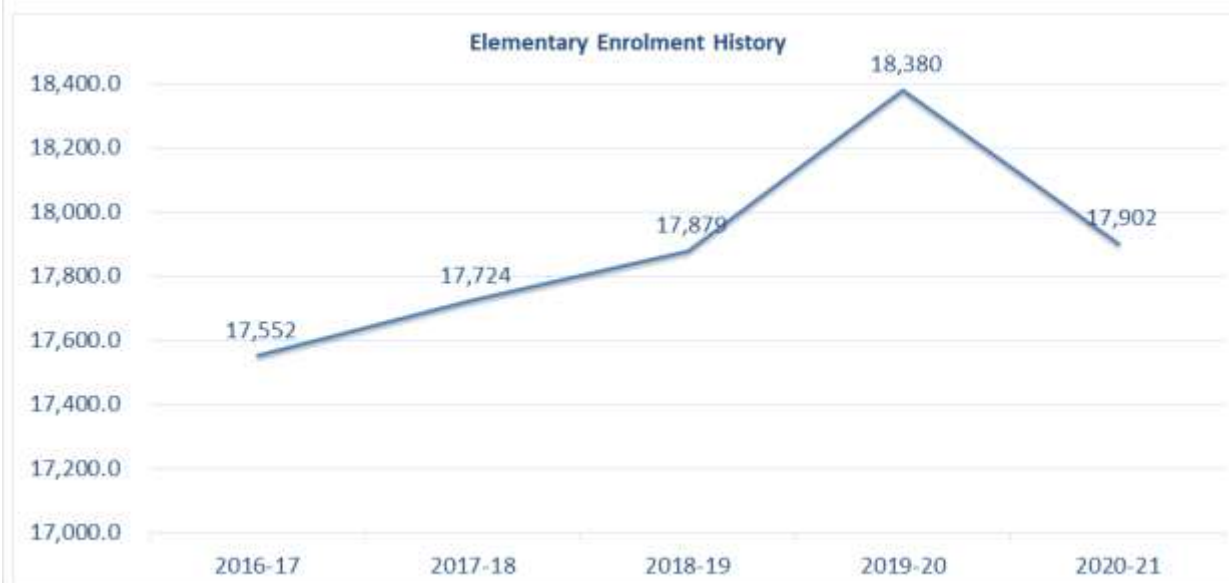
Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board 2020-21 Elementary Enrolment Update

	Enrolment History					Change over 2019-20
	2016-17	2017-18	2018-19	2019-20	2020-21	
JK/SK	3,380.0	3,407.0	3,362.5	3,564.8	3,261.5	(303.3)
Grade 1-3	5,292.0	5,371.0	5,379.0	5,385.0	5,308.0	(77.0)
Grade 4-8	8,558.0	8,629.0	8,808.0	9,111.8	9,120.5	8.7
Special Education (Ungraded)	322.0	317.0	329.5	318.0	211.5	(106.5)
Elementary ADE	17,552.0	17,724.0	17,879.0	18,379.6	17,901.5	(478.1)

	2020-21 Enrolment					Change over Budget
	Budget	Sept. 13 '20	Sept. 30 '20	Oct. 31 '20	Mar. 31 '21	
JK/SK	3,522.0	-	3,297.0	3,257.0	3,266.0	(260.5)
Grade 1-3	5,363.0	-	5,349.0	5,280.0	5,336.0	(55.0)
Grade 4-8	9,121.0	-	9,314.0	9,084.0	9,157.0	(0.5)
Special Education (Ungraded)	197.0	-	211.5	217.0	206.0	14.5
Elementary ADE	18,203.0	-	18,171.5	17,838.0	17,965.0	(301.5)



**Grand Erie District School Board
2020-21 Secondary Enrolment Update**

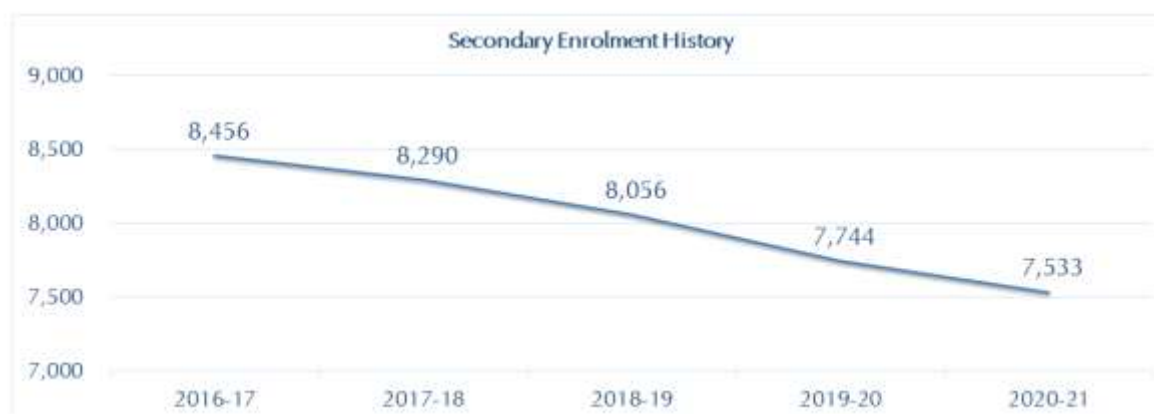
	Enrolment History					Change over 2019-20
	2016-17	2017-18	2018-19	2019-20	2020-21	
Pupils of the Board - Regular	7,850.84	7,692.52	7,523.95	7,229.70	7,106.67	(123.03)
Pupils of the Board - High Credit	66.16	44.77	45.70	38.00	15.00	(23.00)
Students on an Education Service Agreement	538.50	552.63	485.88	476.00	411.06	(64.94)
Secondary ADE	8,455.50	8,289.91	8,055.53	7,743.70	7,532.73	(210.97)

	2020-21 Enrolment					Change over Budget
	Budget	Sept. 13 '20	Sept. 30 '20	Oct. 31 '20	Mar. 31 '21	
Pupils of the Board - Regular Oct. 31	7,199.00	-	7,104.12	7,406.25	7,406.25	207.25
Pupils of the Board - Regular Mar. 31	6,902.00	-	6,748.91	7,035.94	6,807.09	(94.91)
Pupils of the Board - Regular ADE	7,050.50	-	6,926.52	7,221.09	7,106.67	56.17

Pupils of the Board - High Credit Oct. 31	16.00	-	-	-	-	(16.00)
Pupils of the Board - High Credit Mar. 31	58.00	-	-	-	30.00	(28.00)
Pupils of the Board - High Credit ADE	37.00	-	-	-	15.00	(22.00)

Education Service Agreement Students Oct. 31	476.00	-	435.27	437.75	437.75	(38.25)
Education Service Agreement Students Mar. 31	445.00	-	415.25	417.61	384.37	(60.63)
Education Service Agreement Students ADE	460.50	-	425.26	427.68	411.06	(49.44)

Total FTE - October 31, 2019	7,691.00	-	7,539.39	7,844.00	7,844.00	153.00
Total FTE - March 31, 2020	7,405.00	-	7,164.16	7,453.55	7,221.46	(183.54)
Secondary ADE	7,548.00	-	7,351.78	7,648.78	7,532.73	(15.27)





GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Capital Priorities Project Funding Submissions**
DATE: April 26, 2021

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

Background

The recently released Ministry memorandum 2021: B05 *Launch of 2021-22 Capital Priorities Program (CPP)*, including *Child Care Capital Funding* calls on Boards to submit business cases identifying their urgent pupil accommodation needs.

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

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

Capital Priority Submission Highlights/Summary Points

- The submission deadline for all capital funding requests is May 21, 2021
- The 2021-22 Capital Priorities projects are expected to be completed and open no later than the 2024-25 school year.
- School boards have an opportunity to request childcare capital funding for Capital Priorities projects, if the local Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- Based on recommendations from the LEAN Review of the Capital Approval Process to enhance efficiencies, school boards will have the option to submit a facility space template for ministry approval as part of the funding request; however, it will only be eligible for new school build projects.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The Ministry will work with those boards to further develop those opportunities as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- School boards will have the opportunity to submit up to 10 of their most high and urgent Capital Priorities for ministry funding consideration

Priority Recommendations

Guided by the Board's Long-Term Accommodation Plan - March 2017, discussions with the Board's Quality Accommodation Committee and analysis on the capacities of school and local housing development, Senior Administration is recommending that business cases be submitted for the following projects:

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

- A new joint elementary school to be a co-build with the Brant Haldimand Norfolk Catholic District School Board to serve the new Avalon (McClung Road) development in Caledonia. The most recent boundary review for this area has students from this development attending Caledonia Centennial until the new joint school is approved and constructed.
- The Grand Erie submission would include three childcare rooms as part of the new construction.
- The proposed joint-use school could also see a partnership with Haldimand County to offer shared recreational and parkland space on the proposed site.
- Both boards would be considering the Walter Gretzky Elementary/St. Basil Elementary project as a potential for a repeat design.
- This will be the 3rd time that Grand Erie will be submitting for this project.

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

- A new elementary school to consolidate the enrolment at Elgin Avenue PS and West Lynn PS. This would result in a new school to be built on the existing Elgin Avenue site. The old school would be demolished.
- Four childcare rooms would be included as part of the new construction.
- This project will look at Grand Erie's most recent design, Maplevue Elementary School in Dunnville, to see if efficiencies in the design or procurement stage of the project can yield savings.
- West Lynn would be closed and sold once the new school is constructed.
- A modular construction method will be investigated and considered.
- The Board is currently working on a Phase 1 Environmental Site Assessment to determine any possible soil contaminants for this site.

Priority Three – Relocatable Classroom Module (RCM) Addition to Waterford PS as follows:

- 8-room RCM addition onto Waterford Public School to accommodate increased enrolment from new development in Waterford
- Students would not require temporary accommodations plans for the installation period.
- An RCM addition would mitigate the need for a boundary adjustment and would allow Waterford families to remain in Waterford.

Priority Four – Renovation to West Lynn Public School as follows:

- A 13-room addition onto West Lynn Public School to accommodate the enrolment from Elgin Avenue Public School as well as building code upgrades to the older section of the school. There is an existing 6 classroom RCM that will need to be demolished as part of the new addition.
- Students would not require temporary accommodation plans for the construction period.
- Land acquisition would be required to provide an appropriate amount of outdoor space for the increased enrolment
- A Pupil Accommodation Review (PAR) would be required to consolidate Elgin Avenue PS enrolment into West Lynn PS, however the current moratorium on PARs is still in place and would require Ministerial approval to proceed.
- Four childcare rooms would be included as part of the new construction.

- Elgin Avenue PS would be closed and sold once the addition and renovation is completed at West Lynn PS.
- Would remove temporary accommodation spaces (portables) to increase outdoor space to accommodate increased enrolment.
- Portables, where condition permits, can be re-distributed to the rest of system.

The four business cases outlined above are in the process of being been developed and, pending Board approval, will be submitted prior to the May 21, 2021 Ministry deadline.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Contract Award - Unit Ventilator Installation at Greenbrier Public School**
DATE: April 26, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the contract for the unit ventilator installation project at Greenbrier Public School from **AIM Industrial Inc** in the amount of \$524,115 plus HST.

Background

The Board issued Tender 2021-29-T on March 15, 2021, for a unit ventilator installation at Greenbrier Public School, with a closing date of April 15, 2021. The scope of the project focuses on the installation of twelve (12) unit ventilators.

One (1) bid was received from a prequalified mechanical contractor and the result is listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
AIM Industrial Inc.	\$524,115

Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **AIM Industrial Inc.** being the only Bidder for the Stipulate Bid Price.

This funding for this project is being supported by the recently announced COVID-19 Resiliency Infrastructure Fund, which will support ventilation projects that improve air quality in classrooms across the province. Projects include HVAC renovations to improve air quality, installing water bottle refilling stations to improve access to safe drinking water, investing in network and broadband infrastructure to support remote learning, and space reconfigurations such as new walls and doors to enhance physical distancing.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Borrowing Bylaw 31 – Bridge Financing – SW Brantford Elementary School**
DATE: April 26, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Borrowing Bylaw 31 – Bridge Financing – SW Brantford Elementary School.</p>

Background

Borrowing Bylaw 31 – Bridge Financing – SW Brantford Elementary School is presented for Board approval to establish interim borrowing facilities up to a maximum of \$16,270,000 to finance the construction of the South West Brantford Elementary School pending the receipt of a direct capital grant from the Ministry of Education upon completion of the project. Ministry capital expenditure approval for this project is \$16,270,000.

Proposed Financing:

A Borrowing Facility has been established with the Royal Bank of Canada. Once complete this facility will be repaid by direct capital funding from the Ministry of Education.

The proposed bylaw is attached.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



BYLAW

BL31

Borrowing Bylaw re: Bridge Financing – SW Brantford Elementary School

Board Received: April 2021 Review Date: Until maturity
(December 29, 2023)

Terms of the Facility

The signing authorities of the Board are authorized to enter into a Letter of Agreement with the Royal Bank of Canada re: Bridge financing for the construction of the South West Brantford Elementary School pending the receipt of a direct capital funding from the Ministry of Education upon completion of the project.

Credit Facility \$16,270,000 non-revolving term facility, by way of Bankers' Acceptances

Repayment Borrowings under this facility are repayable when replaced by receipt of direct capital funding from the Ministry of Education.

Interest Rate Banker's acceptance rate plus an acceptance fee of 0.75% per annum.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **Workforce Report**
DATE: April 26, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Workforce Report with data as of March 31, 2021.</p>

Rationale/Background

- 1.0 The Board receives information three times a school year – November, February, and April - that provides totals by employee group/position, relative to the budget. The Report also includes retirement and resignation names.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)

GRAND ERIE DISTRICT SCHOOL BOARD

WORKFORCE REPORT 2020-2021

		Budget	Funding	Oct 31/20	Jan 31/21	Mar 31/21
			Adjustments			
1	Supervisory Officers	8.00		8.00	8.00	8.00
2	Consultants & Coordinators - Elementary	26.00	-1.00	25.00	25.00	25.00
3	Consultants & Coordinators - Secondary	7.00	1.00	8.00	8.00	8.00
4	Principal Leaders - Elementary	3.00		3.00	3.00	3.00
5	Principal Leaders - Secondary	1.00		1.00	1.00	1.00
6	Principals & Vice-Principals – Elementary	73.00		73.00	73.00	73.00
7	Principals & Vice-Principals – Secondary	30.50		30.50	30.50	30.50
8	Teachers – Elementary	1100.50	-8.50	1100.50	1100.50	1092.00
9	Teachers – Secondary	524.17	23.50	570.00	554.00	541.33
10	Psycho-Educational Consultants	7.00		7.00	7.00	7.00
11	Speech Pathologists	7.00		7.00	7.00	7.00
12	Social Workers	7.00	2.5	9.50	9.50	9.50
13	Child and Youth Workers	17.00	1.00	18.00	18.00	18.00
14	Attendance Counsellors	7.00	0.5	7.50	7.50	7.50
15	Behaviour Counsellors	7.00		7.00	7.00	7.00
16	Communicative Disorders Assistants	7.00		7.00	7.00	7.00
17	Educational Assistants	301.50	17.00	319.50	319.50	318.50
18	Educational Assistants - Indigenous	9.00		9.00	9.00	9.00
19	Other EA Funding	21.50	1.00	22.50	22.50	22.50
20	Library Technicians	12.79		11.73	11.73	11.73
21	Elementary Clerical	74.50	1.00	75.50	75.50	75.50
22	Secondary Clerical	47.00	1.00	48.00	48.00	48.00
23	Support Centre, Service Dept, Clerical/Technical	61.00	1.00	61.00	62.00	62.00
24	Non-Union	50.00	3.00	50.00	52.00	53.00
25	Early Childhood Educators	124.00	1.00	125.00	125.00	125.00
26	Plant Operations & Maintenance	192.13	7.23	199.36	199.36	199.36
27	Food Services	6.00		6.00	6.00	6.00
28	Transportation	6.00		6.00	6.00	6.00
29	Noon-Period Supervisors	34.90	43.20	75.15	78.10	78.10
	TOTAL	2772.49	94.43	2890.74	2880.69	2859.52

Resignations/Retirements			L. Almeida	J. Aikens	J. Galbraith
			J. Boyer	J. Bartlett	J. Gardner
			D. Collin	C. Bates	D. Hilgartner
			T. Govedarica	A. Beecraft	K. Houston
			R. Hill	J. Breedyk	D. Howey
			G. Hunter	A. Bush	K. Hunter
			R. Knuckle	J. Daniel	S. Jokic
			K. Mannen	L. De Vos	C. Kirk
			D. McCoy	J. DeFreyne	D. Kirkwood
			J. Mulholland	T. Dymont	J. McIntosh
			D. Murray	S. Hadow	K. Millar
			T. Nurse	B. Hazlewood	S. Nicholson
			W. Schaffels	L. Henson	S. Osborne
			J. Shantz	M. Herczeg	D. Powell
			W. Shull	J. Herron	T. Root
			I. Smith	J. Hewson	B. Roswell
			J. Tanaszczuk	J. Hill	S. Simms
			A. Vanderlee	J. Hodgson	N. Toic
			M. Volgelzang	M. Kline	A. Urquhart
				S. LeGros	
				M. Maracle	
				E. Melfi	
				C. Miles	
				L. Moerman	

GRAND ERIE DISTRICT SCHOOL BOARD

WORKFORCE REPORT 2020-2021

			J. Neal	
			D. Neumann	
			D. Nixon	
			T. Papadopoulos	
			M. Sangarapillai	
			J. Schonberger	
			C. Shaheen	
			R. Sharpe	
			D. Shaver	
			V. Slawich	
			R. Werger	

Elementary Occasional - Qualified		314.00	322.00	336.00
Elementary Occasional - Unqualified		0.00	20.00	27.00
Secondary Occasional - Qualified		224.00	199.00	193.00
Secondary Occasional - Unqualified		1.00	1.00	1.00
Clerical/Technical - Casual		42.00	33.00	40.00
Educational Assistants - Casual		76.00	70.00	60.00
Casual Caretakers		41.00	42.00	36.00
Casual ECE		57.00	56.00	49.00



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – March 2021**
DATE: April 26, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of **March 2021** in the amount of \$16,082,644.12 as information.

Rationale/Background

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



MINUTES

1.0 Roll Call

Employer Representatives:

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

Employee Representatives:

Bruce Hazlewood	Secondary Occasional Teachers
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Elizabeth Armstrong	CUPE Clerical/Technical (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member) (Chair)
Denise Kelly	CUPE Facility Services (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
John Henderson	Secondary Teachers
Katie Hashimoto	Non-Union
Laura Adlington	Professional Student Services Personnel (certified Member)

Resource:

Bill Jarvis	Health and Safety Officer
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Recording Secretary:

Hilary Sutton	Health and Safety Officer
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Regrets

Nancy Hondula	CUPE Educational Assistants (Certified Member)
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2.0 Minutes of Last Meeting

The minutes of the February 2021 meeting were reviewed.

3.0 Approval of Last Meeting Minutes (February 18, 2021)

The minutes of the February 2021 meeting were approved with minor formatting changes.

4.0 Agenda Additions

- 4.1 6.2 SBCI Health and Safety Annual Report – 2019-2020
- 6.3 Mental Injury/Mental Health
- 6.4 Ergonomics Program
- 6.5 Winter Maintenance

5.0 Unfinished Business – Discussion

5.a Covid-19 Updates

The Division Manager of Operations and Health and Safety provided information on draft plans for asymptomatic testing for staff and students.



Joint Occupational Health and Safety Committee

H-1-b

March 11, 2021
Online Teams Meeting

A concern was raised by members of the committee in regard to personal protective equipment compliance and fatigue. Workers are starting to become lax when wearing their board provided personal protective equipment. The Health and Safety Department will send out a reminder to all staff on when and what personal protective equipment must be worn in Board locations. The Division Manager of Operations and Health and Safety reminded the committee that failure to follow PPE protocols can result in personal fines of \$750 issued by the Ministry of Labour Inspectors

A concern was raised by a member of the committee in regard to Covid-19 protocols for school buses. The Manager of Transportation informed the committee that due to many students requiring transportation and a limited number of buses, buses are often split between multiple schools. The Public Health units have been made aware of the school bus occupancies and have approved this process. PPE protocol requires all bus occupants to wear PPE during transportation, unless they have a mask exemption.

5.1 Workplace Violence Reporting

November 2020: A committee member brought forward a concern regarding the completion of Workplace Violence Forms. She indicated that some staff do not understand the purpose of the forms or find them to lengthy to complete. The Division Manager of Operations and Health and Safety indicated that the Workplace Violence Form was developed with input from the Unions, Ministry of Labour and Ministry of Education. The worker committee group indicated they will continue to look into options to streamline the reporting process and present it to the JOHSC committee as a whole. This item will remain on the next agenda.

December 2020: Not all worker members were present at the December meeting. The committee will continue to work towards ideas about streamlining the process at the January meeting. This item will remain on the next agenda.

January 2021: The worker members of the committee decided to table this discussion until after all workers return to their work locations. This item will remain on the next agenda.

February 2021: The worker members of the committee expressed concerns regarding the workplace violence reporting form and the difficulties some staff have with the form when they are working with students who have a high aggression baseline. This item will remain on the next agenda

March 2021: A worker member from the committee brought forth a suggestion about adding, to the workplace violence report, a more detailed section for a post violent incident debrief. The suggestion offered was to have a debrief checklist or examples of guided questions added to the school response portion of the workplace violence report to assist administrators when speaking with their staff after a violence incident. Debrief checklist suggestions will be forwarded to the Division Manager of Operations and Health and Safety for consideration who, additionally, will look at the workplace violence reports for statistics on how many reports have been completed by location/worker. The statistics of workplace violence reports by location will be shared with the committee for the purpose of providing feedback. This item will be added to the ongoing projects chart on the next agenda.



Joint Occupational Health and Safety Committee

H-1-b

March 11, 2021
Online Teams Meeting

5.2 Staff Concussion Protocol

February 2021: A question was raised by a committee member regarding protocols for staff who have a suspected or confirmed concussion. Many workers are using the student concussion protocol when a concussion is suspected. The Division Manager of Operations and Health and Safety will consult with the Health and Disability Officer regarding protocols for workers with head injuries. This item will remain on the next agenda.

March 2021: In consultation with the Health and Disability department, there is currently no staff concussion screening program. The Health and Safety Department will create a concussion protocol for workers to reference if they have suffered a head injury while at work. All workers who suspect they may have a concussion or head injury, are to report immediately to their supervisor, complete an employee injury report and seek medical attention.

5.3 New Indoor Air Quality Reports

(a) Paris District High School – Indoor Air Quality Report – Ebase 3036

Indoor air sampling was conducted in a classroom (Ebase 3036) at Paris District High School in response to concerns over air circulation. No concerns noted during testing. All results were within ASHRAE and OSHA guidelines. No additional testing is required. This item can be removed from the next agenda.

(b) Paris District High School – Indoor Air Quality Report – Ebase 3008

Indoor air sampling was conducted in a classroom (Ebase 3008) at Paris District High School in response to concerns over air circulation. No concerns noted during testing. All results were within ASHRAE and OSHA guidelines. No additional testing is required. This item can be removed from the next agenda.

6.0 New Business

6.1 Ministry of Labour Report – Ryerson Heights Elementary School – February 19, 2021

The committee was provided with the field visit report from the Ministry of Labour relating to the confirmed positive Covid-19 case at Ryerson Heights Elementary School. No orders were issued. This item can be removed from the next agenda.

6.2 SBCI Health and Safety Annual Report – 2019-2020

See item 7.1

6.3 Mental Injury/Mental Health

A committee member brought forward concerns about employee mental health during these COVID times and that additional supports should be provided. The worker members of the committee would like to request the creation of a staff survey to gauge staff mental health and that the completed surveys be reviewed by the committee for feedback. The Division Manager of Operations and Health and Safety will discuss this with Senior Administrator for information. This item will remain on the next agenda.

6.4 Ergonomics Program

During annual inspections it was noticed by many of the inspectors that Virtual Learning



Joint Occupational Health and Safety Committee

H-1-b

March 11, 2021
Online Teams Meeting

teachers are not using ergonomic workstations. To have an ergonomic assessment done on a workstation the worker will have to consult with their Supervisor in order to request an assessment by the Health and Safety Department. As an information resource for all workers, an ergonomic section has been added to the Health and Safety website. This item can be removed from the next agenda.

6.5 Winter Maintenance

A concern was raised regarding the frequency of student and worker critical injuries caused by slippery and icy conditions on the playgrounds and the parking lots this year. The Division Manager of Operations and Health and Safety informed the committee that snow contractors do not plow and salt playgrounds or the tarvia at the back of the school. Winter weather this year had many thaw and freeze cycles that caused black ice and other slippery conditions throughout the day. For occasions where the outside conditions are slippery and icy, the school Administrator should designate indoor recess in order to minimize students and workers from sustaining injuries outdoors. A reminder was also given that staff and students must use the cleared walkways for access and not take shortcuts through areas that are not cleared or salted. This item can be removed from the next agenda.

7.0 Information Items

7.1 SBCI Health and Safety Annual Report – 2019-2020

The committee was provided with a copy of the SBCI Health and Safety Annual Report for the 2019-2020 school year as information. The committee will review this information to provide feedback on areas of improvement for training to minimize future risks of similar incidents. This item will remain on the next agenda.

7.2 River Heights Public School – Bulk Sample Analysis – February 23, 2021

Samples of plaster were collected from a section of ceiling within a Special Education Classroom at River Heights Public School. No asbestos was detected in the samples. This item can be removed from the next agenda.

7.3 Simcoe Composite School – Bulk Sample Analysis Report – February 24, 2021

Samples of plaster were collected from two classroom spaces at Simcoe Composite School. No asbestos was detected in the samples. This item can be removed from the next agenda.

7.4 Brantford Collegiate Institute - Limited Designated Substance Report – March 3, 2021

A Limited Designated Substance Survey was completed at Brantford Collegiate Institute to identify possible hazardous building materials that may be present prior to renovations. This item can be removed from the next agenda.

7.5 7.5 Pauline Johnson Collegiate and Vocational School – Bulk Sample Analysis Report – March 4, 2021

Samples of wall parging material were collected from Pauline Johnson Collegiate and Vocational School for determination of asbestos content. No asbestos was detected in the samples. This item can be removed from the next agenda.

7.6 7.6 Health and Safety Concern Form – Waterford District High School

A copy of a Health and Safety Concern Form, related to a student with possible COVID



Joint Occupational Health and Safety Committee

H-1-b

March 11, 2021
Online Teams Meeting

symptoms, was provided to the committee. The Division Manager of Operations and Health and Safety will follow up with the school.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – January 2021

Workplace Safety and Insurance Board Reportable – January 2021

Student Aggression Summary Table for January 2021

All reports were reviewed by the committee.

8.2 Status of Workplace Inspections including Non – Academic Sites – February 2021

All workplace inspections were completed for the month of February.

8.3 Health and Safety/Facility Services Committee- (next meeting- TBD)

The next meeting has not been scheduled at this time.

8.4 Critical Injuries

There have been 2 student critical injury and 2 staff critical injuries for the Month of February 2021.

8.5 Focus Group Meeting Minutes (February 18, 2021)

The meeting minutes for the Special Education Focus Group were provided to the committee for information.

8.6 Review of On-going Project Items

See chart.

8.7 Work Orders

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

9.0 Health and Safety Training

First Aid training: First aid training has been scheduled for March 30-31, April 6-7 and April 28-29. The first aid training has been reserved for those Board locations who have not met the requirement of 2 first aid responders.

Health and Safety Training: Training for Health and Safety school site representatives has been scheduled for April 1 (recertification) and tentative dates are being looked at for April or May for the Basic Certification and Hazard Specific training.

10.0 Recommendations to Executive Council

None

11.0 Adjournment / Next Meeting(s):

Meeting was adjourned at 12:17PM. The next meeting is April 8, 2021 via Teams online.



H-1-b Joint Occupational Health and Safety Committee

March 11, 2021
Online Teams Meeting

As of February 2021, Procedure Review:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2020 - November	The Terms of Reference appendices will be updated for locations and staffing numbers. The current Terms of Reference agreement expires in September 2022. No changes were brought forward by the committee.	Review September 2021
December 2019	Health and Safety Eblast	2021- March	The Health and Safety Department will work on an eblast to go out to all staff with information on PPE. The email will contain information, reminders and tips and tricks for wearing the mandatory personal protective equipment.	
March 2020	Ministry of Labour- TTSC	2020-November	The Board continues to work on the delivery of the two-tiered BMS training. The committee was provided with the draft document. This draft plan will now be forwarded to Executive Council for review and approval. Lena to get update from Exec council.	
November 2020	Ventilation	2021-March	<p>The Division Manager of Maintenance, Capital and Energy has provided stickers to HVAC contractors. These stickers will be placed on ventilation equipment to show the date filters were changed.</p> <p>Over the summer months upgrades will begin in schools to improve ventilation and reduce touchpoints. A list of upgrades will be provided to the Health and Safety department to forward to the committee.</p>	



H-1-b Joint Occupational Health and Safety Committee

March 11, 2021
Online Teams Meeting

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	February 2024	October 2021	No changes noted by the committee November 2020
HR5 – Harassment		Board approved September 2015	February 2024	October 2021	No changes noted by the committee November 2020
HR8 – Workplace Violence		Board for approval January 2015	November 2023	October 2021	No changes noted by the committee November 2020

No.	Site	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
Elementary Schools													
1	Agnes Hodge	C	C	C	C	C	A	C					
2	Banbury Heights	C	C	C	C	C	A	C					
3	Bellview	C	C	C	C	C	A	C					
4	Bloomsburg	C	C	C	C	C	A	C					
5	Boston	C	C	C	C	C	A	C					
6	Branlyn Community	C	C	C	C	C	A	C					
7	Brier Park	C	C	C	C	C	A	C					
8	Burford District Elementary	C	C	C	C	C	A	C					
9	Caledonia Centennial	C	C	C	C	C	A	C					
10	Cedarland	C	C	C	C	C	A	C					
11	Centennial-Grandwoodlands	C	C	C	C	C	A	C					
12	Central P.S.	C	C	C	C	C	A	C					
13	Cobblestone Elementary	C	C	C	C	C	A	C					
14	Confederation (Fr Imm)	C	C	C	C	C	A	C					
15	Courtland	C	C	C	C	C	A	C					
16	Delhi	C	C	C	C	C	A	C					
17	Dufferin	C	C	C	C	C	A	C					
18	Echo Place	C	C	C	C	C	A	C					
19	Elgin Ave.	C	C	C	C	C	A	C					
20	Glen Morris	C	C	C	C	C	A	C					
21	Graham Bell	C	C	C	C	C	A	C					
22	Grandview	C	C	C	C	C	A	C					
23	Greenbrier	C	C	C	C	C	A	C					
24	Hagersville Elementary	C	C	C	C	C	A	C					
25	Houghton	C	C	C	C	C	A	C					
26	J.L. Mitchener	C	C	C	C	C	A	C					
27	James Hillier	C	C	C	C	C	A	C					
28	Jarvis	C	C	C	C	C	A	C					
29	King George	C	C	C	C	C	A	C					
30	Lakewood	C	C	C	C	C	A	C					
31	Langton	C	C	C	C	C	A	C					
32	Lansdowne-Costain	C	C	C	C	C	A	C					
33	Lynndale Heights	C	C	C	C	C	A	C					
34	Major Ballachey	C	C	C	C	C	A	C					
35	Mapleview	C	C	C	C	C	A	C					
36	Mt. Pleasant	C	C	C	C	C	A	C					
37	North Ward	C	C	C	C	C	A	C					
38	Oakland-Scotland	C	C	C	C	C	A	C					
39	Oneida Central	C	C	C	C	C	A	C					
40	Onondaga-Brant	C	C	C	C	C	A	C					
41	Paris Central	C	C	C	C	C	A	C					
42	Port Rowan	C	C	C	C	C	A	C					

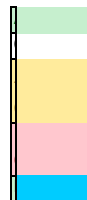
No.	Site	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
43	Prince Charles	C	C	C	C	C	A	C					
44	Princess Elizabeth	C	C	C	C	C	A	C					
45	Rainham	C	C	C	C	C	A	C					
46	River Heights	C	C	C	C	C	A	C					
47	Russell Reid	C	C	C	C	C	A	C					
48	Ryerson Heights	C	C	C	C	C	A	C					
49	Seneca Central	C	C	C	C	C	A	C					
50	St. George-German	C	C	C	C	C	A	C					
51	Teeterville P.S.	C	C	C	C	C	A	C					
52	Thompson Creek	C	C	C	C	C	A	C					
53	Walpole North	C	C	C	C	C	A	C					
54	Walsh	C	C	C	C	C	A	C					
55	Walter Gretzky Elementary School	C	C	C	C	C	A	C					
56	Waterford Public	C	C	C	C	C	A	C					
57	West Lynn	C	C	C	C	C	A	C					
58	Woodman-Cainsville	C	C	C	C	C	A	C					
Secondary Schools													
59	B.C.I. & V.S.	C	C	C	C	C	A	C					
60	Cayuga Secondary S. (CSS)	C	C	C	C	C	A	C					
61	Delhi District Secondary S. (DDSS)	C	C	C	C	C	A	C					
62	Dunnville Secondary S. (DSS)	C	C	C	C	C	A	C					
63	G.E.L.A. Brantford (Rawdon)	C	C	C	C	C	A	C					
64	G.E.L.A. - CareerLink (@TTSC)	C	C	C	C	C	A	C					
65	G.E.L.A. - Simcoe	C	C	C	C	NC	A	C					
66	Hagersville S.S. (HSS)	A	C	C	C	C	A	C					
67	McKinnon Park S.S. (MPSS)	C	C	C	C	C	A	C					
68	North Park C. & V.S. (NPCVS)	C	C	C	C	C	A	C					
69	Paris District H.S. (PDHS)	C	C	C	C	C	C	A					
70	Pauline Johnson C.V.S. (PJCVS)	C	C	C	C	C	A	C					
71	Simcoe Composite School (SCS)	C	C	C	C	C	A	C					
72	Tollgate Tech. Skills Centre (TTSC)	C	C	C	C	C	A	C					
73	Valley Heights S.S. (VHSS)	C	C	C	C	C	A	C					
74	Waterford District High School (WDHS)	C	C	C	C	C	A	C					
Turning Points and Leased Spaces													
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C	C	C	C	C	C					
76	DDSS Turning Point -640 James St. Delhi	C	C	C	C	C	C	C					
77	HSS Turning Point - 1155 Indian Road, Mississauga	C	C	C	C	C	C	C					
78	HSS New Start - 2319 3rd Line Road, Oshweken	C	C	C	C	C	C	C					
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C	C	C	C	C	C					

Monthly and Annual inspections completed in February.

Annual is scheduled for March 5th

No.	Site	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C	C	C	C	C	C	C					
81	PJCVS Turning Point - 365 Rawdon St (Main Campus)	C	C	C	C	C	C	C					
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	C	C	C	C	C	C					
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C	C	C	C	C	C					
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C	C	C	C	C	C					
Support Centre													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	A	C					
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C	A	C					
87	Haldimand School Support Centre	C	C	C	C	C	A	C					
88	Norfolk School Support Centre	C	C	C	C	C	A	C					
89	Head Office	C	C	C	C	C	A	C					
90	Head Office - Facility Services	C	C	C	C	C	A	C					
Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	A	C					
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	C	C	A	C					
Total Sites		92	92	92	92	92	92	92	92	92	92	92	92
Total Regular Monthly Inspections Completed		91	92	92	92	91	11	91	-	-	-	-	-
Total Annual Inspections Completed		1	-	-	-	-	81	1	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	-	-	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	-	-	-	1	-	-	92	92	92	92	92

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





Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair W. Rose, L. Boswell, P. Boutis, C. Brady, B. Bruce, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, J. Trovato, T. Waldschmidt, T. Wilson.

Regrets: T. Buchanan, M. Carpenter, L. Scott, R. Winter.

Resource Staff

Present: L. Boudreault, K. Mertins, S. Slaman, L. Thompson,

Regrets: P. Bagchee, J. White

Guests:

Present: J. Gemmill, ITS Staff, L. Munro, Superintendent of Education, C. A. Sloat – Alternate Trustee, C. Smith, Manager Business Services, R. Wyszynski, Superintendent of Business.

Recorder: P. Curran.

A-1 Opening W. Rose

(a) Welcome W. Rose

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

(b) Agenda Additions / Deletions / Approvals W. Rose

Moved by: K. Jones

Seconded by: P. Boutis

THAT the SEAC 20-06 Agenda for Thursday, February 18, 2021 be approved as circulated.

CARRIED

B-1 Timed Items W. Rose

(a) Budget Definitions and Input into the 2021-22 Budget Process R. Wyszynski/C. Smith

Mr. Wyszynski introduced himself as Superintendent of Business who explained he and the Manager of Business Services put together a summary of the Special Education Funding document for SEAC.

Ms. Smith provided an overview of the details contained in the Special Education Funding SEAC document which was circulated to members.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

Six types of funding specifically for special education are available. Enveloped funding is dedicated to area of designation, i.e., may not be used for any other expense. In this instance, the items shown are for supporting students with special needs. These envelopes include a provision to put into reserves any unspent funding for use in the next fiscal year.

Special Education Per Pupil Amount (SEPPA) - \$20.0M

Provides funding to every school board to assist with the costs of providing additional support to students with special education needs. SEPPA is based on total enrolment of all students, not just those with special education needs. Funding is allocated on grade levels increasing with older students and is comprised of both a per pupil amount and a board amount.

Differentiated Special Education Needs Amount Allocation (DSENA) - \$16.0M

Addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs. Historical data is used by the Ministry to calculate the funding for each board.

Includes four components Special Education Statistical Prediction Model, Measures of Variability, Base Amount for Collaboration and Integration and Multi-Disciplinary Supports Amount.

P. Boutis asked for clarification on the Base Amount for Collaboration and Integration and was informed it is a pocket of funding to support students with a variety of needs which required involvement from staff in other departments.

Special Equipment Amount (SEA) - \$1.0M

Supports the purchase of equipment that may be required by students with special education needs. Funding is provided through two components, a per pupil amount and a claims-based amount.

The per pupil amount provides computers, robotics and specialized furniture. The claims-based amount is for the purchase of non-computer-based equipment for which the board must bear the cost of an \$800 deductible.

This amount was underspent last year and the Board was permitted to carry forward 219K to support this year's equipment purchase.

Education and Community Partnership Program (ECP) Allocation (previously Care, Treatment, Custody and Correctional Amount (CTCC Amount)) - \$538.2K

Partnerships between school boards and government-approved facilities and may include a range of program types that support students who cannot attend regular school due to their primary need for treatment or while in custody.

Provision of education in these facilities is subject to a formal agreement such as a Memorandum of Understanding (MOU), between a district school board and the facility.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

Recognized costs include teachers' salaries and benefits, educational assistants' salaries and benefits, and classroom supplies.

Behaviour Expertise Amount (BEA) Amount \$403.9K

Allocation comes from two components, ABA (Applied Behavior Analysis) Expertise Professional and ABA Training, professional development, resources and programs and release time:

Funding may only be used for ABA training purposes.

Special Incidence Portion Allocation (SIP) - \$30K

Supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school. Boards must submit a claim for this funding which has a maximum allowable per claim of \$28,235.

Grants for Student Needs (GSN)

Funding that supports a number of expenses, some of which are enveloped (dedicated). Salaries, transportation, facility management and Information Technology make up the bulk of expenditures and there is a small amount that is discretionary, i.e., local needs.

Expenditures for Fiscal 2020-21

Are estimated at \$39.9M and support staffing, software, textbooks, programs and equipment to support special needs students in the following ways: (38.45%), Educational Assistants (41.05%), Professional and Paraprofessionals (14.0%), Coordinators and Consultants (4.01%), Supply Staff (1.08%), Textbooks and Supplies (0.94%), Staff Development (9.26%), Computers (0.12%) and School office (0.09%).

Members asked what they could influence or suggest and were informed by the Superintendent of Business that the funding doesn't change much from year to year and that the overall budget is balanced in a regular year. If they want to increase something, a reduction in another non-enveloped area must be suggested. He asked that members identify where the pressures exist, and staff will review this information.

Superintendent Thompson suggested this discussion occur at the March meeting and that members wishing to learn more about the budget process visit the Board's event page to watch for scheduled budget meetings. <https://granderie.ca/board/event/all-events>

During the budget process, a budget survey is usually distributed for feedback from stakeholders. This is a good conduit for collecting feedback for the upcoming budget cycle.

(b) Grand Erie's Virtual Learning Academy – SEAC Input

L. Munro

Superintendent Munro introduced herself and explained her portfolio includes support for the Virtual Learning Academy (VLA) which currently has 4,500 students. The virtual school has been operating for about nine months and she is now gathering stakeholder data to help



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

determine its feasibility as an ongoing entity. At this point, there is no direction from the Ministry of Education, but senior administration wants to be prepared. She was provided with consent to record this portion of the meeting.

Question #1 What do you believe is working well in the VLA?

P. Boutis shared her daughter is in a regular class and asynchronous learning. It works well as her teacher became more comfortable with technology. Students became more adept at logging on and off. The board has organized it well and it is good for students with social anxiety and may help with differentiated instruction. She felt the use of itinerant teachers worked well.

W. Rose noted she doesn't have a child in the VLA but is grateful for the feedback and they can learn from this experience.

L. DeJong noted she is seeing more parents engaging and better understanding their child's educational needs. Parents are adapting. There is some real pride from parents who share pictures of their child's work with Lansdowne Children's Centre staff.

Question #2 What do you see as the biggest challenges?

P. Boutis suggested the lack of peers and socialization. She also asked how elementary students were assessed and how is attendance recorded? Is EQAO going to be conducted or will it be cancelled? Her family rearranged their home life and appreciated the opportunity to learn more about how her children learn and how to teach but is unsure of the expectations overall and learning is often determined by how independent the child is and whether the family is able to carve out enough home time to instruct or help students.

R. Collver also noted we need to be mindful of technology issues arising from increased internet activity if we move forward.

K. Jones concerned about parent overload. Many of her colleagues are finding it difficult to help their children while holding down a job at the same time and are also not getting time away from their kids.

W. Rose suggested a virtual school be built into each home school, so they would not have difficulty with technology and students could have a half day of virtual learning and still experience their socialization.

K. Jones noted Grand Erie had experienced considerable connectivity issues with in-school virtual learning.

L. DeJong said many parents are struggling. Schools put a lot of effort in providing work and connecting with the Educational Assistant. Younger children especially are missing the routines in school as well as the socialization. Also, families who have more than one child in VLA experience even more stress, even if an older child can help.

L. Boswell noted the social and mental health concerns especially among older elementary and secondary students who prefer to be connected with friends. Contact Brant is noticing some depression as they are missing their school friends.



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T. Waldschmidt noted virtual school means children don't get to leave home resulting in no clear beginning and end of their school day. If the child doesn't hit their benchmarks during the day, the parent may ask them to spend additional time learning, e.g., after dinner.

M. Gatopoulos has four young children in VLA, and found the inconsistent schedule required a lot of running back and forth. The play-based curriculum is hard to keep kids focused especially with three team meetings daily. He asked to have it reduced to twice daily and is still struggling.

L. DeJong shared parents are concerned about trying to fit into the schedule and the child is often stressed as they can't get on. Parents have asked for variability on how they use the class and want permission to take work away. Worried about the effect on children who are seeing this level of stress in their parents and wondering where is the benefit from this process?

Question #3 Is there a desire to continue to offer a Virtual Academy in 2021-2022?

Superintendent Munro asked attendees to place their response in the chat feature.

Question #4 Anything else you want us to know?

There were no further questions or comments.

Superintendent Munro thanked the group for their valuable input which will be very helpful in future planning.

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

(a) Ratification of Minutes January 21, 2021

Moved by: M. Gatopoulos

Seconded by: L. DeJong

THAT the minutes for SEAC 20-05 be approved as circulated.

CARRIED

D-1 New Business W. Rose

(a) Standard 2 – The Board's General Model for Special Education, Appendices B & C L. Thompson

Under Grand Erie's vision – it should be noted that not all school boards support congregated classes.

This standard includes eight guiding principles and is intended to clarify the general model for the public.

Discussion:

An in-depth review of the eight guiding principles and extensive feedback from SEAC members was obtained. This feedback will be included in not only Standard 2 of Grand



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Erie's Special Education Plan, but also included in the review of Policy P1 – Special Education Guiding Principles, which is coming up for review in April 2021.

E-1 Other Business

W. Rose

- (a) Regional Special Education Council – January 29, 2021 Updates

K. Mertins

Regional Special Education Counsel involving school boards in Ontario's Southwest region meets three times a year.

Legal presentation speculated about the kinds of human rights claims likely to come out of the COVID context where the focus is anticipated to be around adverse impact (when someone is unable to participate in a service because of their protected ground) rather than overt discrimination.

Ontario Human Rights Commission (OHRC) Right to Read Commission meetings resume in April 2021 where discussion about recommendations will continue; report may be out in May 2021.

Accessibility K-12 Standards Development Committee have completed their work; publication date is not yet announced but the process will involve a 45-day consultation period where anyone can respond (Ministry of Seniors and Accessibility).

Meeting minutes: <https://www.ontario.ca/page/standards-development-committee-meeting-minutes>

Bill 172 has passed 2nd reading: requires school boards to develop policies and guidelines with respect to Fetal Alcohol Syndrome Disorder (FASD) and that Teacher's Colleges and Early Childhood Education programs be required to provide FASD training.

https://www.ola.org/sites/default/files/node-files/bill/document/pdf/2020/2020-02/b172_e.pdf

- (b) L. Boswell informed members that Contact Brant recently received funding and hired an FASD coordinator.

F-1 Standing Items

W. Rose

- (a) Policy/Procedures Out for Comment

P. Curran

Members were advised the three documents currently out for comment guide staff in their day to day operations. They were invited to review and send comments to kathryn.giannini@granderie.ca by February 25, 2021.

[F101 Hospitality and Food Expenses](#)

[P102 Procedures for Experiential Learning Programs](#)

[SO24 Copyright - Fair Dealing Guidelines](#)



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

(b) Trustee Update – Current Board Activities

T. Waldschmidt / R. Collver

Budget process is well under way.

Board Room will be re-opened for physical meetings, but trustees have decided to remain with virtual meetings.

Media attention has been focused on the asymptomatic target testing required in at least 5% of our schools, which translates to three schools per week in Grand Erie. Working with local health units to help prioritize the schools for testing which are in high transmission or elevated case areas. Testing is a combination of self diagnosis and RT-PCR tests. A less invasive method is also being pursued, especially for younger students. Testing will be voluntary and will require parental / guardian consent.

As a result of a recent retirement, we are welcoming April Smith from Avon Maitland DSB who comes to Grand Erie with a wealth of experience.

The board developed a new position of Principal Leader for Indigenous students. They will also be responsible for equity.

Board received funding to provide technology to students and staff.

Board Room is being updated to improve the audio and video to continue engagement.

Weekly conversation with the Minister of Education to receive guidance which informs communications and last minutes decisions.

Still working on the revised multiyear plan and will be engaging with many stakeholders to develop the next brochure.

L. Boswell asked if the switch in dates of March Break required change to e.g., cleaning schedules in schools.

R. Collver noted the switch required many things to happen behind the scene, calendars were revised, and assessments were rescheduled. Generally spring break is a time when schools receive extra attention but currently the cleaning is at such a high level that it is not required this year.

R. Collver and T. Waldschmidt would like any feedback on this agenda item and invited members to provide a list of any areas where they would like the trustees to focus.

L DeJong noted it is really helpful to get the high notes of what the board is doing and would like to keep this communication open.

L. Boswell remarked it is nice to know how the board is addressing situations and is helpful when they are working with families of the board.



Special Education Advisory Committee SEAC 20-06

Virtual MS Teams

Thursday, February 18, 2021 – 6:00 p.m.

G-1	Information Items	W. Rose
(a)	None.	
H-1	Community Updates	W. Rose
(a)	None.	
I-1	Correspondence	W. Rose
(a)	None.	
J-1	Future Agenda Items and SEAC Committee Planning	W. Rose
(a)	SEAC Goal Setting - W. Rose	
	<p>Would like to have a discussion to set goals when board staff are not present. She and P. Boutis discussed a survey with directed questions to members with the purpose of collecting input. PAAC on SEAC provides guidance on what they can accomplish. K. Jones has spent a long time working on Monkey Survey but may be easier to send questions in email or use Google doc which will collect information in spreadsheet. P Boutis would like to have this conversation and will compose some questions for input to get the topic underway.</p>	
(b)	Discussion of Budget Suggestions – L. Thompson	
(c)	Universal Design Discussion - P. Boutis	
K-1	Next Meeting	W. Rose
(a)	Thursday, March 11, 2021 MS Teams 6:00 p.m.	
L-1	Adjournment	W. Rose
	<p>Moved by: L. Boswell Seconded By: T. Waldschmidt "THAT the SEAC 20-06 meeting of February 18, 2021 meeting be adjourned at 8:09 p.m." CARRIED</p>	



MINUTES

Present: Members: C.A. Sloat – Chair, B. Collingwood (Volunteer), R. Collver (Trustee), D. Werden (Trustee), C. Woodley (Volunteer),
Management: J. Roberto (Director), R. Wyszynski (Superintendent of Business), C. Smith (Manager of Business Services),
PwC (Internal Auditors): Z. Ali (PwC), C. O'Connor (PwC),
MRR (External Auditors): J. Gilbert (MRR), B. Schell (MRR)

Recording Secretary – L. Howells

Regrets: D. Latta (MRR)

A - 1 Opening

(a) **Roll Call**

Roll Call was completed

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

Nil

(c) **Welcome to Open Session**

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

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

R. Wyszynski explained the statutory cycle of the committee and reminded the committee that all Trustees and Voluntary members are eligible for the role of the Chair. R. Wyszynski opened the floor to accept nominations.

D. Werden nominated C.A Sloat, who accepted the nomination.

Moved by: B. Collingwood

Seconded by: R. Collver

THAT the nominations for the position of Audit Committee Chair be closed.

Carried

C.A. Sloat was declared acclaimed as the Audit Committee Chair for the remainder of statutory committee cycle.

(e) **In Camera Session**

Moved by: C. Woodley

Seconded by: R. Collver

THAT the Audit Committee move into In Camera Session to discuss legal matters at 4:05 p.m.

Carried



Returned to Open Session at 4:46 p.m.

- (f) **Agenda Additions/Deletions/Approval**
Presented as printed.

Moved by: B. Collingwood
Seconded by: R. Collver
THAT the Agenda be approved.
Carried

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

B - 1 Consent Agenda

Moved by: C. Woodley
Seconded by: B. Collingwood
THAT the Audit Committee accept the March 23, 2021 Consent Agenda items and the recommendation contained therein:

- (a) Approve the Minutes of the Audit Committee Meeting held November 3, 2020
- (b) Receive the Consolidated Due Diligence report.
- (c) Receive the Q1 Financial Forecast
- (d) Receive the Management Audit Finding Letter
- (e) Receive the Summary of Regional Internal Audit Survey for GEDSB

Carried

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

D - 1 Internal Audit

- (a) **Internal Audit Validation Package**

C. O'Connor provided high level overview of the report noting there was no major changes or updates. C. O'Connor noted the risk radar has been updated based on input from senior management team.

R. Collver asked some clarify questions with respect to risk radar, what is influencing the movement of non-instructional program? R. Wyszynski responded that with COVID-19 it has had a huge impact on us offering program/services (Before and After School etc.) outside of the instructional day, with cohorting, we don't understand the long-term impact it will have and want to extract and look at these risks without the COVID-19 lens. R. Collver further asked about the movement of reputation? R. Wyszynski responded that would be tied to the media, school boards are under a lot of pressure and spotlight due to COVID-19 and believes negative media articles about the Board could affect the reputation. R. Collver referred to the movement of Staffing Engagement, and noted the definitions and asked what are the concerns? R. Wyszynski responded that we are concerned about both the well-being of staff and the recruitment piece as there are many positions that need to be posted multiple



times, it is competitive environment. R. Collver commented that she understands the recruitment piece but has concerns with staff engagement, as she would have thought we have or should have had more staff engagement with COVID-19, we are in support of our teachers and principals and what is your concern with engagement? R. Wyszynski responded that we may be looking at the latter half of the risk.

C.A. Sloat referred to the result of the 2012 audit on termination, retirement and succession planning and big part of that was the exit surveys and asked if they being done for essential staff and are, we using the information? R. Wyszynski responded that they are being done. R. Collver added that it is necessary that we do exit surveys to understand the challenges or the opportunities ahead of us and appreciates the reassurance that they are being completed. R. Wyszynski responded this is feedback that will be shared with HR department.

(b) **Update on Current Project**

C. O'Connor provided a verbal update, will be kicked off in the next couple weeks, with a verbal update for the June meeting with a written report at the fall meeting.

E - 1 **External Audit**

Nil

F - 1 **Other Business and Emerging Issues**

(a) **COVID-19 Considering Education Sectors Impacts**

R. Wyszynski provided a verbal update how COVID-19 is impacting, we are getting into a routine, managing it continues to be difficult. Grand Erie had received \$9M in funding to support the risks with COVID-19 (staffing, cleaning, PPE etc.). It is anticipated that the funding will continue to flow to address the health and safety of students and staff. The challenge is the planning for the 2021-22 school year, come with uncertainty whether there will be a virtual learning platform, cohorting, masking, disinfecting, screening etc.

R. Collver believes we have managed COVID-19 well, we are planning for the future, life will be different and there will be huge changes in education and society.

(b) **Budget**

(i) **Dates**

1. Tuesday, April 20, 2021
2. Monday, May 17, 2021
3. Thursday, May 27, 2021
4. Tuesday, June 8, 2021

(ii) **Ministry of Education 2021:B04 – 2021-22 School Year**

R. Wyszynski referred to the memo which is the first planning memo received and provided high-level overview.

R. Collver asked if we been looking at the return of student for JK Registrations? R. Wyszynski responded that we have been looking at this and identifying any gaps.



(c) **F7 Disclosure of Wrongdoing**

C.A. Sloat noted this policy is out comments. R. Collver asked if we have had to work through this policy to see it this works? R. Wyszynski responded not that he is aware.

G - 1 **Adjournment**

Moved by: D. Werden

Seconded by: B. Collingwood

THAT the meeting be adjourned at 5:17 p.m.

Carried

Draft



Safe and Inclusive Schools Committee

Thursday, March 25, 2021

Microsoft Teams

MINUTES

Chairs: C. Bibby and J. Benner

Present: A. Andratis, G. Ash, P. Bagchee, W. Baker, J. Benner, C. Bibby, R. Collver, J. Faulkner, T. Haist, K. Kitchen, C. Krueger, S. Martin, A. Mitchell, J. Tice, P.S. Rasokas, A. Cole, J. Atanas, A. Cooke, J. Cottam, J. Seldon, T. Vankuren, P. Ashe, L. Reuben, C. Clark, B. Poladian, D. Cherriere, C. Clark, C. Guzar, C. McVean and L. Reuben

Regrets: J. Benner, M. Hodges, N. Rose

Recorder: Heather-Jo Causyn

A - 1 Opening

(a) Welcome and Land Acknowledgement

The meeting was called to order by Committee Chairperson C. Bibby at 1:00 pm and the Land Acknowledgement read.

(b) Agenda Additions/Deletions/Approval

Equity among Administrators for Holy Days.

B - 1 Timed Item

(a) CHG38: Genocide & Crimes Against Humanity

Y. Brochu provided a presentation on two secondary options that he had led at a prior school, which could serve to advance work connected to racism, as well as equity and community. The first included exploring the inclusion of CHG38 Genocide and Crimes Against Humanity as a course option in some schools. This locally developed course originated in the Toronto District School Board in 2008 and has spread to other boards to deepen understanding of human rights issues and provide students the knowledge and strategies to counteract racism, discrimination and hate. It explores the global and Canadian context (including government policies that had a lasting impact on First Nations, Metis and Inuit communities) throughout the 20th and 21st Century. The second option that was presented was to promote the Youth and Philanthropy Initiative (YPI) as a CHV20 course culminating activity for interested schools. Through YPI, students would be provided the opportunity to explore real world problems within their communities (poverty, Indigenous culture and rights, disability, mental health, youth issues, refugee/newcomer support), and further that learning by researching in teams a chosen social service agency that seeks to meet those needs in their community, developing a 10-minute compelling presentation on why their agency should win the grant of \$5,000 provided through the Toskan Casale Foundation. Through real world problem-based learning students from each secondary school leverage 21st century skills, deepen the understanding of their community and the volunteer opportunities available to them, and



Safe and Inclusive Schools Committee

Thursday, March 25, 2021

Microsoft Teams

each year provide \$5,000 back to a social service agency. It aligns well with the pillars of GEDSB Multi-Year Plan, notably equity, community, technology, and achievement.

It was suggested that this information should be shared with Denise Martin.

C - 1 Policies and Procedures Out for Comment

Policies	
HR6 HR7	Principal/Vice Principal Selection Process Replacement/Casual Principal/Vice Principal Selection <ul style="list-style-type: none"> - shift skills to emotional intelligence piece, part of leadership framework, consider including some of these issues - https://www.education-leadership-ontario.ca/application/files/8814/9452/4183/Ontario_Leadership_Framework_OLF.pdf, pg. 14 - how do we develop personal leadership in all staff?
P2	Honouring Indigenous Knowledge, Histories and Perspectives <ul style="list-style-type: none"> - change New Credit to Mississaugas of the Credit
Procedures	
FT104	Reporting Vandalism and Unusual Property Occurrence Incidents <ul style="list-style-type: none"> - no comments
FT111	School Initiated Facility Upgrades <ul style="list-style-type: none"> - no comments
HR10 1	Fragrance/cent - Safe Workplace <ul style="list-style-type: none"> - need for medical documentation was questioned. Procedure should be acted upon when a concern arises - this is a sentiment that we hope would not be lost - questioned what iterant staff would do
HR12 2	Cell Phones/Mobile Devices <ul style="list-style-type: none"> - no comments
SO13 3	Signing Authorities for Short Term Agreements <ul style="list-style-type: none"> - no comments
A sub-committee including C. Bibby, A. Mitchell, C. Krueger and J. Tice will review the following policies and provide input:	
HR9	Conflict of Interest



Safe and Inclusive Schools Committee

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HR11	Hiring Procedures
	Hiring of Staff

D - 1 Operational Matters

- a) **Equity Champions Update: Resources for Schools**
Meetings were recently held with elementary and secondary Equity Champions. Discussions focused around recommended resources, content and trends.
- b) **Indigenous Education Update**
J. Tice provided an update on the addition of a Principal Leader and an elementary support teacher and sessions being offered. Administrators will receive training this year while other staff will receive training in the next school year.
- c) **Book Study Update**
Six book study groups have been formed with the first of four sessions held. Feedback received was that those involved enjoyed the experience of coming together.
- d) **Equity Policy and Equity Planning Update**
 - d.1) **SO14 - Equity Policy**
The Equity Policy was presented at Executive Council. Executive Council was in favour of taking the revised policy to the Trustees and, if agreed, sent out for comment. Following the receipt of comments revisions will be made to the policy and it will be sent to community partners for comments.
 - d.2) **Reporting Mechanism**
A reporting mechanism is being developed as part of PowerSchool that will include a tracking mechanism for the number of incidents involving anti-black, anti-immigrant, anti-LGBTQ and how were they resolved.
 - d.3) **Board Equity Action Plan**
The Board Equity Action Plan is in preliminary stages. Next steps will include discussion, that will assist in supporting our students and families, with shareholder groups.
- e) **LGBTQ2S+ -Resources for Brightspace, Draw the Line Workshop**
To ensure resources are accessible to teachers, students and parents the inclusion of resources on Brightspace was discussed.
- f) **Brantford Muslim Association Award**
This award is given to a student in grade 8 and grade 12 who has demonstrated an ongoing commitment to valuing diversity and inclusion and demonstrates these beliefs through their daily activities. The student's behaviour demonstrates a belief that all are created equal, and that we need to treat others as we would want to be treated ourselves- with compassion, empathy and understanding.



Safe and Inclusive Schools Committee

Thursday, March 25, 2021

Microsoft Teams

g) **Anti-Racism Video Update**

A communications firm with expertise in anti-racism work has been hired to assist in producing the anti-racism video. By using the Board's brand, vision and key messages, discussion of any gaps and how to address them and then preparation of a report summarizing suggested next steps will take place.

h) **Equity Training Updates**

EGALE – Drawing the Line – Sexual Violence in Ontario, Ministry of Education and OPHEA.

Several equity training (ie., Equity Matters, Safer Spaces 101 and 102, Jean Samuel, NTIP, Indegenious Education, Dr. Robin opportunities are planned.

E - 1 **Adjournment**

The meeting was adjourned at 2:55 pm.

Draft

April 15, 2021

Hon. Stephen Lecce, MPP, Minister of Education
Ontario Ministry of Education
438 University Avenue, 5th Floor
Toronto, ON M5G 2K8

sent via email: Minister (EDU) minister.edu@ontario.ca

Dear Minister:

I am writing to you at the request of the Upper Canada District School Board who, at its regular board meeting of 07 April 2021, passed the following motion:

BE IT RESOLVED THAT: The Upper Canada District School Board calls upon the Government of the Province of Ontario, before making significant changes to the education model in Ontario, to establish a Royal Commission into the future of education.

It is the view of Trustees that the profound changes brought about by the COVID-19 pandemic, has dramatically changed the way that students, parents, and the general public now regard publicly funded K-12 education in our province. Indeed, K-12 education throughout Ontario has garnered a significant profile in the public domain over the past 12 months given the following matters of significance:

- teacher recruitment, certification, and retention;
- staff capacities to deliver instruction in an enhanced capacity using digital tools and technology;
- emerging questions surrounding the suitability of "screen time" for different learners;
- media reports outlining the interests and intention of the provincial government to entrench remote learning as choice for students and families beyond the circumstances of the global pandemic;
- factors surrounding equity as it relates to the provision of educational experiences for all children throughout the province;
- reports identifying an escalation in pediatric mental health issues and the key role that schools and school districts can play as a community partner to support children and youth in the post-pandemic period;

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- aligning curriculum development and the use of resources that responds to the Calls for Action from the Truth and Reconciliation Commission of Canada, and;
- the de-streaming of the secondary curriculum.

All of these topics are relevant to the delivery of education and is consequential to ensuring that we have invested wisely in the future of Ontario. The pandemic has caused all of us to want to contribute to a dialogue around future-ready schools and, our board is of a view that a Royal Commission on schools and learning presents an important channel for this conversation.

The Upper Canada District School Board has a long history of contributing presence and insight to past Royal Commissions which addressed education and student learning. Indeed, the late Lloyd Dennis was a former Director of Education from our predecessor board, the Leeds & Grenville Board of Education and served as a commissioner in 1968, resulting in the production of "Living and Learning" (otherwise known as the Hall-Dennis report). As well Manisha Bharti was a student from our St. Lawrence High School in Cornwall and served as one of the five commissioners on the 1993 Royal Commission on Learning in Ontario. Please know that you can count on the Upper Canada District School Board to support the work of a Royal Commission on Schools and Learning to provide our time and local expertise to ensure its success.

We encourage you and the Government of Ontario to seriously consider the value of a Royal Commission on Schools and Learning so that we can fully prepare as a community, region, and province for the schools we need and program experiences that students and their families deserve as we emerge out of the global pandemic.

Respectfully,

[Original to follow by Canada Post]

John McAllister,
Chair of the Board

cc: UCDSB Board of Trustees;
Chairs, District School Boards, Ontario.

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April 19, 2021

The Honourable Stephen Lecce
Ministry of Education
5th Floor, 438 University Ave.
Toronto, ON M5G 2K8

To the Honourable Stephen Lecce, Minister of Education,

In late March, various media outlets [provided details](#) from a “confidential slide deck” about the province of Ontario’s plans for “Expanding Student Access to Online and Remote Learning”.

At the Wednesday, April 7, 2021 meeting of the Trustees of the Halton District School Board (HDSB), the following motion received unanimous approval:

Be it resolved that the Chair of the Board be directed to write a letter prior to the next Board meeting to the Minister of Education to request reconsideration of the plan for “expanding student access to online and remote learning” and to request a collaborative approach so that any new direction reflects insights and experiences from all public education partners, and are in the best interests of students and the public education system.

In December 2020, the Ontario Public School Boards’ Association (OPSBA) submitted a very [detailed document](#) to the Minister regarding the Ministry’s concept of expanding student access to online and remote learning. Despite the Ministry of Education’s use of the words “education partners” and “consultation”, much of the advice from OPSBA seems to have been overlooked, and to this day, neither the HDSB Director of Education nor I, as the Chair of the Board, have directly received this information, despite the profound impact these plans will have on public education.

The Board of Trustees’ concerns are twofold: first, we are concerned about whether the proposal will, in fact, be in the best interests of students and second, we are concerned that the proposal appears to be set to move forward, without collaboration and advice from diverse stakeholders. Both of these points are further elaborated below.

The proposal represents a large shift for public education in an area where the status quo is serving students quite well. For example, boards including the HDSB have robust online offerings which students may access, generally with high rates of completion. Boards have also fine-tuned their approaches to online and virtual learning based on local and contextualized experience during the pandemic. You have mentioned “lessons learned” around remote and virtual learning, but the associated data, analysis and conclusions on which these decisions are being made appears limited, particularly as related to regional differences, equity and inclusion, and serving students with a range of learning needs. To the best of our understanding, parents, students and on-the-ground teaching staff have not been invited to provide direct and focussed feedback on this matter.

Collectively, we are still in the midst of the pandemic with the most recent pivot back to virtual learning happening now. No year over year achievement comparisons are available yet and no quality of education surveys have been completed by any of the stakeholder groups. Only once the pandemic crisis has passed and there is an opportunity to fully study the positive and negative aspects of online and remote learning is it appropriate to propose changes to the public education system. Changes should be based on meaningful data.

Changes should also be based on consultation with education partners and stakeholders. By limiting input through a tightly time-limited consultation and the use of Non-Disclosure Agreements with parties to that limited consultation, the optics as well as the decision making process are as much a challenge as the prospective outcome.

Minister, the Trustees of the Halton District School Board implore you to halt all proposed changes until adequate data is available and a collaborative consultation is completed. We are aware of and would like to amplify the calls from OPSBA, [Council of Ontario Directors of Education \(CODE\)](#), [Ontario Student Trustees' Association \(OSTA-AECO\)](#), [publicly funded school boards](#) across the province, and [education advocacy groups](#) to strengthen both the process and the resulting outcomes. This way, school boards, parents, students, staff, education-focussed organizations and associations can develop a shared vision, and be able to commence implementation with a singular, shared purpose. Moving forward with the current proposal ignores the concepts of strong evidence-based decision-making and stakeholder consultation as fundamental tenets of public education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andréa Grebenc', with a long horizontal flourish extending to the right.

Andréa Grebenc
Chair of the Board of Trustees, Halton District School Board

Cc: MPP Ted Arnott,
MPP Stephen Crawford,
MPP Parm Gill,
MPP Jane McKenna,
MPP Effie Triantafilopoulos,
Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
President Cathy Abraham, Ontario Public School Boards' Association

April 8, 2021

The Honourable Stephen Lecce, Minister of Education
Dr. David Williams, Chief Medical Officer of Health

To the Honourable Stephen Lecce, Minister of Education and Dr. David Williams, Chief Medical Officer of Health:

At the April 7, 2021 meeting of the Board of Trustees for the Halton District School Board, the following motion received unanimous approval:

Be it resolved that the Chair be directed to write a letter to the Minister of Education and the Province's Chief Medical Officer of Health within one day to express the critical, urgent imperative of vaccinating all education workers at the beginning of the Phase 2 vaccination rollout,

Be it further resolved that the letter include the request to direct public health units to utilize the April break to vaccinate education workers, to ensure timeliness for staff and efficiency for boards.

Minister Lecce and Dr. Williams, you have emphasized that it is of the utmost importance for student well-being that schools remain open for in-person learning in Ontario. It has also been noted with gratitude that elementary/secondary school staff are listed as priority groups in the Phase 2 rollout of vaccines.

The Trustees of the Halton District School Board were grateful to learn today that education workers who work with students who have special education needs will be vaccinated beginning next week. In school settings, there are many additional staff who work with students who have difficulty utilizing personal protective equipment efficiently and appropriately. Trustees therefore urge the government to immediately begin the vaccination process of all education workers during the upcoming April Break.

A provincial-wide mandate to facilitate vaccination of all school staff over the Spring Break is in the best interest of staff, students and the entire province. Vaccinating in hotspots is a good start, but it must be expanded to prevent additional hotspots from emerging.

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

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www.hdsb.ca

Vaccinating during the break is preferred because school operations could be compromised as staff cannot simply leave their posts to attend vaccination appointments. A large portion of vaccination appointment times occur during educational time. Maintaining learning time and reducing the number of coverage staff that class cohorts are exposed to should be prime considerations in staff vaccination procedures. Securing education worker coverage is already a challenge, which will be exacerbated if Boards must determine coverage for thousands of staff attending vaccination appointments.

This is compounded by the fact that many of our staff do not live within our region and under the current system would be forced to return to their home regions for vaccination. Without a provincial mandate, a patchwork of vaccine timetables will emerge across various public health units for elementary/secondary school staff inoculations.

In order to facilitate efficient and effective inoculation scheduling, board facilities could be utilized as vaccination hubs for education staff during the break, including providing space for mobile units.

The Trustees of the Halton District School Board recognize that schools provide important stability and social support for students and their families during the COVID-19 pandemic. As such, we urge the government to take immediate action on this initiative.

Sincerely,



Andréa Grebenc
Chair of the Board of Trustees, Halton District School Board

Cc: Dr. Hamidah Meghani, Medical Officer of Health, Halton Region
MPP Ted Arnott,
MPP Stephen Crawford,
MPP Parm Gill,
MPP Jane McKenna,
MPP Effie Triantafilopoulos,
Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
President Cathy Abraham, Ontario Public School Board Association



Bluewater District School Board

351 1st Avenue North – PO Box 190
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www.bwdsb.on.ca

Sent by email: stephen.lecce@pc.ola.org

April 12, 2021

The Honourable Stephen Lecce
Minister of Education
315 Front Street West, 14th Floor
Toronto, Ontario M7A 0B8

Dear Minister Lecce:

On behalf of the Board of Trustees, we wish to express our concerns regarding your government's exploration of a province wide approach to the delivery of eLearning through TVO/TFO, as recently revealed by the media in various reports referencing private documents. As we continue to gather evidence related to the impact of online learning during the COVID-19 pandemic, we believe it is premature for the provincial government to be implementing a permanent framework without adequate transparent consultation with education stakeholders.

In Bluewater District School Board, we belong to the Ontario eLearning Consortium (OeLC), which is comprised of 33 school boards from both the public and Catholic systems. This has provided an effective, efficient, and low-cost seat-sharing mechanism for us to offer eLearning courses to our students, while supplementing course offerings from other boards. During the COVID-19 pandemic, this approach has been especially useful by enabling a variety of solutions in smaller schools, and allowing us to pivot quickly to meet the needs and demands of our students and families.

Our longstanding participation in the OeLC is working extremely well. Online class content is edited, supplemented, and differentiated by local educators for our students, as well as those who register for our classes from across the province. We believe it is imperative that our educators retain control over content and delivery at the local level.

The government's proposed plan would have significant implications for public education and our local schools, including:

- Threatening the viability and diversity of course offerings in small, rural, and remote schools;
- Reducing support for in-school learning by reassigning student success teachers, guidance counsellors, and others whose current mandate is to support students who require additional instruction to be successful;
- Unnecessary duplication and additional expenses, while still being unlikely to effectively address local needs (School boards and their consortia have developed the infrastructure and level of expertise to support remote learning that reflects the requirements of their specific learners.);
- Undermining the ability of school boards to have direct and local influence over the logistics and programming linked to online learning, as well as associated services and supports in their community schools.

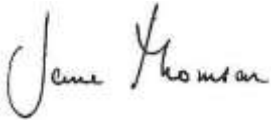
We are concerned that this plan has the dangerous potential of creating a two-tiered education system. As a small rural board, we still have families who live in areas without reliable internet access. There remain questions around access and equity that must be considered with any plan moving forward. In addition, there would be a negative impact on our ability to deliver in-person learning to our rural schools.

We respectfully request that public conversations related to your government's proposal involve consultation with school boards and education partners in Ontario. This includes the many education stakeholders who comprise the OeLC and the Ontario Public School Boards' Association, who have also been investigating the potential impacts of this proposal.

By working together, we believe that a strengthened and mutually beneficial vision for online learning can be created, which does not undermine school board and consortia leadership, or eliminate the positive online approaches that have long proven effective for student engagement and success.

As always, our commitment remains focused on providing a quality education for every student in a safe, accepting, and caring environment.

Sincerely,



Jane Thomson
Chair



Jan Johnstone
Vice-Chair

cc: MPP Bill Walker, Bruce-Grey-Owen Sound
MPP Lisa Thompson, Huron-Bruce
Ontario Public School Boards' Association

/jp



Rainy River

DISTRICT SCHOOL BOARD

File Code: DIR GOV

April 8, 2021

EDUCATION CENTRE

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Dr. Kit Young-Hoon
Medical Officer of Health,
Northwestern Health Unit
210 First Street North
Kenora, ON P9N 2K4

WEB SITE:

www.rrdsb.com

DIRECTOR

Heather Campbell

Dear Dr. Young-Hoon,

On behalf of the Board of Trustees, I am writing to request that consideration be given for the prioritization of Rainy River District School Board frontline education workers to receive the COVID-19 vaccine.

At our April 2021 regular Board meeting, the Board of Trustees unanimously approved the following motion:

That the RRDSB Board of Trustees direct the Chair to write a letter to our public regional Medical Officer of Health and regional board of health requesting that immediate consideration be given, depending on the availability of vaccine, for the prioritization of all RRDSB educational front-line workers to receive a vaccine during the April 12-16 break or a date as soon as possible prior to June.

We are committed to supporting the health, safety and well-being of our students and our staff. And, we appreciate your leadership and continued efforts to contain the spread of COVID-19 within our region. However, with the COVID-19 pandemic continuing and the pervasiveness of the Variants of Concern increasing, the most important safety measure to keep staff and students safe is to immediately prioritize the vaccine for frontline education workers within Phase 2.

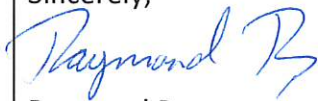
...2

TOGETHER, WE EMPOWER ALL STUDENTS TO BELIEVE IN THEMSELVES, TO ACHIEVE, AND TO DREAM.

The Spring Break presents an opportunity to vaccinate a large number of school-based staff and staff who provide direct or indirect service to students. We appreciate your work to give priority to those staff who work with our most vulnerable students. However, with ongoing staff shortages, we ask for your support to have all frontline workers vaccinated as soon as possible, in order to ensure that our schools remain open.

We thank you for considering this request.

Sincerely,



Raymond Roy

Chair

Rainy River District School Board

c. Board of Trustees

Northwestern Health Unit Board of Health

Premier Ford

The Honorable Stephen Lecce, Minister of Education,

Ontario School Board Chairs

Ontario Public School Boards' Association



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April 9, 2021

Honourable Stephen Lecce
Minister of Education
Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Sent via email to Minister.edu@ontario.ca

Dear Minister Lecce:

Our Ontario in-person public education system is the great equalizer. It is the level playing field that provides equal opportunity for all children and young people regardless of race, colour or creed and regardless of geography, income or capabilities.

As partners in education, the proposal to expand student access to online and remote learning should have come to Trustees through a Ministry of Education request for stakeholder consultation or broader public input. Regrettably, it did not.

It is, therefore, with a sense of urgency that Rainbow District School Board held a Special Board Meeting on March 30, 2021 to discuss the Province's proposed plan to make online and remote learning a permanent option for parents/guardians and students.

For these and many additional reasons, Trustees unanimously approved the following motion:

"That the Rainbow District School Board write a letter expressing its grave concerns about the Provincial government's proposed plan for online and remote learning."

Trustees, Senior Administrators and Federation Leaders are united in our belief that in-person learning, where students come together with their peers and their teachers in a traditional school setting, preferably with reduced class sizes, provides the optimum environment for children and youth to develop physically, socially, emotionally and cognitively.

School boards moved to remote learning for one reason only - as a means to deliver education when schools were forced to close to keep everyone safe in a pandemic situation. Even as schools reopened, parents were only given the option to choose remote learning for individual personal safety reasons, not for educational value. A pandemic response does not provide validation for a permanent option.

There is no evidence-based data on the impact of remote learning from a pedagogical perspective. There is, however, significant information on the negative effects of remote learning on the overall well-being of children, young adults, their families and entire school communities.

The negative effects of online learning, while anecdotal, are significant and very real. They include the loss of social connection and self-identity, an increase in isolation, concerns for mental health, stress on families, but, first and foremost, a lack of human contact and interaction with others which is the fundamental fabric of the world in which we live.

The negative effects of remote learning are further compounded for students with special needs, those who are at risk, and students who struggle with mental health. At-risk students will be at even greater risk.

Students with special needs require repetitive and extensive services that can only be provided in person. Many do not have the support at home to help them participate in remote learning. Students with special needs have difficulty sustaining focus without in-person prompts. Behaviour strategies must be implemented regularly and consistently, otherwise regression occurs.

It is note-worthy that there has been a marked increase in Child and Family Services referrals for non-attendance and non-participation since remote learning became necessary.

Students with mental health issues will feel a greater sense of loneliness and isolation. Community and social support services will be more challenging to access. It is more difficult to identify if a student is struggling socially/emotionally if they are not in school. There is less opportunity to observe changes in behaviour, mood, sleep patterns, appetite and/or interactions with others. In order to support some students a strong network is required.

The many students in Rainbow Schools who identify as First Nations have a treaty right to education which has not been acknowledged nor addressed in the Province's proposal. Concern has been expressed that for Indigenous learners, this plan is only going to facilitate additional traumas, inequities and disadvantages to an already disadvantaged minority population, and to a population that actually has a right to education that is based in treaty.

Students of all ages also require tremendous self-regulation in the online environment. Troubleshooting technological difficulties can take precious time away from teaching and learning. Privacy and hacking concerns have also emerged, putting the safety of students and staff at risk.

Students need in class, lower pupil-teacher ratios to explore hobbies, talents, interests and career possibilities through opportunities provided by the in-school experience - technology, shops, music, food, athletics - the courses that get students excited about learning. In order to gain a sense of belonging and worth, students need to be active participants, not mere observers.

As this pandemic has shown, the biggest influence on student success is the circle of care provided by school staff, the frontline workers who invest their energy and expertise in shaping the next generation of citizens. They are the backbone of the public education system. And while they continue to demonstrate tremendous resiliency in delivering remote learning, they do so out of necessity, not by design.

Creating a permanent path to have students attempt online remote learning, wrapped in the illusion of providing parent choice, puts the entire education system at risk. It has been made clear that staffing for remote learning will come from existing dollars, thereby eroding investments in face-to-face instruction.

Is the government's plan to make remote learning a permanent option another cost-cutting initiative with a broader objective? Will this plan result in increased class sizes and reduced funding for school boards? Is the broader objective to create a stand-alone structure that can be sold to the highest bidder to generate revenue for the province?

It is disingenuous to attempt to capitalize on the pandemic to move a government agenda forward. Making remote learning a permanent option is not only seen as the beginning of the privatization of public education, it will shortchange the current system and that will have long-term negative effects on our overall recovery and economy.

We invested in quality education in this province for a reason - to provide the best environment possible for all students to learn and to grow to become capable, confident, contributing members of society. We need to continue to invest in quality education to ensure all students have every opportunity to reach their full potential.

Making authentic connections is critical to student success. A strong circle of care through the student/teacher/support staff relationship is the hallmark of the in-person learning experience.

Most importantly, we respectfully request that we refocus on student well-being and success.

Students need to be educated. Our in-person public education system is the great equalizer. It is the level playing field that provides equal opportunity for all children and young people regardless of race, colour or creed and regardless of geography, income or capabilities. This is an issue worth fighting for.

Sincerely,



Doreen Dewar
Chair

cc: Premier Ford, premier@ontario.ca
Nancy Naylor, Deputy Minister of Education Nancy.naylor@Ontario.ca
Jamie West, MPP Sudbury JWest-QP@ndp.on.ca
France Gélinas, MPP Nickel Belt fgelinas-qp@ndp.on.ca
Michael Mantha, MPP Algoma-Manitoulin mmantha-qp@ndp.on.ca
Cathy Abraham, OPSBA president President@opsba.org
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