



Committee of the Whole Board Meeting

Monday, April 11, 2022

Board Room, Education Centre / MS Teams Virtual Meeting

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session **(6:30 pm)**
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement **(7:15 pm)**
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
 - (g) System/Student Showcase W. Baker
 - (h) Delegation
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) French Immersion Review Plan A. Smith
 - * (b) Elgin Ave PS Renovation R. Wyszynski
 - * (c) Ryerson Heights Elementary – Request for Name Change L. Thompson
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
- D - 1 **New Business – Action/Decision Items**
- * (a) Quality Accommodations Update R. Wyszynski
 - * (b) Student Trustee Report – Livestream Board Meetings Student Trustees
- D – 2 **New Business – Information Items**
- * (a) Education Week 2021-22 J. Roberto
 - * (b) Trustees' Expenses Report R. Wyszynski
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision/Information Items**
- * (a) Service Provision for Students Special Education Needs (P-01) **(A)** L. Thompson
 - * (b) Special Education Guiding Principles (P1) **(R)** L. Thompson
 - * (c) Request to Attend a School Outside the Home School Area (SO-121) **(I)** A. Smith
 - * (d) Visual Identify (SO-25, SO-XXX) **(C)** J. Roberto
 - * (e) Principal/Vice Principal Selection Process (HR-6) **(I)** J. Tozer
 - * (f) Boundary Review (FT-08 & FT-XXX) **(C)** R. Wyszynski
 - * (g) Employee Use of Board-Owned Property and Equipment (FT-114) **(C)** R. Wyszynski
 - * (h) Employee Assistance Program (EAP) (HR-112) **(C)** J. Tozer
 - * (i) Principal/Vice-Principal Performance Appraisal (HR-124) **(C)** J. Tozer
- F - 1 **Other Business**
- (a) OPSBA Report C. VanEvery-Albert



Committee of the Whole Board Meeting

Monday, April 11, 2022

Board Room, Education Centre / MS Teams Virtual Meeting

AGENDA

G - 1 Correspondence

- * (a) District School Board Ontario North East Letter – Apr. 6 2022

H - 1 Adjournment

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

Indigenous Education Advisory Committee (IEAC)	April 14, 2022	6:00 PM	MS Teams Virtual Meeting
Budget Review Meeting	April 19, 2022	5:30 PM	MS Teams Virtual Meeting
Native Advisory Committee (NAC)	April 21, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	April 21, 2022	6:00 PM	MS Teams Virtual Meeting
Chairs' Committee	April 25, 2022	5:45 PM	MS Teams Virtual Meeting
Regular Board	April 25, 2022	7:15 PM	Board Room or Virtual
Student Senate - #3	May 3, 2022	10:30 AM	MS Teams Virtual Meeting
Privacy and Information Management Committee (PIM)	May 5, 2022	3:00 PM	MS Teams Virtual Meeting
Committee of the Whole Board	May 9, 2022	7:15 PM	Board Room or Virtual
Grand Erie Parent Involvement Committee (GEPIC)	May 12, 2022	6:30 PM	MS Teams Virtual Meeting
Budget Review Meeting	May 16, 2022	5:30 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools (SIS)	May 19, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	May 19, 2022	6:00 PM	MS Teams Virtual Meeting
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	May 24, 2022	9:00 AM	MS Teams Virtual Meeting
Budget Review Meeting	May 26, 2022	5:30 PM	MS Teams Virtual Meeting
Chairs' Committee	May 30, 2022	5:45 PM	MS Teams Virtual Meeting
Regular Board	May 30, 2022	7:15 PM	Board Room or Virtual



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: April Smith, Superintendent of Program K-12 (Teaching and Learning)
RE: **French Immersion Review Plan**
DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board commence a review of the French Immersion program.

Background

On June 8, 2020 trustees approved the establishment of a French Immersion Ad Hoc Committee. Due to the impact of the pandemic, on Monday, August 31, 2020 the Grand Erie District School Board deferred the establishment of a French Immersion Ad Hoc Committee to 2021-2022.

Additional Information

Commencing in June 2022, to further enhance French Immersion programming for Grand Erie students, a review of the current program will be conducted by the French Immersion Ad Hoc committee. Facilitated by the Superintendent of Program K-12, with the responsibility for the oversight of the K-12 French Immersion program. The Ad Hoc committee will meet for a minimum of two meetings between June and October 2022. Focus groups will be created to provide feedback to the committee regarding entry points, the randomized selection process, automatic sibling placements procedure, and student transition and retention from elementary to secondary programs. Findings and recommendations will be presented to the Senior Executive team for further review and a final report will be presented to the Board of Trustees in the fall 2022.

Next Steps

The Chair of the Board will confirm the appointment of two trustees to participate on the Ad Hoc committee conducting the French Immersion Review. The Superintendent of Program K-12, with the responsibility for the oversight of the K-12 French Immersion program, will coordinate meeting dates with all committee members prior to May 31st.

Grand Erie Multi-Year Plan

This report supports the Learning indicator of Learn Lead Inspire and the following statement: we will build a culture of learning, wellbeing and belonging

Respectfully submitted,

April Smith
Superintendent of Program K-12 (Teaching and Learning)

Ad Hoc Committee – French Immersion Review

1. Statement of Purpose and Responsibilities

- 1.1 The Ad Hoc Committee – French Immersion Review will:
 - i. collect, analyze, and discuss information presented from staff, around current pressures in French Immersion enrolment, capacity pressures, staffing shortages, budget, and programming needs. Additional internal or external staff/resource personnel as required will be coordinated by the Superintendent of Program K-12 or Director of Education;
 - ii. review and discuss the current elementary French Immersion entry points, randomized selection, automatic sibling placement and capping process;
 - iii. review and discuss transition from elementary French Immersion to secondary French Immersion or Extended programs;
 - iv. develop recommendations based on the review to be presented to the Senior Executive team and the Board of Trustees in the fall of 2022.

2. Committee Composition

The Ad Hoc Committee – French Immersion Review shall be comprised of:

- 2.1 Two (2) Trustees appointed by the Board
 - 2.2 One (1) Superintendent of Program K-12, with responsibilities for French Immersion Program
 - 2.3 One (1) Superintendent of Education with responsibilities for schools with French Immersion program
 - 2.4 One (1) Teacher Consultant for French
 - 2.5 One (1) System Principal Leader (Secondary)
 - 2.6 Two (2) single-track and dual-track French Immersion Elementary School Principals
 - 2.7 One (1) Secondary School Principal with French Immersion Programming
 - 2.8 One (1) Planning Officer
 - 2.10 One (1) Manager of Human Resources (or designate) as required
 - 2.11 One (1) Manager of Communications (or designate) as required
 - 2.12 One (1) Internal or External staff or Resource Personnel
- Total: 13

3. Committee Operating Procedures

- 3.1 The French Immersion Review Ad Hoc Committee will commence in June 2022 and end in October 2022 and will meet for a minimum of two meetings. at which time the committee will be disbanded.
- 3.2 The Superintendent of Program K-12 with responsibilities for French Immersion shall prepare the meeting schedule and agendas for each meeting.
- 3.3 Meeting Notes will be provided to all committee members.
- 3.4 The committee will present the French Immersion Review Recommendations to Senior Executive team and a report to the Board of Trustees in fall of 2022
- 3.5 The French Immersion committee will be disbanded after their report has been submitted to the Board of Trustees.
- 3.6 Chair – Superintendent of Program K-12 with responsibilities for French Immersion
- 3.7 Role of staff – Board staff will be called upon to support this committee or to provide input and other information, including the Planning Officer, Manager of Business Services, Manager of Human Resources or designate, Manager of Facility Services, Manager of Transportation, and members of Executive Council. Internal or external resource staff/personnel may be called upon to provide relevant information.

- 3.8 Role of other committees – the Grand Erie Parent Involvement, Special Education Advisory, Indigenous Education Advisory Committees and School Councils may also be asked to provide feedback.

4. Role of the Board

- 4.1 Appoint Trustee members.
- 4.2 Receive the recommendations of the French Immersion Ad Hoc Review Committee in the fall of 2022.



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Elgin Ave PS Renovation**
DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Elgin Ave PS Renovation report as information.

Background

In 2016, the Grand Erie District School Board conducted an accommodation review which concluded with a proposed solution that would close West Lynn Public School and partially demolish Elgin Avenue Public School in order to accommodate a four classroom addition onto the school. The original proposed solution included a new, more appropriately sized gym, two kindergarten classrooms and two regular classrooms onto the school while addressing accessibility and facility condition issues.

At the October 24, 2016 Board Meeting, the Board approved the redevelopment of Elgin Avenue Public School to include additional classroom space and also approved the closure of West Lynn Public School which would become surplus pending capital approval.

In August 2017, Grand Erie received an allocation from the Ministry of Education for \$6,180,145 to allocate towards this project.

Funding Allocation					
Project	Capital Priorities	Full Day Kindergarten	Child Care	Child & Family Program	Total
Elgin Ave Consolidation	\$3,558,461	\$524,337	\$1,573,010	\$524,337	\$ 6,180,145

Further to this, the 2017-18 Board Capital plan provided an additional commitment of \$2,500,000 from the School Renewal Grant (\$250,000), School Condition Improvement (\$2,000,000) and Community Hub (\$250,000). The addition of these internally assigned allocations created an anticipated project budget of \$8,680,145.

At the February 11, 2019 Committee of the Whole, Senior Administration presented Trustees with several options after discovering that the proposed scope discussed in 2017 was expected to cost approximately \$14.7 million. The two most feasible options were to seek funding for a new replacement school or to reverse the original accommodation review recommendation and seek Ministry approval to close Elgin Ave PS. The latter would have incorporated the above funding into an addition project at West Lynn PS.

Finally, in April 2021, Grand Erie, as part of its Capital Priorities submission for 2021, included both options as part of a funding request to the Ministry of Education.

Additional Information

Late in the fall of 2021, the Ministry of Education provided a de-brief to staff detailing the reasons why neither capital submission was successful for Ministry funding. The important pieces of information to highlight from that meeting were that:

- Grand Erie should re-focus its scope on the original funding provided to the Board.
- The request for a replacement school did not provide a positive return based on Ministry metrics which included comparing the replacement value of the school against the existing condition of numerous physical and structural components. A project submission must have a positive rate of return to be considered by the Ministry.
- The request for any project to incorporate an accommodation review, while a moratorium is in place, would not be considered for funding. The Ministry has indicated that no exceptions will be considered.

Next Steps

Senior Administration has explored every option with respect to the funding provided to Grand Erie for this project and efforts to alter the original scope have not been successful. With the funding still intact and a modest surplus in its School Condition Improvement and School Renewal reserves, Senior Administration will explore the original scope to add four classrooms and a three-room childcare onto Elgin Ave PS. The architect will also need to explore the modernization of spaces such as the library, gymnasium and main offices rather than the construction of brand new spaces. These types of scope revisions could lead to significant cost reductions.

In addition to this review, Senior Administration will also need to consider temporary accommodation for students of Elgin Ave PS, in the event that the Board decided to proceed with any construction. The original plan involved an 18-month construction window and would have resulted in 10 portables to be placed at Lynndale Heights PS to accommodate the temporary displacement of Elgin Ave PS students. Transportation costs would also need to be explored.

A renewed scope and accommodation options will be reviewed over the next 4-6 months, at which point a report will be presented to Trustees which will include a new design and costing as well as recommendations for temporary accommodations during construction. It is anticipated this report will come to the Board in late Fall 2022.

Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Liana Thompson, Superintendent of Education
RE: **Ryerson Heights Elementary School – Request for Name Change**
DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board rename Ryerson Heights Elementary School to _____.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board disband the Renaming Committee Ryerson Heights Elementary School.

Background

Policy FT3 Naming of Schools, in the Renaming of Existing Schools section, states that:

1. From time to time, a School Council or trustee may determine that they would prefer an alternate or consolidated name for a school.
2. The request from a school council or trustee must come to the Board in a report through the Family of Schools' Superintendent. The report should include a rationale detailing why the name should be changed.

Additional Information

In June 2021, the Superintendent of Education received a letter from a trustee requesting the striking of a Renaming Committee for Ryerson Heights Elementary School, in accordance with Policy FT3 Naming of Schools. The policy includes a 60-day period for community input. The process was not initiated until the fall of 2021. The 60-day period for community input in this instance ended on January 17, 2022.

On February 4, 2022, submissions were considered by the Renaming Committee, whose members were:

- D. Ouellette, Principal – Ryerson Heights Elementary School
- S. Stratton, Vice-Principal – Ryerson Heights Elementary School
- S. Gibson, Chair of the Board
- D. Smouter, Manager of Communications and Community Relations
- J. Cohoon, Teacher – Ryerson Heights Elementary School
- C. Hill, Teacher – Ryerson Heights Elementary School
- A. Payne Teacher – Ryerson Heights Elementary School
- C. Pilatzki School Council Chair – Ryerson Heights Elementary School
- L. Thompson, Superintendent of Education

There were 250 submissions in total, representing 120 different names. Each submission was accompanied by a rationale, which had been researched by students at the school, which formed part of the Committee's deliberations. The Renaming Committee reduced the list of suggestions to 11. On February 18, 2022. Student input was solicited from March 9th – 11th. Results from the student input, community input, Committee input were considered on March 29, 2022 and three final names were selected for consideration.

The following factors were taken into consideration after gathering this data:

- were there other schools in the province with the same name;
- student and staff input rankings versus Renaming Committee rankings, based on votes;
- criteria outlined in FT3 Naming of Schools;
- Indigenous voice and perspective.

Recommendations

On March 29, 2022 the Renaming Committee proposed three new names for consideration by Trustees:

- Edith Monture Elementary School
- Pleasant Ridge Elementary School
- Tom Longboat Elementary School

The rationale for each choice is the following:

Edith Monture Elementary School – This name was selected as one of the top three by all stakeholders. The school recognizes the importance of selecting a name that is moving toward Truth and Reconciliation. Edith Monture was...

- Born in Ohsweken (1890)
- 1st Indigenous woman to be a registered nurse in Canada
- WWI Veteran (Served in the US Military)
- Graduated from BCI
- 1st female Status Indian and registered band member to gain the right to vote in Canada
- Edith Monture Avenue and Edith Monture Park are named after her in Brantford
- Died 1996

Pleasant Ridge Elementary School – This name was selected as one of the top three by all stakeholders. When you look outside the second-floor windows from the school you can see Pleasant Ridge, a local geographical landmark. There is a park in Brantford named Pleasant Ridge.

Tom Longboat Elementary School - This name was selected as one of the top three by all stakeholders. The school recognizes the importance of selecting a name that is moving toward Truth and Reconciliation. The connection between the school's current athletic culture and Tom Longboat's achievements would be a natural fit. Tom Longboat was...

- Born in Ohsweken (1886)
- Celebrated long distance runner, Olympian and winner of the Boston Marathon (1907)
- WWI Veteran (Served in the Canadian Armed Forces)
- In the Canadian Sports Hall of Fame
- June 4th is Tom Longboat Day in ON
- Longboat Run Road in Brantford is named after Tom Longboat
- Died 1949

It is recommended that the Ryerson Heights Renaming Committee be disbanded.

Communication Plan

The Trustees' choice of name will be circulated to all stakeholder groups.

Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: we build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Quality Accommodations Committee Report**
DATE: April 11, 2022

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

Background

During the 2021-22 Quality Accommodation meetings, the committee reviewed and discussed various school accommodation matters pertaining to updated enrolment, enrolment projections, school capacities, school utilization rates as well as potential areas of focus with respect to boundary reviews.

Information regarding the impact of the COVID-19 pandemic was also presented with the group. Elementary enrolment for 2021-22 school year has stabilized, resulting in enrolment numbers returning to pre-COVID-19 levels. There are approximately 500 students more than budgeted enrolled for 2021-22. Of note, nearly 460 elementary students participated in virtual learning with Grand Erie this year and a virtual learning option will be offered in the 2022-23 school year as well. Enrolment in the Secondary school panel has leveled, with in-year enrolment remaining similar to 2020-21. When compared to budget, there were 46 additional students enrolled.

Enrolment projections will continue to be a challenge as the data produced in 2020-21 will become an outlier in future data trending. Although the current budget projections for 2022-23 are conservative, it may be some years yet before post-COVID-19 trends in the education sector become apparent.

Capital Projects

1. 2022-23 Capital Priorities Submissions

Grand Erie applied for two projects under the Ministry's 2022 Capital Priorities Program (CPP) Submission in February 2022. The CPP provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

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

Guided by internal and external consultation, the following business cases were submitted:

Priority One – Six Classroom Addition at Woodman-Cainsville Public School, Brantford

- The eastern portion of the City of Brantford has experienced significant growth which is expected to continue into the foreseeable future.
- Woodman-Cainsville Public School is currently operating at 169% capacity with 9 portables on site. It is projected that enrolment will increase to 186% capacity in 2023-24 and 264% in 2031-32, given the development proposals within the attendance boundary.
- The school site has sufficient space for a six-classroom addition.

Priority Two – Six Classroom Addition at Waterford Public School, Waterford

- This project is a resubmission from the 2021-22 Capital Priorities Program.
- The Town of Waterford is experiencing significant growth which is expected to continue into the foreseeable future. Waterford Public School is currently operating at 144% capacity with 6 portables on site. Projections for the 2023-24 school year indicate a utilization rate of 158%, which would require 7 portables. The projections for 2027-28 school year indicate a utilization rate of 174% which would require 9 portables.
- The school site has sufficient space for a six-classroom addition.

2. Brantford North:

Grand Erie received funding for a four-room childcare addition at Banbury Heights School in the City of Brantford in the Fall of 2021. Brantford is anticipating significant greenfield development north of Powerline Road in the 10-year planning horizon. This addition will help to provide the community with much needed childcare spaces.

3. Brant North

Funding for a four-room childcare addition at Cobblestone Elementary School in the Town of Paris was granted in the Fall of 2021. Paris is undergoing high rates of growth and this addition will help to provide the community with much needed childcare spaces.

4. Norfolk Central East:

In the Town of Simcoe, West Lynn Public School is anticipated to close and Elgin Avenue Public School is to be extensively renovated. Initial construction estimates did not align with Ministry funding and thus the scope of the renovation is to be revisited. The extent and nature of the work required at Elgin Avenue Public School will require the relocation of students to alternate school sites during construction.

Pupil Accommodations Review Guidelines Update

In 2017, the Ministry began a review of the Pupil Accommodation Review Guidelines (PARG). This involved two separate consultations involving several stakeholders including those from the education, municipal and private sectors. The first consultation period occurred in late 2017 while the second occurred in 2018. During this process, a new set of guidelines was drafted, and a template was provided to boards. The consultation by the Ministry is on-going and Boards have yet to receive a template to work from; as such there continues to be a moratorium on school closures until further notice.

January 2020 was the last time the Quality Accommodations Committee updated priorities and order of its targeted areas for an accommodation review.

Boundary Reviews

Brantford West - Elementary

In September 2017, the Board implemented a holding boundary to accommodate growth for new developments constructed in south-west Brantford after Wyndfield Phase 5. All elementary students from new units built in Wyndfield Phase 6 and beyond were directed to Ryerson Heights Elementary School and were required to sign a Holding Boundary Form. Since the original implementation of the holding boundary, Ryerson Heights has exceeded its capacity and thus it was determined that as of January 2022, all new residents to the holding area will be redirected to Agnes G. Hodge Public School. The process of using a holding boundary will enable the Board to easily transition students to a new planned school on the north side of Shellard Lane.

The boundary for Walter Gretzky Elementary School and Ryerson Heights Elementary School is closed to all new development phases. Enrolment at these schools will start to decline as the initial wave of students progresses into the secondary panel. This will allow for the removal of some portables from Walter Gretzky and Ryerson within the next few years.

Brantford West							
School Name	On-The-Ground Capacity	Current 2021/22	Year 3 2024/25	Year 6 2027/28	Current Utilization	Year 3 Utilization	Year 6 Utilization
Agnes G. Hodge Public School	492	400	532	478	81%	108%	97%
Ryerson Heights Elementary School	593	789	808	650	133%	136%	110%
Walter Gretzky Elementary	498	613	582	530	123%	117%	106%
Shellard Lane (New School)	650			650			100%
	1,583	1,802	1,922	2,308	114%	121%	103%

Brantford North - Elementary

A boundary review has been completed between Banbury Heights School and Branlyn Community School. This will result in balancing utilization between the two schools to approximately 73% at Banbury and 77% at Branlyn and will allow for the removal of the aging Relocatable Classroom Module (RCM) from Banbury Heights. The resolution of the boundary review will be implemented in September 2022. Concessions will be made for continued enrolment of students attending Banbury, as well as their siblings, as the school has sufficient capacity to accommodate this flexibility for families.

Brantford North							
School Name	On-The-Ground Capacity	Current 2021/22	Year 3 2024/25	Year 6 2027/28	Current Utilization	Year 3 Utilization	Year 6 Utilization
Banbury Heights School	469	365	369	361	78%	79%	77%
Branlyn Community School	426	269	290	295	63%	68%	69%
Brier Park Public School	363	302	282	283	83%	78%	78%
Cedarland Public School	348	266	269	260	76%	77%	75%
Centennial-Grand Woodlands School	326	149	132	121	46%	40%	37%
Ecole Confederation	547	494	535	524	90%	98%	96%
Greenbrier Public School	303	230	256	279	76%	84%	92%
Russell Reid Public School	377	266	260	260	71%	69%	69%
	3,159	2,341	2,393	2,383	74%	76%	75%

Brant North - Elementary

The Town of Paris has been experiencing significant residential development. Utilization of Cobblestone Elementary School has exceeded capacity with a current utilization rate of 107%. Further development is occurring within the attendance boundary, resulting in anticipated utilization of 119% in 2024-25 and 128% in 2027-28.

Additionally, the initial site work for a large residential development has begun within the attendance boundary for Paris Central School. The development is slated for 400 residential units, resulting in an anticipated enrolment of 132 students. The current utilization rate at Paris Central School is 85% and would rise to 136% with the additional enrolment. The school site is constrained and there is no possibility of locating portables on site should the future development exceed the school capacity.

As such, discussions have begun to consider optimal utilization of nearby existing school facilities to accommodate future enrolment.

Brant North							
School Name	On-The-Ground Capacity	Current 2021/22	Year 3 2024/25	Year 6 2027/28	Current Utilization	Year 3 Utilization	Year 6 Utilization
Cobblestone Elementary School	536	575	638	687	107%	119%	128%
Glen Morris Central Public School	222	150	170	177	68%	77%	80%
North Ward School	504	409	406	410	81%	81%	81%
Paris Central Public School	259	221	287	353	85%	111%	136%
St George-German Public School	479	395	405	471	82%	85%	98%
	2,000	1,750	1,906	2,098	88%	95%	105%

Brantford East - Elementary

There has been significant residential development in the eastern portion of the City of Brantford. Over the next ten years, it is anticipated that further development within the Woodman-Cainsville attendance boundary will result in utilization in excess of 260%.

A 2022 Capital Project submission has been made to the Ministry of Education for a six-classroom addition to Woodman-Cainsville. Should funding for the addition be granted, it is still anticipated that the utilization rate of the school will exceed 165% by 2031-32.

There are facilities within the vicinity of Woodman-Cainsville that have capacity to accommodate additional students. Review of attendance boundaries in Brantford East would result in optimized use of existing facilities.

Brantford East							
School Name	On-The-Ground Capacity	Current 2021/22	Year 3 2024/25	Year 6 2027/28	Current Utilization	Year 3 Utilization	Year 6 Utilization
Central Public School	190	194	230	240	102%	121%	126%
Echo Place School	213	153	188	202	72%	88%	95%
King George School	412	264	252	244	64%	61%	59%
Major Ballachey Public School	400	296	343	347	74%	86%	87%
Onondaga-Brant Public School	190	225	224	240	118%	118%	126%
Woodman-Cainsville School	236	399	419	440	169%	178%	186%
	1,641	1,531	1,656	1,713	93%	101%	104%

Waterford - Elementary

Residential development within the Town of Waterford has exceeded our anticipated growth rate. The growth forecast for Waterford, with approved development currently under construction, comprises 219 units which are expected to yield 70 additional students for Grand Erie in the next few years.

A 2022 Capital Project submission has been made to the Ministry of Education for a six-classroom addition to Waterford Public School. Should the addition be granted, it is nonetheless anticipated that the utilization rate of the school will exceed 114% by 2024-25.

There are facilities within the vicinity of Waterford Public School that have capacity. Review of the attendance boundaries in Norfolk North West would result in optimized use of existing facilities.

Norfolk North West							
School Name	On-The-Ground Capacity	Current 2021/22	Year 3 2024/25	Year 6 2027/28	Current Utilization	Year 3 Utilization	Year 6 Utilization
Bloomsburg Public School	268	194	210	206	72%	78%	77%
Boston Public School	233	203	164	152	87%	70%	65%
Delhi Public School	412	378	410	410	92%	100%	100%
Teeterville Public School	272	216	186	179	79%	68%	66%
Waterford Public School	285	410	480	515	144%	168%	181%
	1,470	1,401	1,450	1,462	95%	99%	99%

Next Steps

The Quality Accommodations Committee will continue to review the accommodations presented and will trigger Accommodation Reviews (ARC) as soon as the Ministry removes the moratorium on school closures. Using the latest enrolment projections, Grand Erie’s utilization will increase board wide, however when analyzing at the review area level, certain areas within the board continue to show consistent patterns of underutilization while others are experiencing significant growth and accommodation pressures. These challenges will need to be addressed as planned changes to class size ratios will result in lower utilization rates Board wide.

Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Rafal Wyszynski
 Superintendent of Business & Treasurer



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board

FROM: C. Kitchen, Student Trustee – South
R. Mitchell, Student Trustee – North
S. Green, Student Trustee – Indigenous

RE: **Student Trustee’s Report – Audio/Visual Live Streams**

DATE: April 11th, 2022

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board recommends that Committee of the Whole Board and Regular Board meeting are live streamed, including both audio *and* visual content effective June 13th, 2022.

Background:

Currently, the Committee of the Whole and Regular Board meetings of the Grand Erie District School Board are live streamed via audio-only on YouTube. The official public record of our meetings is the minutes.

Additional Information:

In consultation with staff, students, and community stakeholders. The opportunity to view both audio and visual content would enhance the experience when accessing board meetings and presentations (via MS Teams or in-person). Over time, this would align with the audio-visual investment approved on January 25th, 2021, to include upgrades within the boardroom.

Additionally, based on data gathered provincially, other school board offer a variety of audio-visual opportunities.

Grand Erie Multi-Year Plan

This report supports the Lead indicator of Learn Lead Inspire and the following statement: we will build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

C. Kitchen, Student Trustee – South
 R. Mitchell, Student Trustee – North
 S. Green, Student Trustee - Indigenous



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
RE: **Education Week 2022**
DATE: April 11, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Education Week 2022 Report as information.</p>

Background

Education Week is an annual event that is celebrated across the province and within Grand Erie District School Board. In 2022, Education Week will take place between Monday, May 2 and Friday, May 6.

Education Week coincides with Mental Health Week, and as we make a cautious, gradual return to a more 'normal' environment for learning, working together to support well-being and belonging for each learner is the focus.

Grand Erie's Mental Health and Well-Being team will help us situate the days of the week within the 'Five Ways to Well-Being,' sharing knowledge and resources to build awareness and strategies so learners can succeed and thrive. During Education Week/Mental Health Week, Grand Erie's website, social media platforms and educator-resource portal will provide links to information, lesson plans and prompts to generate meaningful discussion and share learning and achievement.

Respectfully submitted,

JoAnna Roberto, Ph.D.
Director of Education and Secretary of the Board



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustees' Expenses**
DATE: April 11, 2022

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

Background

Trustees are reimbursed for out-of-pocket expenses in accordance with Bylaw 15 Trustee Expenses. The Policy requires that the expenses are reported to the Board in April and November each year.

The report details total expenses reimbursed from September 1, 2021 to March 31, 2022.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Expense Report					
For month ending March 31, 2022					
Trustee	Professional Development	Travel/Mileage	Internet	Cell Phone	Total
Greg Anderson*	\$ -	\$ 272.58	\$ 480.00	\$ 391.28	\$ 1,143.86
Rita Collver*	\$ -	\$ 572.30	\$ 395.45	\$ 440.70	\$ 1,408.45
David Dean*	\$ -	\$ 47.20	\$ 316.40	\$ 316.40	\$ 680.00
Eva Dixon*	\$ -	\$ 416.84	\$ -	\$ -	\$ 416.84
Brian Doyle*	\$ -	\$ 120.36	\$ 861.24	\$ 919.27	\$ 1,900.87
Susan Gibson*	\$ -	\$ -	\$ 640.00	\$ 700.00	\$ 1,340.00
James Richardson*	\$ -	\$ -	\$ 480.00	\$ 525.00	\$ 1,005.00
Carol Ann Sloat	\$ -	\$ 138.06	\$ 162.00	\$ -	\$ 300.06
Claudine VanEvery-Albert*	\$ -	\$ 71.39	\$ 480.00	\$ -	\$ 551.39
Tom Waldschmidt*	\$ -	\$ 323.43	\$ 240.00	\$ -	\$ 563.43
Don Werden	\$ -	\$ -	\$ -	\$ -	\$ -
Carson Kitchen	\$ -	\$ 555.78	\$ -	\$ -	\$ 555.78
Reilly Mitchell	\$ -	\$ -	\$ -	\$ -	\$ -
Sierra Green	\$ -	\$ -	\$ -	\$ -	\$ -
Total Trustees	\$847.50**	\$ 2,517.94	\$ 4,055.09	\$3,292.65	\$ 9,865.68
* includes 2020-21 expenses paid in 2021-22					
** OBSPA PES Registration 2022 - Posted to Professional Dev. Trustee Central Account					



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Liana Thompson, Superintendent of Education
RE: **Service Provision for Students Special Education Needs (P-01)**
DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve Policy Service Provision for Students Special Education Needs (P-01).

Background

Policy Service Provision for Students Special Education Needs (P-01) was circulated to all appropriate stakeholders for comments to be received by February 24, 2022.

Comments Received

1. Comment: The suggestion to remove the accountability piece of this policy is not in the best interest of the Board, nor the stakeholders including our students. How can we measure success if there is no criteria for success?
Response: The Criteria for Success are embedded within Grand Erie's Special Education Plan. We measure our success through Annual Learning and Operating Plan reports.
2. Comment: What does this say to support our criteria of belonging?
Response: The policy states "Grand Erie District School Board programs and services are delivered in safe and enabling environments that promote success for students with special education needs. An enabling environment is positive, inclusive, provides for full participation of all students, and fosters student independence, **belonging**, and well-being."
3. Comment: Where are our guiding principles? Where is this policy stating what we believe as a Board when educating our students?
Response: Guiding principles are included in Standard 2 of Grand Erie's Special Education Plan. We continue to support stakeholders to access Grand Erie's Special Education Plan for information about service provision for students with special education needs. Belief statement – Amended.
4. Comment: Where is the Board meeting student needs and achievement?
Response: Student needs are met in the classroom, by classroom educators. Achievement is measured in the classroom, by classroom educators.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Service Provision for Students with Special Education Needs

Board Received: _____

Review Date: _____

Policy Statement:

Grand Erie District School Board believes that programs and services must be ~~are~~ delivered in safe and enabling environments that promote success for students with special education needs. Grand Erie believes that policies and programs for students with disabilities must be framed within the context outlined in the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, and/or the AODA, 2005 and the Ethical Standards for the Teaching Profession.

An enabling environment is positive, inclusive, provides for full participation of all students, and fosters student independence, belonging, and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/guardians and other involved agencies. Using all available information to understand each child's unique strengths and needs, responsive instructional and assessment practices are implemented. ~~Policies and programs in Grand Erie serve students with disabilities within the context outlined in the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, and/or the AODA, 2005 and the Ethical Standards for the Teaching Profession.~~

Resources:

- [Grand Erie's Special Education Plan](#), Standard 2, The Board's General Model for Special Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Liana Thompson, Superintendent of Education
RE: **Special Education Guiding Principles (P1)**
DATE: April 11, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board rescind Policy Special Education Guiding Principles (P1).</p>
--

Background

Policy Service Provision for Students with Special Education Needs (P-01) has been created.

Additional Information

The framework for service provision for students with special education needs is included in Standard 2 of Grand Erie's Special Education Plan.

Next Steps

This Policy will be rescinded.

Respectfully submitted,

Liana Thompson
Superintendent of Education



POLICY

P1

Special Education Guiding Principles

Board Received: March 27, 2017

Review Date: April 2021

Policy Statement:

Grand Erie District School Board special education programs and services are delivered in safe and enabling environments in order to promote success for students with special education needs. An enabling environment is positive, inclusive and fosters student independence and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/guardians and other involved agencies, using all available information to develop an understanding of each child's unique strengths and needs, and to program in the most appropriate manner.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Access to educational opportunities for all students
 - Students receive program in most enabling environment
 - Partnerships to support student needs are developed and promoted, within the board and in the community (see SO108 – Community Service Providers and Schools Working Together)
 - Training and support for classroom teacher, early childhood educator, and other school support staff are apparent
 - Resources are allocated to meet the most urgent student safety and learning needs

Special education programs and services within the Grand Erie District School Board are guided by the following eight principles. See Appendix A for more description:

1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.
4. The goal for all schools is to create environments that consider and include the learning needs of all students.
5. Resources are provided to support students to become independent in reaching their educational goals.
6. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.
7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.
8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.

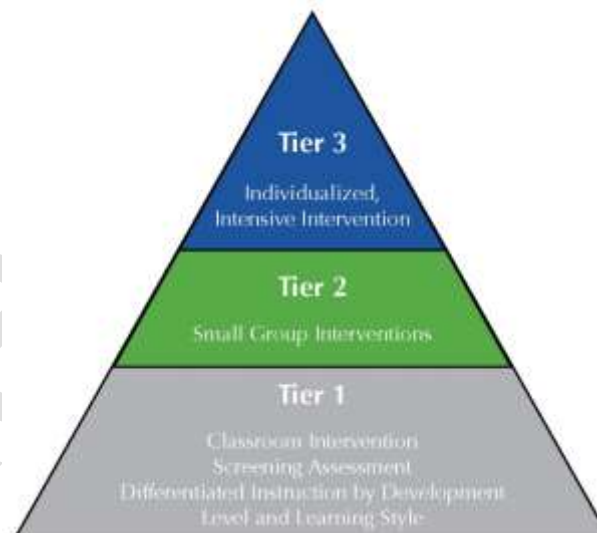
Guiding Principles in Special Education

1. All students can succeed. Success looks different for different students.

In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program. Programs are developed to challenge students to achieve at a greater level, while building in regular opportunities for success. Student success is measured by their achievement of the goals outlined in their Individual Education Plan (I.E.P.).

2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.

Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that using a tiered approach to the identification of learning needs in the classrooms provides assessment and instruction that are responsive to student needs. Supports are organized and offered based on student need. In Tier 1 students meet their educational goals in a whole class setting, with supports provided. In Tier 2 students require small group support in order to meet their educational goals. In Tier 3, students may require an alternative setting or individualized support in order to meet with success. When individualized support is required, it is time-limited and every effort is made to support the student to move to small group or whole class instruction as soon as possible. Very few students require Tier 3 support. We believe that the education of every child is the collective responsibility of every adult within a school community.



3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.

Schools within the Grand Erie District School Board represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.

Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of talents and abilities and that our classroom learning environments must be accessible to all. Classroom physical and learning environments can be made

accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning.

We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics.

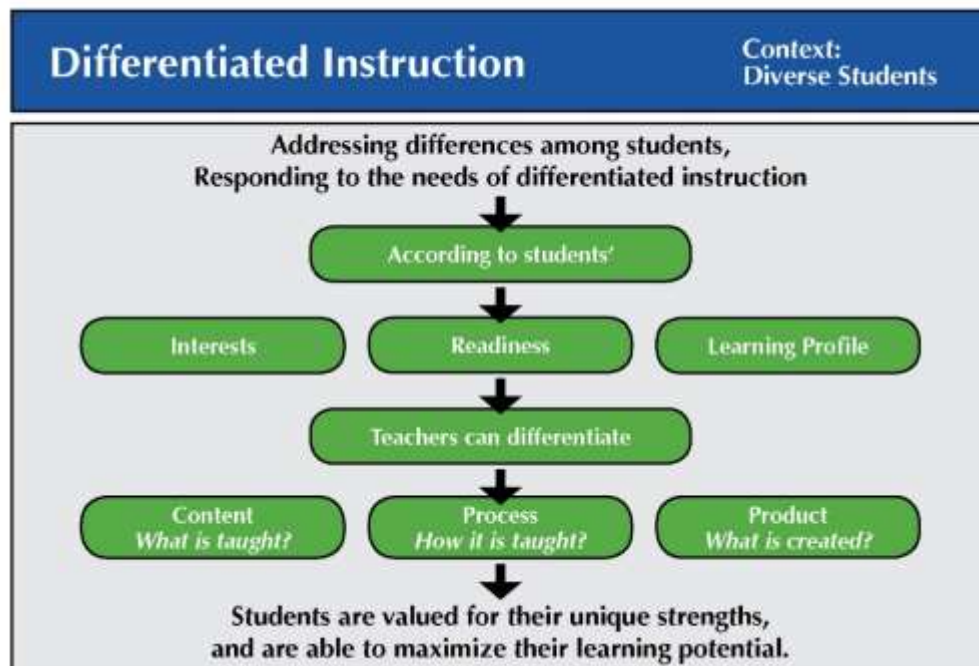
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

Universal Design for Learning



Universal Design for Learning: 3 principles

Differentiated Instruction



4. The goal for all schools is to create environments that consider and include the learning needs of all students.

The culture of the school is essential in fostering an attitude of inclusion and the school principal takes the lead in building an inclusive school culture. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and invites students and their parents to actively participate in the educational process.

An attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. While consultation with specialized personnel may help the regular classroom teacher and early childhood educator deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents, school staff, system special education support staff and the student, as appropriate. In most cases it must be demonstrated that the student has had adequate opportunity to access program in a regular classroom setting and that the regular classroom is not meeting the individual needs of the student before a self-contained classroom placement is considered.

An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities. Inclusion can occur during both instructional and non-instructional time and is based on providing the optimum experience for the student to meet with success in the integrated setting.

5. Resources are provided to support students to become independent in reaching their educational goals.

While education supports the special learning needs of students, it does not treat children for medical, mental health and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment for students, if this is required. In the school setting, supports to promote student well-being are implemented.

6. The classroom teacher and early childhood educator are the primary supports for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.

Human resource supports are organized to support the classroom teacher and early childhood educator, so that students can remain in their community schools for as long as it is in their best educational interests.

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher and early childhood educator, are the primary means by which special education needs are identified and addressed. The regular classroom teacher and early childhood educator play a central role in the process of identifying special needs, coordinating the additional supports to build a better understanding of an individual student and developing an Individual Education Plan (I.E.P.) to address these needs. Our respect for the regular classroom teacher and early childhood educator is reflected in the allocation of resources to develop their skills on an on-going basis. Effective special educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers and early childhood educators, must be supported by in-service, coaching materials and planning resources that target these areas.

At the school level, special education support for the classroom teacher and early childhood educator will be provided by the Learning Resource Teacher. To the greatest extent possible, this support should be delivered within the classroom setting.

In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued members of the student’s support team, providing shared support to students. This means that the Educational Assistant is not allocated solely to one child and the movement of Educational Assistants at regular intervals is encouraged. It is in this way that schools work to minimize the dependency that can be created by an over-reliance on one individual staff member or one level of service.

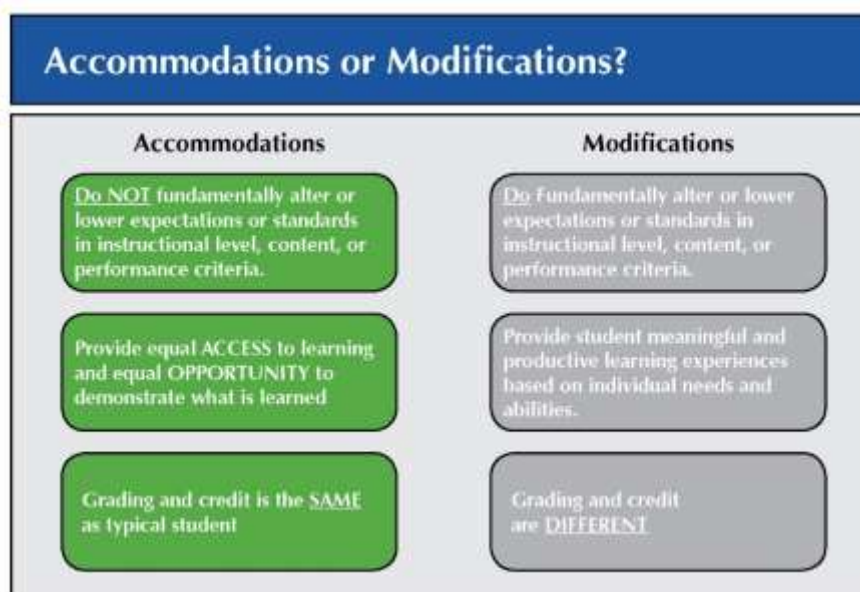
System special education support staff build the capacity of schools to meet the broad range of student special education needs. Specialized supports within the Grand Erie District School Board, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, System Learning Resource Teachers and system non-teaching staff - Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Counsellors, Communicative Disorders Assistants and Lead Educational Assistants - are accessed through the School Resource Team.

It is recognized that the success of special education programs depends on the quality of the staff delivering the program. Selection of suitable, qualified personnel is as important as on-going training.

7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.

Early identification of learning needs - and programming to address them - is part of classroom planning for all students. Where significant academic challenges persist, special education services, including access to self-contained placements, may be appropriate.

If a student’s needs can be met in a regular classroom with *accommodations* and *modifications*, placement should be in a regular classroom in the home school.



Self-contained class placements are a more defined environment within the education system. The individual needs of some students with specific exceptionalities are such that placement within a self-contained class can also be the most enabling. Programs in self-contained settings will be *alternative* to a regular class program. Alternative programming addresses various aspects of student need that are not specifically represented in the Ontario curriculum. These may include social skills, self-help skills, life skills, self-advocacy skills, self-regulation skills and the learning of new behaviours. Alternative curriculum expectations must be related to the student's exceptionality and individualized according to the student's needs.

Self-contained placements are offered within the Grand Erie District School Board recognizing that learning needs and long-term educational outcomes vary based on student exceptionality. For some exceptionalities, placements offer time-limited but intensive support in order to address specific, identified needs that will enable students to achieve educational goals within their home school. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-regulation skills required for success in a regular classroom.

When a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade due to their developmental needs, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in their best interests. For example, a student with a developmental disability then continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students who are identified formally as a result of the blanket testing of grade 3 students will receive effective programming within the regular classroom, but could choose at some point to access enrichment or gifted-class opportunities. Access to any alternative programs must be based on assessment data and supported by the School and Resource Team.

Educational implications of participation in self-contained programs should be discussed with the parents and students through the Identification, Placement and Review Committee (I.P.R.C.) planning process, as well as part of Individual Educational Plan (I.E.P.) development, Annual Goal setting and Transition Planning. If the long-term goal for a student is the completion of an Ontario Secondary School Diploma or Ontario Secondary School Certificate of Achievement, self-contained class placement must be time limited to enable the development of the non-academic skills required for success in regular classes (i.e. independent work completion and goal setting, time management, organization, peer relationships, planning etc.). If the long-term goal for a student is the completion of a Certificate of Accomplishment, then opportunity for continued placement until June the year the student turns the age of 21 must be ensured.

8. **Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.**



We believe that students need to be provided with programs and supports in an equitable manner. Equitable does not mean equal treatment for all students. Students will receive programs and support based on assessment data that will help them to meet with success in their individualized programs. There are many ways that program supports and services are provided to students that vary from student to student but decrease the barriers faced by those students in meeting with success.

For example, some students may require technology use in a whole class setting, other students may require the support of an Educational Assistant working in a small group setting, and others may require placement in a self-contained classroom with a smaller number of students and a focus on alternative learning goals. Other students may require changes to the content, delivery and assessment of their programs as outlined by their classroom teachers in their Individual Education Plans.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: April Smith, Superintendent of Program K-12 (Teaching and Learning)
RE: **Request to Attend a School Outside the Home School Area (SO-121)**
DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive Procedure **Request to Attend a School Outside the Home School Area (SO-121)** as information.

Background

Procedure Request to Attend a School Outside the Home School Area (SO-121) was circulated to all appropriate stakeholders for comments to be received by February 24, 2022.

Comments Received

1. Comment: Removing the accountability piece of this policy is not in the best interest of the Board, nor the stakeholders including our students. How can we measure success if there is no criteria for success?
Response: Staff monitor implementation.
2. Comment: Where do we make statements like “a fair and equitable manner”?
Response: No amendment required
3. Comment: Procedures: “We” believe – should this be changed to “Grand Erie” believes?
Response: Amended
4. Comment: Elementary #1 – is there a word missing at the end of the final sentence?
Response: Amended
5. Comment: Elementary #2 – what about mid-year requests? I.e.: a family move – there is no language about this possibility?
Response: No amendment required
6. Comment: Secondary School students - #1 comp ed and special ed were removed from elementary, should they be removed from this statement?
Response: Amended
7. Comment: Secondary school students #3 should reference to Superintendent of Education have FOS after it?
Response: No amendment required
8. Comment: Additional Considerations #3 – this is covered in Board policy FT6 is it needed here?
Response: No amendment required

9. Comment:Additional considerations #4 – should this state the level of sports impacted?
Secondary extramural?

Response:Amended

10. Comment:Appendix B – should there be a retention for this document?

Response:Amended

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Next Steps

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

Respectfully submitted,

April Smith
Superintendent of Program K-12 (Teaching and Learning)



Request to Attend a School Outside the Home Area School

Board Received: _____

Review Date: _____

Procedures

We [Grand Erie](#) believe that all students should attend their home area school according to their designated attendance area determined by their primary address in which they are residing with their parents/guardians.

Elementary School Students

1. The decision to approve requests for attendance outside the home area school (out-of-area) is based primarily on school enrolment, including but not limited to the following: school operating capacity at the requested school; board compliance with mandatory Ministry class size caps and district averages; school organizations; and profiles of the requested [school](#).
2. Requests to attend a school outside the home area school must be made on the appropriate “Request to Attend a School Outside the Home Area School” form (Appendix B), by the parent or guardian to the Principal of the requested out-of-area school. The out-of-area school Principal will send all requests to the Superintendent of Education (Family of Schools). Requests for the following school year may be submitted each year beginning on January 1.
3. The request must clearly state the rationale to register outside of the “Home Area School”.
4. Parent/Guardians will be notified in writing of the outcome of their application by the end of June.
5. All approvals are for the designated school year only. Requests must be re-submitted annually for approval by the out-of-area school Principal.
6. Disputes over attendance requests will be referred to the Superintendent of Education responsible for the requested school.

Secondary School Students

1. The decision to approve requests for attendance outside the home area school is based primarily on school enrolment, including but not limited to the following: school operating capacity at the requested school; board compliance with mandatory Ministry class size caps and district averages; school organizations; and, profiles of the requested school (~~e.g., compensatory education, special education classes~~).
2. Each request to attend a school outside the home area school will be determined by the out-of-area school Principal based on the school’s ability to accommodate program requests.
3. Disputes over attendance requests will be referred to the Superintendent of Education responsible for the out-of-area school.

Additional Considerations

1. All requests will be dealt with in the order in which they are received.
2. Transportation for students attending an out-of-area school is the responsibility of the parent/guardian. Courtesy transportation for students attending an out-of-area school may be provided by the Board, based on current transportation policy, FT6.
3. Approved out-of-area courtesy school transportation may be discontinued at any time that the seating is required by a “right to ride” pupil.
4. A school transfer could affect eligibility to participate in [extracurricular](#) sports.



APPENDIX A

SO121 Request to Attend a School Outside the Home Area School - Elementary Manual

1. Previously Approved Out-of-Area Students

All students previously approved, on or before September 2016, for out-of-area attendance will be approved to attend the receiving out-of-area school until Grade 8 graduation. This provision does not include siblings who have not received approval prior to June 2016.

For students who meet the criteria outlined as above, the out-of-area school Principal will count the student as part of school organization numbers when submitting enrolment during the staffing process, as they do not need to apply yearly as per the criteria above.

2. New K-Grade 8 Out-of-Area Applications

- a. The out-of-area school Principal will advise parents to register their child in the Home Area School until notice of determination has been received.
- b. Parents must complete a "Request to Attend a School Outside the Home Area School" form (Appendix B) and have this acknowledged and signed by the home area school Principal. The home area school Principal will send the acknowledged request to the out-of-area school Principal. The out-of-area school Principal can begin receiving requests on January 1st for the following school year.
- c. The out-of-area school Principal will acknowledge and send a copy of the acknowledged and signed "Request to Attend a School Outside the Home Area School" form to the Superintendent of Education (Family of Schools), for all students.
- d. In consultation with the Superintendent of Education (Family of Schools), the out-of-area school Principal will make a determination by the end of June regarding the request and will notify the parent(s)/ guardian(s) in writing.
- e. Once a student has received permission to attend an out-of-area school, the out-of-area school Principal will notify the student's home area school.



APPENDIX B REQUEST TO ATTEND A SCHOOL OUTSIDE THE HOME AREA SCHOOL

Please Print Clearly

Please check one: JK SK Gr.1 Gr.2 Gr.3 Gr.4 Gr.5 Gr.6 Gr.7 Gr.8

Student OEN: _____ Student's Date of Birth: Year / Month / Day

Student's Name: _____
Last First

Parent/Guardian Name: _____
Last First

Street Address: _____

City: _____ Postal Code: _____

Phone: _____

Home Area School: _____

Out-of-Area School: _____ School Year Requested: _____

Reason for Request: _____

I UNDERSTAND THAT:

- Completion of this form does not guarantee placement at the requested out-of-area school.
- Requests are granted in very rare circumstances.
- I must register my child at their home area school and make appropriate daycare arrangements, if needed.
- If this application is approved, it is for **ONE SCHOOL YEAR ONLY**. Transportation for students attending an out-of-area school is the parent's/guardian's responsibility.
- I will be notified of the final decisions by the end of June.

I agree with the terms set out in this application form. I have received a copy of this form.

Parent/Guardian's Signature: _____ Date: _____

HOME AREA SCHOOL	OUT-OF-AREA SCHOOL
<p>Acknowledgement of Request <input type="checkbox"/></p> <p>_____ Principal's Signature:</p> <p>_____ Date:</p>	<p>Acknowledged <input type="checkbox"/></p> <p>_____ Principal's Signature</p> <p>_____ Date:</p> <p>Approved:</p> <p>_____ Principal's Signature</p> <p>_____ Date</p>

Schools – Please Note: The out-of-area school must make copies of this form for its own file, the home area school and the parent. This form must be delivered to the out-of-area school and then sent by the out-of-area school to the applicable Superintendent of Education (Family of Schools) office.



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
RE: **Visual Identity Policy, Procedure and Guide**
DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy Visual Identity (SO-25)** to all appropriate stakeholders for comments to be received by **May 26, 2022**.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure Visual Identity (SO-XXX)** and Visual Identity Guide to all appropriate stakeholders for comments to be received by _____

Background

Policy Visual Identity (SO-25) was approved by the Board in January 2021 and has been identified for review.

Additional Information

The Policy has been separated into a Policy, Procedure and Visual Identity Guide. Suggested revisions have been made to both the Policy and new Procedure. The draft revised Policy, Procedure and Visual Identity Guide are attached for circulation to stakeholders for comment.

Next Steps

Policy, Procedure and Visual Identity Guide will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

JoAnna Roberto, Ph.D.
Director of Education and Secretary of the Board



POLICY

SO-25

Visual Identity

Board Received: January 25, 2021

Review Date: February 2025

Policy Statement

Grand Erie District School Board's visual identity ~~program conveys~~ supports the mission, vision, and values ~~and goal statements~~ of the Board. Staff ~~members~~ shall adhere to the visual standards of the Board to promote consistency in Grand Erie.

Grand Erie's visual identity includes: Board Name, Logo, Colours, Tagline, Styles, Typography.

The Director, Superintendents of Education and the Manager of Communications and Community Relations will monitor compliance with the Visual Identity Policy.

Accountability

- ~~1. Frequency of Reports — As the Multi-Year Plan is revised~~
- ~~2. Criteria for Success — Adherence to the Visual Identity Manual~~

Procedures

- ~~1. Grand Erie District School Board's visual identity is comprised of the following: Board Name, Logo, Colours, Tagline, Styles, Typography (Typefaces/Fonts), and co-branding guidelines with school logos and when featured with other non-Grand Erie logos.~~
- ~~2. This policy governs: all signage, advertisements, newsletters, school and department websites, business cards, Board and school letterhead, promotional products, videos, social media websites, brochures and other publications. School branded clothing, spirit wear and team uniforms are exempt from this policy.~~
- ~~3. All school websites must comply with the visual standards of the Board and therefore must be hosted on the appropriate web platform/program supported by the Information Technology Department.~~
- ~~4. A Visual Identity Manual accompanies this policy and shall be followed.~~
- ~~5. Components of the Visual Identity Manual shall be reviewed by the Board following the approval of the Board's Multi-Year Plan prior to new Multi-Year Plan graphics being released.~~
- ~~6. The Manager of Communications and Community Relations and the Graphic Designer/Website Coordinator will provide templates to schools and departments as outlined in the Visual Identity Manual.~~
- ~~7. The Director, Superintendents of Education and the Manager of Communications and Community Relations will monitor compliance with the Visual Identity Policy.~~

Definitions

~~(See Visual Identity Manual)~~

Board Resources

- Procedure SO-XXX – Visual Identity
- Bylaw No. 19 – Board Logo, Grand Erie Name, and Grand Erie Design Banner
- ~~Administrative~~ Procedure F104 – Board Advertising
- Visual Identity Manual Guide
- Multi-Year Strategic Plan 2021-26
- Certification of copyright: Official Mark (logo), Name, and Design (Trademark file numbers: 918209, 918055)

- Policy [No.F6](#) – Purchasing
- Accessibility Standards



PROCEDURE

SO-XXX

Visual Identity

Board Received: January 25, 2021

Review Date: February 2025

Purpose:

Grand Erie District School Board maintains visual identity processes and principles to support the Board's vision, mission and values and consistency in the application of visual identity elements.

Guiding Principles:

1. This Procedure governs: all signage, advertisements, newsletters, school and department websites, business cards, templates for schools and departments, Board and school letterhead, promotional products, videos, social media, brochures and other publications. School-branded clothing, spirit wear and team uniforms are exempt from this Procedure (see Visual Identity Guide).
2. The Manager of Communications and Community Relations and the Graphic Designer/Website Coordinator will provide templates to schools and departments as outlined in the Visual Identity Guide.

Resources:

- Policy SO25 – Visual Identity
- Bylaw No. 19 – Board Logo, Grand Erie Name, and Grand Erie Design Banner
- Procedure F104 – Board Advertising
- Visual Identity Guide
- Multi-Year Strategic Plan [2021-26](#)
- Certification of copyright: Official Mark (logo), Name, and Design
- Policy No. F6 – Purchasing
- Accessibility Standards



Color Variant
The preferred logo for most uses is the primary logo in its full color. In any situation that requires a non-white background, please refer to the logo treatments below.

Greyscale Variant
The logo should only be used whenever the document is printed in black and white. An availability for shades of grey is provided for use in any situation that requires a non-white background. Please refer to the reversed logo treatments below.

Logotype - Black and White Variant
The black and white logotype should only be used whenever the document is printed in pure black on a pure white background, with no availability for shades of grey.

Usage: When applied to any asset, the logo must appear on top of a pure white background. In any situation that requires a non-white background, please refer to the reversed logo treatments below.

Reversed Logo
The black and white logotype should only be used whenever the document is printed in pure black on a pure white background, with no availability for shades of grey.

Online Visual Identity
The online visual identity is available from our online Visual Identity page. The online visual identity should only appear in the online visual identity as a logotype and should not be used as a color breakdown.



GRAND ERIE Visual Identity Guide

REVISED: APRIL 2022





General Overview	4
Board Name	4
The Grand Erie Logotype	5
Marketing Logo.....	5
Who Can Use the Logo	5
Logo - Full Colour	6
Logo - Greyscale	6
Logo - Black and White	6
Reversed Logo	6
Safety Zone	7
Minimum Size	7
Aspect Ratio	7
Unacceptable Usage	7
Grand Erie Tagline	8
Sticker Options	8
Colours	9
Fonts	9
Multi-Year Plan 2021-26 Infographic	10
Multi-Year Plan 2021-26	11
Advertisements	
Ad Creation and Services	12
Advertising Process.....	12
Promotional Material - Merchandise	13
Merchandise	13
Vehicle Signage	
Signage Placement.....	14



Co-Branding	
About Co-Branding	15
Examples of Grand Erie Word Marks	15
When to Co-Brand	15
Co-Branded Material	16
Co-Branded Signage	16
Plaques and Awards	17
Promotional Material	17
Grand Erie Website	18
GELA	19
CareerLink	19
Turning Point	20
School Logos	
School Crests vs. School Logos	21
Designing a School Logo	21
Certification of Trademark/Copyright Information	
Board Name Certificate	22
Logo Certificate	23

General Overview



One of Grand Erie's most valuable assets is its corporate visual identity. When used in combination, Grand Erie District School Board's basic identity elements (logo, colours and typography) define and express our identity in a clear and distinctive way that builds awareness, trust and reputation.

A strong visual identity that is easily recognized by the community is very important. It is the face of Grand Erie, simplifying access to our programs and services by clearly identifying our role as the provider of the service or program. The professional look that is achieved through standard visual identity elements adds credibility to our programs and communicates a vision of excellence.

Building a strong visual identity and the desired reaction to that identity takes time and most importantly, consistency. It is important that the rules and standards contained in this manual are adhered to in the promotional material, advertising, signage, stationary and other items that represent us.

The Communications and Community Relations department will assist staff in following the guidelines to make a positive impact. The Grand Erie District School Board logo is trademarked and is the property of the board.

If you have any questions, please contact the Manager of Communications and Community Relations at:

519-756-6301 ext. 281147

Toll-free: **1-888-548-8878**

Email: **GEDSB-communications@granderie.ca**

All Board facilities will provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices. Grand Erie's visual identity must adhere to the customer service standards of the Accessibility for Ontarians with Disabilities Act (AODA) that support these key principles.

Many families come to Grand Erie whose first language is not English. To accommodate our English language learners and their families, the following note should be included on all publications.

To translate this document, please call:

1-888-548-8878 ext. 274224.

Board Name

The name:

Grand Erie

...is the trademarked property of:

Grand Erie District School Board

(See last page of this manual).

When written, **Grand Erie** should be used as the abbreviated version.

When used in full, please use **Grand Erie District School Board**, and not **The** Grand Erie District School Board.

The Board name shall be included on all system-produced publications.

The Grand Erie Logotype



The Grand Erie logotype is the trademarked property of Grand Erie District School Board (See last page of this manual). The logo is a key visual element in representing Grand Erie District School Board to the community.



1. The logo consists of a coniferous tree symbolizing the importance of nature and the green areas encompassed by our jurisdiction; waves symbolizing Lake Erie and the many rivers and streams; an open book denoting lifelong learning and the importance of education to our community; and a broad band containing the Board's name which encompasses all other elements contained in the logo.
2. No variation in the design and colour of the logo as shown below is permitted, except as explicitly approved by the Board.
3. Reproduction of the logo in various sizes is permitted if the proportions are not distorted and the logo appears in its original form. For more information on appropriate proportions and sizing for the Grand Erie logotype, see **pages 6-7**.

Marketing logo

A variation of Grand Erie's logo was developed to reflect Grand Erie's Multi-Year Strategic Plan (2021-26).

Use of this marketing logo is preferred for use in all materials, except where application is more permanent in nature (e.g. school signs, metal signage) and expected to last beyond the end of the current Multi-Year Strategic Plan.



Who Can Use the Logo?

Use of the Board logo is restricted to internal use by Board staff, except where approved by the Director of Education or the Manager of Communications and Community Relations.

To initiate the approval process for using the logo, contact:

Manager of Communications and Community Relations

519-756-6301 ext. **281147**

Toll-free: **1-888-548-8878**

Email: **GEDSB-communications@granderie.ca**

Grand Erie Logotype



Logotype - Full Colour Variant

The full colour logo is the preferred logo for most uses.

Usage: When applied to any asset, the primary logo must appear on top of a pure white background. In any situation that requires a non-white background, please refer to the logo treatments below.



Logotype - Greyscale Variant

The greyscale logo should only be used whenever the document is printed in black and white, with an availability for shades of grey.

Note: In any situation that requires a non-white background, please refer to the reversed logo treatments.



Logotype - Black and White Variant

The black and white logo should only be used whenever the document is printed in pure black on a pure white background, with no availability for shades of grey.

Note: In any situation that requires a non-white background, please refer to the reversed logo treatments below.



Reversed Logo

Reversed variations of the Grand Erie Board logo are allowed. Please ensure that all reversed Board logo treatments are set against appropriately saturated backgrounds to allow the logotype to be easily read.

Reversed variations of the Learn Lead Inspire logo are not permitted. Instead, treatments that require a solid background can use a circular variation of our full colour or black and white logotype on a white background.

When possible, all versions of the circular logotype should only appear on items reflecting the four Grand Erie Learn Lead Inspire colours as shown below. For Grand Erie's Learn Lead Inspire colour breakdowns, please see **page 9**.



Grand Erie Logotype



Safety Zone

When using the Grand Erie logo, an adequate white space or a “safety zone” must surround the logo.

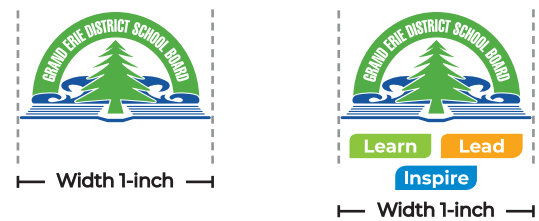
The size of the safety zone is equal to the measure of **one-quarter of the logotypes width or height**. The safety zone provides for aesthetically consistent incorporation of white space between the logo and other elements, such as the edge of a page. It also provides a refined and easy-to-reference guideline for logo placement options.



Clear space is equal to a quarter of the logo's width and height

Minimum Size

To avoid becoming illegible, the corporate logo should never be reproduced smaller than the minimum size of one inch wide.



Print: 1-inch wide and 1-inch tall

Web: 300 pixels wide and 300 pixels tall

Aspect Ratio

The aspect ratio of an image is the width-to-height ratio. **The logo must be kept proportional in size.** If electronically resized, the logo must not be unevenly stretched, skewed, or distorted in any fashion. During resizing, the 'constrain proportions' or 'maintain aspect ratio' options must be used.

In many applications such as Microsoft Word and Excel, simply press and hold SHIFT while you resize. This will maintain the aspect ratio in the application.

Unacceptable Usage

None of the elements of the Grand Erie logo should be altered, stretched or deconstructed for any reason. The following represents a list of common usage errors to avoid when applying the Grand Erie logo. Unacceptable usage includes:

- Altering the logo in any way
- Animating, colourizing, rotating or skewing the logo, or applying other effects
- Cropping or distorting the shape of the logo
- Altering the size or position of the icon, wordmark or tagline
- Altering the transparency
- Changing the logo's typeface or outline
- Placing the logo on a solid background that matches or closely matches one of the three Grand Erie logotype colours

Examples of unacceptable uses of the Grand Erie logotype are displayed to the right:



Grand Erie Tagline



The Grand Erie tagline is **Learn Lead Inspire**. Always use the wording exactly as it appears here, without changing the order, or adding or substituting other words or punctuation.

The tagline graphics can be used with the logo, as well as on its own. The tagline cannot be altered in any way. In reverse it can only be displayed on it's container colour.

If the tagline is not directly underneath the logo, it is recommended to be immediately beside the logo to the right or as a footnote. Please see examples below.



Sticker Options

Grand Erie has a standard sticker option of a coloured logotype against a white background and can be used in a square or circular format as shown below. For appropriate spacing around the logotype see Page 7.

Programs and departments can identify themselves using the sticker option. These stickers can be added to any document or publication in keeping with the visual identity standards. Departments and programs have been given a word mark that is to be used with the logo. See below for a list of department examples and word marks.



- Business Services
- Facility Services
- Health and Safety
- Human Resources
- Indigenous Education
- Information Technology Services
- Leadership Development
- Mental Health and Well-Being
- Research
- Safe and Inclusive Schools
- School Effectiveness Framework
- Special Education

Grand Erie Colours



See official colours below to be used for reproducing the Grand Erie logo in Pantone, process or web-based applications. Use of these official colours is necessary when producing the logo in full colour.

Grand Erie Logotype Colours:



■ **Spot:** PMS 362 C
■ **CMYK:** 70-8-100-0
■ **RGB:** 89-173-70
■ **HEX:** #59ad46



■ **Spot:** PMS 7455 C
■ **CMYK:** 95-75-0-0
■ **RGB:** 4-85-159
■ **HEX:** #04559f

Grand Erie Tagline Colours:



■ **Spot:** PMS 375 C
■ **CMYK:** 50-0-100-0
■ **RGB:** 141-198-63
■ **HEX:** #8dc63f



■ **Spot:** PMS 306 C
■ **CMYK:** 100-30-0-0
■ **RGB:** 0-137-207
■ **HEX:** #0089cf



■ **Spot:** PMS 144 C
■ **CMYK:** 0-40-100-0
■ **RGB:** 250-166-26
■ **HEX:** #faa61a

Grand Erie Fonts

Grand Erie uses various weights of the font Montserrat in all formal communications. Typography is an important part of our visual identity. Like our signatures and colour palette, typography strengthens our overall visual identity.

All typefaces are available in roman and italic family variants, and in a variety of weights.

Montserrat is available freely and can be downloaded from [Google's Font Foundry here](#).

Below are the weights and font family variants we use in all documentation, advertising material and on our website.

Montserrat Roman

Montserrat Italic

Montserrat Bold

Montserrat Bold Italic

Montserrat Extra Bold



Multi-Year Plan Infographic

The infographic, below, is not a logo, but rather a design element to convey the Multi-Year Strategic Plan's Vision, Mission and Collective Priorities for 2021-26.

Our Vision

Learn **Lead** **Inspire**

Our Mission

Together, we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.

Our Collective Priorities

Learning
We build a culture of learning to nurture curiosity and opportunity for each learner.

Well-being
We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Belonging
We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

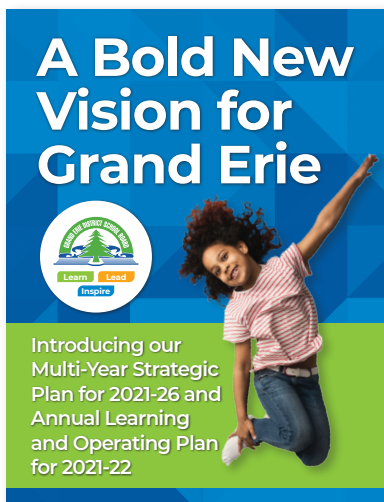
Grand Erie Multi-Year Strategic Plan for 2021-26



Our Mission, Vision and Collective Priorities

Grand Erie's 2021-26 Multi-Year Strategic Plan guides the work we are doing. The centre of this plan is our vision to Learn Lead Inspire, with Learning, Well-being and Belonging as components of our Mission and Collective Priorities. You will find the appropriate rendering intent for each facet of our Mission, Vision and Collective Priorities throughout this guide.

For a downloadable copy of our Multi-Year Strategic Plan for 2021-26 and our Annual Operating Plan for 2021-26 showing working examples of our visual identity, please [click here](#).



Grand Erie Multi-Year Strategic Plan for 2021-26

Advertisements



Ad Creation and Services

All graphic design for advertisements must follow the guidelines in this manual and be approved by the Director of Education or Superintendent responsible for the portfolio.

Communications and Community Relations can help you create an advertisement. Please contact Grand Erie's graphic designer and web coordinator for creative assistance at:

519-756-6301 or toll-free: **1-888-548-8878** extension **281251**, email: GEDSB-communications@granderie.ca

For more information, refer to **F104 – Advertising Procedure**.

Advertising Process

All advertising including print, audio and video must be coordinated through the Communications and Community Relations department. Please contact the Manager of Communications and Community Relations at:

519-756-6301 or toll-free: **1-888-548-8878** extension **281147**, email GEDSB-communications@granderie.ca

All advertising must adhere to the [Visual Identity Policy \(SO25\)](#) and the [Purchasing Policy \(F6\)](#).

The originating school department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards, and any changes will be forwarded back to the document originator for approval.

Grand Erie recognizes Orange Shirt Day as a day to remember, honour the healing journeys of residential school survivors and their families, and to demonstrate a commitment to processes of reconciliation.

The day recognizes the resilience of Indigenous peoples and communities and provides an opportunity for all people in Canada to engage in discussions or provide acknowledgement and support in addressing the brutal legacy of the residential school system.

Grand Erie schools will be recognizing Truth and Reconciliation Week, **Sept. 27 - Oct. 3** with a number of learning experiences and events.

Follow us on Twitter @GEDSB to see what Grand Erie is doing to support Truth and Reconciliation

Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario, N3T 5V3
Telephone: 519-756-6301 | Toll Free: 1-888-548-8878 | Email: info@granderie.ca | granderie.ca
Follow and join the conversation | @GEDSB on Twitter and Facebook | @granderiedsb on Instagram

Ready, Set, Kindergarten!

Kindergarten registration is now open.

Register today at granderie.ca/kindergarten

Moving from Grade 8 to Grade 9?

Come to Grand Erie schools and experience a variety of culturally responsive courses, programs and services. We offer Indigenous language courses, First Nations, Métis and Inuit courses, the Indigenous Student Initiative, Indigenous Cultural Mentors, Counselors and Engagement and Support teachers, Indigenous student award programs and our new virtual Indigenous Student Hub.

Connect with Indigenous Education on Facebook and Twitter @IndigenousEdCE

Key dates and information for Grand Erie schools

NOVEMBER TO JANUARY
Secondary school information shared with grade 8 classes and at Future Grade 9 Student information sessions presented by secondary schools.

DECEMBER 2021
Grade 8 teachers distribute grade 9 registration packages to parents for the Grand Erie secondary school of their choice.

FEBRUARY 1, 2022
Completed registration packages due back grade 8 teachers who will forward to the corresponding secondary school.

FEBRUARY 2022
Meetings scheduled for each grade 8 student and parent to meet with Grand Erie secondary school staff.

WEEK OF MAY 30, 2022
Grand Erie staff arrange for grade 8 students to get an inside look at life as a secondary school student (subject to change pending COVID-19 restrictions).

SPECIAL EDUCATION
Grand Erie helps students with special education needs achieve success in the regular classroom. In some cases, self-contained classroom placements in selected schools are available, with a greater emphasis on alternative learning goals. For further information, please contact the Learning Resource Teacher at your child's school or Fran Laisson, Program Coordinator-Special Education: frances.laisson@granderie.ca or 519-756-6301 ext. 287217.

Questions? Contact Jeannie Martin, Six Nations Native Advisor-Teacher Consultant: jeannie.martin@granderie.ca or 226-834-7126.

Grand Erie District School Board
349 Erie Avenue, Brantford, Ont., N3T 5V3
Tel: 519-756-6301 | Toll Free: 1-888-548-8878
Email: info@granderie.ca | www.granderie.ca
Follow us on Twitter + Facebook | @granderiedsb on Instagram

Promotional Material



Merchandise

Grand Erie's visual identity may be used on a number of products to advertise the Board such as mugs, T-shirts, hats, pens, bags, storage devices, etc. The logo variant used for semi-permanent promotional items should be the logotype with the Learn Lead Inspire tagline, and should never be reproduced in any colour other than specified in the Grand Erie Colour section on **page 9**.

In the case of small items such as a pen or pin, the minimum size of the logo would have to be altered to fit, but for the sake of legibility the Learn Lead Inspire block can also be used in place of the spherical logotype.

Approval from the Manager of Communications and Community Relations for promotional material and the use of the logo is required in all cases.

Below are some examples of appropriate placement of the Grand Erie logotype components, as well as some appropriately coloured merchandise options.



Vehicle Signage



Signage Placement

The Grand Erie logo with tagline shall be used on vehicle signage in a location that does not interfere with the shape or design of the logotype, should not be on vehicle panels that separate the logo when opened. There should be an allowance for space around the logotype equal to one-third of the width and height of the logo. See examples below.





Co-Branding

About Co-Branding

Grand Erie relies on the strong reputation of our schools, just as our schools rely on the reputation of the board. Co-branding is a feature in the visual identity that unifies us as one family.

Wordmark co-branding must appear on promotional items, but it is not mandated for clothing, spirit wear or team uniforms.

A wordmark is a brand identifier in the form of a phrase that creates awareness and adds credibility by supporting the logo. It is an essential element in co-branding in that it links that school's logo to Grand Erie.

This linkage further solidifies the mutual advantages derived from co-branding.

The board has templates for the following items:

- Multi-Year Plan
- Business Cards
- Director's Annual Report
- Letterhead
- Manuals
- Job Postings
- Presentations
- Internal document that are procedural or compliance-based

Examples of Grand Erie Wordmarks

- A Grand Erie School
- A Grand Erie Service
- A Grand Erie Program
- A Grand Erie Department

The Grand Erie logo or wordmark placement is at the school's discretion.

When to Co-Brand

Co-branding should be used on all school products (both printed and electronic).

Schools are asked to use the logo and/or word mark on their products and do not require prior approval. However, schools are asked to consult with the Communications and Community relations department staff should they want to use Grand Erie's wordmark on products provided by outside organizations and vendors.

Opportunities for Schools to Include the Grand Erie logo:

- Awards and plaques
- Publications
- Forms
- School agendas
- Invitations
- Signage
- Newsletters
- Stationary
- Posters
- Thank you cards
- Programs
- Web pages
- Promotional items (See page 17).

Here are some working examples of appropriate Grand Erie logo placement in a variety of documents:

The collage displays four examples of Grand Erie branding in school documents:

- The Leader**: A board meeting highlights document featuring the Grand Erie logo and the text "Committee of the Whole Board Meeting February 7, 2022".
- 2022-23 School Year Calendar**: A calendar for Brant, Brantford, and Haldimand elementary schools, with the Grand Erie logo in the top left corner.
- GEPIC**: A presentation slide titled "GEPIC Invites Grand Erie Parents to Learn More About Internet Safety for Children and Teens", featuring the Grand Erie logo and a photo of a person.
- Temporary Cultural Mentor Grad Coach**: A recruitment poster for a "Temporary Cultural Mentor Grad Coach" position, featuring the Grand Erie logo and the text "Grand Erie District School Board Invites applicants for the following position: TEMPORARY CULTURAL MENTOR GRAD COACH".

Co-Branding

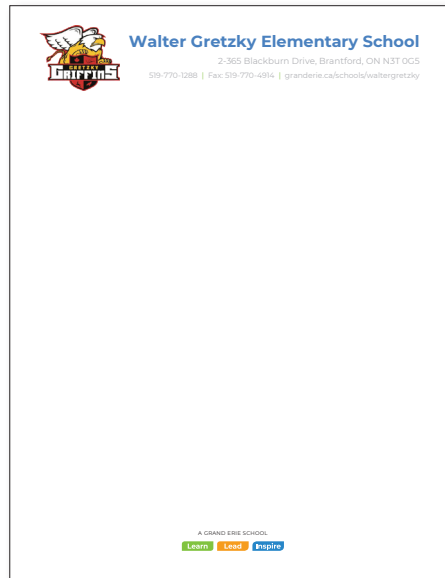


Co-Branded Material

School letterhead should always have the full colour variant of the school logo in the upper left-hand corner with the vision statement located at the bottom centre of the page as indicated in the example to the right.

The tagline “A GRAND ERIE SCHOOL.” hovers above the Grand Erie tagline.

School names are indicated in Inspire Blue.



Co-Branded Signage

These examples illustrate appropriate placement of the Grand Erie logo for signage. On permanent signage, the logotype without the tagline is to be used.

Signage is coordinated by Facilities Services and approved by the Manager of Communications and Community Relations.

A school can determine the type of sign they wish based on a criteria. In a heritage-designation neighbourhood, for example, or if the school is built prior to 1950, a school can work with Facilities to choose a historical sign.

Location of the school sign should be in a highly visible location. Electronic signs are permissible, but must be coordinated through the Grand Erie Communications Department and Information Technology Support (ITS).

Schools may use colour versions of their logo when choosing a sign, school title text must be black.

Sponsor names and logos are not permitted for display on school signage. Sponsors are welcome to display plaques in the school.

Scoreboard signage needs the same approval as regular signage. Sponsors are able to display their logo on the scoreboard along with the Grand Erie and school logo.



Co-Branding



Plaques and Awards

All plaques presented on behalf of the Board shall have the Grand Erie logo. When a group or individual associated with the school presents a plaque on behalf of the school, the Board logo should also be included.

Promotional Material

A school's identity is important to the students, staff and community that it represents. Schools should retain ownership of their school logo on promotional material, but where possible promotional items need to also include the Grand Erie logo or word mark. Please co-ordinate with the Grand Erie Communications department when ordering school promotional materials.

School-branded clothing, spirit wear and team uniforms are exempt from the visual identity policy.



The Visual Identity Policy does not require schools to co-brand on spirit wear, clothing and team uniforms. If schools do wish to co-brand, samples may include the Grand Erie tagline 'A GRAND ERIE SCHOOL'. See examples below.



Grand Erie Website



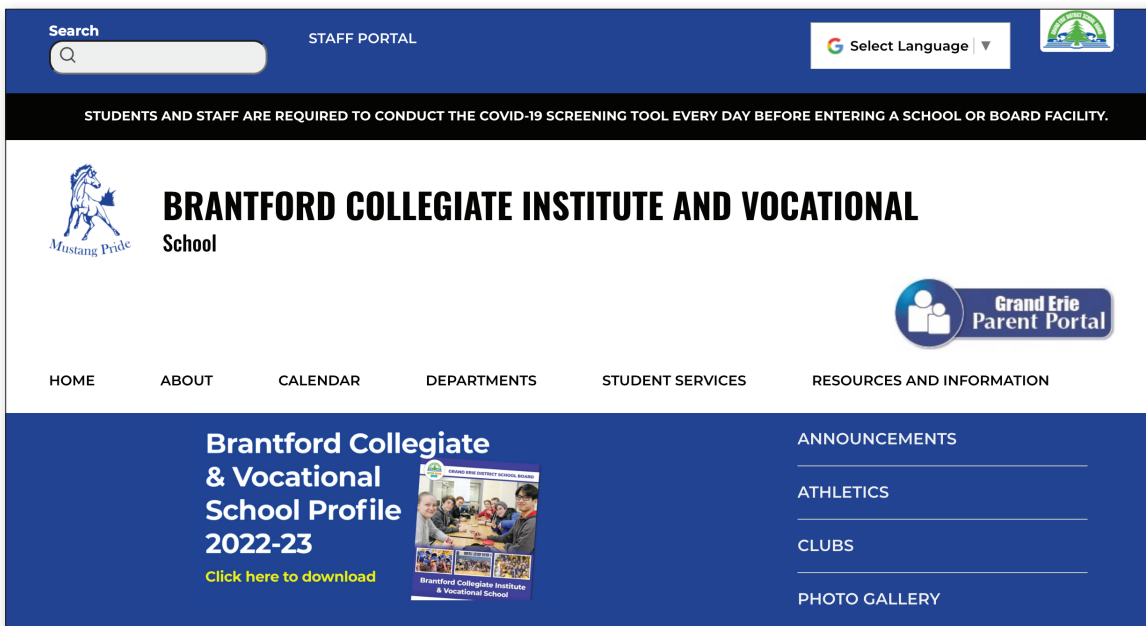
The Grand Erie website is a key communications tool for Grand Erie District School Board.

The pages should reflect the colours and stylistic guidelines presented in this manual.

Acceptable ways to refer to the Grand Erie website address in documents include: **granderie.ca** or **www.granderie.ca**



Schools must follow Grand Erie's web template for fonts (Montserrat) and colourization options for all Board-related material with the exception being on their own websites where the school colours are to be used as deemed appropriate.



Grand Erie Learning Alternatives



Essential components of the GELA (phonetic pronunciation: gee-la) logotype include the Grand Erie co-branding elements and the Inspire Blue tone for typography.

Full Colour Example:



GELA

Grand Erie Learning Alternatives

CareerLink

Logo and written: CareerLink, the L is in uppercase with no spaces between words.

CareerLink is an employment centre. In addition to being a Grand Erie Service, CareerLink is also an Employment Ontario Service Provider and meet the visual requirements outlined in the *Visual Identity and Communications Guidelines for Employment Ontario Services Providers*.

English Logo:



CareerLink

EMPLOYMENT CENTRE
A GRAND ERIE SERVICE

French Logo:



CareerLink

CENTRE D'EMPLOI
A GRAND ERIE SERVICE

Turning Point



Essential components of Turning Point include the co-branding elements with the school at all times with or without the school logo.

When Turning Point is communicated at the system-level, the following logo is to be used:



Turning Point

A GRAND ERIE PROGRAM

When Turning Point is communicated at the school-specific level, the following logo is to be used with the school designation in Lead Orange. School Mascot logos can also be included in this treatment:



Turning Point

A GRAND ERIE PROGRAM



Name of School Here - 18pt. 04A0

An example of the Turning Point logo and school mascot on an address sign with the Board logotype on a white background:



School Logos



School Crests vs. School Logos:

School Crest: a crest is a traditional symbol to represent a school and its academic goals. Typically, the crest is the formal or traditional representation of a school and is used during formal events such as commencements or displayed in a prominent location in the school. A school crest may include school colours, animal or figure mascots as well as a school motto, all composed in the shape of a crest.

School Logo: a graphic mark or emblem used to aid and promote instant public recognition. Logos can either be strictly graphic and should include the name of the organization. School logos may include varying colours, shapes, or mascots relating to the school.

Designing a School Logo:

If you are revitalizing an old logo or creating a new one, here are some helpful tips that can help get you started:

A school logo is designed to establish the credibility and visibility of an educational establishment. It is the visual representation of a school that conveys the academic principles and ideology of the school. In fact, school logos are considered the important graphical elements when it comes to building a highly reliable image. Therefore, it is very important that the logo design should be impressive and appealing to the students and parents.

A good school logo design will serve as the basic foundation that gives a sense of pride to the students, parents and teachers, while conveying the actual message and perspective of an educational establishment.

When designing a school logo, schools should engage their staff and school community by consulting with students, parents and the community.

Given below are some significant factors that must be kept in mind when designing school logos:

Choose appealing colours:

Colours can play a significant role in making a school logo design attractive and persuasive. A good school logo design with the right colour combination will easily instill a welcoming feeling and even help to persuade parents to choose your school for their children.

Opt for relevant and appropriate language, icons and symbols:

Another important consideration while designing school logos is to choose relevant and appropriate language and images. An appropriate image can make it easy for people to distinguish your school from others.

Select simple fonts:

Consider using bold and simple fonts to enhance the other features of a school logo. The right choice of fonts can engage viewers to remember and recognize the name of your education establishment, while increasing the school's credibility and image.

Help is available

Contact Grand Erie's Graphic Designer / Website Coordinator at **extension 281251** for guidance with school logo design or to convert your new or revitalized school logo into an electronic format suitable for different uses at the Board.

Certificate of Trademark



**Canadian
Intellectual Property
Office**

An Agency of
Industry Canada

**Office de la propriété
intellectuelle
du Canada**

Un organisme
d'Industrie Canada

Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 19 novembre 2008, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des marchandises et services.



Certificate

This is to certify that in the Trade-marks Journal dated November 19, 2008, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for wares and services.

GRAND ERIE

Numéro de dossier
File Number **918209**

Autorité publique
Public Authority **Grand Erie District School Board**

Registraire des marques de commerce
Registrar of Trade-marks

(CIPO 196/08-07)

Canada

OPIC  CIPO

Certificate of Trademark



**Canadian
Intellectual Property
Office**

An Agency of
Industry Canada

**Office de la propriété
intellectuelle
du Canada**

Un organisme
d'Industrie Canada

Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 07 mars 2007, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des marchandises et services.



Certificate

This is to certify that in the Trade-marks Journal dated March 07, 2007, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for wares and services.



Numéro de dossier
File Number
Autorité publique
Public Authority

918055

Grand Erie District School Board

Canada

Registraire des marques de commerce
Registrar of Trademarks





349 Erie Avenue, Brantford, Ont., N3T 5V3

Telephone: 519-756-6301 | **Toll Free:** 1-888-548-8878

Email: info@granderie.ca

granderie.ca



Follow and join the conversation @GEDSB on Twitter and Facebook.
[@granderiedsb](https://www.instagram.com/granderiedsb) on Instagram.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
 FROM: Jennifer Tozer, Superintendent of Human Resources
 RE: **Principal/Vice-Principal Selection Process (HR-106)**
 DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board rescind **Policy Principal/Vice Principal Selection Process (HR6)**

Recommended Action: Moved by _____ Seconded by _____
 THAT Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating **Policy Principal/Vice-Principal Selection Process (HR-106)** to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive **Procedure Principal/Vice-Principal Selection Process (HR-106)** as information.

Background

Policy Principal/Vice-Principal Selection Process (HR-106) was approved by the Board in May 2021 and has been identified to be brought forward out of cycle.

The Policy has been moved to a procedure. We are recommending that Trustees be removed from the interview team as involvement in selection and promotion practices of Principals and Vice-Principals leaves the Board vulnerable to Human Rights Tribunal applications.

The *Education Act* s.218.1(f) requires each member of the Board of Trustees to “*entrust the day to day management of the board to its staff through the board’s direction of education.*” The Director of Education is the only employee who reports to the Board of Trustees. Under the *Education Act* s.199 “Every officer appointed by a board is responsible to the board through its chief executive officer for the performance of the duties assigned to him or her by the board.”

Additional changes have been made to reflect current and best practices, including references to other policies and procedures regarding the hiring of School Board Staff.

Additional Information

The new procedure is being renumbered HR-106, given the recent rescinding of HR106 COVID-19 Immunization Disclosure.

Respectfully submitted,

Jennifer Tozer
 Superintendent of Human Resources



Principal/Vice Principal Selection Process

Board Received: January 30, 2017 Review Date: February 2021

Policy Statement:

It is the policy of the Grand Erie District School Board to select and appoint Principals and Vice-Principals to ensure the highest quality of leadership exists in each of its schools.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success
 - Sufficient numbers of qualified applicants apply for all positions.
 - Sufficient numbers of qualified applicants are selected for appointments.
 - All schools have appropriate levels of administrative staff support.

Procedures

1. Posting Process

A posting for Principal and Vice-Principal positions (Elementary and Secondary) shall be issued as- needed. The posting will be communicated internally as well as externally.

2. Applicant Information Meeting

The Superintendent of Human Resources, or designate, shall hold a meeting to outline the process and procedures involved in the selection process. The intent of the meeting would be to ensure that all potential applicants are aware of the process. The Application Information Meeting shall occur early in the posting process.

3. Readiness for Interview Process

Once a principal/supervisor has determined that a candidate is suitable to participate in the selection process, the Readiness for Interview Process will begin. The purpose of the Readiness for Interview Process is to provide information to the Superintendent on the candidate's leadership plan and leadership competencies within their current role. The Process will entail:

- a) A Leadership Plan (Appendix A) that the candidate will prepare in collaboration with the principal;
- b) When deemed appropriate by the principal/principal leader, the Superintendent of Education who has responsibility over the candidate, will meet with the principal and candidate to finalize the leadership plan;
- c) The FOS Superintendent will observe the candidate in their role in order to collect data to complete the School Administrators Readiness for Interview Assessment (Appendix B);
- d) The FOS Superintendent will recommend successful candidates to Executive Council to proceed to the interview process, commencing with the next posting for Principal/Vice- Principal;
- e) If the candidate is external, and distance makes it prohibitive to meet, the process may be conducted electronically by the Superintendent of Education (Human

Resources).

4. Application Process

All applicants shall submit the following information with their application:

- a) Cover Letter
- b) Current Resume
- c) Copy of Ontario College of Teachers' Certificate of Qualification
- d) Impact Statement
- e) School Administrator Readiness for Interview Assessment (including Candidate Leadership Plan)

The interview package will be assessed by Executive Council using the "Interview Application Package Assessment Tool" (Appendix C). If the candidate is recommended for an interview, they will be contacted with an interview date and information regarding how to complete their employee assessment.

5. The Interview

Interview Team

The Interview Team shall include:

- a) 2 Supervisory Officers
- b) 2 Principals
- c) 1 Trustee
- d) 1 Human Resources Manager or Coordinator

Interview Preparation

The Superintendent responsible for the interview process will prepare the questions and response expectations to be provided to Executive Council for review. Every reasonable effort will be made to provide the interview team with interview packages five days prior to the interview.

Interview Process

Minimum of four interview questions shall be asked by the interview team. One will be provided to the candidate up to one hour prior to their scheduled interview. Questions should focus on the Board-approved Multi-Year Plan and Values and address topics which include relationship building and school management issues.

Candidates will be given an opportunity to make a concluding statement.

Interview Assessment

The Candidate's responses in the interview need to align with the criteria outlined in the Response Expectations. The Interview Team will assess the candidate's interview using the "Candidate Interview Assessment Tool" (Appendix D). Validation of positive experiences through at least two reference checks (Appendix E) for each candidate are to be completed by the Superintendent responsible for the interview process.

Final Selection

The Superintendent responsible for the interview process shall recommend the selected candidate(s) to Executive Council. Executive Council shall review the recommended selections and make a final recommendation to the Board for approval.

The final selection of all candidates will be determined by Executive Council by a review of the following:

- a) Readiness for Interview Assessment
- b) Interview Package and Profile
- c) Interview
- d) References
- e) Employee Assessment

Selected candidates shall be placed in the Pool for a three-year term and will be involved in leadership training.

6. Placement

As required, Executive Council shall determine placement and transfer of administrative staff. The Board shall be notified prior to any placement(s) or transfer(s).

7. Communication

- a. *Interviews:* Human Resources staff shall notify all applicants selected for interviews. The Superintendent responsible for the interview process shall notify any candidates who were not selected for an interview.
- b. *Post Interview:* The Superintendent responsible for the interview process shall call all applicants for the Administrative Pool to indicate the results of the final selection process.
- c. *Placement:* The Superintendent of Education who will be supervising the selected/ appointed administrator shall provide notification of the Board's action.
- d. *Debriefing:* Opportunities for debriefing will be offered at the completion of the interview process by the Superintendent responsible for the interview process. Strengths and needs of each candidate as compiled at the completion of each interview will be used as a focus during the debriefing.



Principal/Vice Principal Selection Process

Board Received: May 31, 2021

Review Date: Jun 2025

Purpose:Policy Statement:

~~The it is the policy of the~~ Grand Erie District School Board is committed to selecting and appointing Principals and Vice- Principals to ensure the highest quality of leadership exists in each of its schools.

Accountability

- ~~1. Frequency of Reports~~ As needed
- ~~2. Criteria for Success~~
 - ~~• Sufficient number of qualified applicants apply for all positions.~~
 - ~~• Sufficient numbers of qualified applicants are selected for appointments.~~
 - ~~• All schools have appropriate levels of administrative staff support.~~

Guiding Principles: Procedures

1. Posting Process

A posting for Principal and Vice-Principal positions (Elementary and Secondary) shall be issued as- needed. The posting will be communicated internally as well as externally.

2. Applicant Information Meeting

The Superintendent of Human Resources, or designate, shall hold a meeting to outline the ~~process and~~ procedures involved in the selection process, including a review of the candidate application package, mock interview night, and interview process. ~~The intent of the meeting would be to ensure that all potential applicants are aware of the process.~~ The Application Information Meeting shall occur early in the posting process.

3. Readiness for Interview Process

Once a ~~P~~principal/~~S~~supervisor has determined that a candidate is suitable to participate in the selection process, the Readiness for Interview Process will begin. The purpose of the Readiness for Interview Process is to provide information to the Superintendent on the candidate’s leadership plan and leadership competencies within their current role. The Process will entail:

- a) A Leadership Plan (Appendix A) that the candidate will prepare in collaboration with the ~~P~~principal;
- b) When deemed appropriate by the ~~P~~principal/~~P~~principal ~~L~~Leader, the Superintendent of Education who has responsibility over the candidate, will meet with the principal and candidate to finalize the leadership plan;
- c) The ~~FOS~~ Superintendent will observe the candidate in their role in order to collect data to complete the School Administrators Readiness for Interview Assessment (Appendix B);
- d) The ~~FOS~~ Superintendent will recommend successful candidates to Executive Council to proceed to the interview process, commencing with the next posting for Principal/Vice- Principal;
- ~~e) If the candidate is external, and distance makes it prohibitive to meet, the process may be conducted electronically by the Superintendent of~~ Education (~~Human Resources~~).

4. Application Process

All applicants shall submit the following information with their application:

- a) Cover Letter
- b) Current Resume
- c) Copy of Ontario College of Teachers' Certificate of Qualification
- d) Impact Statement
- e) School Administrator Readiness for Interview Assessment (including Candidate Leadership Plan)

The interview package will be assessed by Executive Council, ~~using the "Interview Application Package Assessment Tool" (Appendix C).~~ If the candidate is recommended for an interview, they will be contacted with an interview date and information regarding how to complete their employee assessment.

5. The Interview

Interview Team

The Interview Team shall include: ~~the Superintendent of Human Resources (or designate), Superintendents, and Principals~~

- ~~a) 2 Supervisory Officers~~
- ~~b) 2 Principals~~
- ~~c) 1 Trustee~~
- ~~d) 1 Human Resources Manager or Coordinator~~

Interview Preparation

The Superintendent responsible for the interview process will prepare the questions and response expectations to be provided to Executive Council for review. Every reasonable effort will be made to provide the interview team with interview packages five days prior to the interview.

Interview Process

Minimum of four interview questions shall be asked by the interview team. One will be provided to the candidate up to one hour prior to their scheduled interview. Questions should focus on the Board-approved Multi-Year Plan and Values and address topics which include relationship building and school management issues. Candidates will be given an opportunity to make a concluding statement.

Interview Assessment

The Candidate's responses in the interview need to align with the criteria outlined in the Response Expectations. ~~The Interview Team will assess the candidate's interview using the "Candidate Interview Assessment Tool" (Appendix D).~~ Validation of positive experiences through at least two reference checks ~~(Appendix E)~~ for each candidate are to be completed by the Superintendent responsible for the interview process.

Final Selection

The Superintendent responsible for the interview process shall recommend the selected candidate(s) to Executive Council. Executive Council shall review the recommended selections and make a final recommendation to the Board for approval.

The final selection of all candidates will be determined by Executive Council by a review of the following:

- a) Readiness for Interview Assessment
- b) Interview Package and Profile
- c) Interview

- d) References
- e) Employee Assessment

Selected candidates shall be placed in the Pool for a three-year term and will be involved in leadership training.

6. Placement

As required, Executive Council shall determine placement and transfer of administrative staff. The Board shall be notified ~~of prior to~~ any placement(s) or transfer(s).

7. Communication

- a) *Interviews*: Human Resources staff shall notify all applicants selected for interviews. The Superintendent responsible for the interview process shall notify any candidates who were not selected for an interview.
- b) *Post Interview*: The Superintendent responsible for the interview process shall call all applicants for the Administrative Pool to indicate the results of the final selection process.
- c) *Placement*: The Superintendent of Education who will be supervising the selected/ appointed administrator shall provide notification of the Board's action.
- d) *Debriefing*: Opportunities for debriefing will be offered at the completion of the interview process by the Superintendent responsible for the interview process. Strengths and needs of each candidate as compiled at the completion of each interview will be used as a focus during the debriefing.

References

- [Hiring of Staff \(HR3\)](#)
- [Conflict of Interest relating to Hiring, Selection, Promotion, Evaluation of Employees \(HR9\)](#)
- [Hiring Procedures \(HR110\)](#)
- [Equity and Inclusive Education \(SO14\)](#)



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Boundary Review (FT-08)**
DATE: April 11, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy Boundary Review (FT-08)** to all appropriate stakeholders for comments to be received by **May 26, 2022**.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure Boundary Review (FT-XXX)** to all appropriate stakeholders for comments to be received by **May 26, 2022**

Background

Policy Boundary Review (FT-08) was approved by the Board in April 2018 and has been identified for review.

Additional Information

The Policy has been separated into a policy and procedure. Suggested revisions have been made to both the Policy and new Procedure. The draft revised policy and procedure are attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



POLICY

FT-08

Boundary Reviews

Board Received: March 26, 2018

Review Date: April 2022

Policy Statement:

The Grand Erie District School Board believes in delivering equitable and effective program offerings in environments across its jurisdiction that enhance learning opportunities and well-being for students. The Board conducts boundary reviews in an effort to optimize utilization of schools in circumstances of increasing and/or declining enrolment.

Grand Erie is committed to a transparent boundary review process which incorporates consultation for decision-making so that affected communities have a clear understanding of the process and the type of consultation that will occur. Boundary reviews are conducted by the school board to review the projection enrolment for a school or a family of schools due to changes in student enrolment, program demands, new school construction, new housing development or other factors. The Board will approve boundary review studies and final recommendations resulting from the study.

The boundary review process can be Initiated by either the Board or Senior Administration

Accountability:

1. Frequency of Reports — As needed
2. Criteria for Success — Stakeholders are consulted
— Community feedback is considered

Procedures:

1. The boundary review process can be initiated by either the Board or Senior Administration. Schools requesting that a boundary review be considered will forward the request to Senior Administration through their Family of Schools Superintendent. A boundary review will be initiated to determine the most appropriate school for students from new housing developments planned for more than 350 single family units over a five year period.
2. A background report with options for consideration and an administrative recommendation will be presented to the Board for review and comment. The Board will consider a recommended action to refer the boundary study and recommendations of administration to a working group for stakeholder feedback and input.
3. A working group will be established under the leadership of the Superintendent of Education with responsibilities for the school(s) under review.

The working group will include:

- Superintendent of Education responsible for identified schools (chair)
- Planning Officer
- Principal of the identified schools
- School Council Representatives of the identified schools
- Two Trustees
- Superintendent of Business

The Manager of Facilities Services and Manager of Transportation Services will act as a resource to the working group.

- 4.—Prior to the public meeting of the working group, the Superintendent of Education shall convene an Orientation Meeting for all working group members. The purpose of the orientation meeting is to prepare working group members for the public meeting and include:
 - A review of the Boundary Review Process and Procedure
 - A review of the mandate, role and responsibilities of the working group
- 5.—A public meeting of the working group will be advertised in the local newspaper(s), on the Board and school website, through social media, the school newsletter(s) and school messenger. The public meeting will include a sharing of the enrolment and accommodation data, school boundary options for consideration and administration's recommendation for boundary amendments. The public meeting shall provide a mechanism for the public to ask and submit questions.
- 6.—Following the public meeting, the working group will review the information and feedback received and report back to Executive Council with recommendations for boundary considerations.
- 7.—All minutes and data presented at the public meeting will be posted on the Board's website.
- 8.—Executive Council will review the recommendations of the working group and prepare a final recommendation for boundary revision for Board consideration.
- 9.—The Board will receive the report and all feedback on proposed boundary revision and if appropriate, refer the report for final consideration at a board meeting to be held no less than 30 days from the date the report is presented.
- 10.—Following final board approval, all school boundary changes will be effective at the start of the next school year provided the final decision of the Board is made on or before the January board meeting. Should the Board approval be made later than January in any year, the boundary change will not take effect until after the completion of the next school year to permit time for communication to the affected school communities prior to the submission of secondary course selection sheets and Kindergarten registration.
- 11.—In the event that there are exceptional circumstances that would require a compression of the notification period trustee may approve a different timeline for when the boundary change is effective.
- 12.—The final decision of the Board will be communicated to the school community through the Board and school website, through social media, and the school newsletter(s).

References:

- [Education Act 171\(1\), s.7](#)
- [Boundary Reviews \(FT-XXX\)](#)



PROCEDURE

FT-XXX

Boundary Reviews

Board Received: March 26, 2018

Review Date: April 2022

Purpose:

The Grand Erie District School Board believes in delivering equitable and effective program offerings in environments across its jurisdiction that enhance learning opportunities and well-being for students. The Board conducts boundary reviews in an effort to optimize utilization of schools in circumstances of increasing and/or declining enrolment.

Guiding Principles:

1. On an annual basis, or more frequently as necessary, the Planning Department will review enrolment and student accommodations to identify areas that may warrant a boundary review. The Planning Department may recommend to Senior Administration that a boundary review take place. Should it be determined that a boundary review process is required, a recommendation will be brought to the Board. Schools requesting that a boundary review be considered will forward the request to Senior Administration through their Family of Schools Superintendent.
2. A background report with options for consideration and an administrative recommendation will be presented to the Board for review and comment. The Board will consider a recommended action to refer the boundary study and recommendations of administration to a working group for stakeholder feedback and input.
3. A working group will be established under the leadership of the Superintendent of Business or Education.

The working group will include:

- Superintendent of Business or Education responsible for identified schools (chair)
 - Planning Department Supervisor and Representative(s)
 - Principals of the identified schools
 - School Council Representatives of the identified schools
 - Two Trustees
 - Manager of Facilities Services and Manager of Transportation Services will act as a resource to the working group.
 - Additional resource personnel as required by the Superintendent of Business/Education or Director Education.
4. Prior to a public meeting of the working group, the Superintendent of Business or Education shall convene an orientation meeting for all working group members. The purpose of the orientation meeting is to prepare working group members for the public meeting and include:
 - A synopsis of the Boundary Review Policy and Procedure
 - A review of the mandate, role and responsibilities of the working group
 5. A public meeting of the working group will be advertised on the Board and school websites, social media, school newsletter(s) and School Messenger(s).
 6. The public meeting will include a sharing of the enrolment and accommodation data, school boundary options for consideration and administration's recommendation for

- boundary amendments. The public meeting shall welcome the input of members of the school communities and provide a mechanism for the public to ask and submit questions.
7. Following the public meeting, the working group will review the information and feedback received and report back to Executive Council with recommendations for boundary considerations.
 8. All minutes and data presented at the public meeting, as well as questions asked by the public and the responses, will be posted on the Board's website.
 9. Executive Council will review the recommendations of the working group and prepare a final recommendation for boundary revision as well as a transition plan for Board consideration.
 10. The Board will receive the report and all feedback on proposed boundary revision and, if appropriate, refer the report for final consideration at a Board meeting to be held no less than 30 days from the date the report is presented.
 11. Following final Board approval, all school boundary changes will be effective at the start of the next school year provided the final decision of the Board is made on or before the January Board meeting. Should the Board approval be made later than January in any year, the boundary change will not take effect until after the completion of the next school year to permit time for communication to the affected school communities prior to the submission of secondary course selection sheets and Kindergarten registration.
 12. In the event that there are exceptional circumstances that would require a compression of the notification period, Trustees may approve a different timeline for when the boundary change is effective.
 13. The final decision of the Board will be communicated to the school community through the Board and school websites, through social media, and through the school newsletter(s).

References:

- Boundary Review (FT-08)



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Employee Use of Board Owned Property and Equipment (FT-114)**
DATE: April 11, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure Employee Use of Board Owned Property and Equipment (FT-114) to all appropriate stakeholders for comments to be received by May 26, 2022.</p>

Background

Procedure Employee Use of Board Owned Property and Equipment (FT-114) was approved by the Board in April 2018 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

FT114

Employee Use of Board-Owned Property and Equipment

Board Received: March 26, 2018

Review Date: April 2022

Accountability:

1. ~~Frequency of Reports~~ — ~~As needed~~
2. ~~Criteria for Success~~ — ~~Prevent loss of or damage to board-owned property; prevent personal injury or damage of personal property from use of board-owned property.~~

Refer to: ~~Occupational Health and Safety Act, R.S.O. 1990, c. O.7;~~
~~www.e-Laws.gov.on.ca/DBLaws/Regs/English/900851_e.htm~~
~~Education Act, R.S.O. 1990, CHAPTER E.2,~~
~~REPAIR PROPERTY R.S.O. 1990, c. E.2, s. 170 (1), par. 8.~~

Board Responsibility Purpose:

The decision to permit use of board-owned property and equipment for non-board activities must consider the consequences of personal safety as well as the protection of publicly funded items.

Guiding Principles Procedures:

1. General Usage by Employees

- a) ~~The personal use of some items by employees may be permitted as long as there is no consumption of school system supplies and/or materials and if there is no additional cost to the school system. These items may not be used for personal gain, for more than incidental personal use, for private business, for product advertisement, political lobbying, or activities contrary to the law. Incidental is defined as not more than three times per piece of equipment in five years. Use of any equipment will be denied if the use negatively affects the normal operation of the school. NOTE: the above does not apply to personal electronic devices issued to the employee i.e. laptop, tablet, notebook, cell phone etc.~~

2. Vehicles and Motorized Non-Licensed Vehicles

- a) ~~Private use by employees or public use by community members is strictly prohibited for all board-owned vehicles including motorized non-licensed vehicles (e.g., riding grass cutters, snow clearing machinery, etc.)~~

3. Facility Services and School Shop Machinery, Tools and Equipment

- a) ~~The personal use of shop or custodial machinery, tools and equipment, whether belonging to facility services or to a classroom, is not permitted by employees, students or community members.~~

- b) ~~In certain circumstances, however, employees who are licenced ~~trained~~ in the use of shop equipment for their daily job and, who have demonstrated proficiency in the safe operation of the equipment through their daily job would be permitted access for personal use with authorization ~~permission~~ from their supervisor, using the form attached.~~

- e) Portable Power and Hand Tools, ladders and scaffolding are not to be removed from board property.

4. **Audio / Video & Information Technology System Equipment**

- a) Employees may request personal use of this equipment, using the form attached.

5. **Replacement and Repair**

- a) All equipment permitted for use is provided in “as is” condition and those using it will be required to replace any lost or stolen equipment with something of equal or ~~greater~~^{better} value or will be required to pay for repairs. Obvious defects or marks on equipment should be noted at the time of loan and recorded on the application form. The site supervisor will determine appropriate repair or replacement standards for damaged items. The site supervisor will determine appropriate replacement standards for items that have been lost.

6. **Resources:**

- a) ~~FT4~~ Community -Use of School Facilities-(FT4) (for community use of school equipment and property)
 - Occupational Health and Safety Act, R.S.O. 1990, c. O.1;
<https://www.ontario.ca/laws/regulation/900851>
 - Education Act, R.S.O. 1990, CHAPTER E.2,
 - Repair Property R.S.O. 1990, C. E.2, S. 170 (1), Par. 8.



Employee Use of Board – Owned Property & Equipment

APPLICATION FORM

Location of Property/Equipment	
School/Site	
Principal/Site Supervisor	
Head Custodian (if applicable)	

Employee and Equipment Information			
Name		Contact Number (W)	
Occupation		Usual Work Location	
Machinery or Equipment Requested		# of years' experience	
Make/Model/Serial # if app.			
Date(s) access required (attached list if necessary)			
Notable marks or damage			

I agree and fully indemnify and save harmless, the Grand Erie District School Board management, staff, students and agents from and against any and all losses, claims, actions, damages, liabilities and expenses (including legal fees) in connection with personal injury, loss of life, or damage to property as the result or arising from or out of my personal use of property and/or equipment as described herein.

I understand that Grand Erie Procedure [Employee Use of Board Owned Property & Equipment \(FT114\)](#) is attached and forms part of this request and all aspects of this procedure and any other relevant policy or procedure must be complied with. I agree to replace any lost or stolen equipment with something of equal or better value or will be required to pay for repairs.

I also understand that all machinery and equipment is provided in “as is” condition and there are no express or implied warranties with respect to the capabilities or performance that can be expected from my use of such machinery or equipment and further that all relevant health and safety regulations governing the use of specific machinery must be adhered to.

I will inform the school or facility staff of my arrival and departure time through written log and I will report any concerns or damage or malfunction of the equipment or property to the Principal or site supervisor at the first possible opportunity.

DATED AT: _____, ONTARIO, THIS _____ DAY OF _____, 20____

SUPERVISOR

SIGNATURE OF APPLICANT

Completed forms will be retained in the school or department office of the supervisor until the end of the school year. Where equipment is lost, stolen or damaged while in the care of the applicant, the completed form will be retained until satisfactory replacement or repair has been made and all appropriate costs recovered.

Acknowledgment of Return of Borrowed Equipment in Satisfactory Condition:

DATED AT: _____, ONTARIO, THIS _____ DAY OF _____, 20____

SUPERVISOR

SIGNATURE OF APPLICANT



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Jennifer Tozer, Superintendent of Human Resources
RE: **Employee Assistance Program (HR-112)**
DATE: April 11, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure Employee Assistance Program (HR-112) to all appropriate stakeholders for comments to be received by May 26, 2022.</p>
--

Background

Procedure Employee Assistance Program (HR-112) was approved by the Board in March 2018 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources



PROCEDURE

HR-112

Employee Assistance Program (EAP)

Board Received: March 26, 2018

Review Date: April 2022

Accountability

1. ~~Frequency of Reports~~ — Annual
2. ~~Criteria for Success~~ — Program edifies and supports permanent employees.
— Program promotes a healthy work place.

Purpose:

Grand Erie believes in the importance of supporting the physical and mental health, well-being and productivity of employees in the workplace by providing immediate, confidential, and accessible services to eligible individual employees and their dependents through an Employee Assistance Program (EAP).

The program is designed to provide confidential professional assistance in coping with physical or mental health of a personal or family nature including, but not limited to, marital and family distress, trauma or grief related issues, financial difficulties, stress, substance abuse challenges, and work-related issues. Employees in need of assistance are encouraged to contact one of the approved service providers directly. EAP Information pamphlets will be available at each worksite and posted electronically in the staff portal.

Guiding Principles: Procedures

1. Objective

~~The program is intended to promote employee wellness by providing confidential access to counselling services for permanent employees.~~

2. The Program

- a) ~~The program is based on self-referral and anonymity.~~
- b) ~~The program is designed to provide confidential professional assistance in coping with of physical or mental health of a personal or family nature including, but not limited to, marital and family distress, financial difficulties, stress, alcohol or drug dependency and work related issues.~~
- c) ~~If an employee needs assistance, they are encouraged to contact one of the approved service providers directly. The EAP is operated on a strictly confidential basis and the employee is not required to discuss participation with anyone.~~
- d) ~~Annually, EAP information pamphlets will be available at each worksite and posted electronically.~~

3.1. The Service Provider will:

- a) ~~B~~ **• B**e available for direct contact with employees;
- b) ~~be the only direct contact with employees;~~
- c) ~~P~~ **• P**rovide annual statistics to the Health and Disability Officer. To ensure confidentiality, this report will contain aggregate statistical data but not specifics of individual cases.
- d) ~~P~~ **• P**rovide to employees a survey regarding satisfaction with the service to be submitted anonymously to the Health and Disability Officer.

2. Administration of the Program

a) The EAP Committee shall oversee the operation of this program. The committee shall consist of:

- 1 ~~OSSTF PSSP~~ representative each from: OSSTF PSSP, GEMST, CUPE 5100, OSSTF Teachers' Bargaining Unit, GEETF, and ETFO DECE's
- ~~1 GEMST (nominated by non-union) representative~~
- ~~1 CUPE 5100 representative~~
- ~~1 OSSTF Teachers' Bargaining Unit representative~~
- ~~1 GEETF representative~~
- 1 ~~Human Resources~~ Manager/Senior Administration representative
- 1 ~~Elementary School~~ Administrator representative
- ~~1 Secondary School Administrator representative~~
- 1 Health and Disability Officer
- ~~1 DECE Representative~~
 - ~~1 Senior Administrative representative~~

b) 3. Terms of Reference for EAP Committee:

- a) ~~a~~ Approves the appointment or removal of service providers; providers.
- b) ~~D~~ Discusses initiatives to promote ensures awareness of the EAP program by all employees; employees.
- c) ~~R~~ Reviews on an ongoing basis, that the service providers meet the standards of service, established by the Committee and provides the service within the budget allocations; ;
- d) ~~P~~ Provides presents an annual review of the EAP to the Superintendent of Human Resources Board prior to December 31st ~~June 1st~~ outlining:
 - utilization,
 - scope of the service,
 - cost of the service,
 - evaluation of the program, and
 - recommendations.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Jennifer Tozer, Superintendent of Human Resources
RE: **Principal/Vice-Principal Performance Appraisal (HR-124)**
DATE: April 11, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure Principal/Vice-Principal Performance Appraisal (HR-124) to all appropriate stakeholders for comments to be received by May 26, 2022.</p>

Background

Procedure Principal/Vice-Principal Performance Appraisal (HR-124) was approved by the Board in March 2018 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources



PROCEDURE

HR-124

Principal/Vice-Principal Performance Appraisal

Board Received: March 26, 2018

Review Date: April 2022

Accountability

- ~~1. Frequency of Reports ————— As needed~~
- ~~2. Criteria for Success — Process enhances job performance and the learning environment.~~

Guiding Principles Procedures:

1. Definition of New and Experienced Principals/Vice-Principals

- New Principal/Vice-Principal
 - A qualified Vice-Principal with no prior experience as a Vice-Principal in Ontario or elsewhere;
 - A qualified Principal with no prior experience as a Principal in Ontario or elsewhere;
 - Principals/Vice-Principals are considered to be “experienced” once they complete one year in the role.

2. Roles and Responsibilities

- Principal/Vice-Principal appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act*, Regulations and the document entitled, “Principal/Vice-Principal Performance Appraisal (PPA): Technical Requirements Manual and Resource Package, 2013”.
- Superintendents shall conduct the performance appraisals for Principals and may conduct the performance appraisal for Vice-Principals. Principals shall conduct the performance appraisal for Vice-Principals unless alternate arrangements are made with the Superintendent. Using the Performance Plan and Annual Growth Plan templates referenced below, Principals/Vice-Principals will meet with the appraiser during the evaluation year to discuss progress, next steps and take part in the final reporting process leading to the summative report.
- ~~e) Principals/Vice-Principals shall develop Performance Plans (Appendix A) and Annual Growth Plans (Appendix B) in consultation with their appraiser, meet with the appraiser during the evaluation year to discuss progress and next steps and take part in the final reporting process leading to the summative report (Appendix C).~~

3. Scheduling Requirements

- Commencing in their second year in the role, each Principal/Vice-Principal shall be appraised and assigned a five-year cycle for performance appraisal. This means that there will be four non-evaluation years between each evaluation year. Within 20 school days after the appraisee commences their evaluation year, the appraiser must notify the appraisee that it is an evaluation year.
- An experienced Principal/Vice-Principal new to the Board must be appraised in the first year they are employed by the Board.
- Performance appraisals of a Principal/Vice-Principal that are additional to those required may be conducted at the discretion of the Superintendent, if it is advisable to do so in light of circumstances relating to the performance of the Principal/Vice-Principal.

4. Reports

- a) ~~The Annual Growth plan is completed each year and provides a vehicle to plan for the Principal's/Vice-Principal's professional learning. In an evaluation year the Principal/Vice-Principal uses the Annual Growth Plan to assist them in attaining the goals stated in the Performance Plan. The Performance Plan is developed by Principals/Vice Principals in each evaluation year, in consultation with the appraiser, in order to demonstrate how they intend to achieve identified goals. The plan includes these will outline the goals, strategies/ and actions, and practices/s and competencies, as well as methods and indicators to measure attainment of the goals. The results section of the Performance Plan is to be completed by the Principal/Vice-Principal before the third appraisal meeting takes place. Results show what actually happened in relation to the goals that were set earlier.~~
- b) ~~The Annual Growth Plan must be completed each year and provides a vehicle to plan the Principal's/Vice Principal's professional learning. In an evaluation year, the Principal/Vice-Principal uses the Annual Growth Plan to assist them in attaining the goals stated in the Performance Plan. In a non evaluation year, the Principal/Vice-Principal refers to the results and recommendations from the most recent performance appraisal in reviewing or updating the Annual Growth Plan.~~

5. Appraisal Meetings

- a) Appraisal meetings are an essential component of the appraisal process. They ensure that expectations are clearly articulated, that the appraisee has the support and guidance that ~~she~~ they need and fosters a climate of trust and collaboration within which the requirements of the appraisal process can be completed.
- b) At a minimum, the appraiser and appraisee must meet three times during the appraisal year, as outlined below:

First meeting: _____ The appraiser and appraisee will develop the Performance Plan and review and update the Annual Growth Plan.

Second meeting: The appraiser and appraisee will discuss the progress of the appraisee towards achieving the goals outlined in the Performance Plan, discuss any other information or supports relevant to the Performance Plan, and revise it as necessary.

Third meeting: The appraiser and appraisee will review the results of the actions taken by the appraisee to achieve the goals in the Performance Plan, discuss information relevant to the Performance Plan, and review and update the annual Growth Plan if necessary.

6. The Summative Report

- a) The summative report provides a record of the appraisal process and outcomes, including comments by the appraiser on strengths and areas for growth and development of specific practices and competencies related to the Performance Plan, the performance rating (satisfactory or unsatisfactory), an explanation for the rating by the appraiser, and final comments from the appraiser and, optionally, from the appraisee. The appraiser must provide the appraisee with a copy of the summative report within 15 school days of the third meeting. If the performance appraisal is deemed unsatisfactory, the procedures outlined in *Regulation 234* will be followed.
- b) ~~Family of Schools~~ Superintendents shall ensure all signed PPA documents are included in the Principal/Vice-Principals' human resources file. Principals/Vice-Principals who have had a performance appraisal will receive a copy of the signed Summative Report.
- c) Human Resources ~~Services~~ will retain a copy of each performance appraisal record for at least six years from the date of the Summative Report.

Resources:

- [Education Act, Regulation 234](#)

- Principal/Vice-Principal Performance Appraisal (PPA): Technical Requirements Manual and Resource Package, 2013
- Performance Plan Template
- Growth Plan Template
- Summative Report Template

Appendix A

PRINCIPAL AND VICE-PRINCIPAL PERFORMANCE PLAN

SC HO OL PRINCIPAL YE AR

SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

<p>PRINCIPAL'S VICE-PRINCIPAL'S GOALS (Identified in Consultation with Immediate Supervisor)</p>	<p>STRATEGIES/ACTIONS</p>	<p>PRACTICES/ COMPETENCIES (What key practices/competencies from the Ontario Leadership Framework will assist you in achieving your goals?)</p>	<p>INDICATORS (Observable—How will we know if the strategies were successful?)</p>	<p>RESULTS (Measurable— Include -Actual #'s & %'s where appropriate) This section would be completed at the end of the appraisal cycle and would represent a report of what was actually accomplished.</p>
---	----------------------------------	--	---	---

--	--	--	--	--

Appendix B
PRINCIPAL AND VICE-PRINCIPAL GROWTH PLAN

SCH
OOE

PRINCI
PAL

YE
A
R

Areas for Growth	Growth Strategies / Supports (Ways of Acquiring Skills) Follow-up if required	Target Dates for Completion	Evidence and suggested growth plan for next year



Appendix C

Summative Report Form for PRINCIPALS and VICE-PRINCIPALS (Approved Form)

Appraisee:	<input type="checkbox"/> Principal	<input type="checkbox"/> Vice-Principal	
Last Name:	_____	First Name:	_____
Appraiser:	<input type="checkbox"/> Supervisory Officer	<input type="checkbox"/> Principal	
Last Name:	_____	First Name:	_____
School:	_____	Name of Board:	_____
Appraisal Year:	_____		

Practices and competencies from the Performance Plan that have contributed strongly to the Principal's/Vice-Principal's overall performance:

Practices and competencies from the Performance Plan that could be strengthened for further growth and development:

Summative Comments

The supervisory officer/principal will provide a summative comment on the Principal's/Vice Principal's performance based on the results outlined in the Performance Plan.

Supervisory Officer's/Principal's summative comments on the appraisal:

The Principal/Vice Principal may wish to comment on the appraisal.

Principal's/Vice Principal's comments (optional):

Overall Rating (check the appropriate box):

Satisfactory performance Unsatisfactory performance

Supervisory Officer's/Principal's
Signature

Date

Principal's/Vice Principal's signature indicates the receipt of the summative report.

Principal's/Vice Principal's Signature

Date



District School Board Ontario North East

Schumacher Board Office

Street Address
153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address
P.O. Box 1020, Timmins, ON P4N 7H7
705-360-1151

New Liskeard Board Office

198022 River Road
New Liskeard, ON P0J 1P0
705-647-7394

April 6, 2022

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

Sent via email to Minister.edu@ontario.ca

Dear Minister Lecce,

At the April 5, 2022, meeting of the Board, District School Board Ontario North East Trustees unanimously passed motion 8232-22 (herewith) authorizing the crafting of a letter to you, Minister Lecce and circulate to all OPSBA members in support to consider a graduated funding to reflect costs of maintenance, heating/cooling of buildings, snow removal and staff travel due to climatic differentials existing in the province of Ontario.

8232-22 WIWCHAR / HENDERSON

Whereas significant *climatic differentials* exist in the Province of Ontario and the related costs for the maintenance, heating / cooling of buildings through to snow removal and staff travel:

THAT the Board submit a letter to the Minister and circulate to all members of OPSBA for their support to consider a graduated funding of such related *costs* and their *fluctuations* as seen in a variety of economies.

CARRIED

On behalf of District School Board Ontario North East (DSB1) Trustees I respectfully appeal to the Ministry of Education to review funding formulas and implement graduated funding to reflect the variability of cost to school Boards throughout the Province of Ontario due to climatic differentials.

Sincerely,

Bob Brush
Chair of the Board