



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
 - (i) Alexander Ottley, Jarvis PS B. Doyle
 - (ii) Carol Reppington, Lakewood ES D. Werden
 - (iii) McKenna “Kenna” Green, Hagersville SS C. VanEvery-
 - (iv) Haley Christopherson, Tollgate Technological Skills Centre Albert
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations D. Dean
- B – 1 **Approval of Minutes**
- * (a) March 30, 2020 (Regular Board)
 - * (b) April 6, 2020 (Committee of the Whole)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- D – 1 **Director’s Report**
- E – 1 **Student Trustees’ Report**
- F – 1 **Committee Reports**
- * (a) Committee of the Whole – April 06, 2020 S. Gibson
- G – 1 **New Business**
- * (a) Enrolment Update R. Wyszynski
 - * (b) Quarterly Budget Report (F2) R. Wyszynski
 - * (c) Work Force Report S. Sincerbox
 - * (d) Contract Award – Masonry at Cayuga SS R. Wyszynski
- H – 1 **Other Business**
- * (a) Summary of Accounts -March 2020 R. Wyszynski
 - * (b) Joint Occupational Health & Safety Committee Minutes - March 12, 2020 R. Wyszynski
- I – 1 **Correspondence**

SUCCESS for Every Student



J - 1 **Adjournment**

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

Quality Accommodations	April 28, 2020	1:00 PM	MS Teams Meeting
Committee of the Whole	May 11, 2020	7:15 PM	Board Room
Privacy and Information Management Committee	May 14, 2020	3:00 PM	MS Teams Meeting
Special Education Advisory Committee	May 14, 2020	6:00 PM	MS Teams Meeting
Budget Review Meeting	May 20, 2020	7:00 PM	Board Room
Student Trustee Senate	May 22, 2020	10:30 AM	Grand River Hall, JBLC
Chairs' Committee	May 25, 2020	5:45 PM	Norfolk Room
Board Meeting	May 25, 2020	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 26, 2020	9:00 AM	Norfolk Room
Budget Review Meeting	May 27, 2020	7:00 PM	Board Room
Native Advisory Committee	June 8, 2020	1:00 PM	Hagersville Secondary
Committee of the Whole	June 8, 2020	7:15 PM	Board Room
Indigenous Education Advisory Committee	June 18, 2020	6:00 PM	Pine Tree Room, JBLC
Special Education Advisory Committee	June 18, 2020	6:00 PM	Board Room
Chairs' Committee	June 22, 2020	5:45 PM	Norfolk Room
Board Meeting	June 22, 2020	7:15 PM	Board Room
Audit Committee	June 30, 2020	4:00 PM	Board Room

Memorial Statement

Alexander Ottley

The Jarvis Public School community is mourning the loss of our friend, classmate and student, Alex Ottley.

Alex was a little guy, but he had a big, bright personality and he felt everything fiercely. He loved gym class and DPA time, especially when he was on the winning team for dodge ball or when he sunk a free throw during a basketball drill. Alex was creative and he enjoyed making comics with his friends. He always had plans for new creations sketched on his notebooks and was an expert nine-year old video-gamer. Alex knew the names of many dinosaurs and had plans to visit Alberta to find bones and to check out the museums for himself. He was resilient, strong and loving.

Alex is deeply missed by the staff and students at Jarvis Public School, who will always picture his sweet little face – with his glasses, his small voice and his signature smirk – with fond memories and affection.

Respectfully submitted,

Meghan Daley
Elementary Teacher, Jarvis PS

Memorial Statement

Carol Reppington

It was with great sadness that Lakewood Elementary and West Lynn Schools grieve the death of Carol Reppington on Tuesday March 10, 2020 at Hamilton General Hospital. Carol was a valued Educational Assistant who worked with passion and dedication in support of students and teachers in numerous Norfolk schools.

Carol was the loving wife to Ron, mother to three and grandmother to nine children.

Carol lived a life of strong faith. She found great satisfaction in her leadership in a variety of activities organized through Joy Bible Camp where she extended her skills in working with youth. She enjoyed down time with friends and family at the Paris cottage at Braeside where her generosity, love and hospitality always evident.

Quiet, calm, friendly, reassuring and organized, Carol always put her best foot forward in all that she did. The students, staff and families that she came in contact with benefitted greatly through her involvement.

The students, staff and Grand Erie school communities will sadly miss Carol.

Respectfully submitted,

David Van Laecke, Principal
Lakewood Elementary School
and
Dennis Wright, Principal
West Lynn Public School

Memorial Statement

McKenna "Kenna" Green

It is with great sadness that the Hagersville Secondary School Family announces the loss of one of our students, McKenna "Kenna" Green. Kenna was in Grade 12. McKenna passed away on Friday March 7th in the early morning.

Kenna was a fun-loving young woman whose presence could light up a room. As a friend, she was fiercely loyal to those she loved. Kenna and her twin sister 'Riah' (Mariah) shared a special bond that only they could understand.

Kenna, who was part of Grand Erie's School Within a College (SWAC) program, will be deeply missed by her friends and classmates as well as the staff at SWAC and Hagersville Secondary. Her absence will be felt by many in the Hagersville and Six Nations of the Grand River communities as well as all across our Board.

Respectfully submitted,

Jeff Benner, Principal
Hagersville Secondary School

Memorial Statement

Haley Christopherson

Our TTSC family is mourning the loss of a Haley Christopherson who passed away suddenly on Wednesday April 1st. Haley was most recently a student at Tollgate but spent her Grade 9 and 10 years at BCI.

Haley had numerous friends and was clearly loved by many. She had a way of making others feel special and was a positive force in many lives. She was never without a smile on her face and her positive infectious attitude was felt by all.

Haley loved to work with children and was often found making crafts with her younger brothers. After the March Break she was excited to embark on a new journey as she was set to start a Co-op placement with a Grand Erie Elementary School where her twin brothers attended.

In one final act of selflessness, Haley's passing has gifted others through the Trillium Organ Donation Program.

Respectfully submitted,

Jessie Hooper, Principal
Tollgate Technological Skills Centre



MINUTES

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

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

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: Susan Gibson

Seconded by: Claudine VanEvery-Albert

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, G. Anderson at 7:17 p.m.

(e) Memorials

Nil

(f) Agenda Additions/Deletions/Approval

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Agenda be approved.

Carried

(g) In Camera Report

Moved by: D. Werden

Seconded by: C.A. Sloat



THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice Principal List, effective March 31, 2020.

Carried

(h) **Presentations**
Nil

(i) **Delegation**
Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – February 24, 2020**
Presented as printed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Minutes of the Regular Board Meeting, held February 24, 2020 be approved.

Carried

D. Dean asked if there is any change on the French Immersion enrolment for next year and the year after? D. Martins responded that the report dated March 9, 2020 indicated a recommendation to a move to an extended French Program and a lot of background work was needing to be collected in order to share out with you today but unfortunately given our current situation that background work has not been able to occur and we are aware of a few unhappy families in the Norfolk area.

(b) **Committee of the Whole Board – March 9, 2020**
Presented as printed.

Moved by: D. Dean

Seconded by: R. Collver

THAT the Minutes of the Committee of the Whole Board Meeting, held March 9, 2020 be approved.

Carried



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

(a) 2019-20 Grand Erie's Student Achievement Plan: Success for Every Student Mid-Year Update

L. De Vos referred to the 2019-20 Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update report noting the plan was shared in the Ministry on October 31, 2019 and provided a high-level overview on background, additional information and the four-year Provincial Math Strategy and the five goals in the strategy. L. De Vos noted for all three sections – Elementary, Secondary and Special Education - we have three questions that guide the information within the report:

1. How will we get there?
2. How we will we know?
3. How are we doing?

L. De Vos proceeded to provide an overview of the Elementary Program section which consisted of:

- Numeracy
- Literacy

C. VanEvery-Albert stated that she did not see anything that spoke about support for students from Six Nations who may have been in an immersion program from K-8 and is there going to be any kind of support for Mohawk or Cayuga teachers? L. De Vos responded that support for Mohawk or Cayuga teachers is more of a secondary piece and deferred that to D. Martins. L. De Vos continued that in a conversation with D. Martins we had decided that as well as our student achievement report there is also a separate report where a lot of what happens to support our Indigenous students is included in that report. D. Martins responded that what L. De Vos has outlined is for the elementary based programming and given many factors in our staff model and support model the language programming in elementary for indigenous and native languages is nonexistent. D. Martins further noted it is really focused on secondary program and traditionally we have not included the indigenous update in the Student Achievement Plan because we have the Board Action Plan that clearly articulates that and was submitted in the fall to the Ministry. D. Martins indicated there is no account as per your request in this mid-year Student Achievement Report unfortunately. C. VanEvery-Albert stated that is very unfortunate and would like to discuss that more with D. Martins to see where we go from here.

R. Collver congratulated L. De Vos and noted there is some hope and liked the focus on supporting our teachers in the classroom and think we are really going to see an impact.



C. Speers asked a question about math manipulatives and would like to know what kind of math manipulatives we use for memorization techniques, do you have any references you can point me to in this chart about the portion of learning about math and is there any teacher training around the memorization? L. De Vos responded that there would be nothing specific in this board report but could share resources with C. Speers separately that are used and we try encourage a lot of our facilitation with classroom teachers in helping them to facilitate the learning so that students are using tools to represent the facts and that way students can visually see and understand what is meant by the facts; memorization and recall is important but we want to students to have the conceptual understanding.

D. Martins provided an overview of the Secondary Program section which consisted of:

- Improving Student Performance in Math (ISPM)
- Literacy Support
- Credit Accumulation
- Intermediate Collaborative Learning
- School Support Visits
- District Support Visits.

C. Speers stated that she would like understand better those students that have dropped out from high school and try to do the equivalency to get their high school diploma, how do we reach out to reengage and get them back on track for their graduation when they are out of the system? D. Martins responded that most of the information you are looking for is indicated in our annual Graduation Rate Report about our activities with respect to students who have disengaged from education either by their age or by nonattendance, all the data is there as well as the supports we have place. D. Martins noted that in last year's mid-year student achievement report we did indicate the work of our reengagement team which included the Reengagement Teacher and Indigenous Support Teacher, however, that funding was cut by the Ministry in our allocations for this year. D. Martins noted we have been working very closely with our Attendance Counsellors who get the referrals and really focusing our support with Guidance Counsellors, Student Success Teachers and Transition Teachers to keep those students engaged to get them back into to school or stay in school with some of the programs we are offering.

C. VanEvery-Albert referred to the Intermediate Collaborative Learning section and specifically the place where D. Martins spoke about the transition for Six Nations and Mississaugas of the Credit students and noted that this has come a long way and believes there is still room but it is very successful in terms of those students from the First Nations and wanted to let D. Martins and her team know that she thinks it is very successful.



D. Dean directed his question to L. De Vos and stated that he is really pleased to see the excitement from the teachers that they feel what they are getting from the top level is good stuff and they are enjoying using it and have significant success. D. Dean asked how do we know that translates to students, do we have any measurement for that or not? L. De Vos responded that we had hoped to have measurement for that, we assessed all grade 3 and 6 students in targeted schools in September and the consultants and facilitators helped the teachers and looked at the data and planned lessons from there. Students were interviewed, they observed work, that process was to be replicated again in December and together with our system team and principal leaders we were to analyze data but unfortunately, we were not able to do that due the job action situation. Going forward that will continue to be our plan, and the plan was also to pull data in April. We definitely will pick this back up in the fall as we know how well received it was.

L. Thompson provided an overview on the Special Education section which consisted of:

- Implementation of the renewed model in special education
- Elementary School – Tier 1 Placement as a fillable form
- Secondary School – Third Point of Communication
- Elementary School – Capacity Building Lunch and Learns
- Elementary School – Tier 1 in Kindergarten Classes
- Elementary School – Teachers attending in School Team and Resource Team
- Elementary School – Resource Team Agenda adaptations

C. Speers noted that L. Thompson had made mention that LRTs can take a student out of the class, but it was her understanding that students would stay in the class with the Teacher and the LRT and asked how that works? L. Thompson responded that is exactly how we want things to operate, in the past LRTs did take students out of the classroom for maybe smaller learning groups or for intensive support in reading and math. L. Thompson continued that this year we have really pushed the LRTs to not do that but instead to go into the classroom and work with the classroom teacher to co-teach and co-learn to support the student.

C. VanEvery-Albert stated that classroom teachers have a daybook that lays out what they are going to do and what they have done and asked does the LRT keep any kind of record that can potentially be shared with parents or with the classroom teacher. L. Thompson responded that the role of the LRT is a little different in that they directly support the classroom teacher and their day planning book would be more supporting the teacher. L. Thompson responded that they would not share that with a family and teachers would not share their daybook. C. VanEvery-Albert further commented that the LRTs are under the direction of the classroom teacher and don't they go over plans. L. Thompson responded that LRTs are under the direction of the school administrator and they need to support the classroom teacher in their area of need and learning, which is new as of this year.



Moved by: D. Dean

Seconded by: D. Werden

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) **Community Use of Schools Position**

R. Wyszynski referred to the Community Use of Schools Position providing an overview on background and the management and administration of the Community Use of Schools Program portfolio. R. Wyszynski noted that most boards of Grand Erie size have a dedicated Community Use of School position and listed the advantages of creating a position at Grand Erie. R. Wyszynski reviewed the next steps.

S. Gibson asked what is the timeline you would expect for it to become a cost neutral position? R. Wyszynski responded the goal would be by the end of year one, so the end of the 2020-21 school year if the position began its efforts in September 2020.

C.A. Sloat shared her concern that we have a budget process which is starting very soon and usually staffing, as outlined in our board bylaw, goes to the Board Budget process and is concerned that we had a whole list of items that were important to the board and don't know if this is fair. C.A. Sloat stated that the budget is passed by June 30 and believes there is plenty of time to do all the other work if started by July. C.A. Sloat further stated there are so many other competing issues that we want to talk about and this could become a political issue if changing the rate for 40,000 community hours that we have never charged for, that would take time to deal with the backlash but does realize we need to make decision. R. Wyszynski responded that we felt having this position not go through budget was strategy that we took because of the cost neutrality of the role. R. Wyszynski further commented that he mentioned why this is important and we need it as soon possible and if we wait for the budget process and it does not get approved for whatever reason, it will just delay it and we will continue to miss out on potential revenue. R. Wyszynski further noted the big piece that he wanted to emphasize is that this position will allow himself and his Executive Assistant to focus on much larger things than Community Use and is also intended to generate revenue so that it is not putting pressure on the budget.

C.A. Sloat shared an additional concerns of what will happen if it doesn't become revenue neutral, what do we do then, and that we are adding more staff at the administrative level and have request for more administrative people and has real concerns and feels it does fall within Bylaw 2.



R. Collver thanked R. Wyszynski as he had answered her question regarding why he is doing this now and understands it is to speed up the process. R. Collver further noted that Trustees did talk favourably about the position during our pre-budget meetings.

D. Werden commented when we look at what is being proposed here that we are being told this position is going to happen and we are just receiving this as information and is glad to see that there is a revenue neutral point within the year. D. Werden further commented on the 40,000 hours that many of those hours are used by non-profit youth organizations like scouts, guides and we always had in our policy that if they are there when caretakers are in the building there is no charge. D. Werden asked are we planning on charging all groups a nominal fee of some type because they are using it for no charge at all? R. Wyszynski offered some clarity that there are much more than 40,000 hours that we offer at no cost, the 40,000 hours mentioned in the report are specific to Before and School program and EarlyOn centres and because the non-profit youth groups fall under Policy FT4, we would not be able to charge them a rate unless Board approved the change to Policy and that rate would continue to be fully subsidized. R. Wyszynski further noted that the 40,000 hours speaks to the actual hours that have an opportunity to be charged an hourly rate.

J. Richardson commented that he understands that we need to get our community use under control or figured out, but he does not support moving ahead with this before the budget process.

C. Speers asked if anyone foresees the after-school programs being affected where rates go up and people might not register for the program and further noted that she does support it and is pleased to see the possibility to generate revenue. L. De Vos responded that many boards around us do charge their third-party childcare providers including before and school programs and EarlyOn centres and that we have had preliminary discussions with our Consolidated Municipal Service Managers because they are also well aware of this and in many boards this does provide funding for a position. L. De Vos further noted that there has been discussion that we don't charge them so much that it actually puts them out business, aware that it is a balance, understand families need care and support and we don't want to lose the partnership with our providers.

R. Collver noted that she did mean to mention that the motion is not correct as this is a budget item, this cannot be received as information and don't know how other Trustees feel but this needs to have a formal motion on it. G. Anderson asked in what way R. Collver? R. Collver noted that we approve the hiring of the position. G. Anderson responded that is not what is stated. G. Anderson asked C.A. Sloat regarding her comment that she had concerns that this should come through the Budget process? C.A. Sloat responded that she does not support this anyway and believes the motion needs to be an action of the Board and stated



if does not become a revenue generator, it will become a cost to the board and the Board has to understand that as part of the budget that we need to balance.

B. Blancher added that when this was discussed at the Sr. Administration table, there was a different motion and felt that it was really being brought for information to set up a scenario because this is quite a bit different from most things that we have go through budget. In terms of the fact that there is an opportunity for this to be revenue generating and cost neutral, we felt that it was better to bring it as a motion to receive as information. B. Blancher stated that she completely understands what is being said about the budget piece and will likely end up being a budget piece, and there were some concerns with us bringing a position for approval at this time as we are just entering into the budget process.

C.A. Sloat stated that according to Bylaw 2 staffing belongs to the Board and this is staffing, we receive workforce reports and we set how many staff we have and the only time it changes is when we have contractual obligations for classes and it needs to be an approval motion.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Community Use and Partnerships Officer position plan as information.

Carried

G. Anderson stated that Trustees need to look at whether we need a second motion and asked C.A. Sloat if she would like to put that motion on the table. C.A. Sloat respectfully declined stating that she cannot as she does not support at this time, but she understands the need for the motion but cannot put it on the floor and vote against it.

Moved by: R. Collver

Seconded by: C. Speers

THAT the Grand Erie District School Board support and approve the Community Use and Partnerships Officer position.

C. Speers asked if language be added that this is subject to some kind of annual review? G. Anderson voiced his difficulty with this and agreed with C.A. Sloat concerns and is a little uncomfortable that this is just coming to us to make a decision at this time.

B. Blancher responded that we have had conversations about Bylaw 2 in the past and shared her perspective of what is stated in Bylaw 2 is that it is the role of the board to approve staffing levels during the annual budget process and asked what is actually being said here



is that we are never be able to add staff in year after the budget process has been done because we have done that. R. Collver asked for an example? B. Blancher responded when we get things through TPAs and we have added staff. R. Collver responded that is dedicated funding and the funding matches the position. B. Blancher stated that is true but does not think Bylaw 2 matches here, yes it is outside of the budget process which why we brought it for information and realized that is different than what has been done in the past but that there are times that we need to do things a little bit differently.

G. Anderson stated that we have received this report and asked is it critical that a decision is made tonight? R. Wyszynski responded we were hoping this so that we could move ahead with the job fact sheet and the ability to identify the duties and responsibilities as setting the compensation at the correct level could take months.

D. Werden stated that he recalls that early in the year Administration brought to us a suggestion that if we had extra money that they were looking for this position at that time.

C.A. Sloat shared her concerns in response to Director Blancher's statement about in year staffing and noted that is all temporary but this is a permanent position which is a completely different item and sometimes we do need to hire when it comes to union contracts and there is no way to bring this back for annual review as much as I thought a one year would be better and what do we do if this job does not become a revenue neutral position. C.A. Sloat agreed with C. Speers concerns with regards to the potential impact for our third-party providers and families.

D. Dean stated that he is uncomfortable in receiving as information and then being asked to vote to either accept or reject. D. Dean further stated that there is a lot of merit in the position that is being discussed but it needs to be done in the proper order, received, time to think about it and approve at the appropriate time during the budget process.

R. Wyszynski added that if this position went through the budget process, it is likely that the budget will not be approved until the very end of June and we will miss that window for having this position start in September and missing out on potential revenue. R. Wyszynski stated that he had stressed that this is going to be a very difficult budget year going forward and by creating a position that could potentially generate more revenue than the position actually costs could be an opportunity that we could miss out on. Secondly he wants to emphasize the current CUS portfolio is a burden on both himself and his Executive Assistant as it currently stands and there a lot of other things that they could be working on, other than CUS permits and request from organizations requesting access during non school time. R. Wyszynski stated that we have always considered bringing it up at budget time however always felt we have exhausted that avenue and would like to say 100% it will generate



revenue in 2020-21 above what it costs but if it does not there are mechanisms that we can support this and we have a strong budget monitor system where we make cuts elsewhere in our portfolios to make this position work. R. Wyszynski stated he needs to be able to move this work so that we continue the good work not only in facilities and other areas that we want to work on that just can't happen because of the amount of the work spent on CUS. R. Wyszynski stated that many boards our size have a dedicated position for this role and is seen as best practice.

S. Gibson asked if we could do the work and post the job subject to budget approval or alternatively look at doing a shorter term, hiring for 1 year and then reassessing after that? R. Wyszynski responded that the only concern is your recruitment pool would be affected as people would not necessarily apply for temporary jobs or leave a permanent position. S. Gibson asked what about posting job to budget approval. R. Wyszynski responded that budget approval piece wouldn't happen until the end of June and it would be a very delicate balance however, it could work but again the goal is to make this position not affect the budget in anyway.

D. Werden stated that we are discussing a prime example of challenges with something coming to the board that has not come through Community of the Whole. D. Werden really agrees with what Administration is doing here and this is a position that is needed but is uncomfortable approving on just short notice as it is an ongoing long-term position. D. Werden asked if we refer to the end of April and dealt with it at the April Board meeting would that mean we would not be able to put anyone in place in September? R. Wyszynski responded that the window for doing the job fact sheet etc. would tighten.

G. Anderson stated that D. Werden and D. Dean echoed his concerns with respect to timing.

R. Collver withdrew the motion.

Moved by: D. Werden

Seconded by: S. Gibson

THAT the Grand Erie District School Board refer the Community Use and Partnerships Officer position to the Committee of the Whole Board Meeting on April 6, 2020 for further discussion.

Carried



D - 1 Director's Report

Director's highlights:

- **School Nutrition Programs** – Superintendent W. Baker has taken the lead on this as we were getting lots of questions from schools. W. Baker has been in communication with the Haldimand-Norfolk Children's Nutrition Network and Brant Food for Thought. Direction that was provided to school administrators stated that, any school resource related to the food programs sponsored by the Haldimand-Norfolk Children's Nutrition Network and Brant Food for Thought need to be taken to the nearest food bank. This includes food items, gift cards and some food vouchers (depending on the donor).
- **Personal Protective Equipment and Other Supplies** – As Trustees have heard about the need for supplies within the Health Care sector. Grand Erie staff have reached out to see what Grand Erie were doing in terms of sharing supplies with healthcare. School boards were asked by the Deputy Minister to create an inventory of what we have centrally in terms of PPE and other supplies like hand sanitizer and were sent a template. The template was completed last week and submitted – the goal is to ensure that supplies are reallocated where needed most. At that time, we did not include gloves as they were not asking for non-medical grade gloves. In the meantime, in the face of a global shortage, there is a reconsideration about the use of non-medical gloves – such as those used for food service and cleaning be redeployed. Grand Erie staff are doing everything they can to ensure that we are sharing what we can, where we can
- **Timelines impacted during the COVID-19 Crisis** – CODE has been exploring the impact of our current situation on timelines related to issues such as suspension and expulsions. A legal opinion was sought, and the Ministry agrees with this opinion. Earlier today, Director Blancher provided a detailed summary of the opinion to Trustees. The suspension of timelines for proceedings under the authority of school boards include:
 - Trustee Code of Conduct
 - Vacancies on the Board of Trustees or Committees
 - Teacher terminations as a result of a performance appraisal
 - Suspension Appeals
 - Referrals for ExpulsionTimelines for conducting IPRC's are also impacted.
- **Continuity of Learning** – as Trustees are aware, Grand Erie's program teams under the leadership of the Superintendents are developing plans in anticipation of an extension of the school closure order. There is also a provincial Ministry Working Table of Directors. The planning table met again today – waiting for a summary of their work which will come in a memo of guidelines to assist with our continued planning.
 - the government must get provincial union agreement or buy-in is critical to avoid local misunderstandings and conflict.
 - the framework that is being considered looks at the **minimum** number of hours of student learning that teachers must develop, broken down by grade



- there needs to be clarity that Phase 1 is student independent work using the Ministry's website, *Learn at Home, TVO/TFO* with some teacher contact of students/parents, teacher review of curriculum yet to be covered, staff training, etc. Phase 2 will begin on April 6, subject to an extension, and will be teacher led instruction and learning
- Ministry memo needs to clarify role of EA's, ECE's, support staff, non-core teachers in elementary, non-subject teachers in secondary
- *Learn at Home site, TVP/TFO, ILC* will continue to be resources for students beyond time expectations in memo
- boards need expectations for assessment, evaluation and reporting. The table recommended feedback only in Grades K-6 and then increasing focus on evaluation Grades 7-12
- ministry is looking at culminating tasks in place of examinations
- a key to success of Continuity of Learning will be clear language regarding equity - that boards will do everything possible to support all students but recognizing that there may be some challenges and that there is a "shared responsibility", with everyone having a role to play in the success of students in these difficult times
- reliable and affordable internet service is still an issue of equity
- **Reaching out to Families** – under the leadership of Superintendent L. Munro and in consultation with Greg Rousell, System Research Lead, a process has been set up to reach out to all Grand Erie families with a survey, using Snap Surveys, regarding access to technology in the home and considerations around learning resources – online, emailed packages, Canada Post. This information will help Grand Erie in determining how best to support all of our students.
- **Access to Schools to Pick-Up Devices and Resources** – we are currently working on a plan to allow staff into buildings to access devices and/or resources that will support them with the continuity of learning plan. Grand Erie's access plan will follow all stated protocols around social distancing etc., and we are basing the plan on a model that TDSB has shared. Director Blancher has been in contact with our 2 local Medical Officers of Health and they have both given their approval to this plan. Director Blancher further noted S. Sincerbox has also reached out to union leaders.
- Chairs and Directors were sent an invitation to another teleconference with the Minister of Education at 9 am on Tuesday, April 1st.

R. Collver asked how we take attendance; how do we ensure every student is being instructed and are we really going to try provide formal education? B. Blancher responded until she sees the guideline from the Ministry, she could not answer but is aware that is a number of things they are working on through the Continuity of Learning Plan.



C. Speers asked can we find out as Trustee how people want to receive this information. B. Blancher responded that we don't have the information as it will take some to go through it and if we have something, she will provide a verbal report during next week's Director's report

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Director's Report of March 30, 2020 as information.

Carried

E - 1 Student Trustees' Report

(a) COVID-19 Reaction from Students

Z. Garbaty referred to the COVID-19 Reaction from Student report and provided a high-level overview.

A couple of Trustees thanked Z. Garbaty for this well written report.

C.A. Sloat asked if the Red Seal has been part of discussion during the Directors' Deputy Ministers calls? B. Blancher responded it has been surfaced and that the post-secondary admission is top of mind for our Ministry of Education officials, and the colleges and universities are very receptive and completely understand the position that everyone is in.

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Student Trustees' Report of March 30, 2020 as information.

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – March 9, 2020

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the Grand Erie District School Board approve the recommendations from the March 9, 2020 Committee of the Whole Board meeting as follows:



- 1) **Haldimand-Norfolk French Immersion Secondary School Program Enrolment Status**
 - a. THAT the Grand Erie District School Board approve Sr. Administration to implement an Extended French Program (7 credits) instead of the French Immersion Program (10 credits) at Simcoe Composite Secondary for the 2020-21 school year
 - b. THAT the Grand Erie District School Board approves a review of the Kindergarten and sibling French Immersion program for a report back at the Committee of the Whole Meeting in November 2020
- 2) **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of March 9, 2020 as information.
- 3) **Allocation of Self-Contained Classrooms for 2020-21**

THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2020-21 as outlined, pending budget deliberations.
- 4) **Board Approval Transportation Review**

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2020-21 School Year
- 5) **Transportation Consortium Annual Report**

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk (STSBHN) Annual Report as information.
- 6) **Information Technology Services Annual Update**

THAT the Grand Erie District School Board receive the Information Technology Services Annual Update Report as information.
- 7) **FT9 Transition Committees**

THAT the Grand Erie District School Board forward Policy FT9 Transition Committees to all appropriate stakeholders for comments to be received by May 1, 2020.
- 8) **HR111 Personal Protective Footwear**

THAT the Grand Erie District School Board forward Procedure HR111 Personal Protective Footwear to all appropriate stakeholders for comments to be received by May 1, 2020.



9) HR119 Progressive Discipline

THAT the Grand Erie District School Board forward Procedure HR119 Progressive Discipline to all appropriate stakeholders for comments to be received by May 1, 2020.

10) FT105 Playground Equipment

a. THAT Bylaw 9 – Process for Developments of Bylaws, Policies and Procedures be waived with respect to circulating Procedure FT105 Playground Equipment to all appropriate stakeholders for comments.

b. THAT the Grand Erie District School Board receive Procedure FT105 Playground Equipment as information.

11) SO113 Extreme Weather

THAT the Grand Erie District School Board forward Procedure SO113 Extreme Weather to all appropriate stakeholders for comments to be received by May 1, 2020.

12) OPSBA Report

THAT the Grand Erie District School Board receive the OPSBA report of March 9, 2020 as information.

R. Collver requested that Recommendation #1(a) be divided.

J. Richardson requested that Recommendation #3 be divided.

A vote was taken on Recommendations #1(b), 2, 4 to #12. **Carried**

R. Collver spoke to Recommendation #1(a) and understanding that we may have delegations at the April 6, 2020 Committee of the Whole Board so she would recommend this be referred until that meeting.

Moved by: R. Collver

Seconded by: D. Werden

THAT the Grand Erie District School Board refer recommendation #1(a) to the April 6, 2020 Committee of the Whole Board Meeting.

Carried

J. Richardson spoke to Recommendation #3 stating that he has received a number of phone calls in the last few days from former teachers and teachers of self-contained classrooms with, and it is apparent, they are little caught off guard or they didn't know this was coming and we need to listen to our front-line workers. J. Richardson shared his concerns and echoed the concerns from others that we may be putting students at risk when these some of students are physically



dangerous, and it seems that some would be better off in self-contained classrooms rather than integrated into the regular classrooms. J. Richardson indicated that there is some information that we don't know, what is the cost of keeping these classrooms open, how often are some of these classrooms evacuated and disruption to the entire school by putting these kids into the regular classroom. J. Richardson stated the he supports inclusion but how is that going affect the other 25 students. J. Richardson shared his thought and echoed others.

D. Werden asked if delaying would affect staffing? B. Blancher responded that we were not prepared that this was going to be divided tonight, we could have had a little bit of background if we had known. S. Sincerbox responded that the timeline would not impact staffing. S. Gibson noted that a number of Trustees received a number of calls this evening just before the meeting and that she had connected with L. Thompson.

B. Blancher asked why this being referred back and are Trustees asking us to bring another report? J. Richardson responded that he is not convinced that it is the right direction to go and realizes strategy classrooms are meant to be short term interventions with the goal of moving students back into regular classes, but are the students that are put in those classrooms are they going be supported to the extent that education is going to happen for all? L. Thompson responded that strategy classes were never intended to be long term classes, strategy classes were for students with behavioural needs to learn strategies so that they could integrate back into their home school/home classroom. For several of the students in many of the strategy classes, they are transitioning back to their regular classrooms. L. Thompson noted concerns that today there was an influx calls to trustees and thanked Trustees for sharing. L. Thompson further noted we do this process every single year with all sort of classes and need to balance out where we can provide support with the funding that we have in the most fiscally responsible manner and looking at where we can shift our support and knowing that we have the Complex Behaviour Intervention Team which has demonstrated success with our most needy students with behavioural challenges, we believe we can shift our supports to have those students with those needs in their regular classroom settings with a different type of support. L. Thompson appreciated Trustees sharing their questions with her today but is unclear why this didn't come up three weeks ago when the report first came out?

C. Speers commented that she did bring up some questions a few weeks ago, and that she had someone come to her asking about the situation and it is not necessarily safe for those students to be in classroom and trying to understand how that works. C. Speers further stated that she is facing some dichotomy in between what is right for the student that we are integrating and what is right for the remainder of the classroom, the safety for everyone including the Teacher and teaching staff. C. Speers further stated that she is ready to wait a little more and try to understand before we continue and supports J. Richardson's statement.



R. Collver commented that we have an orchestrated effort going on in the system and wonder who and why but indicated that she does sit on SEAC and she does not believe for one minute that L. Thompson and her team that sits around that table would put any students safety at risk. R. Collver further noted that she encourages all Trustees to go back to the March 9 report that was provided and on page 3 it describes very well what that Special Team is going do and how they are going support students in their homeschool in the classroom. R. Collver continued to encourage Trustees, if this is referred to April, to review that report and it is laid out there very nicely how we are transition students from the strategies class.

C.A. Sloat agreed with R. Collver that this is an orchestrated effort, many people have been calling many people today, which is their right to do and why we have time in between a Committee of the Whole and Regular Board meetings to hear questions. C.A. Sloat further stated if this is passed to come back, it may be worth it to understand how many students have only stayed two years in a strategy class and gone back, are some students moved from primary classes to junior classes and to intermediate classes and when you take 6-8 students in a class and putting them back into 6-8 different schools and what is the plan to support them, the teachers and everyone else in the class. C.A. Sloat stated that she realizes we have the CBIT, obviously there seems to be concerns in the system and it is our job to listen to those concerns.

B. Blancher stated that she still does not know what we are to bring back on April 6, is the goal just to give Trustees an additional week to think on whether they are not going to approve? S. Gibson responded that she was not at the last meeting and she only heard issues from staff about 30 minutes before this meeting and referred them to speak with L. Thompson to share their concerns. S. Gibson suggested that we give for those staff members the opportunity to share their concerns with L. Thompson and reassure them there are other supports.

G. Anderson stated that obviously this affects staffing and where teachers are placed but if this is to come back next week and decision was made, would we be still okay considering there is no school at this time, maybe we have further discussion on this topic? G. Anderson asked B. Blancher to respond. B. Blancher responded that she is still unclear of what we are being asked to do, and noted that it was an excellent report that L. Thompson brought and her team has done an incredible job looking at all of the factors and it sounds like there are some staff that are not happy with the report and decided to lobby the Trustees about this, which she understands is their right to do, but she is not sure what Trustees would like us to bring back. If this is just about giving staff the opportunity to contact L. Thompson, she is not sure what is going to change there. B. Blancher further stated that all Trustees understand how crazy the last two weeks have been, one of those being March Break, that all of her staff was in working and the number of things we are dealing with, she is not sure what priority we are going to be able to give to staff who want to complain about a report, or maybe not the report because they haven't read the report, but their concern is that two strategy classes are closing and those students are going to be



dispersed back into schools, but as C.A. Sloat pointed out, they are not all going back to the same class or school. B. Blancher noted we can always ensure people have read the report and if they still have concerns obviously they are able to voice their concerns, if that is all this week is for, we have back to back meetings, gives us very few days before this report is coming back.

G. Anderson stated that he is hearing from B. Blancher very clearly if there is not much more information from the floor what else can staff bring back and is hearing that staff are upset about a situation and may not have all the details. G. Anderson stated the other options is not to refer and vote on the existing motion.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board refer the approval self-contained classroom to April 6, 2020 Committee of the Whole Board.

Motion was defeated.

Vote was taken on the original recommendation #3. **Carried**

G - 1 New Business

(a) Major Construction Project Report

R. Wyszynski referred Major Construction Project report providing a status update on the Major Construction Projects which are:

- Mapleview Elementary School
- Child Care Renovation at Hagersville Secondary School
- Child Care Addition at Central Public School

J. Richardson asked for Mapleview, what is the extent of the repair work to the playground and what is the timeline. R. Wyszynski responded that we are hoping for the spring/summer timeframe and ready for September 2020. J. Richardson stated that he hopes they don't try to plant grass on sand as it requires more structure to the soil to grow well. R. Wyszynski stated he will make note of that and will share with Facilities.

Moved by: B. Doyle

Seconded by: D. Werden

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

Carried



(b) **International Students – Fee Structure**

R. Wyszynski referred to the International Students – Fee Structure report that is presented annually and consisted of:

- International Tuition Fees – Summary of Students Enrolled 2015-16 to 2019-20
- Budget Implications/Funding Source(s)
- Proposed fee schedule for 2020-21
- Next Steps

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the 2020-21 Tuition Fees for International Students.

Carried

(c) **Education Week 2020**

B. Blancher referred to the Education Week 2020 Report noting that Education Week will take place between May 4 to May 8 and that it will look very different than years past. Grand Erie's Annual Education Week Gala has been cancelled due to job action and COVID-19. B. Blancher informed Trustees should Education Week events proceeds at schools across the Board, they will be shared and posted on the board's website for the community at the end of April.

B. Doyle asked with the event cancelled, are we on the hook to pay for the Sanderson Centre. B. Blancher responded we are not. Z. Garbaty asked if schools remain close, would be it rescheduled. B. Blancher responded that most likely not.

Moved by: C. VanEvery-Albert

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Education Week 2020 Report as information.

Carried

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

L. Munro referred to the Learning Plan Leveraging Digital Update report noting that a report was shared in January 2020 with Trustees that provided details on how educational technology will be purposefully and seamlessly integrated to enhance the learning environment and student achievement. L. Munro noted due to current status of job action, not further activities have occurred and no update available at this time.



Moved by: R. Collver

Seconded by: S. Gibson

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

Carried

(e) **Summer School Report**

L. Munro referred to the Summer School Report noting in 2019 summer school students experienced a high level of success as 91.3% of attempted credits were achieved. L. Munro noted for 2020, summer school will be held at Brantford Collegiate Institute (BCI) and McKinnon Park Secondary School (MPSS) and reviewed the key elements of 2020 program and summer school challenges. L. Munro further noted that due to COVID-19 there may be an increase and demand in summer school registrations as such we may need to agile with staffing and course selections.

E. Dixon asked why there is no location in Norfolk? L. Munro responded that we usually do not have enough registration to offer programs in both counties and it has been very challenging to find a location that is large enough with air conditioning and community use and landed on McKinnon Park.

C. VanEvery-Albert referred to the Reach Ahead section and asked what discussions have occurred with Six Nations and Mississaugas of the Credit, if any? D. Martins responded that this is part of our annual transition process that we do with Six Nations and Mississaugas of the Credit and we have strengthened those relationships and do believe we will see an increase in our summer school registrations and that would be open and encouraged with our Indigenous students. C. VanEvery-Albert would like to put a thought forward if there is a large request for summer school, particularly the Reach Ahead, would there be consideration to conduct some of those programs at Six Nations.

B. Doyle stated he is concerned, what happens if we limit of five people in a class, do we cancel summer school? L. Munro responded that there are still a lot of questions up in the air at this time and we have to be agile but that is a consideration.

Moved by: C. VanEvery-Albert

Seconded by: J. Richardson

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

Carried



(f) **Before & After School Programs Kindergarten – Grade 6, 2020-21**

L. De Vos referred to the Before and After School Programs Kindergarten – Grade 6, 2020-21 report noting under the Ministry of Education, school boards are required to ensure provision of before-and-after school programs where there is sufficient demand and/or viability. L. De Vos noted providers continue to struggle to retain and recruit new Early Childhood Educators due to a shortage across the province. L. De Vos provided a high-level overview of steps taken to mitigate the situation moving forward and reviewed the Before and After School Care Program Status as of March 30, 2020 and next steps.

R. Collver asked about Courtland and Langton, how are children getting there and what is the program offering. L. De Vos responded that they offer before and after program and either walk across or have shared busing.

C. Speers asked what it would take to get funding for a before and after school program so that the minimum amount of registration is not required. L. De Vos responded that the funding flows through the Municipal Service Managers and a lot of that funding is a bigger pot and at the Municipality level; they sort it out and each Municipality works differently.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the report on Before and After School Programs 2020-21 as information.

Carried

H - 1 **Other Business**

(a) **Summary of Accounts – February 2020**

Presented as printed.

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of February 2020 in the amount of \$8,719,885.96 as information.

Carried



- (b) **Special Education Advisory Committee Minutes – January 16, 2020**
Presented as printed.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – January 16, 2020 as information.

Carried

- (c) **Joint Occupational Health & Safety Committee Minutes – February 20, 2020**
Presented as printed.

Moved by: C. Speers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – February 20, 2020 as information.

Carried

- (d) **Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) – February 25, 2020**
Presented as printed.

Moved by: J. Richardson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) - February 25, 2020 as information.

Carried

- (e) **Grand Erie Parent Involvement Committee (GEPIC) Minutes (Draft) – March 5, 2020**
Presented as printed. S. Gibson noted that she was

Moved by: S. Gibson

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) Minutes (Draft) - March 5, 2020 as information, as amended.

Carried

- I - 1 **Correspondence**
Nil



J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the meeting be adjourned at 9:48 p.m.

Carried

Board Chair, G. Anderson



MINUTES

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

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

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, S. Gibson at 6:30 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: C.A. Sloat

Seconded by: D. Werden

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, S. Gibson at 7:16 p.m.

(e) Agenda Additions/Deletions/Approval

Presented as printed.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Agenda be approved.

Carried



(f) **In Camera Report**

Moved by: E. Dixon

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approve Brenda Blancher continuing in the role of Director of Education, under all mutual covenants, agreements and addendums contained in her current contract, and subject to any Executive Compensation increases, until a new Director is available to start or December 31, 2020 whichever comes first.

Carried

(g) **Delegation**

(i) T. Best presented their delegation with respect to French Immersion at Simcoe Composite School.

(ii) S. Porteous presented their delegation with respect to French Immersion at Simcoe Composite School

R. Collver requested that French Immersion at Simcoe Composite School be added to the agenda under Business Arising as B-1-b and that it be presented before B-1-a.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board add French Immersion at Simcoe Composite School be added to the agenda.

Carried

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

(a) **Community Use of Schools Position**

R. Wyszynski referred to the Community Use of Schools Position report noting it is the same report as presented at the March 30, 2020 Board Meeting and referred to this meeting.

D. Dean asked if it would be feasible for us to raise rental costs to make this position work subject to budget approval. R. Wyszynski responded that the goal of this position is to be able to look at our rate and get cost recovery and essentially be cost neutral every year.

C. Speers stated that she supports the position completely.

R. Collver commented that she supports this position but does not like that it is going outside of the budget but understands time and place is always a factor and believes we need to move on this position.



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C. A. Sloat asked for clarification about the salary stated in the report \$65,000 to \$85,000 and asked if that is with or without benefits? R. Wyszynski responded that it would include benefits, the inclusive costs for the position. C.A. Sloat further commented that this is outside the budget process which is a non-starter for her and shared her concerns that if we are going to start to charge for free hours, realizing that it is certain groups, that the cost could trickle back to parents. C.A. Sloat stated that if it is before and after school programs, the providers need to increase costs which impacts parents. C.A. Sloat also noted that this has no reporting to the Board and if it is decided that some group is going to be charged an amount extra and Trustees hear about it later when it is already a signed contract or the concerns in the community that things are getting out of hand and programs become non-viable and for this reason she cannot support the role at this time.

D. Werden commented that he supports this and is a little concerned about the viability and wonders where we will stand if we start charging groups rent that are not being charged now. D. Werden further stated that the workload involved in this and this position becomes more critical to use the excess space with the declining enrolment.

G. Anderson commented that he understands C.A. Sloat's comments and believes that if this done properly the position could become cost neutral but also has concerns that you have some groups that suddenly have to pay that may push up the cost for the families but in the long run, he believes this is beneficial for the board and supports the position.

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board directs Sr. Administration to move forward with the Community Use of Schools Position.

Carried

(b) **French Immersion Program at Simcoe Composite School**

C. Speers asked for clarity on this issue and why it has come to the table. L. De Vos noted that on March 9, 2020 a report was brought to Trustees and at that time data was shared that 12 out of 17 students, who expressed an interest in continuing with French Immersion in secondary school in Haldimand/Norfolk have submitted a course selection sheet and staff were worried about the challenges with class size and running a 10-credit French Immersion program. The Extended French Program is 7-credits and on March 9, staff recommended that we explore running an Extended French Program because we could possibly invite some Core French students from the grade 8 classes in the schools that feed into Simcoe Composite to help bump up the numbers and make the program viable. L. De Vos noted that our goal was to maintain at least an Extended French Program as our coterminous board also offers Extended French. C. Speers further asked are they able to be accommodated with their original intent given the small number of students that would still like to see their fulsome



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French Immersion education and how are we meeting that need for these families? L. De Vos responded in a 10-credit French Immersion Program, students can earn a French Immersion Certificate that is issued by the school but any of our students who are taking French as a second language programs either in Core, Extended French or French Immersion, when they get into grade 12 they can challenge a diploma called the DELF and could earn a level of French proficiency. L. De Vos noted that we have had some students from Core, and in fact more Core than French Immersion students, challenge the DELF and be very successful. L. De Vos noted this an internationally recognized Diploma and has global recognition by Universities, Government and Employers, so there is more than one way to get to grade 12 and challenge and be able to have that opportunity. L. De Vos continued that together with D. Martins, the Principal of Simcoe Composite and Principal Leader for Student Success met on Friday to discuss if it would be possible to run a French Immersion program knowing that our numbers are low and similarly to what we proposed before invite other grade 8 students and they would have to be screened by our Consultant and have a certain proficiency in French but that might be another possibility. L. De Vos noted that offering either Extended French or French Immersion, the caution that we want to put forward, when speaking with our Principal Leader for Student Success who was the Principal at BCI with a French Immersion program, you have to recognize that running these programs involves very creative timetabling and not just for the first year, you have to think ahead 4 and 5 years about how you can combine courses, how you can put kids together, look at incoming numbers and it could mean that in grade 9 we can only offer one course because we have to look at all the others options that other students need as well to successfully graduate. L. De Vos noted that sometimes the only choice for a French Immersion program is to run a course in one semester and not the other which means that students don't get French Immersion for a full year. L. De Vos noted that a school can offer cultural clubs and different things in the semester without French Immersion so that students could continue to the experience the French language – as French Immersion is also about the cultural aspect as well.

C. VanEvery-Albert stated her concern about Immersion because there is a similar experience and the same difficulties respecting Mohawk and Cayuga immersion and asked is there any way that we can make this happen for these kids? L. De Vos responded that yes and we would really like to provide an option as well as they have been in Immersion for their entire Elementary career. L. De Vos noted that during the meeting on Friday the feeling was that with some creative timetabling the program might be able to run, however, having to understand as a parent and the parent of the student that might mean that we cannot necessarily offer a course every semester but we know at the end of grade 12 they have to have 10 credits which means creatively working together as a staff and principal on the timetable. C. VanEvery-Albert asked where do we go from here, is it possible to make it happen and if so, how as she would really like to make this happen for the families. D. Martins responded that based upon questions of how can we make it work, L. De Vos has



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provided a good summary and that if the will of the Board is to have the French immersion Program with the existing 13 students, we would be looking at that but we would be looking at potential grade 9 students coming from grade 8 Core French whose parents felt that they have the competency to be part of a French Immersion program and as L. De Vos indicated, we could do a proficiency test for those students prior to the beginning of next year but given our current situation this will be a challenge; we could create a letter and send to those feeder schools with response back of interest and set up some type of proficiency or assessment for those grade 8 students who are not currently in French Immersion should they wish to challenge into a French Immersion program based on their current level of learning and proficiency. D. Martins noted this would certainly address the will of the Board if the decision is for a French Immersion. D. Martins noted that the plan for the Extended French Program would be to do something similar and that was to appeal to the Grade 8 students again based upon their current level of standing in French but with Extended French, this would not require students to take a proficiency test but instead having the recommendation of their Grade 8 Core French Teacher and a desire from the parent and student. D. Martins noted that we want to run a French Immersion or an Extended French Program at Simcoe Composite for the needs of those student and we have a way forward for these existing Grade 8 students.

R. Collver thanked both Superintendents for the work they have done on the questions they have had so far. R. Collver noted that we must remember that we have core programs that we must offer at the secondary level and French immersion is an optional course. R. Collver further stated that we need to really listen to our Superintendents about the opportunity to offer the Extended French Program. R. Collver stated that she would be in favour to keep exploring the Extended French Program rather than French Immersion and putting that pressure on our schools and the system.

C.A. Sloat directed her question to B. Blancher do you recall what was promised and what is the goal of French Immersion? B. Blancher responded that 9 years ago we held orientation sessions at Walsh PS, Burford District ES and Caledonia Centennial PS because those were the three areas in which we said that we would try our very best to start French Immersion. We decided that if we could get a certain number of students in kindergarten, we would run the program understanding that the first cohorts were going to be small. As it turned out the first cohorts were not necessarily that small, the issue that we have right now is because we started Kindergarten which was SK and JK together, the cohorts were bigger. B. Blancher stated that we had 26 SK students from the original groups from Walsh and Caledonia Centennial and had all of those students chosen to continue to French Immersion in Grade 9 next year, we would then have had the cohort that we needed. B. Blancher stated the challenge we had was that we could only pick one secondary school location in Haldimand and Norfolk and Simcoe Composite was selected. B. Blancher further stated that there was no promise made back in 2011 or since that time that we would guarantee or covenant that



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there would be a secondary French Immersion program in Haldimand-Norfolk. B. Blancher stated what was said in 2011, we have number of years to think about the secondary school program and we would like to offer the program in secondary within Haldimand-Norfolk however, offering and running are two different things. B. Blancher spoke to the goal around French Immersion and it is not bilingualism and L. De Vos explained that very well when she spoke to the fact that we had a number of students from Core French who are successful and get the DELF diploma in grade 12.

C.A. Sloat agreed with R. Collver's comment, we have a finite amount of money and unfortunately we sometimes need to pick one thing over another and she wonders if we start out with the Extended French Program could we later on when there is enough students interested, to somehow start a French Immersion program? D. Martins responded that it would not be the recommendation to switch programs mid-stream and we clearly feel that the cohort that enters an Extended French or French Immersion program based on the direction from the Board is what we have to see through in moving forward.

D. Werden commented that he was at the table 9 years ago and attended the presentations at the schools where we planned to start French Immersion and B. Blancher is correct, we did not promise anything and there were questions brought up about the class sizes as they went forward how they would be shrinking and the response was that we would do our best, did not know what secondary school would be chosen and we hoped to offer the secondary school program if we had the numbers. D. Werden further stated that if we have gone through the process and cannot come up with a solution, realizing 13 is a small number and it may grow to 17 or 18 if offered to Core French Grade 8 students, and indicated that running small classes does not come without a cost attached to it and we really need to understand that. D. Werden asked if we ran the French Immersion with current numbers, what is the additional cost to the Board to run that program and have we offered the program to the core grade 8 students yet? D. Martins responded no, without having consulted with HR and R. Wyszynski, but there would be cost in terms of course offerings that would diminish opportunities if a full section in a secondary school at the grade 9 level has to go to French Immersion or Extended French, it is not like we can do grouped classes like we do in other areas either by grade or level, it is a staffing cost given the anticipated declining enrolment and some of those other issues. D. Martins further responded with respect to the potential of looking at existing grade 8 Core French students, being able to provide the opportunity for students who have an interest and who can pass a proficiency level of the grade 8 requirements for French Immersion, we do feel our numbers would go up and make for more viable class sizes that could be maintained and sustained over the four years that students would have in a secondary school.

D. Werden commented that he was asking for the cost to run the French Immersion without affecting existing sections at a secondary school. D. Werden further stated if we need to run



something and do the best we can, we don't have time right now with everything else going on to see if there are more Grade 8 students, and we need to make a decision on what we are doing next year and suggests we offer the Extended French program.

D. Dean commented that while he understands the enrolment is low, what about the numbers in Grade 2 to 6, is that more feasible? L. De Vos responded that the current Grade 7's are sitting at 10, but the current Grade 6 between the 3 schools is 36 and the Grade 5 cohort is down to 14 and then it jumps back up to 31 in Grade 3. L. De Vos further stated that's why we spoke about a grade 9/10 combined class and the need to get creative with timetabling. D. Dean further commented that he feels quite strongly that we owe these families something and feels that we should try to stretch it as much as we can, as there is hope coming down the pipe and he thinks we need to try and make this work.

E. Dixon commented that families have not been guaranteed but led to believe that French Immersion would continue in secondary school and asked can we for sure offer the Extended French program. L. De Vos responded yes that is what we propose to do.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve Sr. Administration to implement an Extended French Program (7 credits) instead of the French Immersion Program (10 credits) at Simcoe Composite Secondary for the 2020-21 school year.

Carried

C - 1 Director's Report

Director's highlights:

- **Provincial Guidance – Continuity of Learning and Assessment, Evaluation and Reporting**
The initial Continuity of Learning Plan was received on March 31st and shared with Principals and Vice-Principals. The document was reviewed at Exec Council on April 1st and plans began to be formulated.

Key Points

As shared with Trustees last week, the plan has a minimum number of hours suggested by Grade ranges.

- K – Grade 3 – 5 hours per week; focus literacy and math.
- Grades 4 – 6 – 5 hours per week; focus literacy, math, science and social studies
- Grades 7 – 8 – 10 hours per week; focus core math, literacy, science and social studies
- Grades 9 – 12 – 3 hours per week per course – achieving credits/graduation
- It is important to note that the hours refer to the approximate amount of time students will spend on work assigned by teachers. Teacher work includes preparation of



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assigned work and providing feedback or assessment. Engagement with students will vary depending on the circumstances and can include a range of ways that teachers can connect with students. Students with Special Education needs should, as expected, receive appropriate accommodations or modifications where necessary.

- For elementary students, teachers will use formative assessment approaches to gather evidence on of how students are progressing in their learning. It is expected that teachers will provide feedback to their students on their progress. No summative evaluation will be required.
- Secondary students will be assigned learning tasks, projects and culminating activities that will be marked by their teachers for purposes of formative and summative evaluation. Teachers will communicate results of these marked assignments to students. Results will be used by teachers to inform students' final course marks. Final Report cards will be issued.
- The Ministry of Education is working in close cooperation with the Ministry of Colleges and Universities and sector stakeholders to ensure no student's graduation or transition to post-secondary is jeopardized as a result of the school closure period.
- The graduation requirement to complete 40 hours of community involvement is suspended for this school year.
- Red Seal Certification for SHSM Students – Graduating students in the SHSM program unable to complete their SHSM requirements due to extenuating circumstances, including the impacts from COVID-19, will be supported through the override request process. This allows schools to override the full requirement for the Red Seal Certification.
- Late this past Friday, school boards received an additional memo from the Ministry which covers assessment, evaluation and reporting.

Key Points

- Final Report Cards are required for all elementary students – in determining marks teachers will use evaluation information gathered from September 2019 to March 13, 2020. When in the best interest of students. Teachers should choose to include comments on the final report card if they feel that doing so would support the student's progress. Teachers will use assessment for learning (formative assessment) to gather evidence of how students are progressing in their learning and provide feedback to their students to support their continuous and ongoing learning but will not be evaluating any work beyond that completed by March 13th.
- Midterm marks are only required for graduating students - Marks should represent the most accurate reflection of student work, based on what is reasonable and in the best interest of students during this time. The requirement to issue mid-year (March/April) report cards for all secondary students, including graduating students, is suspended for this school year.
- Final Report Cards are required for all secondary students – teachers should choose to include comments on the final report card.
- Special Education Programs and Supports - we are expecting another memo from the Ministry this week to cover off these items.



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- **Continuity of Learning** – our Program Teams have been working hard to put together supports for teachers. Superintendent Martins and De Vos shared the plans with school administrators today and schools are getting up and running this week in our graduated implementation plan. We continue to address all issues as they come up and meet regularly over MS Teams with our school administrators and managers.
- **Access to Schools for Clerical Staff and Learning Resource Teacher** – we have developed a plan in consultation with our local Medical Officers of Health to allow certain staff into buildings to support continuity of learning. Clerical staff will be able to support copying and posting of materials for students who are unable to access the internet and LRT's are managing the redeployment of SEA equipment to students as appropriate. We are limiting the access to 2 days per week and our Principals are managing this. Custodial staff will be cleaning the areas that are accessed and staff will follow all public health protocols for social distancing etc.
- **Devices for Students** – as Trustees can understand, the redeployment of devices to students who do not have access to a device at home is a very complex task. Throughout last week Superintendent Munro and her team were busy developing a plan in consultation with the senior team at each step. Our IT department under the leadership of Manager John Ecklund has been working hard at setting up and reimaging devices for student use. They are also putting a plan in place to retrieve devices from schools and reimage those so they can be used by students accessing information from home. Our Principals are reviewing survey data and figuring out the need for their school. Superintendent Thompson's team is also working on getting SEA equipment to students who require it. In addition, Superintendent Martins has reached out to Six Nations and Mississaugas of the Credit to determine need and next steps. Deployment will start next week and will start with secondary students.

C. VanEvery-Albert shared one of the concerns that has been brought to her attention by parents from Six Nations is that even though a student might be provided a device, there is no internet connectivity in many pockets of the community, and asked what happens in that instance and you also stated that they will be provided worksheets and how is that to happen? B. Blancher responded that D. Martins has opened up discussion with representatives from Six Nations about getting wireless hubs to be used in the community and there is a plan to access Jordan's Principle funding to support this. B. Blancher also stated that the Principals are managing students who don't have devices or internet access and would prefer to get packages of work and they are managing that with the families in their communities

Z. Garbaty asked about the midterm marks and they are going to be assigned but not issued, is that correct? B. Blancher responded that there is not going to be a formal report card, but students will be told their marks and they will be entered into our system so that they can be shared with Colleges & Universities, as appropriate. Z. Garbaty further asked about students being allowed back into the school to retrieve items and is there any plan? B. Blancher



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responded that the Chief Medical Office has advised that at this time, that students are not allowed in schools.

R. Collver thanked B. Blancher and the team for the work they have doing. R. Collver asked if you could provide an overview what would be in a Continuity of Learning Plan, how it will be rolling out, any goals/measurables? B. Blancher responded that we have thought of absolutely everything, but you need to remember the Continuity of Learning Plan for Elementary is formative assessment only and it's different in Secondary. B. Blancher responded that it would take a long time to go through one of the plans, but it does set up our expectations based on the Ministry guidance of how we expect teachers to connect with students, what we expect in terms of feedback for elementary students and how that can be done (Email, phone, Brightspace) and at secondary we are relying on Brightspace where possible. B. Blancher further stated that there is a lot that has gone into those Continuity of Learning Plans.

R. Collver further commented that in a crisis there is always an opportunity and that there is a good opportunity on how we are delivering learning differently and are we going assess your plan in any way and have you thought about what worked, what didn't work, where was the great innovation and creativity and how to harness that going forward? B. Blancher responded that it may be part of our plan but at this point we are in crisis education mode and certainly there is learning right now, for example, with using virtual platforms to hold meetings, to connect students in ways we have not connected before and there is a lot of learning going on organically but we have to be aware this is truly crisis education.

Moved by: D. Werden

Seconded by: CA. Sloat

THAT the Grand Erie District School Board receive the Director's Report of April 6, 2020 as information.

Carried

D - 1 New Business – Action/Decision Items

(a) **Delhi District Secondary School – Gymnasium Viability Review**

R. Wyszynski referred to the Delhi District Secondary School- Gymnasium Viability Review report and requesting this report be referred to May 11, 2020, due to COVID-19 pandemic.



D – 2 New Business – Information Items

(a) **Trustees' Expenses Report**

R. Wyszynski referred to the Trustees' Expenses Report as printed.

Moved by: R. Collver

Seconded by: CA. Sloat

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

Carried

(b) **eLearning Annual Report**

D. Martins referred to the eLearning Annual Report on the program that has been delivered by Grand Erie since September 2002 and shared the internal eLearning pilot project that ran for the second semester in 2018-19. D. Martins further stated that the Ontario eLearning Consortium (OeLC) has set a new proportionate limiter for member boards which is based on the size of the board's eLearning program and the proportionate number of out of board students accepted. D. Martins stated that this new parameter ensures that the traffic balance in and out of the board does not exceed this limiter amount. Grand Erie has been given a plus and minus that we have to be within. In the past, Grand Erie has been balancing around a "zero" balance and we have doing better a job of our part in the consortium and providing the needs for our students. D. Martins provided a high-level overview of the report which consisted of:

- Current eLearning Programs
- Continuing Education and Summer School
- Grand Erie e Learning website
- Roles and Responsibilities of the Technology Enabled Learning and Teaching Contact (TELTc)
- Considerations and New Developments for 2018-19
- Budget Implications/Funding Sources
- Ongoing Program

C.A. Sloat stated that under considerations for new development for 2019-20, it refers to review the use of eLearning at all alternative ed sites, can to you explain what you are looking at and how it is being used? D. Martins responded that our alternative learning sites include our Turning Point sites and Indigenous Alternative Education Program and a little bit of the work we do at GELA as an alternative school. D. Martins stated this is one of the areas that we really struggle with in terms of our most at and in risk students and that connection to being engaged and wanting to be part of a secondary school program. D. Martins further stated that our central team working with those teams of teachers in alternative education



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programs are consistently looking at mechanisms to support the online learning of those students and moving forward we will continue to work at that.

C. VanEvery-Albert stated that money is provided for Grand Erie to facilitate this eLearning initiative and in terms of the ins and outs, does any money pass from board to board? D. Martins responded that the eLearning Consortium is an agreement between all the boards to commonly run these programs and hence that limiter factor; that we are good contributing board and doing our part. D. Martins stated that it costs us nothing other than we have to pay a minor fee out to the banker board because we help to pay for a Provincial OeLC Coordinator to help navigate the program. D. Martins also stated this budget allocation comes out of the GSN budget and not a specific section or allocation and it is a priority that is looked at yearly. C. VanEvery-Albert further asked in terms of eLearning summer school are the Six Nations students that are going into Grand Erie in the fall considered Grand Erie students in terms of being able to register in these programs? D. Martins responded absolutely that any students transitioning from a Federal school into a Grand Erie school in secondary school are welcomed and included in our Reach Ahead opportunities.

Moved by: E. Dixon

Seconded by: B. Doyle

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

Carried

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

(a) **SO1 Fundraising**

R. Wyszynski noted to the SO1 Fundraising report has been identified for review, will be going out for comment and reviewed the suggested revisions.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Policy SO1 Fundraising to all appropriate stakeholders for comments to be received by May 28, 2020.

Carried



(b) **SO14 Equity and Inclusive Education**

W. Baker noted Policy SO14 Equity and Inclusive Education was circulated to all appropriate stakeholders for comment. W. Baker referred to the comments and revisions made.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Policy SO14 Equity and Inclusive Education, as amended.

Carried

(c) **SO15 Out of Classroom Field Trips and Excursions**

B. Blancher noted Policy SO15 Out of Classroom Field Trips and Excursions was circulated to all appropriate stakeholders for comment. B. Blancher referred to the comments and revisions made.

Moved by: E. Dixon

Seconded by: C. Speers

THAT the Grand Erie District School Board approve Policy SO15 Out of Classroom Field Trips and Excursions.

Carried

(d) **SO22 Fees for Learning Materials and Activities**

D. Martins noted Policy SO22 Fees for Learning Materials and Activities was circulated to all appropriate stakeholders for comment. D. Martins referred to the comments and revisions made.

Moved by: C. Speers

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy SO22 Fees for Learning Materials and Activities.

Carried

(e) **SO26 Events Planning and Organizing**

B. Blancher noted Policy SO26 Events Planning and Organizing was circulated to all appropriate stakeholders for comment. B. Blancher referred to the comments and revisions made.

Z. Garbaty stated that the policy makes reference to Trustees and wonders if that applies to Student Trustees. B. Blancher responded that it does.



Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Policy SO26 Events Planning and Organizing.

Carried

(f) **SO30 Management of Potentially Life-Threatening Health Conditions in Schools**

L. Thompson noted Policy SO30 Management of Potentially Life-Threatening Health Conditions in Schools was circulated to all appropriate stakeholders for comment. L. Thompson to the comments and revisions made.

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy SO30 Management of Potentially Life-Threatening Health Conditions, including Administration of Medication, in Schools.

Carried

E – 2 Procedure Consideration – Information Items

(a) **SO102 Administration of Prescribed Medications, including Medicinal Cannabis, in Schools**

L. Thompson noted that SO102 has been included into the revised SO30 Management of Potentially Life-Threatening Health Conditions, including Administration of Medication, in Schools and recommends SO102 be rescinded.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board rescind Procedure SO102 Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools.

Carried

(b) **SO105 Privacy Breach Protocol/Procedure**

L. Munro noted that SO105 Privacy Breach Response is a new procedure and will be going out for comment.

Moved by: D. Werden

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board forward Procedure SO105 Privacy Breach Procedure to all appropriate stakeholders for comments to be received by May 28, 2020.

Carried



(c) **SO108 Community Service Providers and Schools Working Together**

L. Thompson noted Procedure SO108 Community Service Providers and Schools Working Together was circulated to all appropriate stakeholders for comment. L. Thompson referred to the comments and revisions made. L. Thompson noted one further revision is required.

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board receive Procedure SO108 Community Service Providers and Schools Working Together as information, as amended.

Carried

(d) **SO111 Fire Safety and Fire Safety Plan**

R. Wyszynski noted Procedure SO111 Fire Safety and Fire Safety Plan was circulated to all appropriate stakeholders for comment. R. Wyszynski referred to the comments and revisions made.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive Procedure SO111 Fire Safety and Fire Safety Plan as information.

Carried

(e) **SO114 Do No Resuscitate (DNR) Confirmation Form**

L. Thompson noted that Procedure SO114 Do Not Resuscitate (DNR) Confirmation Form is a new procedure and will be going out for comment.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Procedure SO114 Do Not Resuscitate (DNR) Confirmation Form to all appropriate stakeholders for comments to be received by May 28, 2020.

Carried

F - 1 **Other Business**

Nil

G - 1 **Correspondence**

Nil



H - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the meeting be adjourned at 9:12 p.m.

Carried

Committee of the Whole Board Chair, S. Gibson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Susan Gibson, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: April 27, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the recommendations from the April 6, 2020 Committee of the Whole Board meeting as follows:</p>
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- 1) **In Camera Report**
THAT the Grand Erie District School Board approve Brenda Blancher continuing in the role of Director of Education, under all mutual covenants, agreements and addendums contained in her current contract, and subject to any Executive Compensation increases, until a new Director is available to start or December 31, 2020 whichever comes first.
- 2) **Community Use of Schools Position**
THAT the Grand Erie District School Board directs Sr. Administration to move forward with the Community Use of Schools Position.
- 3) **French Immersion Program at Simcoe Composite School**
THAT the Grand Erie District School Board approve Sr. Administration to implement an Extended French Program (7 credits) instead of the French Immersion Program (10 credits) at Simcoe Composite Secondary for the 2020-21 school year.
- 4) **Director's Report**
THAT the Grand Erie District School Board receive the Director's Report of April 6, 2020 as information.
- 5) **Trustees' Expenses Report**
THAT the Grand Erie District School Board receive the Trustees' Travel and PD Expenses Report as information.
- 6) **eLearning Annual Report**
THAT the Grand Erie District School Board receive the eLearning Annual Report as information.
- 7) **SO1 Fundraising**
THAT the Grand Erie District School Board forward Policy SO1 Fundraising to all appropriate stakeholders for comments to be received by May 28, 2020.
- 8) **SO14 Equity and Inclusive Education**
THAT the Grand Erie District School Board approve Policy SO14 Equity and Inclusive Education, as amended.

- 9) **SO15 Out of Classroom Field Trips and Excursions**
THAT the Grand Erie District School Board approve Policy SO15 Out of Classroom Field Trips and Excursions.
- 10) **SO22 Fees for Learning Materials and Activities**
THAT the Grand Erie District School Board approve Policy SO22 Fees for Learning Materials and Activities.
- 11) **SO26 Events Planning and Organizing**
THAT the Grand Erie District School Board approve Policy SO26 Events Planning and Organizing.
- 12) **SO30 Management of Potentially Life-Threatening Health Conditions in Schools**
THAT the Grand Erie District School Board approve Policy SO30 Management of Potentially Life-Threatening Health Conditions, including Administration of Medication, in Schools.
- 13) **SO102 Administration of Prescribed Medications, including Medicinal Cannabis, in Schools**
THAT the Grand Erie District School Board rescind Procedure SO102 Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools.
- 14) **SO105 Privacy Breach Protocol/Procedure**
THAT the Grand Erie District School Board forward Procedure SO105 Privacy Breach Procedure to all appropriate stakeholders for comments to be received by May 28, 2020.
- 15) **SO108 Community Service Providers and Schools Working Together**
THAT the Grand Erie District School Board receive Procedure SO108 Community Service Providers and Schools Working Together as information, as amended.
- 16) **SO111 Fire Safety and Fire Safety Plan**
THAT the Grand Erie District School Board receive Procedure SO111 Fire Safety and Fire Safety Plan as information.
- 17) **SO114 Do No Resuscitate (DNR) Confirmation Form**
THAT the Grand Erie District School Board forward Procedure SO114 Do Not Resuscitate (DNR) Confirmation Form to all appropriate stakeholders for comments to be received by May 28, 2020.

Respectfully submitted,

Susan Gibson, Chair
Committee of the Whole Board



POLICY

SO14

Equity and Inclusive Education

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – as needed
2. Criteria for Success – consistent and fair practice in our schools
 - diverse communities feel comfortable and supported within Grand Erie

Policy Statement

The Grand Erie District School Board promotes the principles of equity and inclusive education, free of discriminatory biases and barrier-free. The Board values diversity within our school communities.

The Board recognizes that equity of access to the full range of programs, services, and resources is critical to the achievement of successful educational and social outcomes for those served by the school system. To that end, Grand Erie will implement strategies in accordance with the Ontario Education Equity Action Plan.

Definitions:

Diversity – Diversity refers to the presence of a wide range of human qualities and attributes within a group, organization or society. Dimensions include, but are not limited to, race, colour, creed, sexual orientation, age, ancestry, gender identity, disability, citizenship, family status, marital status, gender expression, sex, place of origin, and ethnicity.

Equity – Equity refers to a condition of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education – Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Equity and Inclusive Education Implementation Strategy:

The Board has identified eight areas of focus which serve to honour diversity and commit to the principles of equity and inclusive education.

1. Programs, Guidelines and Practices

Programs, guidelines and practices of the Board will serve students, staff and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.

2. Shared and Committed Leadership

The Board will foster development of leaders who demonstrate commitment to equity and inclusion and include members of marginalized communities in shared leadership. Interviews for school administrative positions always include scenarios involving issues of equity and inclusion. **Also Finally**, the revised Ontario Leadership Framework – used to evaluate administrators – will include an equity domain.

3. School Community Relationships

The Board will establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are valued and reflected in our practice.

4. Inclusive Curriculum and Assessment Practices

The Board will implement curricula in an inclusive manner and will review resources, instruction, and assessment and evaluation practices in order to identify, and raise awareness of, discriminatory biases so that each student may maximize their learning potential.

The Board will ensure that resources and instructional practices are respectful of the protected grounds of the *Ontario Human Rights Code*.

5. Religious Accommodation

The Board acknowledges each individual's right to follow, or not to follow, religious beliefs (or creeds) and practices free from discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide religious accommodations to staff and students.

The Board is committed to ensuring that appropriate religious accommodations are developed collaboratively in an environment founded in trust and mutual respect.

Religious accommodations could include, but are not limited to, the following:

- a. Religious Holy Days and celebrations
- b. Opening and closing exercises
- c. Prayer
- d. Dietary requirements
- e. Fasting
- f. Religious attire
- g. Participation in daily activities and curriculum*
- h. Scheduling for religious leaves
- i. Recruitment, job applications, and succession planning

* Parents may exempt their child from strand D of the Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019. Grand Erie Procedure SO110 – Exemption to Human Development and Sexual Health describes the process for this curriculum exemption.

6. School Climate and the Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within a school community is entitled to a respectful, positive school climate and learning environment free from all forms of discrimination and harassment. The Board will ensure that revisions to school codes of conduct include active consultation with diverse communities, and that school codes of conduct are reviewed annually.

7. Professional Learning

The Board provides administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify, and raise awareness of, discriminatory biases and systemic barriers. The Board encourages and supports staff and students in their efforts to promote social justice, equity, and anti-discrimination in schools and classrooms.

8. Accountability and Transparency

The Board assesses and monitors progress in implementing the principles of Equity and Inclusion into all Board policies, programs, guidelines and practices, and communicates these results to the community. The Board ensures that the principles of equity and inclusive education are embedded in school improvement plans, with particular emphasis on identifying and removing barriers to student achievement.

9. Communication and Outreach

This policy, and all related policies and procedures, will be communicated to parents/guardians, students, staff, and community members by all means possible, including, but not limited to, school newsletters, newspapers articles, staff meetings, school announcements, system announcements and school agendas.

All Grand Erie employees will be provided with information outlining policies and procedures related to Equity and Inclusive Education, in addition to training opportunities as they arise.

Legislative and Policy Framework

- *The Accepting Schools Act (2012)*
- *Achieving Excellence: A Renewed Vision for Education in Ontario (2014)*
- *Ontario Education Equity Action Plan (2017)*
-
- *SO110 – Exemption to Human Development and Sexual Health*



PROCEDURE

SO108

Community Service Providers and Schools Working Together

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Partnerships enhance and complement student learning
– Engaging in the partnership provides reciprocal benefits for both agency and school board

Guiding Principles

Grand Erie supports the implementation of community-based partnerships with agencies that enhance the learning experiences of students. A partnership agreement with a community service provider may not duplicate the work of the Grand Erie Student Support Services or educational staff. Partnerships will respect the rights, responsibilities, and interests of both students and staff. The partnership should provide benefits to both the school board and the agency. A written, signed partnership agreement between the parties will help clarify expectations, roles and responsibilities, referral and consent process, timelines, procedures, accountability, service quality, compliance with professional standards, integration/coordination, and a dispute resolution process.

Consent to Access Services

Parent/guardian consent to access community services at a Grand Erie school is required in order for students up to the age of 18 to participate in any SO108 community partner services taking place on Grand Erie property. In cases where a student has requested not to have parent/guardian consent or if there is a perceived risk to the well-being of the student should parent/guardian consent be sought; the school will contact their School Social Worker. The principal will work in collaboration with the School Social Worker. After collaboration, the principal or the School Social Worker will contact the Grand Erie Mental Health and Well-Being Lead on matters of consent and complex cases.

Scope

This Procedure applies to situations in which a community service provider applies to offer individual and/or small group programs/services within school(s) in Grand Erie.

Integration between Community Services Providers and Student Support Services Staff

Community, educational, legal, medical and social service professionals and paraprofessionals may either be employed by a publicly funded government organization, such as a hospital or a social service agency, or they may operate an independent private practice, In the latter case, the client reimburses the professional or paraprofessional directly for services provided.

- **Publicly funded community service providers** provide services which may be accessed, at no cost to parent/guardian, by any student who meets the eligibility criteria. These services are accessed in one of two ways, either through the school board with informed written consent from a parent/guardian or directly by the parent/guardian.
- **Privately funded community service providers** are services purchased by parents/guardian on a private basis or funded by insurance carriers which are normally carried out in the professional's or paraprofessional's office/clinic or the student's home, including but not limited to services such as behaviour therapy, psychological assessment and therapy, social work counselling and therapy, speech-language assessment and therapy.

Student achievement and well-being, through a collaborative approach to service provision for students and families, is the goal of a successful partnership agreement. Collaborative relationships are, characterized by mutual respect, coordination of services, clear communication and consistent collaboration with a common goal of working towards the best interests of the student. This Procedure is guided by Board Policy SO8 - Community Partnerships and the various acts, regulations, and mandates applying to the respective partners.

1.0 COMMUNITY SERVICE PROVIDERS

- 1.1. The community service providers with whom the staff of the Board currently collaborates include individuals with a variety of backgrounds and expertise:
- educational professionals such as teachers who provide after-hours tutoring for children and adolescents;
 - legal professionals such as lawyers, police officers and probation officers;
 - medical professionals such as, but not limited to, audiologists, nurses, occupational therapists, ophthalmologists, otolaryngologists, pediatricians, physicians, physiotherapists, psychiatrists, psychologists and speech-language pathologists;
 - social service professionals such as child and youth workers, social service workers and social workers; and
 - paraprofessionals such as behaviour therapists, communication disorders assistants and special services at home workers.

2.0 COLLABORATIVE RELATIONSHIPS

Collaborative relationships occur between the schools and community service providers that do not require a formal partnership agreement.

- 2.1. There are essentially four different ways in which the collaborative relationship between the staff of the Board and community service providers has been operationalized:

Consultation - assessment information and remedial strategies are shared with the Board/school staff by the community service through a written report or in a face-to-face meeting, usually at the student's school;

Observation - the community service provider observes the student in the school setting to obtain information to assist with the assessment process;

Demonstration - the community service provider demonstrates for the Board staff a therapeutic strategy or technique that s/he is providing for the student to determine if the same strategy or technique could be adapted and utilized in the school setting. The Principal of the school makes the final determination concerning the utilization of the strategy/technique in the school setting and the inclusion of the strategy/technique in the exceptional pupil's Individual Education Plan (Regulation 298). Since the Individual Education Plan is reviewed once each term in elementary school and once each semester in secondary school, demonstration would only need to occur with the same frequency. No more than two (2) demonstration sessions will be permitted per term/semester.

Direct Therapy - the community service provider provides direct therapy or treatment for a student either in the office/clinic or in the student's home. Therapy may be defined as the treatment of disease or of any physical or mental disorder by medical

or physical means usually excluding surgery. Some publicly-funded community professionals/paraprofessionals, most notably those from the Local Health Integrated Network (LHIN), and School Based Rehabilitation Services (SBRS) do provide some therapeutic services for students in school as required by 'Ministry of Education Policy/Program Memorandum No. 81 - Provision of Health Support Services in School Settings' upon the written request of the school principal and/or the consent of parent/guardian.

The Board is obligated to provide access to schools to provide direct therapy for students for publicly-funded community service providers such as those from the Local Health Integrated Network as per Program Policy Memorandum 81 – Provision of Health Support Services in Schools.

Privately funded community service providers do not provide direct therapy to students in schools. In the majority of cases, Grand Erie Student Support Services provides direct therapy to students in schools. Private practitioners requesting to provide the same service will not be granted. The request for private community service providers comes from gaps in service provision that Grand Erie and publicly funded service providers cannot address. Requests for private service provision must include a clear statement about the gap in existing service provision that will be addressed. Intensity of service provision ~~and wait times~~ are not considered gaps, as per Program Policy Memorandum 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.

If a student requires ongoing therapy/treatment from a publicly funded or privately funded community service provider, that student may be excused from school to attend the therapy session as is permitted under the Ontario Regulation 298.

When a partnership between a privately funded community service provider and a Grand Erie school is being considered for services other than direct therapy, the community service provider and school(s)/Board must establish a Partnership Agreement. All steps outlined in the Guidelines for Forming a Partnership Agreement must be followed

3.0 CONFLICT RESOLUTION

Periodically, disagreements may arise between community service providers and school board staff members. The following dispute resolution process will be used to identify solutions for individual cases and at the system level. This process is not intended to be an appeal or a legal process.

Step 1: The community service professional/paraprofessional and the school administrator will be the first level of dispute resolution authority.

Step 2: If the dispute is not satisfactorily resolved, the matter will be referred to the Manager of the community service professional/paraprofessional and the Mental Health and Well-Being Lead in the school board.

Step 3: If the dispute continues to be unresolved, the matter will be referred to the Senior Management/Supervisor, Community Service Provider and the Superintendent of Education.



REQUIREMENS FOR FORMING A PARTNERSHIP AGREEMENT

1. School(s)/Board and agency complete the Description of Program or Service (Appendix B) for Superintendent of Education
2. identify needs that are impacting educational and well-being outcomes that will be addressed that currently cannot be addressed by school board professional support services staff. Wait lists and intensity, frequency and duration of service are not considered gaps in service provision.
3. identify how specific services provided will address needs that are having an impact on their educational and well-being outcomes
4. discuss service delivery plan including roles, frequency, measuring and monitoring of desired outcomes, documentation and supervision
5. determine how students will be identified to receive programs/services
6. involve appropriate school staff and Student Support Services Staff in initial and on-going discussions
7. describe consent process and requirements for:
 - (a) Service provision
 - (b) Access to school information (not OSR) Consent is currently for service provision only
8. develop a plan for communicating with parents / guardians and school Administrator or designate.
9. establish minimum credentials of service providers and appropriate supervisor's qualifications *per* PPM 149
10. ensure Police Record Checks, including vulnerable screening, subject to availability, for all personnel who will be working with students
11. obtain copy of current Certificate of Insurance naming the Grand Erie District School Board and ensuring \$2 million liability coverage for professional liability (errors and omissions) and general liability
12. ensure identification badges for service providers are worn
13. communicate with all stakeholders regarding the program/service being provided
14. understand and inform all staff of SO108 dispute resolution process
15. sign partnership agreement

Each new partnership agreement will be reviewed, evaluated and either approved or not approved by the Partnership Agreement Joint Advisory Committee. All existing partnership agreements will be reviewed and either approved or not approved at least once per year.

Membership on the Partnership Agreement Joint Advisory Committee includes:

- Mental Health and Well-Being Lead (Chair);
- School and Program Supports Lead;
- Principal Leader – Special Education;
- Superintendent of Education;
- President, OSSTF-PSSP;
- 3.0 PSSP Bargaining Unit Members;
- Community Member.

Board References:

- Policy SO8-Community Partnerships

Appendix A

S0108 Community Service Providers and Schools Working Together**GUIDING QUESTIONS (for Partner) – DESCRIPTION OF PROGRAM OR SERVICE**

Points for your consideration when completing the description of program or service for groups:

1. Is the activity/service consistent with the Board's Multi-Year Plan?
2. What is the goal/potential outcome of the service provision?
3. Does the activity/service have the potential to positively impact student success?
4. What is the degree of assistance/involvement from Grand Erie staff?
5. Is the activity/service duplicating services already offered in the Grand Erie shown to be effective?
6. Does the activity/service have risks/costs for participants?
 - a) Is there a clearly articulated plan as to how the risks will be managed professionally and appropriately?
 - b) What is your plan to communicate with students, parents and staff regarding these potential risks?
7. The plan of how you will obtain parental/student permission must be articulated (see Appendix D)?
8. Can the activity/service be provided during non-instructional times? If a student is withdrawn during instructional or curriculum activities, there should be minimal impact on the student's learning and classroom routine.
9. Does the activity/service have a capacity building component for Grand Erie staff?
10. Is there a suitable setting or settings to host this activity/service in Grand Erie?
11. Is the activity/service evidence informed?
 - a) Is the evidence supporting the efficacy of the initiative attached?
 - b) Is it consistent with how the proposed activity/service will be carried out as identified in the proposal?
 - c) If not, is there a plan for evaluation as part of the proposal?
12. Who provides general or clinical supervision to the service providers within their agency?
13. Is debriefing/ feedback to the student/family and Grand Erie staff provided?
 - a) How will this be accomplished?
 - b) How often will feedback be provided to the student, parent and Grand Erie staff?
14. Have you considered the schools to which this partnership agreement may be applied?
 - a) If yes, how were these schools identified?
15. Is there a research component to the proposal or any aspect of the service or tools utilized as part of the service? If yes, refer to Grand Erie's process for conducting research at <https://www.granderie.ca/board/community/research>



DESCRIPTION OF PROGRAM OR SERVICE

Date Submitted:

Name of School(s)		Name of Partner:	
Program/Service Title:		Rationale for Program/Service in School:	
Program/Service Description:			
Program/Service Details:		Space/Materials Requirements (if any):	
Anticipated Outcomes, Evaluation:		Name and Qualifications of program/service provider(s):	
Timelines:			
This program/service will be provided _____			
Day(s) of the week _____		Month(s) of the school year _____	
with the following times:			
Agency Supervisor's Name:			
Title:		Qualifications:	
Signature:			
Board Use Only:			
<input type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied			
		Superintendent of Education	Date



PARTNERSHIP AGREEMENT

Between:

Hereinafter called "the School"
GRAND ERIE DISTRICT SCHOOL BOARD
Hereinafter called "the Board"

And

Hereinafter called "the Partner"

This educational partnership is a mutually supportive reciprocal agreement between the School/the Board and the Partner to provide the following program/service:



Both parties acknowledge and agree that the Partner is not an agent of the Board and none of the program/service providers are employees or agents of the Board.

The Partner agrees that no fees are payable to it by the Board and neither the Board, students/parents nor staff of the Board are responsible for any expenses of the Partner in connection with this provision of program/service.

The program/service will be provided by the Partner effective from:

Click or tap to enter a date. until Click or tap to enter a date.

however, either the School or the Partner may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be 30 days. A Principal has the authority to limit access to the school or discontinue the partnership agreement, under the Education Act and policies of the Board.

Any concerns or complaints should be brought to the attention of the principal and the program/service provider. Ongoing concerns should be discussed with the agency supervisor and the school superintendent. Disputes will be addressed by the Joint Advisory Committee.

Both the Board and the Partner agree to ensure measures are in place that protect the confidentiality of client information.

Superintendent

Date

Partner

Date

cc: Superintendent of Education
Community Partner
School Mental Health and Well-Being Lead

Review Date: Click or tap to enter a date.



Parental/Guardian Consent to access Community Partner Services within the Grand Erie District School Board

The Grand Erie District School Board facilitates access for students to select to community partner services for the purposes of supporting student well-being and academic success. students to access services and/or personal well-being support.

I/we, _____, Parent/Guardian Name(s), agree to _____, Student Name, _____, Date of Birth, accessing service from the following agency during the school day:

Please check selections

Brantford and Brant County Services:

- CONTACT Brant
- St. Leonard’s Community Services
- Young Women’s Program through the Sexual Assault Centre of Brant
- Woodview Mental Health & Autism Services
- Other: _____

Haldimand and Norfolk County Services:

- CONTACT Haldimand –Norfolk REACH
- Community Addiction and Mental Health Services (CAMHS) of Haldimand and Norfolk
- Haldimand-Norfolk REACH
- Haldimand and Norfolk Women’s Services
- Other: _____

Indigenous – Brant, Haldimand, Norfolk:

- Six Nations of the Grand River Child and Family Services, Child and Youth Mental Health Program
- Other: _____

My child may participate in services during: *(Please check selections)*

- Instructional time
- Lunch time **please note, selecting lunch time only may reduce the availability of the service.*
- Before or After School **please note, selecting before or after school only may reduce the availability of the service.*

Consent Process:

Informed consent for the student to participate in and receive services is completed by the community agency delivering the service. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____ Consent Valid Until _____ If no date indicated, until the end of the school year.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment Update Report**
DATE: April 27, 2020

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

Rationale/Background:

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

Additional Information:

Details of the original enrolment projections, OnSIS enrolment as reported at October 31, 2019, preliminary enrolment numbers for March 31, 2020 and enrolment history are set out on the attached report.

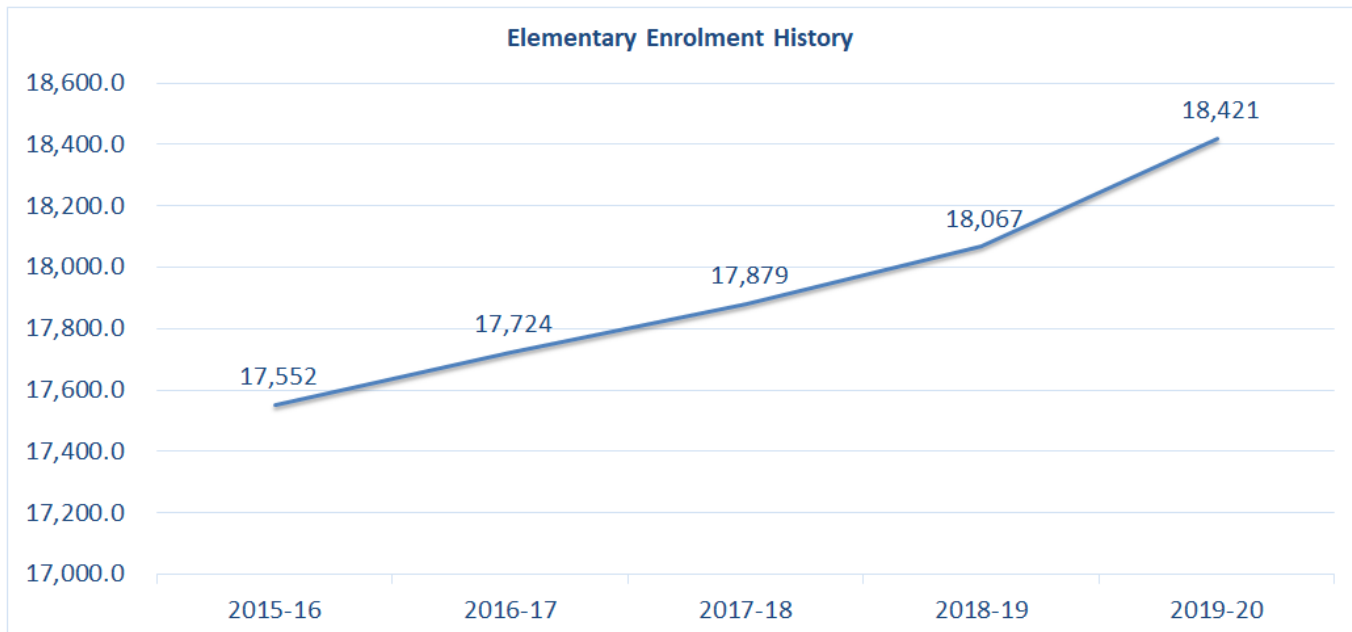
Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board 2019-20 Elementary Enrolment Update

	Enrolment History					Change over 2018-19
	2015-16	2016-17	2017-18	2018-19	2019-20	
JK/SK	3,380.0	3,407.0	3,362.5	3,432.0	3,572.0	140.0
Grade 1-3	5,292.0	5,371.0	5,379.0	5,355.0	5,415.5	60.5
Grade 4-8	8,558.0	8,629.0	8,808.0	8,961.5	9,184.0	222.5
Special Education (Ungraded)	322.0	317.0	329.5	318.0	249.0	(69.0)
Elementary ADE	17,552.0	17,724.0	17,879.0	18,066.5	18,420.5	354.0

	2019-20 Enrolment					Change over Budget
	Budget	Sept. 6 '19	Sept. 27 '19	Oct. 31 '19	Mar 31 '20	
JK/SK	3,391.0	3,519.0	3,546.0	3,552.0	3,592.0	181.0
Grade 1-3	5,269.0	5,376.0	5,377.0	5,393.0	5,438.0	146.5
Grade 4-8	9,084.0	9,163.0	9,151.0	9,158.0	9,210.0	100.0
Special Education (Ungraded)	251.0	254.0	253.0	244.0	254.0	(2.0)
Elementary ADE	17,995.0	18,312.0	18,327.0	18,347.0	18,494.0	425.5



Grand Erie District School Board 2019-20 Secondary Enrolment Update

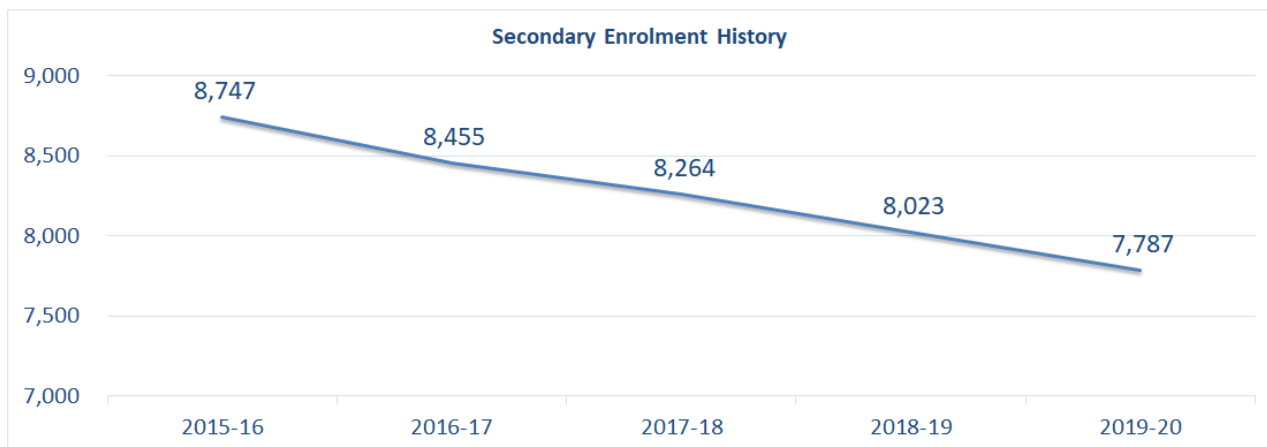
	Enrolment History					Change over 2018-19
	2015-16	2016-17	2017-18	2018-19	2019-20	
Pupils of the Board - Regular	8,130.80	7,850.09	7,679.92	7,497.54	7,273.77	(223.78)
Pupils of the Board - High Credit	73.85	66.16	44.21	43.97	39.46	(4.51)
Students on an Education Service Agreement	541.88	538.50	540.00	481.00	474.13	(6.88)
Secondary ADE	8,746.52	8,454.75	8,264.12	8,022.51	7,787.35	(235.16)

	2019-20 Enrolment					Change over Budget
	Budget	Sept. 6 '19	Sept. 27 '19	Oct. 31 '19 OnSIS	Mar 31 '20	
Pupils of the Board - Regular Oct. 31	7,514.27	7,520.98	7,532.28	7,421.30	7,421.30	(92.97)
Pupils of the Board - Regular Mar. 31	7,138.56	7,144.93	7,155.67	7,050.24	7,126.23	(12.33)
Pupils of the Board - Regular ADE	7,326.42	7,332.96	7,343.97	7,235.77	7,273.77	(52.65)

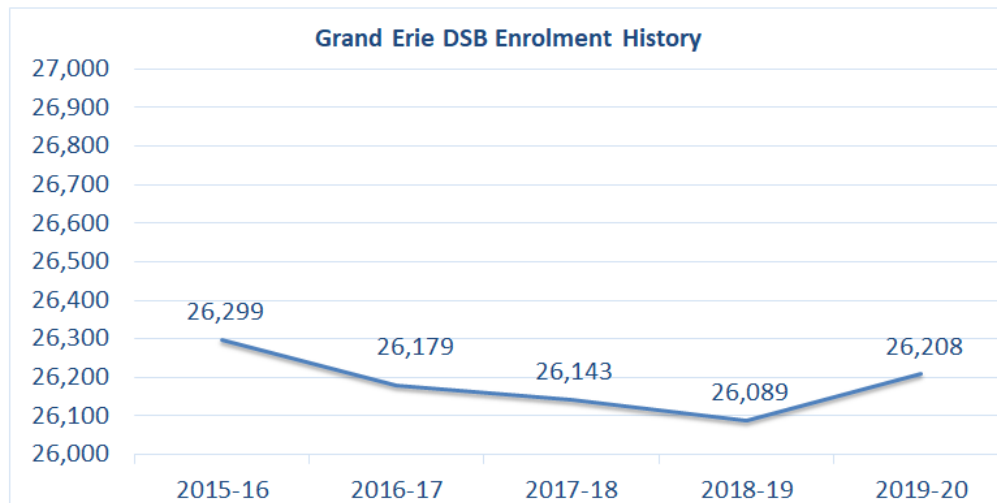
Pupils of the Board - High Credit Oct. 31	13.71	-	14.26	16.95	16.95	3.24
Pupils of the Board - High Credit Mar. 31	47.13	-	49.05	58.31	61.97	14.84
Pupils of the Board - High Credit ADE	30.42	-	31.66	37.63	39.46	9.04

Education Service Agreement Students Oct. 31	491.55	420.91	526.32	490.25	490.25	(1.30)
Education Service Agreement Students Mar. 31	468.91	401.55	502.11	467.70	458.00	(10.91)
Education Service Agreement Students ADE	480.23	411.23	514.21	478.97	474.13	(6.11)

Total FTE - October 31, 2019	8,019.53	7,941.89	8,072.86	7,928.50	7,928.50	(91.03)
Total FTE - March 31, 2020	7,654.60	7,546.48	7,706.83	7,576.24	7,646.20	(8.40)
Secondary ADE	7,837.07	7,744.18	7,889.84	7,752.37	7,787.35	(49.72)



	Grand Erie Enrolment History					Change over 2018-19
	2015-16	2016-17	2017-18	2018-19	2019-20	
Elementary ADE	17,552.0	17,724.0	17,879.0	18,066.5	18,420.5	354.0
Secondary ADE	8,746.5	8,454.8	8,264.1	8,022.5	7,787.4	(235.2)
TOTAL ADE	26,298.5	26,178.8	26,143.1	26,089.0	26,207.9	118.8





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Quarterly Budget Report**
DATE: April 27, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Quarterly Budget Report for the six months ended February 29, 2020 as information.</p>

Background:

Consistent with Board Policy F2, the Quarterly Budget Report for the six months ended February 29, 2020 is attached.

Additional Information:

During March and April 2020, financial information regarding departmental budgets was collected from budget-holders to analyze board expenditures versus budget for the period September 1, 2019 to February 29, 2020. Some of the highlights are summarized below:

- Enrolment is expected to report a small increase when compared to the revised estimates projection.
- Job action led to a number of strike days across the system. This resulted in a reduction in salaries and benefits amounting to approximately \$4m. The Ministry will be reducing the Grants for Student Needs (GSN) for this amount; net of any additional strike costs the Board had to incur.
- Although the Covid-19 pandemic did not have any affect on the Board's finances for the first six months, we have curtailed certain expenditures as we have assumed that schools will be closed through May 1, 2020. That will amount to six full weeks of closure.
 - Savings of approximately \$392,000 as a result of lower utilization of daily occasional teachers, EAs and ECEs
 - Reduced materials and supplies expenses estimated to be lower by \$175,000
 - Reduction in professional development costs of \$140,000
 - Reduction of variable rates in our transportation contracts resulting in anticipated savings for \$161,000
 - Reduction in snow contract of \$40,000
 - Reduction in anticipated energy utilization of \$76,000
- Some additional costs are expected as well:
 - Additional investments of approximately \$225,000 in technology to support learning from home
 - Actuarial report indicating another negative impact to WSIB costs potentially resulting in an increase of \$400,000

The 2019-20 Revised Estimates reported a balanced budget. The information summarized above and in the attached dashboard has resulted in a modest surplus of \$263,000 when compared against the budget presented to Trustees in June 2019.

The biggest risks to the financial forecast are related to the length of the Provincial-ordered closure of schools. Some costs may continue to be reduced such as energy, mileage, professional development, but these could be offset by costs required to develop and maintain a new learning environment. The Ministry has maintained that the GSNs will not be reduced, but there is always a risk that surpluses could be clawed back once Boards file their annual financial statements. There are lots of unknowns at this time; such as additional costs required to re-open schools.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

Grand Erie District School Board
2019-20 - 2nd Quarter Forecast Dashboard
For the period ended August 31, 2020

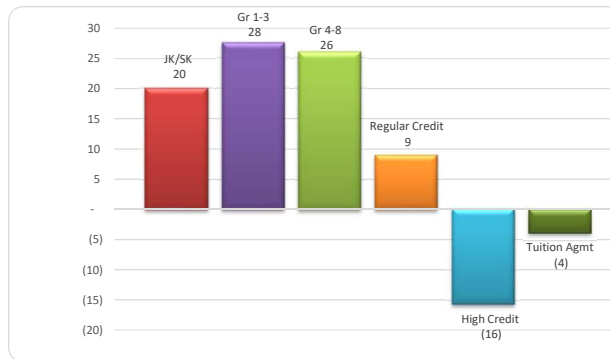
Summary Comparison of 2019-20 Q2 Forecast versus 2019-2020 Revised Estimates Budget

(\$ Figures in Thousands)	19-20 Estimates	19-20 Revised	19-20 Q2 Forecast	Variance	
				\$	%
Revenue					
Provincial Grants (GSN)	288,806	290,744	287,049	(3,695)	-1.3%
Grants for Capital Purposes	4,558	4,442	4,442	-	0.0%
Other Non-GSN Grants	2,277	4,606	4,606	-	0.0%
Other Non-Grant Revenues	7,905	8,292	8,156	(136)	-1.6%
Amortization of DCC	18,126	16,144	16,144	-	0.0%
Total Revenue	321,672	324,228	320,397	(3,831)	-1.2%
Expenditures					
Classroom Instruction	220,827	223,885	219,709	(4,176)	-1.9%
Non-Classroom	29,066	29,604	30,028	424	1.4%
Administration	7,621	7,746	7,681	(65)	-0.8%
Transportation	12,689	12,989	12,828	(161)	-1.2%
Pupil Accommodation	49,422	47,956	47,840	(116)	-0.2%
Contingency & Non-Operating	2,049	2,049	2,049	-	0.0%
Total Expenditures	321,672	324,228	320,135	(4,093)	-1.3%
In-Year Surplus (Deficit)	-	-	263	-	-
Prior Year Accumulated Surplus for compliance	2,960	2,960	2,960	-	0.0%
Accumulated Surplus (Deficit) for compliance	2,960	2,960	3,222	-	0.0%

Summary of Enrolment

ADE	19-20 Estimates	19-20 Revised	19-20 Q2 Forecast	Variance	
				#	%
Elementary					
JK/SK	3,391	3,552	3,572	20	0.6%
Gr 1-3	5,293	5,422	5,450	28	0.5%
Gr 4-8	9,311	9,373	9,399	26	0.3%
Total Elementary	17,995	18,347	18,421	74	0.4%
Secondary <21					
Regular Credit	7,327	7,265	7,274	9	0.1%
High Credit	30	55	39	(16)	-31.3%
Tuition & Visa	480	478	474	(4)	-0.7%
Total Secondary	7,837	7,797	7,787	(11)	-0.1%
Total Board	25,832	26,144	26,207	63	0.2%

Changes in Enrolment: Budget v Forecast



Summary of Staffing

FTE	19-20 Estimates	19-20 Revised	Variance	
			#	%
Classroom				
Teachers	1,608.5	1,617.5	9.0	0.6%
Early Childhood Educators	116.0	121.0	5.0	4.3%
Educational Assistants	331.0	331.0	-	0.0%
Total Classroom	2,055.5	2,069.5	14.0	0.7%
School Administration	226.0	226.0	-	0.0%
Board Administration	63.5	63.5	-	0.0%
Facility Services	205.5	205.5	-	0.0%
Coordinators & Consultants	42.0	42.5	0.5	1.2%
Paraprofessionals	46.0	46.0	-	0.0%
Child & Youth Workers	17.0	17.0	-	0.0%
IT Staff	30.5	30.5	-	0.0%
Library	12.8	12.8	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	7.0	7.0	-	0.0%
Continuing Ed	8.9	8.9	-	0.0%
Trustees	14.0	14.0	-	0.0%
Non-Classroom	679.2	679.7	0.5	0.1%
Total	2,734.7	2,749.2	14.5	0.5%

Grand Erie District School Board
2019-20 - 2nd Quarter Forecast Dashboard
Revenues
For the period ended August 31, 2020

(\$ Figures in Thousands)

	19-20 Estimates	19-20 Revised	19-20 Q2 Forecast	Change		Material Variance Note
				\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues						
Pupil Foundation	133,054	135,158	132,558	(2,600)	(2.0%)	a.
School Foundation	20,616	20,760	20,760	-	0.0%	
Special Education	37,641	37,807	37,807	-	0.0%	
Language Allocation	4,256	4,256	4,256	-	0.0%	
Rural and Northern Education Funding	610	610	610	-	0.0%	
Learning Opportunities	4,073	4,075	4,075	-	0.0%	
Continuing and Adult Education	1,430	1,534	1,534	-	0.0%	
Teacher Q&E	34,135	33,877	32,877	(1,000)	(2.9%)	a.
ECE Q&E	1,779	1,808	1,713	(95)	(5.3%)	
New Teacher Induction Program	153	153	153	-	0.0%	
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,690	13,729	13,729	-	0.0%	
Administration and Governance	8,690	8,742	8,742	-	0.0%	
School Operations	26,143	26,350	26,350	-	0.0%	
Community Use of Schools	371	371	371	-	0.0%	
Declining Enrolment	743	7	7	-	0.0%	
Indigenous Education	744	824	824	-	0.0%	
Safe Schools Supplement	497	502	502	-	0.0%	
Permanent Financing - NPF	262	262	262	-	0.0%	
Total Operating Grants	288,806	290,744	287,049	(3,695)	(1.3%)	
Grants for Capital Purposes						
School Renewal	3,154	3,154	3,154	-	0.0%	
Temporary Accommodation	534	534	534	-	0.0%	
Short-term Interest	200	84	84	-	0.0%	
Debt Funding for Capital	3,254	3,254	3,254	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(2,585)	(2,585)	(2,585)	-	0.0%	
Total Capital Purposes Grants	4,558	4,442	4,442	-	0.0%	
Other Non-GSN Grants						
Priority & Partnership Fund (PPF)	61	2,180	2,180	-	0.0%	
Other Federal & Provincial Grants	2,216	2,425	2,425	-	0.0%	
Total Non-GSN Grants	2,277	4,606	4,606	-	0.0%	
Other Non-Grant Revenues						
Education Service Agreements	6,732	6,568	6,524	(44)	(0.7%)	
Other Fees	160	160	160	-	0.0%	
Other Boards	210	210	210	-	0.0%	
Community Use & Rentals	519	519	427	(92)	(17.7%)	b.
Miscellaneous Revenues	285	836	836	-	0.0%	
Non Grant Revenue	7,905	8,292	8,156	(136)	(1.7%)	
Deferred Revenues						
Amortization of DCC	18,126	16,144	16,144	-	0.0%	
Total Deferred Revenue	18,126	16,144	16,144	-	0.0%	
TOTAL REVENUES	321,672	324,228	320,397	(3,831)	(1.2%)	

Explanations of Material Grant Variances

- a. Decrease due to anticipated reduction in GSNs due to strike savings; offset partially by enrolment increase
- b. Decrease due to lower than anticipated usage

Notes:

- 1. Estimates is the 2019-2020 Estimates Budget as approved by the Board in June 2019

Grand Erie District School Board
2019-20 - 2nd Quarter Forecast Dashboard
Expenses
For the period ended August 31, 2020

(\$ Figures in Thousands)

	19-20 Estimates	19-20 Revised	19-20 Q2 Forecast	Change		Material Variance Note
				\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction						
Teachers	168,845	170,172	166,572	(3,600)	(2.1%)	a.
Supply Teachers	6,178	6,294	5,902	(392)	(6.3%)	b.
Educational Assistants	17,149	17,325	17,325	-	0.0%	
Early Childhood Educators	6,754	7,046	6,951	(95)	(1.4%)	
Classroom Computers	1,979	1,979	2,204	225	11.4%	c.
Textbooks and Supplies	6,327	7,001	6,826	(175)	(2.8%)	d.
Professionals and Paraprofessionals	8,931	9,368	9,368	-	0.0%	
Library and Guidance	3,713	3,713	3,713	-	0.0%	
Staff Development	631	669	529	(140)	(22.1%)	e.
Department Heads	320	320	320	-	0.0%	
Total Instruction	220,827	223,885	219,709	(4,176)	(1.9%)	
Non-Classroom						
Principal and Vice-Principals	14,363	14,641	15,037	395	2.8%	f.
School Office	7,638	7,708	7,708	-	0.0%	
Co-ordinators and Consultants	5,463	5,525	5,525	-	0.0%	
Continuing Education	1,603	1,730	1,759	29	1.8%	
Total Non-Classroom	29,066	29,604	30,028	424	1.5%	
Administration						
Trustees	287	287	257	(30)	(10.3%)	
Director/Supervisory Officers	1,391	1,461	1,461	-	0.0%	
Board Administration	5,943	5,998	5,963	(35)	(0.6%)	
Total Administration	7,621	7,746	7,681	(65)	(0.8%)	
Transportation	12,689	12,989	12,828	(161)	(1.3%)	g.
Pupil Accommodation						
School Operations and Maintenance	24,087	24,504	24,388	(116)	(0.5%)	h.
School Renewal	3,154	3,154	3,154	-	0.0%	
Other Pupil Accommodation	3,454	3,454	3,454	-	0.0%	
Amortization & Write-downs	18,726	16,843	16,843	-	0.0%	
Total Pupil Accommodation	49,422	47,956	47,840	(116)	(0.2%)	
Contingency & Non-Operating	2,049	2,049	2,049	-	0.0%	
TOTAL EXPENDITURES	321,672	324,228	320,135	(4,093)	(1.3%)	

Explanations of Material Grant Variances

- a. Decrease due to anticipated strike savings, offset by increase in WSIB liabilities
- b. Anticipated decrease anticipated due to six week Board closure; offset by \$1m overspend in first six months
- c. Increase due to additional investments in technology to support learning from home
- d. Decreased spending in material purchases and mileage expenses
- e. Decrease due to lower utilization of professional development budgets
- f. Increase due to higher than anticipated utilization of replacement Ps and VPs
- g. Decrease due to reduction in portion of variable costs in transportation contracts
- h. Decrease due to lower than anticipated snow removal costs coupled with lower utility costs as a result of school closures

Notes:

- 1. Estimates is the 2019-2020 Estimates Budget as approved by the Board in June 2019



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **Workforce Report**
DATE: April 27, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Workforce Report with data as of March 31, 2020.</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)

	Budget	Funding	Oct 31/19	Jan 31/20	Mar 31/20
		Adjustments			
1 Supervisory Officers	8.00		8.00	8.00	8.00
2 Consultants & Coordinators - Elementary	25.50		26.00	26.00	26.00
3 Consultants & Coordinators - Secondary	6.00		6.00	6.00	6.00
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	1074.00	6.00	1080.00	1080.00	1080.00
9 Teachers – Secondary	538.50	3.17	543.00	537.67	537.67
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		7.00	7.00	7.00
13 Child and Youth Workers	17.00		17.00	17.00	17.00
14 Attendance Counsellors	7.00		7.00	7.00	7.00
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	304.00		304.00	304.00	304.00
18 Educational Assistants - Indigenous	9.00		9.00	9.00	9.00
19 Other EA Funding	18.50		18.50	18.50	18.50
20 Library Technicians	12.79		11.73	11.73	11.73
21 Elementary Clerical	74.00		74.00	74.00	74.00
22 Secondary Clerical	47.50		47.50	47.50	47.50
23 Support Centre, Service Dept Clerical, Technical	60.50		61.00	61.00	61.00
24 Non-Union	49.00		49.00	49.00	49.00
25 Early Childhood Educators	116.00	5.00	121.00	121.00	122.00
26 Plant Operations & Maintenance	191.13		191.13	192.13	192.13
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	35.50		33.50	33.50	33.50
TOTAL	2748.42	14.17	2761.86	2757.53	2758.53
Resignations/Retirements			B. Bell	M. Anthony	U. Bachmann
			P. Brandon	S. Ard	D. Carroll
			A. Caldwell	J. Baxter	K. Csoff
			D. Chabot	T. Bell	T. Fitzsimmons
			K. Davis	L. Beselaere-Hammond	
			L. Plug	D. Camara	T. Gallea
			A. Lafferty	S. Cinq-Mars	D. Kirkwood
			M. McCoag	D. Crump	R. Kivinen
			J. Plant	K. Douglas	J. MacGregor
			A. Rixmann	L. Ervin	R. McPhee
				J. Fehrman	D. Mitchell
				M. Finocchio	M. Perrier
				A. Fornella	E. Quinn
				G. Hirsch	R. Shortell
				C. Hodgson	J. Spence
				A. Hoerd	
				J. Horne	
				D. Jackson	
				L. Kilpatrick	
				B.J. Kragten	
				N. Kraushaar	
				W. Lauwerier	
				J. Maloney	
				T. McAleese	
				R. Nasby	
				D. Prashaw	
				G. Readings	
				L. Sanderson	
				V Seecharan	
				T. Topping	
				P. Vandenhurk	
				N. Zahabi	
				T. Zebroski	
Elementary Occasional - Qualified			322.00	331.00	318.00
Elementary Occasional - Unqualified			0.00	0.00	0.00
Secondary Occasional - Qualified			199.00	199.00	191.00
Secondary Occasional - Unqualified			1.00	1.00	1.00
Clerical/Technical - Casual			43.00	53.00	48.00
Educational Assistants - Casual			93.00	101.00	85.00
Casual Caretakers			35.00	35.00	38.00
Casual ECE			36.00	45.00	45.00



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **Contract Award – Masonry Restoration for Cayuga Secondary School**
 DATE: April 27, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the award for Masonry Restoration Services at Cayuga Secondary School as set out in Tender 2020-12-T to **121685 Ontario Ltd. (RD Masonry)** in the amount of \$546,500 plus HST.

Background:

Tender 2020-12-T for Masonry Restoration for Cayuga Secondary School was issued on March 4, 2020 and closed on April 20, 2020 at 2:00 p.m.

Bids were received from 2 firms and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
121685 Ontario Ltd. (RD Masonry)	\$546,500
818185 Ontario Inc. (Robertson Restoration)	\$566,026

Additional Information:

Purchasing services has completed all the necessary evaluation steps of the competitive process and recommends award of the contract to **RD Masonry** being the lowest bidder for the Stipulated Bid Price.

The estimated timeline for the project spans 12 weeks.

Financial Impact:

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

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – March 2020**
DATE: April 27, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of March 2020 in the amount of \$8,891,696.10 as information.</p>
--

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
(Chair –Andrea Murik)

1.0 Roll Call

Employer Representatives:

Lena Latreille Business Services (Certified Member) (*Co-Chair*)

Employee Representatives:

Andrea Murik Secondary Teachers (Certified Member) (*Chair*)
Jennifer Orr Elementary Teachers (Certified Member)
Nancy Hondula CUPE Educational Assistants (Certified Member)
Amanda Baxter Elementary Occasional Teachers (Certified Member)
Denise Kelly CUPE Facility Services
Paul Keresturi Secondary Occasional Teachers
Angela Korakas Designated Early Childhood Educator (Certified Member)
Elizabeth Armstrong CUPE Clerical/Technical (Certified Member)
Laura Adlington Professional Student Services Personnel

Resource:

Janice Wilkie Health and Safety Officer

Recording Secretary:

Mandy DePlancke Human Resources Assistant

Regrets:

Cheryl Innes Elementary School Administration (Certified Member)
Philip Kuckyt Transportation Services
Valerie Slawich Non-Union (Alternate)
Tom Krukowski Facility Services
Griffin Cobb Secondary School Administration (Certified Member)

2.0 Minutes of Last Meeting

The draft minutes for February 20, 2020 were reviewed.

3.0 Approval of Last Meeting Minutes (February 20, 2020)

The minutes were approved.

4.0 Agenda Additions

6.3 Unfilled Absences and Coverage for Health and Safety Related Absences

5.0 Unfinished Business – Discussion

None

Indoor Air Quality Reports

None



6.0 New Business

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

The Ministry of Labour conducted a field visit after receiving an anonymous complaint regarding the safety of staff working with a student who has a Be Safe Plan at Tollgate Technological Skills Centre. The Board is working to address the orders received and has requested an extension due to the shutdown of schools as a response to Coved-19.

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

6.2 Administrative Memo 17- Pandemic Preparedness Plan

The committee reviewed the Administrative Memo regarding the pandemic preparedness plan. The Division Manager of Operations and Health and Safety indicated that this is currently being updated and is in the process of becoming a protocol. The Board is following the direction of the Health Unit regarding the Coved-19 virus. This item can be removed from the next agenda

6.3 Unfilled Absences and Coverage for Health and Safety Related Absences

A committee member brought forward a concern regarding occasional staff that do not have Behaviour Management Systems training and working with students that are aggressive and have a Be Safe Plan. The Division Manager of Operations and Health and Safety reminder the group that this will be looked at in the plan for compliance that the Board has to create to comply with the orders received. This could include steps that schools need to take to shuffle staff to have someone that does have proper BMS training work with the student that day.

A concern was also brought forward regarding coverage for staff members while they conduct monthly and annual health and safety inspections. A committee member indicated that lack of available coverage is impacting worker representatives taking part in the inspections. The Division Manager of Operations and Health and Safety will provide a document to Administrators with guidelines for coverage. This item can be removed from the next agenda.

7.0 Information Items

7.1 Asbestos Abatement Site Report 1&2- Tollgate Technological Skills Centre- eBase #1029- Project #18638

An asbestos abatement was performed at Tollgate Technological Skills Centre following a minor disturbance of pipe insulation. All work was completed according to regulation. This item can be removed from the next agenda.

7.2 Asbestos and Lead Remediation Site Report- Elgin Avenue Public School- eBase #26A- Project #18596

An asbestos abatement and visual clearance inspection were conducted following the removal of all loose and flaking lead-containing paint and presumed asbestos



H-1-b Joint Occupational Health and Safety Committee

March 12, 2020

Facility Services – Meeting Room

containing plaster applied to the walls. All work was completed according to regulation. This item can be removed from the next agenda.

- 7.3 Bulk Sample Report- Langton Public School- eBase #18, 21, 22- Project #18642
Samples of flooring material were taken from eBase #18, 21, 22 at Langton Public School. The samples did not contain asbestos. This item can be removed from the next agenda.
- 7.4 Bulk Sample Report- Centennial Grand Woodlands- eBase #26- Project #18608
Samples of plaster material were taken from eBase #26 at Centennial Grand Woodlands. The samples did not contain asbestos. This item can be removed from the next agenda.
- 7.5 Asbestos Abatement Report- Langton Public School- eBase #18- Project #18642
An asbestos abatement was conducted at Langton Public School following the removal of asbestos containing vinyl floor tiles. All work was completed according to regulation. This item can be removed from the next agenda.
- 7.6 Bulk Sample PLM Report- Paris District High School- eBase #1018- Project #18653
Samples of plaster were taken from eBase #1018 at Paris District High School. The samples did contain asbestos. This item can be removed from the next agenda.
- 7.7 Bulk Sample Report- Dunnville Secondary School- eBase #3005 & 3008- Project #18620
Samples of vinyl floor tile mastic were taken from eBase #3005 & 3008 from Dunnville Secondary School. The samples did not contain asbestos. This item can be removed from the next agenda.
- 7.8 Bulk Sample Report 1&2- Grandview Public School eBase #215- Project #18665
Samples of plaster were taken from eBase #215 at Grandview Public School. The samples did not contain asbestos. This item can be removed from the next agenda.
- 8.0 Review of Reports
 - 8.1 Employee Accident Reports Summary – February 2020
Workplace Safety and Insurance Board Reportable – February 2020
Student Aggression Summary Table for February 2019

All reports were reviewed by the committee.
 - 8.2 Status of Workplace Inspections Including Non-Academic Sites –February 2020
Reports were made available to the committee for review. All inspections were completed.
 - 8.3 Health and Safety/Facility Services Committee
The next meeting is scheduled for May 26, 2020.



H-1-b Joint Occupational Health and Safety Committee

March 12, 2020
Facility Services – Meeting Room

- 8.4 Critical Injuries
There have been 27 student critical injuries and 4 employee critical injuries for the 2019-20 school year to date.
- 8.5 Focus Group Meeting Minutes
The next meeting is scheduled for May 21, 2020. The minutes from the last meeting will be sent to the committee by email shortly.
- 8.6 Review of Ongoing Project Items
See chart.
- 8.7 Work Orders
Work order details were made available to the committee for review.
- 9.0 Health and Safety Training
- 9.1 Health and Safety Training dates for 2019-20 school year:
- First Aid:
- April 15, 2020 – 1 Day Emergency First Aid - FULL
 - May 12, 2020 – 1 Day Emergency First Aid
- BMS:
- Initial Training
 - April 24, 2020 - Haldimand
 - June 5, 2020 - Norfolk
 - June 26, 2020 - Brantford
 - Recertification:
 - April 24, 2020 - Norfolk
 - June 5, 2020 – Brantford
 - June 26, 2020 - Haldimand
- Health & Safety Training:
- April 24, 2020 – Facility Services Recertification
- 10.0 Recommendations to Executive Council
None
- 11.0 Adjournment/Next Meeting(s):
Meeting adjourned at 12:10 PM. Next meeting is April 16, 2020 in the Facility Services Meeting Room.



Joint Occupational Health and Safety Committee

March 12, 2020

Facility Services – Meeting Room

As of March 2020:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2019 - October	The Terms of Reference appendices were updated to reflect location and staff number changes. The current Terms of Reference agreement expires in September 2022.	Review September 2021
December 2019	Health and Safety Eblast	2020- March	March 2020 Topic- Coved-19	Review March 2020
February 2020	Notification of Risk Binder	2020-March	The Division Manager of Operations and Health and Safety will follow up with Administration to ensure consistency with the location and binder identification for Notification of Risk Map.	
February 2020	Violence Threat Risk Assessment	2020- March	An invitation will be forwarded to Safe Schools to come to the next meeting to provide some information on VTRA's and the threat risk assessment process for the committee.	April Meeting

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2020 - May	



Joint Occupational Health and Safety Committee

March 12, 2020

Facility Services – Meeting Room

Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved February 2020	February 2024	October 2020	Next annual review for committee is October 2020
HR5 – Harassment		Board approved February 2020	February 2024	October 2020	Next annual review for committee is October 2020
HR8 – Workplace Violence		Board approved October 2019	November 2023	October 2020	The updated version of the Policy has been approved by the Board

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

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
44	Princess Elizabeth	C	C	C	C	C	C	NC	P				
45	Rainham	C	A	C	C	C	C	C					
46	River Heights	C	C	C	A	C	C	C					
47	Russell Reid	C	C	C	C	A	C	NC					
48	Ryerson Heights	C	C	C	C	A	C	C					
49	Seneca Central	C	C	C	C	C	A	NC					
50	St. George-German	C	C	C	C	C	C	NC		P			
51	Teeterville P.S.	C	C	C	C	A	C	NC					
52	Thompson Creek	C	A	C	C	C	C	NC					
53	Walpole North	C	C	C	C	C	C	C	P				
54	Walsh	C	C	C	A	C	C	NC					
55	Walter Gretzky Elementary School	C	C	C	C	C	A	C					
56	Waterford Public	C	C	C	A	C	C	C					
57	West Lynn	C	C	A	C	C	C	C					
58	Woodman-Cainsville	C	C	C	C	C	C	C	P				
Secondary Schools													
59	B.C.I. & V.S.	C	C	C	A	C	C	C		P			
60	Cayuga Secondary S. (CSS)	C	C	C	A	C	C	NC		P			
61	Delhi District Secondary S. (DDSS)	C	C	A	C	C	C	C	P				
62	Dunnville Secondary S. (DSS)	C	A	C	C	C	C	NC		P			
63	G.E.L.A. Brantford (Rawdon)	C	A	C	C	C	C	NC		P			
64	G.E.L.A. - CareerLink Eaton Market Square and ALT ED	C	A	C	C	C	C	NC		P			
65	G.E.L.A. - Simcoe	A	C	C	C	C	C	NC	P				
66	Hagersville S.S. (HSS)	A	C	C	C	C	A	C					
67	McKinnon Park S.S. (MPSS)	C	C	C	A	C	C	C		P			
68	North Park C. & V.S. (NPCVS)	C	C	A	C	C	C	C	P				
69	Paris District H.S. (PDHS)	C	C	A	C	C	C	NC					
70	Pauline Johnson C.V.S. (PJCVS)	C	C	A	C	C	A	C					
71	Simcoe Composite School (SCS)	C	A	C	C	C	C	NC		P			
72	Tollgate Tech. Skills Centre (TTSC)	C	C	A	C	C	A	NC					
73	Valley Heights S.S. (VHSS)	C	C	A	C	C	C	NC	P				
74	Waterford District High School (WDHS)	C	C	A	C	C	C	C	P				

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
Turning Points and Leased Spaces													
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C	C	A	C	C	NC		P			
76	DDSS Turning Point - 145 King Street., Delhi	C	C	A	C	C	C	NC	P				
77	HSS Turning Point - 12 Almas St. Unit 2, Hagersville	A	C	C	C	C	A	C					
78	HSS New Start - 2319 3rd Line Road, Oshweken	A	C	C	C	C	A	C					
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C	C	A	C	C	NC		P			
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C	C	A	C	C	C	NC		P			
81	PJCVS Turning Point - Alexandra Presbyterian Church 410 Colborne St., Brantford	C	C	A	C	C	A	NC					
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	A	C	C	C	C	NC		P			
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C	A	C	C	C	NC	P				
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C	A	C	C	C	C	P				
Support Centre													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	C	C		P			
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C	C	C	P				
87	Haldimand School Support Centre	C	C	C	C	C	A	NC					
88	Norfolk School Support Centre	C	C	A	C	C	C	NC					
89	Head Office	C	C	C	C	C	C	NC	P				
90	Head Office - Facility Services	C	C	C	C	C	C	NC	P				

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	C	NC					
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	C	C	C	NC					
Total Sites		93	93	93	93	93	93	93	93	93	93	93	93
Total Regular Monthly Inspections		88	81	73	80	80	77	35	-	-	-	-	-
Total Annual Inspections Completed		4	11	19	12	12	15	-	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	21	21	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	57	-	-	-	-	-
Total Not Reported		-	1	1	1	1	1	58	93	93	93	93	93

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

A
C
C+C
NC
P

NCs are due to Covid 19