



Committee of the Whole Board Meeting

Monday, June 13, 2022

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) Student Showcase L. Munro
 - (h) Delegation
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
- D - 1 **New Business – Action/Decision Items**
- * (a) 2022-23 Board Budget R. Wyszynski
 - * (b) Annual Review of the Special Education Plan L. Thompson
 - * (c) 2022-23 Committee/Board Meeting Schedule J. Roberto
 - * (d) Boundary Review – Paris Area (Brant North) R. Wyszynski
 - * (e) Boundary Review – Brantford East R. Wyszynski
 - * (f) Boundary Review – Waterford Area (Norfolk North West) R. Wyszynski
- D – 2 **New Business – Information Items**
- * (a) Category III Trips K. Graham/
J. Roberto
 - * (b) Implications of 2022-23 Friday the 13th Events on Port Dover Students W. Baker
 - * (c) Right to Read A. Smith
- E - 1 **Policy/Procedure Consideration - Action/Decision/Information Items**
- * (a) Visual Identity (SO-25) **(A)** & (SO-025) **(I)** J. Roberto
 - * (b) Advocacy (F5) **(A)** R. Wyszynski
 - * (c) Boundary Reviews (FT-08) **(A)** & (FT-008) **(I)** R. Wyszynski
 - * (d) Privacy and Records Information Management (SO-19) **(C)** L. Munro
 - * (e) Use of Electronic Communication and Social Media Guidelines (SO-03) **(C)** L. Munro
 - * (f) Right to Disconnect (HR-002) **(I)** J. Tozer
 - * (g) Anti-Sex Trafficking Protocol **(I)** W. Baker
 - * (h) Exclusion of Student (SO-32) W. Baker
- F - 1 **Other Business**
- (a) OPSBA Report C.A. Sloat

Learn

Lead

Inspire



Committee of the Whole Board Meeting

Monday, June 13, 2022

MS Teams Virtual Meeting

AGENDA

G - 1 **Correspondence**

- * (a) Halton District School Board Letter – June 7, 2022

H - 1 **Adjournment**

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

Special Education Advisory Committee (SEAC)	June 16, 2022	6:00 PM	MS Teams Virtual Meeting
Audit Committee	June 21, 2022	4:00 PM	MS Teams Virtual Meeting
Regular Board	June 27, 2022	7:15 PM	MS Teams Virtual Meeting
Regular Board	August 29, 2022	7:15 PM	MS Teams Virtual Meeting



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: **2022-23 Budget Approval**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2022-23 Operating budget of \$354,880,257.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2022-23 Capital Budget of \$25,795,000.

Background

The 2022-23 Operating and Capital Budgets have been developed as set out in Board's Budget Development Process Policy (F-02), in consultation with all departments, program and service area staff and Trustees, while considering the mission, vision, goals and objectives provided by the Board, Grand Erie's Multi-Year Strategic Plan and alignment to the Ministry of Education's (Ministry) Grants for Student Needs (GSN). The budget development for 2022-23 has incorporated a significant investment from the Ministry to assist Boards with planning for the upcoming school year while emerging from the impacts that the COVID-19 pandemic had on school boards. The theme of this budget development was twofold; firstly, to preserve and maintain a balanced cost structure throughout the system and secondly to maximize investments that impact the classroom directly. The accompanying PowerPoint will provide detailed information on how the proposed budget will allocate funding to target the aforementioned priorities while outlining the risks, challenges, assumptions and opportunities faced during its development.

The 2022-23 Operating and Capital Budgets will be submitted to the Ministry as required by regulation on or before the submission deadline of June 30, 2022, pending Board approval.

Additional Information

The development of the 2022-23 Budget was prepared with a higher level of complexity. The delivery of online learning, support and the assumption that schools will return to a pre-COVID routines laid the foundation for a budget that would be focused on the premise: a return to normal.

The Grants for Student Needs announcement was extremely helpful to school boards as not only was it provided much earlier than previous years, but also that new funding would target and support learning recovery. This new time-limited funding, which resulted in almost \$4 million for Grand Erie, is designed to provide temporary additional staffing supports to leverage and expand upon proven, high-yield programs and new investments to address critical gaps to enhance learning recovery and modernize education. As part of this grant, Grand Erie was required to provide options for virtual learning for the 2022-23 school year. Further to this, the Ministry also provided funding, intended to be utilized in both 2021-22 and

2022-23 to address learning loss through tutoring supports; equating to an additional \$1.1 million for Grand Erie in each of the years.

Education funding for the province through the GSN for 2022–23 is projected to be \$26.1 billion. The average provincial per-pupil funding is projected to be \$13,059 in 2022–23, which is an increase of \$339 or 2.7% from 2021–22. This year’s GSN included allocations that will support learning recovery, tutoring, online learning, student mental health and well-being, special education, network operations, and supporting the three key pillars of Grand Erie’s Strategic Learning, Well-Being and Belonging.

In addition, the continuation of the Supports for Student Fund (SSF), plus stabilization in many other Ministry allocations has assisted Grand Erie in establishing a balanced budget aligned to the priorities outlined in the Annual Operating Plans.

Operating Budget Highlights:

- The total Operating Budget for the 2022-23 school year for the Grand Erie District School Board is \$354,880,257 and has increased \$16,536,713 or 4.7% from the 2021-22 Budget of \$338,343,594.
- Total projected Average Daily Enrolment (ADE) for the Board for 2022-23 is anticipated to be 25,860; an increase of 364 students from the 2021-22 estimated enrolment of 25,496. The chart below illustrates the enrolment changes by panel.

	2021-22	2022-23		
Summary of Enrolment	Estimates	Estimates	Change	Change (%)
Elementary ADE	17,968	18,360	392	2.2%
Secondary ADE	7,528	7,500	-28	-0.4%
Total ADE	25,496	25,860	364	1.4%

- The Ministry’s 2022-23 GSN and supplementary Partnerships and Priorities Funds (PPF) have introduced several new initiatives and targeted funds that will support learning recovery and the health, well-being and safety of students, educators, school staff and the broader community.
- The following summarizes the list of significant changes to the development of the Board’s 2022-23 Budget:
 - **Important Revenue Highlights:**
 - \$3,898,000 – through the Learning Recovery Fund designed to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards.
 - \$599,000 in additional Student Mental Health funding to highlight the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, by supporting the costs related to supporting students such as employing mental health professionals, creating student engagement opportunities or boosting the support for Safe and Inclusive Schools
 - \$39,000 this funding supports school boards in meeting local needs and priorities that promote well-being and inclusive education, including strengthening positive school climates.
 - \$214,000 for Local Special Education Priorities, as part of new GSN funding, to support Boards with addressing local priorities such as additional staffing, evidence-based programs and interventions, or transition supports
 - \$491,000 in Broadband Network Operating funding to support access to quality online learning opportunities for all students. This will help to meet the increasing network demand for digital learning in the classroom and increased network capacity.

- **Compensation:**
 - The Ministry has adjusted salary benchmarks by one per cent, but since union agreements expire on August 31, 2022, Boards will only be reflecting the compensation for negotiated bargaining units (Principals and Vice-Principals), while the costs for the other units will be included as part of the provisional expense section of the budget.
 - The Ministry will also provide benefits funding adjustments through the Benefits Trust Allocation for employee groups that have agreements with provisions that impact the 2022-23 school year (Principals and Vice-Principals)

- **Additional:**
 - The Supports for Students Fund (SSF) is being continued into 2022-23 to stabilize supports for students due to learning disruption, and Grand Erie will continue to use this funding for its intended purpose under respective collective agreements for appropriate employee groups. It should be noted that any funding beyond 2022-23 is subject to the upcoming round of central bargaining for groups whose central agreements expire on August 31, 2022. This time-limited allocation for Grand Erie is expected to be \$2.88 million for 2022-23.
 - The School Operations Allocation will experience a 5.45 per cent cost update to the non-staff portion of the benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently.
 - Continuation of Rural and Northern Education Funding
 - Conversion of the following into the GSN, which helps Boards with long-term planning:
 - Parents Reaching Out Grant
 - French as a Second Language
 - Well-Being and Mental Health Bundle
 - Learning and Innovation Fund for Teachers (LIFT)

- **Other PPFs,**

These typically complement the GSN, target programs to support and protect specific Ministry initiatives. The 2022-23 Budget announcement revealed that Grand Erie would receive PPF allocations totaling \$2,475,550. The following PPFs have been allocated to Grand Erie:

▪ Tutoring Supports Program	\$1,110,350
▪ Math Strategy	\$889,000
▪ Indigenous Grad Coaches	\$230,800
▪ Early Intervention in Math for Students with Special Needs	\$111,600
▪ De-Streaming Implementation Supports	\$38,300
▪ Entrepreneurship Education Pilot	\$30,000
▪ Learn and Work Bursary	\$21,000
▪ Health Resources Training and Supports	\$17,100
▪ Skilled Trades Bursary	\$14,000
▪ Spec Ed Additional Qualification	\$13,400

Based on the above information, Senior Administration is pleased to have developed an Operating Budget to Trustees that is balanced without the use of reserves and is compliant with all legislation regarding class size ratios, enveloped spending restrictions (Special Education, Board Administration, First Nations Métis and Inuit funding and Supporting Student Mental Health Allocation) and supports the priorities, goals and objectives in the Board's Multi Year Strategic Plan.

Some of the highlights of the 2022-23 Grand Erie District School Board Operating Budget include:

- An increase of 37.4 teaching positions across the elementary and secondary panel including positions added to support both face-to-face and virtual learning. This includes 25.2 teachers directly in front of students and 10.2 positions, such as learning resource teachers, coaches, tutors and other indirect classroom roles intended to support the Board's curriculum priorities while simultaneously aligning with the criteria outlines in the Ministry's Learning Recovery Funding.
- Significant Investments in new roles to support the system and the strategic plan:
 - 1 Principal Leader of Mental Health Education
 - 1 Principal Leader of Safe and Inclusive Schools
 - 4 Indigenous Graduation Coaches
 - 1 Child and Youth Worker
 - 1 Indigenous Teacher Consultant
 - 1 K-12 Literacy Lead
 - 1 System Role to support the Learning Recovery Plan
 - 1 Social Worker
 - 2 Child and Youth Workers
 - 2 School Clerical positions
 - 1 School Support Coordinator
 - 1 IT Technician to support online learning
 - 1 Communications Officer
 - 1 Privacy Officer
 - 1 Labour and Relations Coordinator
 - 1 Planning Supervisor
 - 6.2 Custodial positions
- Other investments that will support strategies embedded in the Multi-Year Plan include:
 - \$485,000 for professional development for elementary staff across the system to support learning recovery.
 - \$10,000 to support the local Safety Village and its programming for 2022-23.
 - Continuation of the Board's commitment to staff mental health and well-being through a \$125,000 Employee Assistance Program designed to support staff with a variety of services to help with personal and work-related issues.
 - Continuation of a \$50,000 operating budget to support learning commons conversions for all schools.
- Investments in administration, facility operations, transportation, human resources and information technology will continue to strengthen the functions that provide support for all Grand Erie staff and students; these investments for 2022-23 include:
 - \$257,000 and \$300,000, for clerical and custodial respectively, for additional access to pooled hours to address in-year challenges with work flow processes, busy periods and labour shortages
 - \$800,000 increase to the staff absenteeism budget to support the supply coverage costs for Teachers, Educational Assistants and Early Childhood Educators
 - \$491,000 to support the costs associated with network connectivity, network infrastructure, network security and related network operations in schools and school board buildings as usage increases and technology evolves.
 - \$1.1 million for additional transportation costs. Although enrolment has resulted in more routes for 2022-23, the primary driver behind the cost increase is inflationary

- pressure based on the year-over-year Consumer Price Index (CPI). There is only a modest offset in the GSN with respect to the transportation allocation.
- \$265,000 for additional utility costs. The price of natural gas continues to rise much quicker than funding as well HVAC systems are running longer and with more force to help keep schools safe and well-ventilated.
 - \$185,000 for HEPA filter exchanges.
 - \$234,000 for facility contracts such as snow and grass services, security, inspections, and waste.
 - \$284,000 for increases to WSIB costs.
- Some areas of savings include:
 - The reduction of 3 teacher consultants; 2 Secondary and 1 Multi-Lingual, which was converted into a teaching position.
 - Reduction of 1.5 Education Assistants funded through SSF Carryforward.
 - Elimination of \$181,000 data centre lease due to purchasing equipment outright
 - \$241,000 savings as a result of recognition of retirement benefits liabilities
 - \$50,000 reduction in negotiation expenses
 - \$25,000 reduction in legal expenses

Capital Budget Highlights:

- School Condition Improvement (SCI): \$1.1 billion in funding provincially will allow the Board to revitalize and renew aged building components that have exceeded or will exceed their useful life.
- School Renewal Allocation (SRA): \$370 million provincially in capital funding will address the renewal needs of their schools and undertake capital improvements to older buildings.
- In November 2021, the Ministry announced that Grand Erie would be receiving approximately \$12.3 million in funding for a new joint-use elementary school in Caledonia. The partnership with the Brant Haldimand Norfolk Catholic District School Board will be a timely project to address the significant growth in that community.

The total Capital Budget for 2022-23 is expected to be \$25,795,000; for which a summary has been provided in Appendix A. The details are typically provided to the Board in the fall as part of the Revised Estimates budget submission. This provides sufficient time for the facilities department to evaluate the impact of this summer's maintenance and construction on the long-term capital plan.

Outlook

The preparation of the 2022-23 began in January and concluded with Senior Administration developing a budget that focuses on emerging from the pandemic for the upcoming school year. Grand Erie's proposed budget comes with the understanding that dependence on pre-pandemic cost structures can no longer be relied on. Significant changes, such as the delivery of both virtual and face-to-face program delivery methods combined with the recovery of learning loss caused by the pandemic are addressed through new levels of investments as well, increased classroom supports, additional instructional coaches, literacy positions and significant increases to professional development and mental health and well-being are the areas that Senior Team believes will have the most impact on the system. The other priority in this budget was to minimize the disruption to the system by avoiding reductions where possible. By preserving these budgets, leaders across the system can confidently plan for the upcoming school year. These factors were extremely important to Senior Administration as the budget's development did not come without risks.

Risks such as staff absenteeism (and associated staff replacement costs), inflation, changing governments, enrolment projection variances, rapidly shifting mental health supports, fluctuating utility prices, unknown student needs and an elevated optimism that the

pandemic will be in the rear view mirror are all realistic and could have a significant impact on the budget. If these costs begin to put pressure on the proposed balanced budget, Senior Administration will need to shift existing budgets and decide what other priorities will be deferred in order to focus on our students, our staff members, and our communities.

This budget was developed with certain assumptions regarding the political, environmental, social, legal and economical landscape, and, as with any plan, risks are inherent. However, Senior Administration is confident that next year will signal a return to a more normal school year for staff and students of Grand Erie.

Given the alignment to the Multi-Year Strategic Plan, Senior Administration is confident in recommending both the Operating and Capital Budgets for approval as they emphasize not only Grand Erie's mission that *Together, we build a culture of learning, well-being and belonging to inspire each learner* but that the proposed plans deliver the level of support that the entire system requires.

Grand Erie Multi-Year Plan

This report supports all the Multi-Year Strategic Plan and all the indicators of Learn Lead Inspire.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Appendix A – Capital Budget

Grand Erie District School Board Capital Budget 2022-2023			
Funding Source	Project	Scope	Budget
School Condition Improvement	Learning Commons Conversions	To be determined	2,000,000
	Security System Upgrades	To be determined	500,000
	Asbestos Removal	To be determined	500,000
	Heating, Ventilation, Air Conditioning	To be determined	3,000,000
	Masonry & Foundation	To be determined	2,500,000
	Paving & Site Restoration	To be determined	1,000,000
	Roofing	To be determined	4,500,000
	Window and Door Upgrades	To be determined	2,000,000
	Electrical & Life Safety Systems	To be determined	1,500,000
	Pride of Place (POP)	Application-Based	1,000,000
	Classroom Modernization	To be determined	2,500,000
Other	To be determined	1,000,000	
Total School Condition Improvement			22,000,000
School Renewal	Community Partnership & Incentive Program (CPIP)	To be determined	190,000
	Pride of Place (POP)	Application-Based	1,000,000
	Interior Finishes	To be determined	100,000
	Curriculum Renovations	To be determined	100,000
	Accessibility Upgrades	To be determined	850,000
	Other	To be determined	-
Total School Renewal			2,240,000
Minor Tangible Capital Assets	Hardware	Computer Hardware	1,000,000
	Furniture	Furniture Replacement	50,000
	Automobiles	Vehicles	150,000
	5 Year Equipment	To be determined	105,000
	10 Year Equipment	To be determined	250,000
Total Minor Tangible Capital Assets			1,555,000
Total School Condition Improvement			\$ 22,000,000
Total School Renewal			\$ 2,240,000
Total Minor Tangible Capital Assets			\$ 1,555,000
Total 2022-2023 Capital Budget			\$ 25,795,000

Summary Comparison of 2022-23 Estimates Budget versus 2021-22 Estimates Budget

(\$ Figures in Thousands)	21-22 Estimates	22-23 Estimates	Variance	
			\$	%
Revenue				
Provincial Grants (GSN)	297,572	314,958	17,386	5.5%
Grants for Capital Purposes	4,838	4,741	(97)	-2.1%
Other Non-GSN Grants	9,128	7,102	(2,026)	-28.5%
Other Non-Grant Revenues	8,386	8,458	72	0.9%
Amortization of DCC	18,419	19,621	1,202	6.1%
Total Revenue	338,344	354,880	16,537	4.7%
Expenditures				
Classroom Instruction	231,391	242,616	11,225	4.6%
Non-Classroom	28,886	29,611	725	2.4%
Administration	7,897	8,115	218	2.7%
Transportation	14,360	15,451	1,092	7.1%
Pupil Accommodation	50,617	53,185	2,568	4.8%
Contingency & Non-Operating	5,192	5,902	709	12.0%
Total Expenditures	338,344	354,880	16,537	4.7%
In-Year Surplus (Deficit)	-	-	-	-
Prior Year Accumulated Surplus for compliance	2,960	4,809	1,850	38.5%
Accumulated Surplus (Deficit) for compliance	2,960	4,809	1,850	38.5%

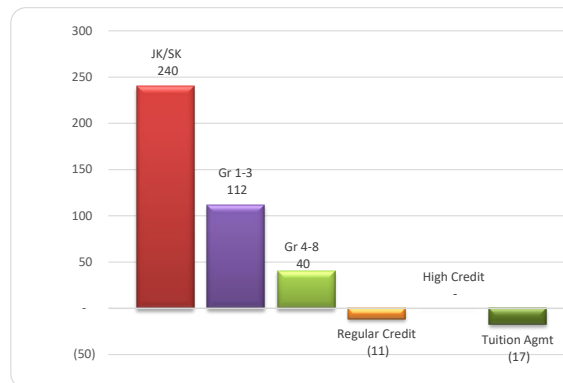
Summary of Enrolment

ADE	21-22 Estimates	22-23 Estimates	Variance	
			#	%
Elementary				
JK/SK	3,036	3,276	240	7.4%
Gr 1-3	5,530	5,642	112	2.1%
Gr 4-8	9,402	9,442	40	0.4%
Total Elementary	17,968	18,360	392	2.2%
Secondary <21				
Regular Credit	7,061	7,050	(11)	-0.1%
High Credit	40	40	-	0.0%
Tuition & Visa	427	410	(17)	-3.1%
Total Secondary	7,528	7,500	(28)	-0.4%
Total Board	25,496	25,860	364	1.4%

Summary of Staffing

FTE	21-22 Estimates	22-23 Estimates	Variance	
			#	%
Classroom				
Teachers	1,635.7	1,673.1	37.4	2.3%
Early Childhood Educators	122.0	122.0	-	0.0%
Educational Assistants	350.5	349.0	(1.5)	-0.4%
Total Classroom	2,108.2	2,144.1	35.9	1.7%
School Administration	226.3	229.3	3.0	1.3%
Board Administration	66.0	68.0	2.0	3.0%
Facility Services	211.4	219.6	8.2	3.9%
Coordinators & Consultants	40.0	41.0	1.0	2.5%
Paraprofessionals	49.5	55.5	6.0	12.1%
Child & Youth Workers	19.0	21.0	2.0	10.5%
IT Staff	31.0	32.0	1.0	3.2%
Library	12.8	12.8	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	6.0	6.0	-	0.0%
Continuing Ed	8.1	8.1	-	0.0%
Trustees	14.0	14.0	-	0.0%
Non-Classroom	690.0	713.3	23.2	3.4%
Total	2,798.2	2,857.4	59.2	2.1%

Changes in Enrolment: Budget v Forecast



Grand Erie District School Board
2022-23 Estimates Dashboard
Revenues
For the period ended August 31, 2023

(\$ Figures in Thousands)

	Budget Assessment				Material Variance Note
	21-22 Estimates	22-23 Estimates	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	141,223	145,293	4,070	2.9%	a.
School Foundation	20,715	21,404	689	3.3%	a.
Special Education	38,195	39,911	1,716	4.5%	b.
Language Allocation	4,403	4,608	205	4.7%	a.
Supported School Allocation	29	29	-	0.0%	
Rural and Northern Education Funding	629	1,628	999	158.7%	c.
Learning Opportunities	4,459	4,690	231	5.2%	a.
Continuing and Adult Education	1,515	1,626	112	7.4%	d.
Teacher Q&E	28,094	30,784	2,690	9.6%	e.
ECE Q&E	1,614	1,842	228	14.1%	e.
New Teacher Induction Program	138	138	-	0.0%	
Restraint Savings	(80)	(80)	-	0.0%	
Transportation	13,659	13,921	262	1.9%	
Administration and Governance	7,493	7,952	459	6.1%	f.
School Operations	26,789	27,679	889	3.3%	g.
Community Use of Schools	360	366	6	1.7%	
Declining Enrolment	595	493	(102)	(17.1%)	
Indigenous Education	2,685	3,069	385	14.3%	h.
Support for Students Fund	2,816	2,875	59	2.1%	
Mental Health & Well-Being	509	1,052	543	106.7%	i.
Safe Schools Supplement	504	515	11	2.2%	
Program Leadership	965	1,000	36	3.7%	
Permanent Financing - NPF	262	262	-	0.0%	
Learning Recovery Fund	-	3,898	3,898	100.0%	j.
Total Operating Grants	297,572	314,958	17,386	5.8%	
Grants for Capital Purposes					
School Renewal	2,937	2,937	-	0.0%	
Temporary Accommodation	262	346	84	32.1%	
Short-term Interest	200	250	50	25.0%	k.
Debt Funding for Capital	2,934	2,763	(171)	(5.8%)	
Minor Tangible Capital Assets (mTCA)	(1,495)	(1,555)	(60)	-4.0%	
Total Capital Purposes Grants	4,838	4,741	(97)	(2.0%)	
Other Non-GSN Grants					
Priority & Partnership Fund (PPF)	3,463	3,045	(418)	(12.1%)	l.
Provincial COVID-19 Funding	3,092	-	(3,092)	(100.0%)	m.
Other Federal & Provincial Grants	2,573	4,058	1,485	57.7%	n.
Total Non-GSN Grants	9,128	7,102	(2,026)	(22.2%)	
Other Non-Grant Revenues					
Education Service Agreements - Six Nations	5,687	5,874	187	3.3%	
Education Service Agreements - MCFN	594	514	(81)	(13.6%)	o.
Other Fees	145	96	(49)	(33.8%)	o.
Other Boards	210	210	-	0.0%	
Community Use & Rentals	865	833	(32)	(3.7%)	
Miscellaneous Revenues	885	932	47	5.3%	
Non Grant Revenue	8,386	8,458	72	0.9%	
Deferred Revenues					
Amortization of DCC	18,419	19,621	1,202	6.5%	p.
Total Deferred Revenue	18,419	19,621	1,202	6.5%	
TOTAL REVENUES	338,344	354,880	16,537	4.9%	

Explanations of Material Grant Variances

a.	Increase in revenue primarily as a result of increased enrolment as well as increase to salary benchmarks
b.	Increase due to increased enrolment, additional funding for local priorities and an anticipated carry forward from 2021-22
c.	Increase due to anticipated utilization of entire RNEF carry forward from 2019-20 and 2020-21
d.	Increase due to higher enrolment
e.	Increase due to rising costs of teaching staff as a result of grid movements, qualification upgrades and net new hires
f.	Increase due to rising enrolment as well as the volume of T4s processed
g.	Increase due to higher enrolment as well as funding changes related to utilities and ventilation
h.	Increase due to the utilization of anticipated carry forward from 2021-22
i.	Increase due to the announcement of new funding targeting student mental health and well-being
j.	Increase due to the announcement of one-time funding to support learning recovery across the province
k.	Increase as a result of increased capital expenditures planned in 2022-2023
l.	Decrease due to lower amount of funding announced by the Ministry
m.	Decrease due to the removal of all provincial COVID-19 supports
n.	Increase is due to Grants in Kind for PPE as well as funding increase to the Canada Ontario Job Grant
o.	Decrease due to lower than anticipated enrolment
p.	Increase as a result of capital additions

Notes:

- 2021-2022 Estimates Budget as approved by the Board in June 2021

Grand Erie District School Board
2022-23 Estimates Dashboard
Expenses
For the period ended August 31, 2023

(\$ Figures in Thousands)

	Budget Assessment					Material Variance Note
	21-22 Estimates	22-23 Estimates	% of Total Expenses	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction						
Teachers	170,586	179,203	50.5%	8,616	5.1%	a.
Supply Teachers	6,254	7,057	2.0%	803	12.8%	b.
Educational Assistants	18,966	18,879	5.3%	(88)	(0.5%)	
Early Childhood Educators	6,798	6,920	1.9%	122	1.8%	
Classroom Computers	4,497	4,744	1.3%	247	5.5%	c.
Textbooks and Supplies	8,071	7,896	2.2%	(175)	(2.2%)	
Professionals and Paraprofessionals	9,926	10,827	3.1%	901	9.1%	d.
Library and Guidance	5,214	5,496	1.5%	283	5.4%	
Staff Development	678	1,200	0.3%	522	77.1%	e.
Department Heads	401	394	0.1%	(6)	(1.6%)	
Total Instruction	231,391	242,616	68.4%	11,225	4.9%	
Non-Classroom						
Principal and Vice-Principals	14,619	15,104	4.3%	485	3.3%	f.
School Office	6,783	7,347	2.1%	564	8.3%	g.
Coordinators & Consultants	6,002	5,730	1.6%	(272)	(4.5%)	h.
Continuing Education	1,483	1,430	0.4%	(52)	(3.5%)	
Total Non-Classroom	28,886	29,611	8.3%	725	2.5%	
Administration						
Trustees	362	373	0.1%	11	3.1%	
Director/Supervisory Officers	1,494	1,516	0.4%	22	1.5%	
Board Administration	6,041	6,226	1.8%	185	3.1%	i.
Total Administration	7,897	8,115	2.3%	218	2.8%	
Transportation	14,360	15,451	4.4%	1,092	7.6%	j.
Pupil Accommodation						
School Operations and Maintenance	25,188	26,770	7.5%	1,582	6.3%	k.
School Renewal	2,937	2,937	0.8%	-	0.0%	
Other Pupil Accommodation	3,496	3,325	0.9%	(171)	(4.9%)	
Amortization & Write-downs	18,996	20,152	5.7%	1,157	6.1%	l.
Total Pupil Accommodation	50,617	53,185	15.0%	2,568	5.1%	
Non-Operating	2,099	2,320	0.7%	221	10.5%	
Provision for Contingencies	3,093	3,581	1.0%	488	15.8%	m.
TOTAL EXPENDITURES	338,344	354,880	100.0%	16,537	4.9%	

Explanations of Material Grant Variances	
a.	Increase in salaries due to addition of 37 teachers, grid progression, benefit increases and costs related to tutoring
b.	Increase due to higher absenteeism costs
c.	Increase due to supported network operating costs as well as increases to software
d.	Increase to due an additional 11 FTE to support schools (i.e. Mental Health, Safe Schools, Grad Coaches, CYWs)
e.	Increase as a result of increased funding through the Learning Recovery Plan
f.	Increase due to contractual compensation increase
g.	Increase due to additional 1.4 clerical, 1 School Support Position, and additional hours supported by LRP and SSF funding
h.	Changes as a result of new positions (Indigenous TC, K-12 Literacy Lead, System Support Role), offset slightly by movement of staff to teaching line
i.	Increase due to the addition of a Communications Officer, a Labour Relations Coordinator and a Privacy Officer. These were offset by moving the Planning Officer to the Facilities envelope
j.	Increase as a result of inflationary increase to transportation contract
k.	Increase due to additional custodian and 5 caretakers, utilities increase, movement of planning costs (including new Planning Supervisor) from Board Admin to Facilities. Costs also include provisions for inflationary pressures on contracts as well as increase to
l.	HEPA Filters for additional maintenance and filter exchanges
m.	Increased additions resulting in additional amortization of assets
n.	Provisions are for COVID PPE in Kind (\$1.3m) as well as Ministry-prescribed contingency for salary increase (\$2.3m)

Notes:

- 2021-2022 Estimates Budget as approved by the Board in June 2021

2022-2023
Budget Presentation
June 13, 2022

1

Opening Remarks

Our Vision
Learn Lead Inspire

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

JoAnna Roberto
Director

2

2

Budget Overview



The diagram shows a vertical sequence of seven blue horizontal bars, each with an icon on the left and a text label. The icons are: a gear, a group of people, a bar chart with an upward arrow, a classical building, a person with a plus sign, a bar chart, and a gavel. The labels are: Budget Preparation, Enrolment, Revenues & Expenditures, Capital, Staffing, Accumulated Surplus, and Key Takeaways and Motions.

- Budget Preparation
- Enrolment
- Revenues & Expenditures
- Capital
- Staffing
- Accumulated Surplus
- Key Takeaways and Motions

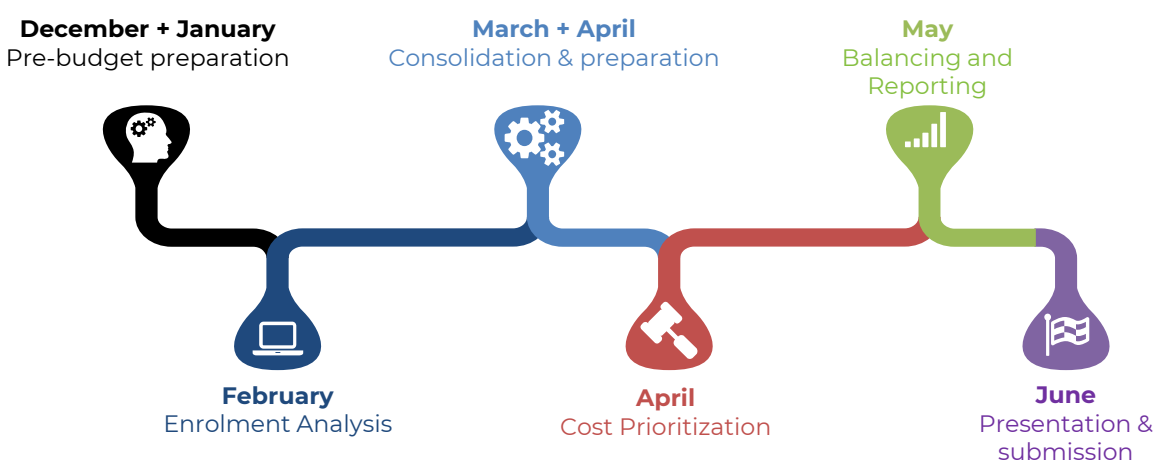


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3

Budget Timelines



The diagram is a horizontal timeline with a central line and several branches. The main line is divided into three colored sections: black, blue, and red. The branches are: a black branch with a head icon (December + January), a blue branch with a laptop icon (February), a blue branch with a gear icon (March + April), a red branch with a gavel icon (April), a green branch with a bar chart icon (May), and a purple branch with a flag icon (June).

December + January
Pre-budget preparation


February
Enrolment Analysis

March + April
Consolidation & preparation

April
Cost Prioritization

May
Balancing and Reporting

June
Presentation & submission



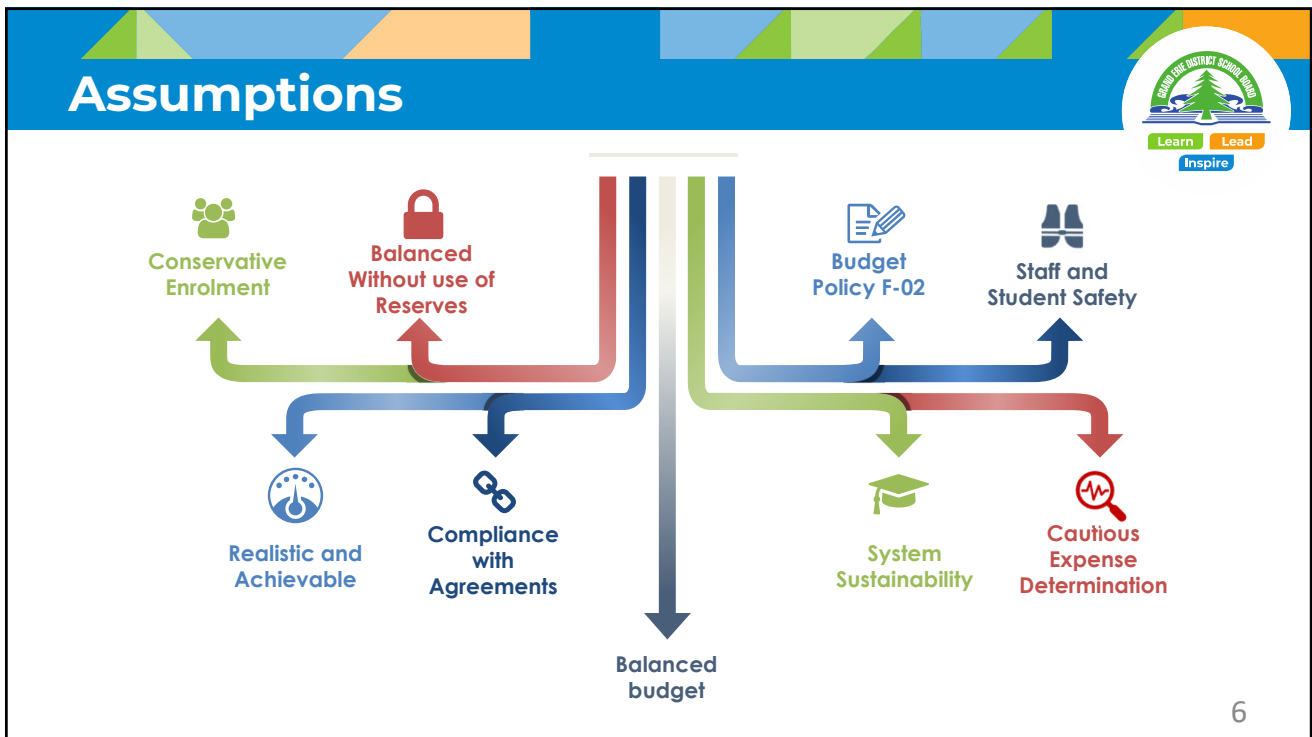
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Significant Ministry Changes



- COVID-19 Learning Recovery Plan (LRP)
- Student Support Fund (SSF)
- Student Mental Health Investments
- Broadband Network Operations
- Salary Benchmarks
- Benefit Enhancements
- Increase to non-staff portion of Operations Grant
- Supply Chain Centralization

7

7

Challenges and Risks



Collective Agreements

Enrolment Accuracy

Human Resources

Utilities

Political and Economical

8

8

Ministry Priorities

```
graph TD; A[Supporting Learning Recovery] --- B[Strengthening & Modernizing Education]; A --- C[Building Student Skills & Knowledge]; B --- C;
```

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Multi-Year Strategic Plan


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.

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Grand Erie Priorities for 2022-23




- Mathematics
- Literacy
- Graduation
- Safe & Inclusive Schools
- Indigenous Education
- Enhancing Reputation

- Resource Allocation
- School Modernization
- Improving Employment
- Increased Technology
- Leadership


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Enrolment

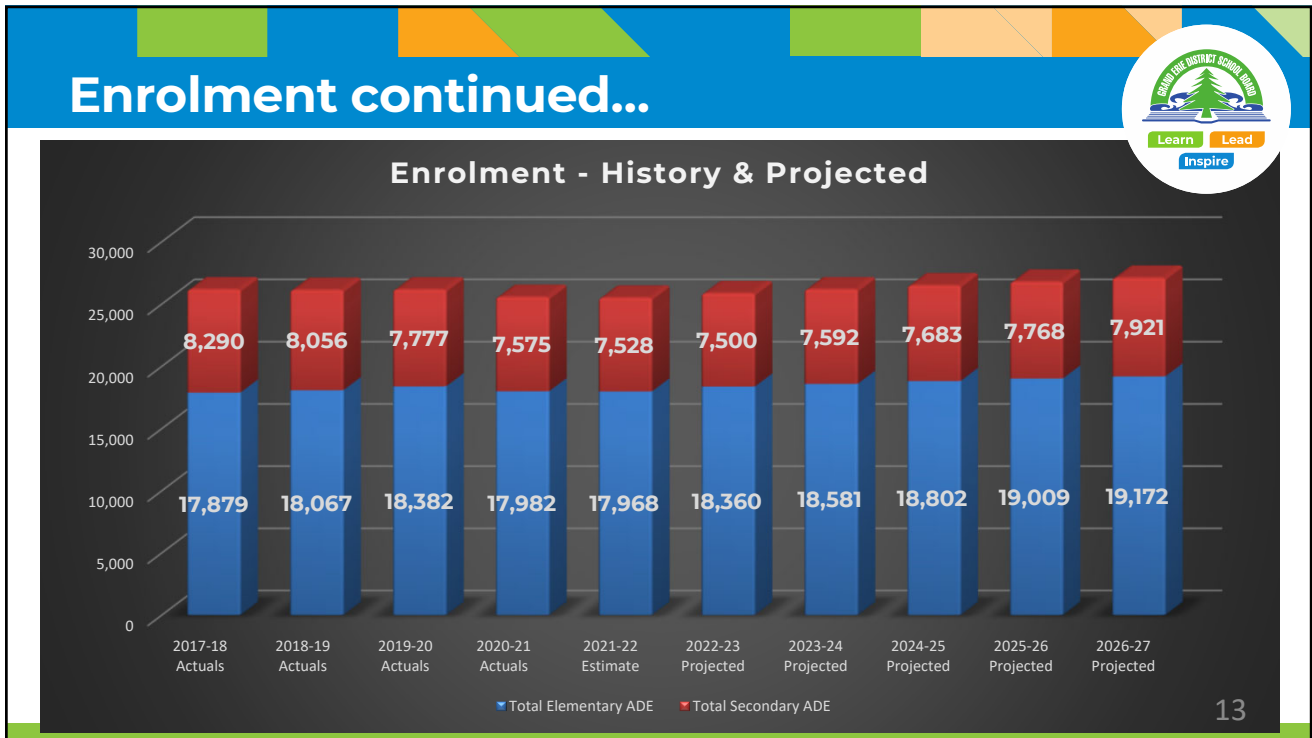


ADE	21-22	22-23	Variance	
	Estimates	Estimates	#	%
Elementary				
JK/SK	3,036	3,276	240	7.4%
Gr 1-3	5,530	5,642	112	2.1%
Gr 4-8	9,402	9,442	40	0.4%
Total Elementary	17,968	18,360	392	2.2%
Secondary <21				
Regular Credit	7,061	7,050	(11)	-0.1%
High Credit	40	40	-	0.0%
Tuition & Visa	427	410	(17)	-3.1%
Total Secondary	7,528	7,500	(28)	-0.4%
Total Board	25,496	25,860	364	1.4%

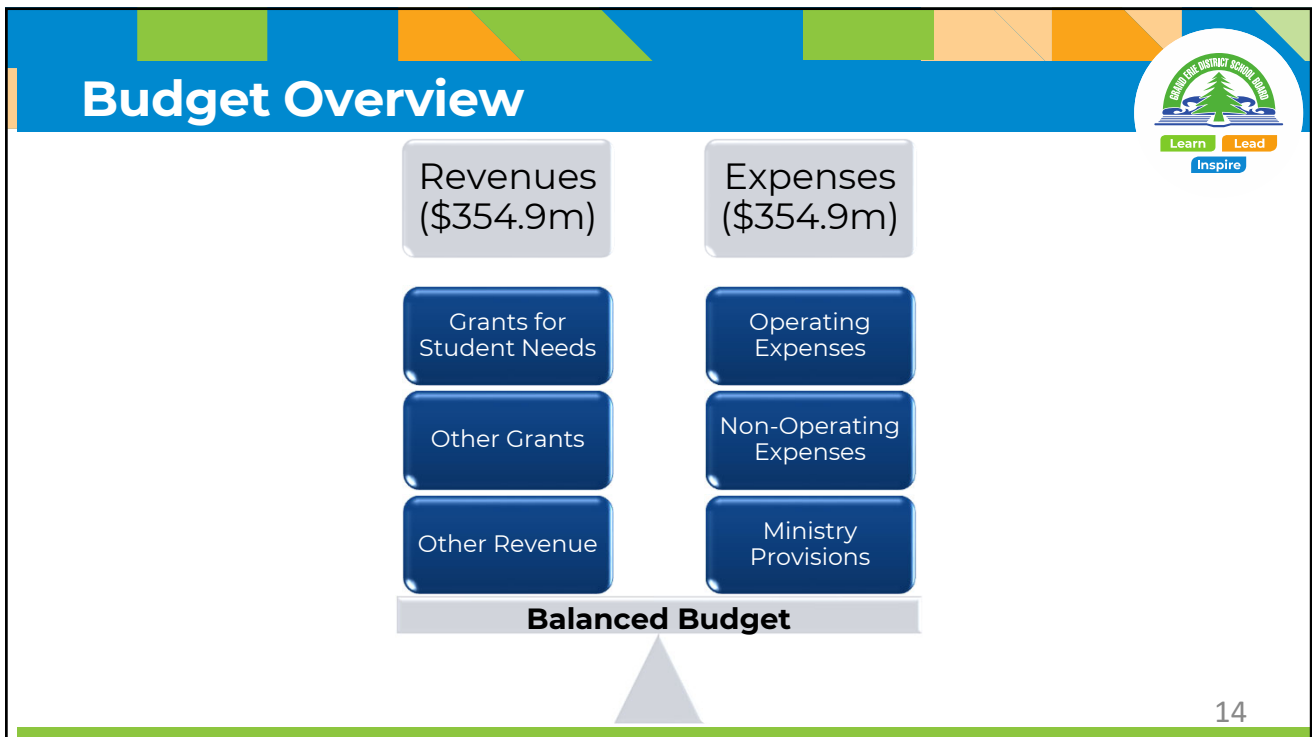


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Revenues



Summary Comparison of 2022-23 Estimates Budget versus 2021-22 Estimates Budget

(\$ Figures in Thousands)	21-22	22-23	% of Revenue	Variance	
	Estimates	Estimates		\$	%
Revenue					
Provincial Grants (GSN)	297,572	314,958	88.8%	17,386	5.5%
Grants for Capital Purposes	4,838	4,741	1.3%	(97)	-2.1%
Other Non-GSN Grants	9,128	7,102	2.0%	(2,026)	-28.5%
Other Non-Grant Revenues	8,386	8,458	2.4%	72	0.9%
Amortization of DCC	18,419	19,621	5.5%	1,202	6.1%
Total Revenue	338,344	354,880	100.0%	16,537	4.7%

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Revenues Continued...

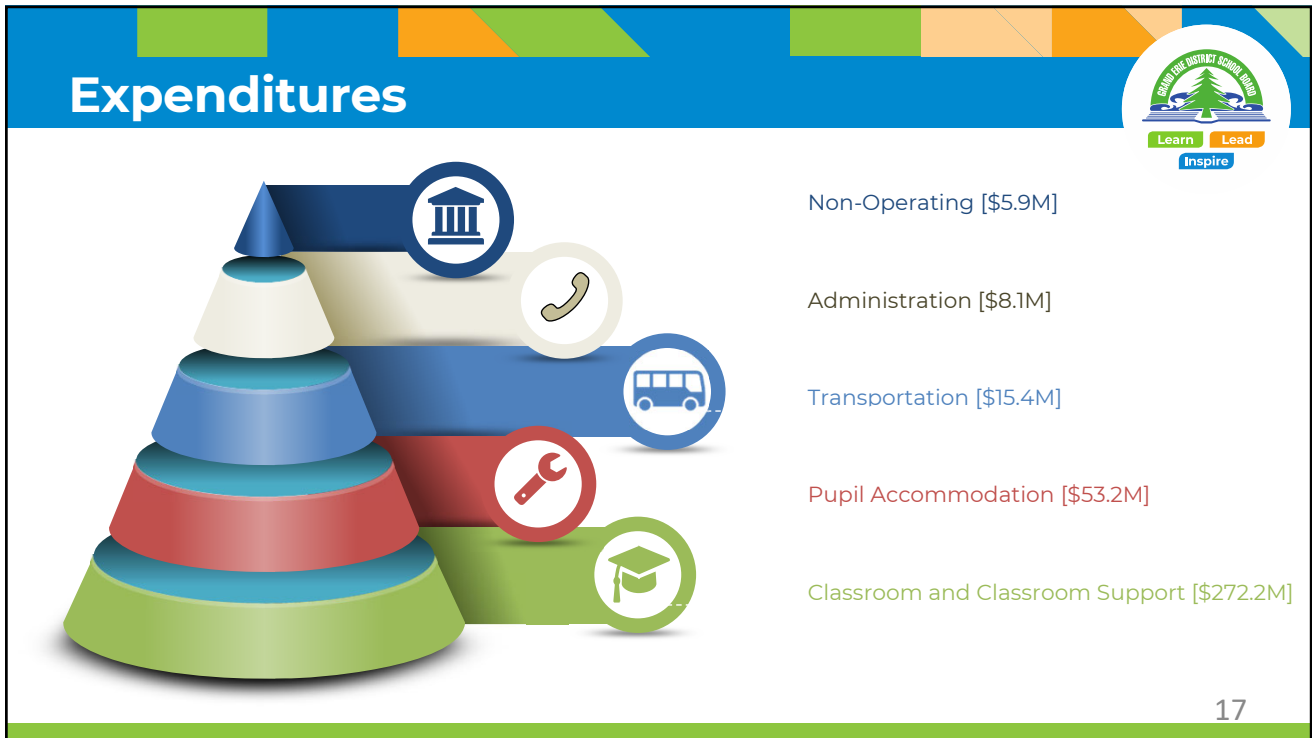


	21-22	22-23	Change
	Estimates	Estimates	
Grant Revenues			
Pupil Foundation	141,223	145,293	4,070
School Foundation	20,715	21,404	689
Special Education	38,195	39,911	1,716
Language Allocation	4,403	4,608	205
Rural and Northern Education Funding	629	1,628	999
Learning Opportunities	4,459	4,690	231
Continuing and Adult Education	1,515	1,626	112
Teacher Q&E	28,094	30,784	2,690
ECE Q&E	1,614	1,842	228
Transportation	13,659	13,921	262
Administration and Governance	7,493	7,952	459
School Operations	26,789	27,679	889
Indigenous Education	2,685	3,069	385
Support for Students Fund	2,816	2,875	59
Mental Health & Well-Being	509	1,052	543
Learning Recovery Fund	-	3,898	3,898
Other GSNs	2,774	2,725	(49)
Total Operating Grants	297,572	314,958	17,386
Total Capital Purposes Grants	4,838	4,741	(97)
Total Non-GSN Grants	9,128	7,102	(2,026)
Non Grant Revenue	8,386	8,458	72
Amortization of DCC	18,419	19,621	1,202
TOTAL REVENUES	338,344	354,880	16,537



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Expenditures

Summary Comparison of 2022-23 Estimates Budget versus 2021-22 Estimates Budget

(\$ Figures in Thousands)

	21-22	22-23	% of Budget	Variance	
	Estimates	Estimates		\$	%
Expenditures					
Classroom Instruction	231,391	242,616	68.4%	11,225	4.6%
Non-Classroom	28,886	29,611	8.3%	725	2.4%
Administration	7,897	8,115	2.3%	218	2.7%
Transportation	14,360	15,451	4.4%	1,092	7.1%
Pupil Accommodation	50,617	53,185	15.0%	2,568	4.8%
Contingency & Non-Operating	5,192	5,902	1.7%	709	12.0%
Total Expenditures	338,344	354,880	100.0%	16,537	4.7%

18

18

Expenditures Continued...



(\$ Figures in Thousands)

	Budget Assessment				
	21-22 Estimates	22-23 Estimates	% of Total Expenses	Change	
				\$ Increase (Decrease)	% Increase (Decrease)
Expense by Type					
Salaries and Wages	228,670	238,924	67.3%	10,254	4.5%
Employee Benefits	38,843	40,665	11.5%	1,822	4.7%
Staff Development	1,037	1,579	0.4%	542	52.3%
Supplies and Services	20,948	22,933	6.5%	1,985	9.5%
Interest Charges on Capital	3,196	3,025	0.9%	(171)	(5.4%)
Rental Expense	146	131	0.0%	(15)	(10.4%)
Fees and Contract Services	22,903	23,452	6.6%	549	2.4%
Other Expenses	3,605	4,019	1.1%	414	11.5%
Amortization	18,996	20,152	5.7%	1,157	6.1%
TOTAL EXPENDITURES	338,344	354,880	100.0%	16,537	4.9%

19

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Expenditures Continued...



(\$ Figures in Thousands)

	Budget Assessment				
	21-22 Estimates	22-23 Estimates	% of Total Expenses	Change	
				\$ Increase (Decrease)	% Increase (Decrease)
Classroom Instruction					
Teachers	170,586	179,203	50.5%	8,616	5.1%
Supply Teachers	6,254	7,057	2.0%	803	12.8%
Educational Assistants	18,966	18,879	5.3%	(88)	(0.5%)
Early Childhood Educators	6,798	6,920	1.9%	122	1.8%
Classroom Computers	4,497	4,744	1.3%	247	5.5%
Textbooks and Supplies	8,071	7,896	2.2%	(175)	(2.2%)
Professionals and Paraprofessionals	9,926	10,827	3.1%	901	9.1%
Library and Guidance	5,214	5,496	1.5%	283	5.4%
Staff Development	678	1,200	0.3%	522	77.1%
Department Heads	401	394	0.1%	(6)	(1.6%)
Total Instruction	231,391	242,616	68.4%	11,225	4.9%

20

20

Expenditures Continued...



(\$ Figures in Thousands)

	Budget Assessment				
	21-22 Estimates	22-23 Estimates	% of Total Expenses	Change	
				\$ Increase (Decrease)	% Increase (Decrease)
Non-Classroom					
Principal and Vice-Principals	14,619	15,104	4.3%	485	3.3%
School Office	6,783	7,347	2.1%	564	8.3%
Coordinators & Consultants	6,002	5,730	1.6%	(272)	(4.5%)
Continuing Education	1,483	1,430	0.4%	(52)	(3.5%)
Total Non-Classroom	28,886	29,611	8.3%	725	2.5%
Administration					
Trustees	362	373	0.1%	11	3.1%
Director/Supervisory Officers	1,494	1,516	0.4%	22	1.5%
Board Administration	6,041	6,226	1.8%	185	3.1%
Total Administration	7,897	8,115	2.3%	218	2.8%

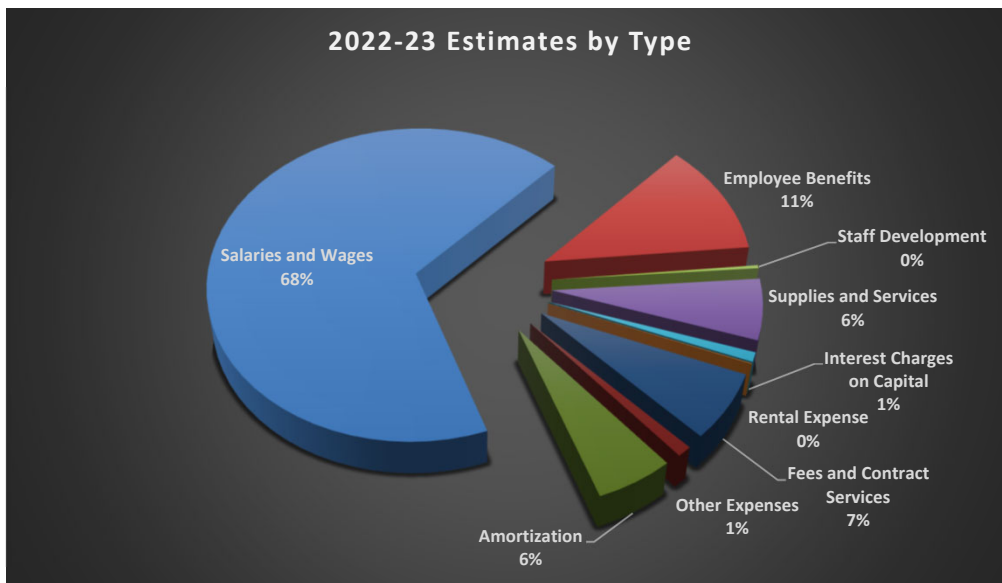
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Expenditures Continued...



2022-23 Estimates by Type



22

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Notable Investments



■ COVID-19 Learning Recovery Plan - \$3.9 Million

- 10 Elementary Teachers to support Online Learning - \$1,169k
- 7 Instructional Coaches (Elem 3, Sec 4) - \$702k
- 5 Secondary Teachers to support Online Learning - \$580k
- Professional Development for Elementary Staff - \$485k
- 5 Additional Custodians - \$266k
- System Support \$148k, 1 K-12 Literacy Lead - \$124k
- 1 Itinerant Safe Schools Teacher - \$117k
- Online Learning Support - \$125k
- 2 Houghton EAs and Engagement Support - \$125k
- 1 Additional EA to support online learning - \$54k



23

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Notable Investments Continued...



■ Supports for Students Fund - \$2.9 Million

- 13 Educational Assistants - \$689k
- 4.5 Secondary Teachers - \$538k
- 4 Elementary Literacy Numeracy Itinerant Teachers - \$431k
- 2.5 Elementary Learning Resource Teachers - \$303k
- 1 Itinerant Early Years Teacher - \$116k
- 1 School Support Coordinator - \$62k
- 1 Child Youth Worker - \$60k
- Clerical Support Hours - \$257k, Additional Custodial Hours- \$300k
- 1 Multilingual Learner Itinerant Teacher - \$97k
- 0.5 Attendance Counsellor - \$32k

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Notable Investments Continued...



■ Classroom Instruction

- 20 Elementary Classroom Teachers; including
 - 1 Additional Learning Resource Teacher
 - 1 Additional Indigenous Engagement Teacher
 - 1 Itinerant Inclusion/Intellectual Disabilities Teacher
- Secondary Classroom Teachers; including
 - 3.3 Additional FTE to support Rural Schools
 - 1.3 Additional FTE to support FNMI Courses
 - 3.5 Additional FTE to support eLearning
 - 3.2 Additional FTE to support Co-op, 2 Engagement Teachers

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Notable Investments Continued...



■ Classroom and School Supports

- Tutoring Supports - \$1.1 million
- Supply coverage for Teachers, EAs & ECEs - \$800k
- Broadband Network Operations - \$491k
- 4 Indigenous Cultural Mentor Graduation Coaches - \$231k
- 1 Intermediate Cultural Mentor Graduation Coaches- \$50k
- 1 Teacher Consultant – Indigenous - \$124k
- 1 Principal Leader – Mental Health Education - \$147k
- 1 Principal Leader – Safe & Inclusive Schools - \$147k
- 2 Additional Child and Youth Workers - \$122k
- 1 Additional Social Worker - \$100k

26

26

Notable Investments Continued...



■ Classroom and School Supports

- 1.4 FTE – School Clerical - \$72k
- Continued Support of Tu Puento Program - \$100k
- Support for Safety Village - \$10k

■ Administrative

- 1 FTE – Privacy Officer - \$90k
- 1 FTE - Communications Officer - \$89k
- 1 FTE – Labour Relations Coordinator - \$108k
- Mileage Management

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Notable Investments Continued...



■ Transportation

- Increased enrolment & inflationary expenses - \$1,100,000

■ Facilities

- 1 Additional Custodian - \$65k
- 1 Planning Supervisor - \$127k
- Utilities, primarily Natural Gas - \$265k
- 1 Additional Vehicle - \$70k
- Contracts - \$234k
- HEPA Filters - \$185k

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Capital



Funding Source	Project	Scope	Budget
School Condition Improvement	Learning Commons Conversions	To be determined	2,000,000
	Security System Upgrades	To be determined	500,000
	Asbestos Removal	To be determined	500,000
	Heating, Ventilation, Air Conditioning	To be determined	3,000,000
	Masonry & Foundation	To be determined	2,500,000
	Paving & Site Restoration	To be determined	1,000,000
	Roofing	To be determined	4,500,000
	Window and Door Upgrades	To be determined	2,000,000
	Electrical & Life Safety Systems	To be determined	1,500,000
	Pride of Place (POP)	Application-Based	1,000,000
	Classroom Modernization	To be determined	2,500,000
Other	To be determined	1,000,000	
Total School Condition Improvement			22,000,000

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Capital Continued...



Funding Source	Project	Scope	Budget
School Renewal	Community Partnership & Incentive Program (CPIP)	To be determined	190,000
	Pride of Place (POP)	Application-Based	1,000,000
	Interior Finishes	To be determined	100,000
	Curriculum Renovations	To be determined	100,000
	Accessibility Upgrades	To be determined	850,000
	Other	To be determined	-
Total School Renewal			2,240,000
Minor Tangible Capital Assets	Hardware	Computer Hardware	1,000,000
	Furniture	Furniture Replacement	50,000
	Automobiles	Vehicles	150,000
	5 Year Equipment	To be determined	105,000
	10 Year Equipment	To be determined	250,000
Total Minor Tangible Capital Assets			1,555,000

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Staffing Changes



FTE	21-22	22-23	Variance	
	Estimates	Estimates	#	%
Classroom				
Teachers	1,635.7	1,673.1	37.4	2.3%
Early Childhood Educators	122.0	122.0	-	0.0%
Educational Assistants	350.5	349.0	(1.5)	-0.4%
Total Classroom	2,108.2	2,144.1	35.9	1.7%
School Administration	226.3	229.3	3.0	1.3%
Board Administration	66.0	68.0	2.0	3.0%
Facility Services	211.4	219.6	8.2	3.9%
Coordinators & Consultants	40.0	41.0	1.0	2.5%
Paraprofessionals	49.5	55.5	6.0	12.1%
Child & Youth Workers	19.0	21.0	2.0	10.5%
IT Staff	31.0	32.0	1.0	3.2%
Library	12.8	12.8	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	6.0	6.0	-	0.0%
Continuing Ed	8.1	8.1	-	0.0%
Trustees	14.0	14.0	-	0.0%
Non-Classroom	690.0	713.3	23.2	3.4%
Total	2,798.2	2,857.4	59.2	2.1%



31

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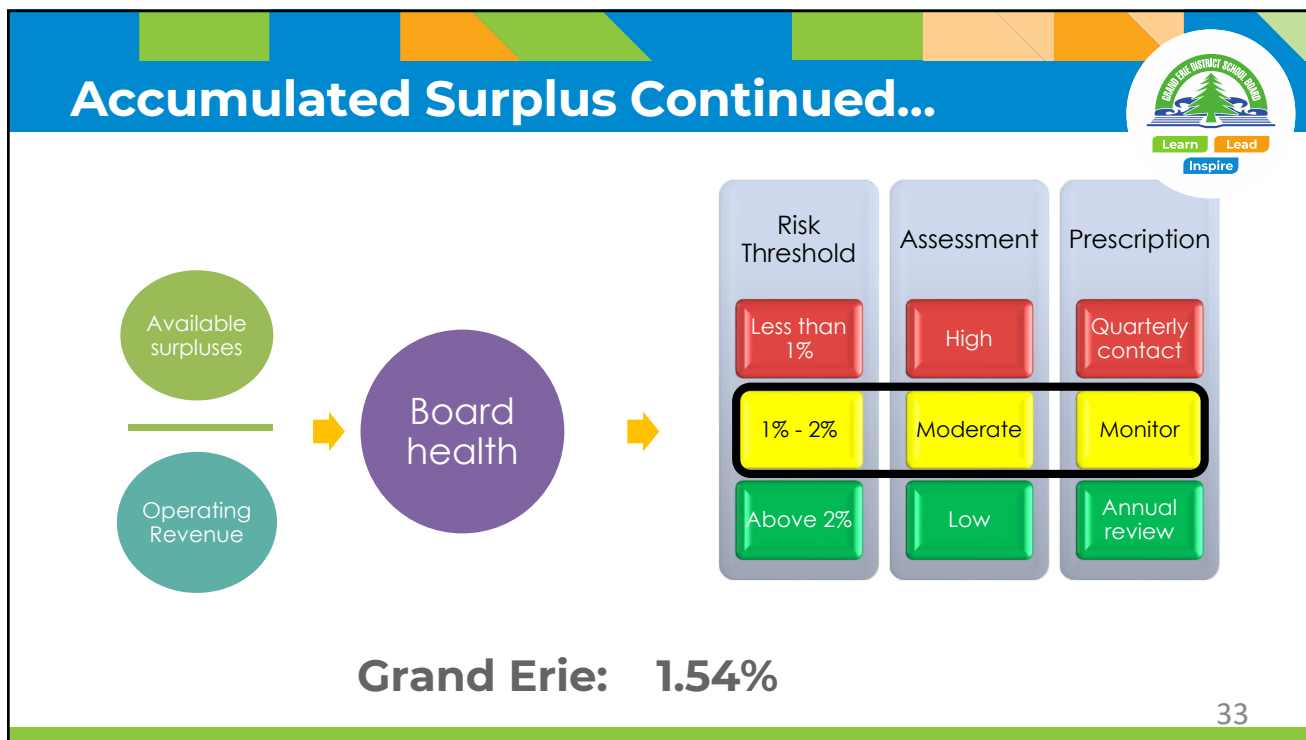
Accumulated Surplus



	2019-2020	2020-2021	2021-2022	2022-2023
	Actual	Actual	Revised	Estimates
Opening Balance	2,887,720	3,320,276	5,998,357	4,809,432
Contributions	432,556	2,678,081	-	-
Draws	-	-	1,188,925	-
Closing Balance	3,320,276	5,998,357	4,809,432	4,809,432
Composition of Surplus				
Operating Surplus				2,074,385
WSIB				700,000
Local Priority Funding				400,044
Information Technology Reserve				1,043,900
Community Tennis Courts				13,500
School Budgets				577,603
Total				4,809,432

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Teaching and Learning

MYP Goal: Increase the literacy, mathematics and post-secondary outcomes for all students

Resources Allocated:

- Release time for responsive professional learning delivered to K-12 educators in early literacy, mathematics instruction and assessment through culturally relevant, responsive and sustaining pedagogy
- Funding for instructional coaches to support classroom and school implementation of professional learning

Benefits:

- Educators and administrators will build their capacity and collective efficacy to know their learners through an asset-lens and respond effectively to their learning needs
- Grand Erie students will have the necessary skills to reach their chose post-secondary destination

Important Points:

- Learning recovery funding will support the continued implementation of de-streaming of the grade 9 program and build on the focused work in reading and math instruction

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Mental Health Education



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

Resources Allocated:

- Principal Leader – Mental Health Education and Student Support Services

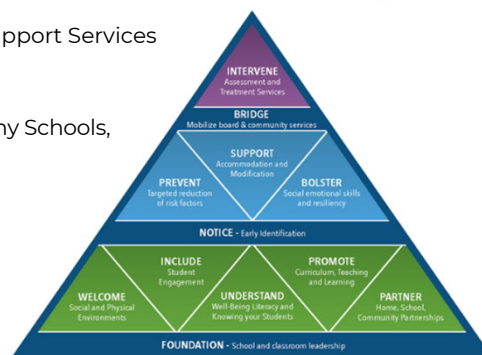
Benefits:

- System Leader – Building capacity for leading Mentally Healthy Schools, promoting mental health education opportunities for staff

Important Points:

- With this investment, school leaders will be supported in developing and implementing school specific mental health processes and supports.

Aligned and Integration Model (AIM) for School Mental Health and Well-Being



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Indigenous Education



MYSP Goal:

Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Metis and Inuit students.

Resources Allocated:

- Additional sections (9) allocated to support low enrolment secondary indigenous classes
- Additional Staff to support curriculum connections K-12

Benefits:

- Further opportunities to learn and apply a commitment to reconciliation through an understanding of Indigenous cultures and traditions
- Support for Indigenous students to improve graduation rates

Important Points:

- This work furthers the Truth and Reconciliation Commission's Calls to Action, specifically #63 ii, iii, and iv to maintain an annual commitment to Aboriginal education issues



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Rural and Northern Education



MYSP Goal:

Prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace).

Resources Allocated:

- Additional sections (20) allocated to support low enrolment secondary classes

Benefits:

- Courses with low enrolment can remain in place to support pathways and opportunities in schools

Important Points:

- Preserving face to face sections within Secondary schools is important for pathways and demonstrates a commitment to communities that, when possible, schools will ensure that GEDSB students receive the necessary courses to support post-secondary opportunities



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Information Technology Services (ITS)



MYSP Goal:

Embed technology opportunities for staff and students through professional learning and enhanced technology tools.

Resources Allocated:

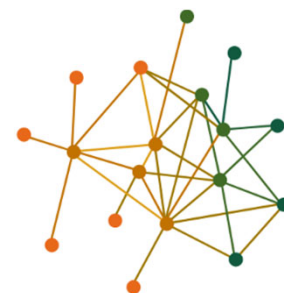
- Broadband Modernization Project (BMP) \$491,429 and increased allocation to support software licenses

Benefits:

- Funding is meeting the increasing network demand for digital learning in the classroom and increased network capacity
- Software investments support efficiencies and responsiveness to system needs

Important Points:


- BMP strategy will sustain and maintain Grand Erie networks at the industry standards.



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Human Resources



Learn Lead
Inspire

MYSP Goal:
Building a culture of well-being to support staff

Resources Allocated:


- Human Resources is continuing to support employee wellness programs by maintaining \$125,000 for employee assistance program supports and \$30,000 in staff wellness resources

Benefits:

- Continued investment in employee health and wellness resources will help support the emotional and physical needs of staff to build a healthy and productive workplace.

Important Points:

- With this level of investment, we can provide equitable access to occasional and casual staff, which is where most of our permanent employee hiring comes from.
- We will continue to fund 100% of the cost for the first five visits under the EAP for all employees



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Communications and Community



Learn Lead
Inspire

MYSP Goal:
Enhance Grand Erie's position in its communities as a learning, leading and inspiring organization

Resources Allocated:

- Investment in new position, MYSP focus, resources to support more multimedia development, newcomer groups and student recruitment.

Benefits:

- 100% of schools connected to the MYSP through various products and channels
- Increased opportunities to inspire and engage communities and stakeholders


Important Points:

- New and ongoing resource commitment to deliver on goals in strategic communications plan
- Building stronger connections with FOS and departments
- Opportunities to enhance channels and impact to support MYSP goals

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Safe and Inclusive Schools



Learn Lead Inspire

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

Resources Allocated:


- Principal Leader – Safe and Inclusive Schools

Benefits:

- Principals will receive support with dysregulation challenges in the primary grades.
- Principals will receive support embedding principles of equity and inclusivity in school improvement planning.

Important Points:


- The system needs of Safe and Inclusive Schools are increasingly in consultations re human rights, alternatives to suspension, and school safety; these are in addition to supporting students on long-term suspension, expulsion and exclusion.



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Facility Services



Learn Lead Inspire

MYSP Goal:
Establish physical and environmental standards across the system to increase the overall sense of belonging for all staff and students.

Resources Allocated:


- New Planning Supervisor
- Significant capital budget infusion back into schools/classrooms

Benefits:

- Development of Long-Term Accommodation Plan and significant support for schools, as it relates to utilization and capital planning
- Modern, inviting, welcome and bright spaces for all schools

Important Points:

- Keeping our schools clean, safe, welcoming, warm/cool and well ventilated, while constantly providing updates to major components to keep our schools running effectively with the environment in mind.



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Key Takeaways



- The budget is balanced.
- The budget is compliant with board policy and relevant legislation.
- The budget did not require the use of reserves to balance.
- The theme of the budget is twofold:
 - Cost preservation
 - Maximize investment into the classroom
- The biggest costs are transportation, absenteeism, utilities and inflation.
- We are growing! Enrolment is increasing and we had included 59 new positions of which 49 directly support schools and classrooms.
- The budget is realistic and sustainable.
- The budget is focused on achieving the goals and objectives in the MYSP.



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Board Motions



That the Grand Erie District School Board approve an operating budget of \$354,880,257 for the 2022-2023 school year as presented to the Board.

That the Grand Erie District School Board approve a capital budget of \$25,795,000 for the 2022-2023 school year as presented to the Board.

That the Grand Erie District School Board directs Senior Administration to file this balanced budget with the Ministry of Education on or before the deadline of June 30, 2022.



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Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Liana Thompson, Superintendent of Education
RE: **Annual Review of the Special Education Plan**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the updated plan and the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2022.

Background

As per regulation 306, each school Board is required to maintain a Special Education Plan, to review it annually and to make amendments as appropriate. Each school Board is also required to ensure that updated and comprehensive information regarding Special Education programs and services is made available to the community by the start of the school year.

A copy of the updated Grand Erie Special Education Plan 2021-22 is available on Grand Erie's website [Special Education Plan 2021-22](#).

Additional Information

Any changes to the plan were made in response to feedback from the Special Education Advisory Committee (SEAC) and parent and community input.

The Special Education Plan 2021-22 was presented for review at the April 21, 2022 SEAC meeting and approved at the May 19, 2022 meeting.

Moved by: C. Brady

Seconded by: M. Gatopoulos

THAT SEAC recommends the Board approve the 2021-22 Special Education Plan for submission to the Ministry and uploading to the Board's website.

Carried

Next Steps

The Special Education Report Components Checklist will be completed and submitted, along with two copies of the updated plan, to the Regional Office of the Ministry of Education by July 31, 2022.

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 to nurture curiosity and opportunity for each learner.

Respectfully submitted,

Liana Thompson
Superintendent of Education





Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
RE: **2022-23 Finance Committee, Policy and Program Committee and Regular Board Meeting schedule**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the 2022-23 Finance Committee, Policy and Program Committee and Regular Board Meeting schedule as information.

Background

Each year the Board receives a schedule for Board meetings for the coming year. This report also includes a schedule for Finance Committee and Policy and Program Committee meetings.

Additional Information

As outlined in the General Working By-law:

- Section 2.1 - In the years in which there is a municipal election, the Board shall hold an Inaugural Meeting no later than seven days after the day on which the Board's term of office commences.
- Section 3.1 - Board meetings shall be held on the fourth Monday of each month with some exceptions resulting in alternate dates.

Also, as per the General Governance Policy

- Section 9.2 c) and d) - Finance and Policy and Program Committee meetings will alternate on the second Monday of every month, when possible.

Next Steps

Once received, the schedule will be posted on the school board's website.

Grand Erie Multi-Year Plan

This report supports our mission of building a culture of learning, well-being, and belonging to inspire each learner.

Respectfully submitted,

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

2022-23 Meeting Schedule

Meetings are located at 349 Erie Ave.

In-Camera Board meeting sessions commence at 6:30 p.m.

Public Board meeting sessions commence at 7:15 p.m.

Finance Committee and Policy and Program Committee meetings commence at 6:30 p.m.

2022-23	
September 12	Finance Committee
September 26	Regular Meeting of the Board
October 3	Policy and Program Committee
October 17	Regular Meeting of the Board
November 14	Finance Committee
November 21	Inaugural Meeting Regular Meeting of the Board
December 5	Finance Committee
December 12	Regular Meeting of the Board
January 16	Policy and Program Committee
January 30	Regular Meeting of the Board
February 13	Finance Committee
February 27	Regular Meeting of the Board
March 20	Policy and Program Committee
March 27	Regular Meeting of the Board
April 17	Finance Committee
April 24	Regular Meeting of the Board
May 8	Policy and Program Committee
May 29	Regular Meeting of the Board
June 12	Finance Committee
June 26	Regular Meeting 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: **Boundary Review – Paris Area (Brant North)**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board refer the proposed Paris Area School boundary review to a Special Ad Hoc Committee for stakeholder feedback and input.

Background

The Quality Accommodations Committee has reviewed the current and projected enrolment as well as the physical capacity of schools in the Paris area (Brant North) and recommends the commencement of a School Boundary Review to better balance capacity and enrolment. The review would involve Cobblestone Elementary School, Glen Morris Central Public School, North Ward School, Paris Central Public School, St. George-German Public School, and Paris District High School.

The Town of Paris has been experiencing significant residential development mostly located at the south end of the town. Utilization of Cobblestone Elementary School has exceeded capacity with a current utilization rate of 112%. Further development is occurring or planned within the attendance boundary, resulting in anticipated utilization of 160% in 2026-27 and 221% in 2031-32.

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 88% and would rise to 127% 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.

The north end of Paris has also experienced recent residential development, although not to the scale seen in the south end. Projections indicate that North Ward School will have surplus capacity that could accommodate some excess enrolment from other parts of the town.

Nearby rural elementary schools (St. George-German, Glen Morris, and Burford) are anticipated to have some surplus capacity moving forward, but not in sufficient quantities to accommodate the entirety of the excess enrolment from Paris.

Utilization of Paris District High School is currently at 90% and has 4 portables on site. Residential development within the town is expected to increase enrolment to 96% and 102% in 2026-27 and 2031-32 respectively.

Overall there is anticipated to be a capacity shortfall in the town of Paris of 570 pupil places by 2031-32. Grand Erie does not currently have any approved Capital Projects to construct additional pupil places nor any additional identified school sites within the Town.



Additional Information

Funding for a four-room childcare addition at Cobblestone Elementary School was granted in the Fall of 2021. This addition will help to provide the community with much needed childcare spaces.

Next Steps

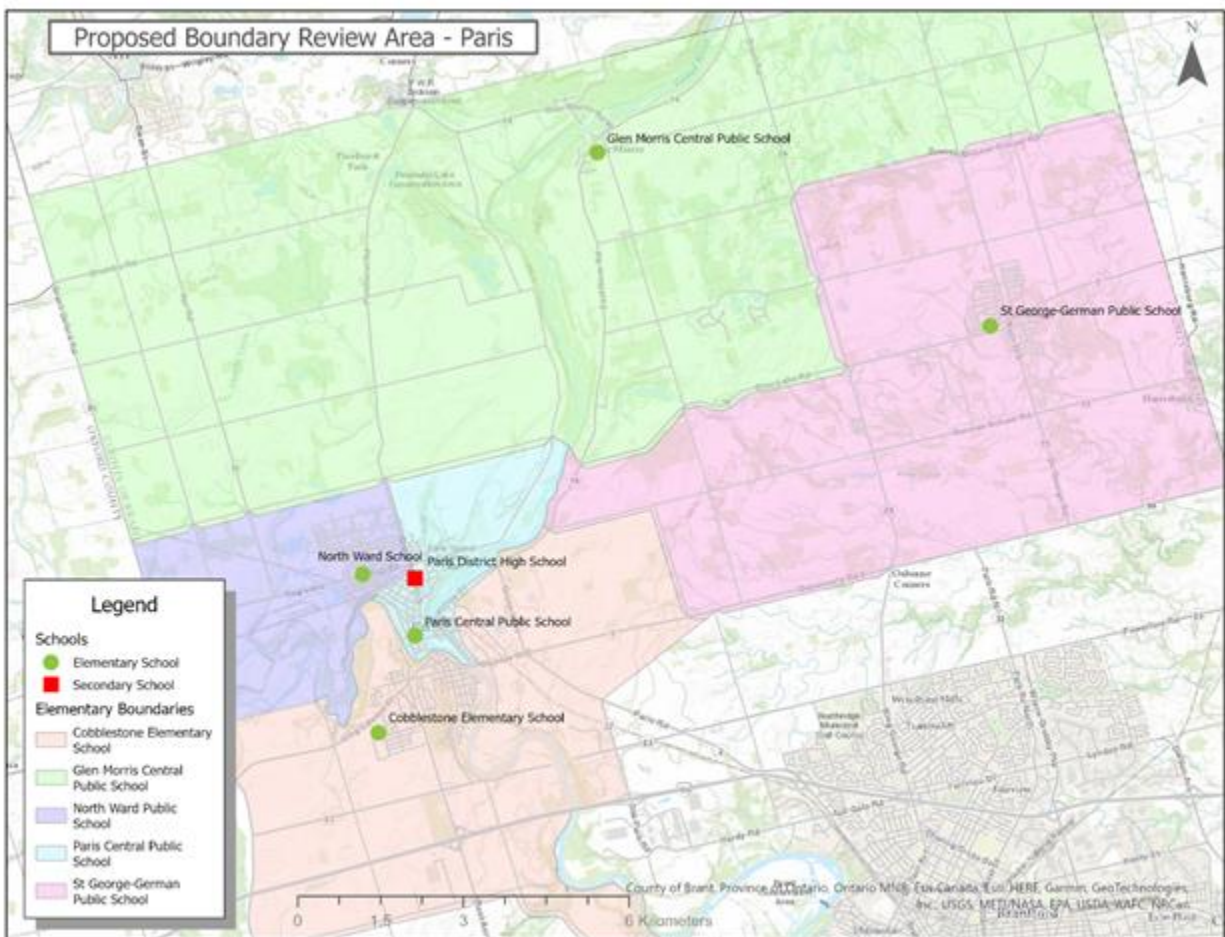
Pursuant to the steps outlined in Boundary Reviews Policy (FT8), Senior Administration, with Board Approval, will form a Special Ad Hoc Committee which will be tasked with the coordination of a public meeting. The goal is to have a recommendation back to the Board by the February 2023 Finance Committee.

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



School	Capacity	Portables	Site Size (ac)	Enrolment						
				2018	2019	2020	2021	2022	2026	2031
Cobblestone Elementary School	536	4	6.99	503	520	512	600	643	860	1185
Glen Morris Central Public School	222	0	5.00	168	166	162	155	179	183	187
North Ward School	504	0	5.95	369	419	417	423	417	423	425
Paris Central Public School	259	0	2.33	192	220	213	227	237	258	331
St George-German Public School	479	0	10.59	405	408	380	398	405	420	526
Burford District Elementary School	541	0	10.92	474	484	390	421	422	432	438
Paris District High School	948	4	12.30	834	849	773	834	850	907	967
Total	3489	8	54.08	2945	3066	2847	3058	3153	3483	4059

School	Capacity	Portables	Site Size (ac)	Capacity Utilization						
				2018	2019	2020	2021	2022	2026	2031
Cobblestone Elementary School	536	4	6.99	94%	97%	96%	112%	120%	160%	221%
Glen Morris Central Public School	222	0	5.00	76%	75%	73%	70%	81%	82%	84%
North Ward School	504	0	5.95	73%	83%	83%	84%	83%	84%	84%
Paris Central Public School	259	0	2.33	74%	85%	82%	88%	92%	100%	128%
St George-German Public School	479	0	10.59	85%	85%	79%	83%	85%	88%	110%
Burford District Elementary School	541	0	10.92	88%	89%	72%	78%	78%	80%	81%
Paris District High School	948	4	12.30	88%	90%	82%	88%	90%	96%	102%
Total	3489	8	54.08	84%	88%	82%	88%	90%	100%	116%

School	Capacity	Portables	Site Size (ac)	Surplus Space						
				2018	2019	2020	2021	2022	2026	2031
Cobblestone Elementary School	536	4	6.99	33	16	24	-64	-107	-324	-649
Glen Morris Central Public School	222	0	5.00	54	56	60	67	43	39	35
North Ward School	504	0	5.95	135	85	87	81	87	81	79
Paris Central Public School	259	0	2.33	67	39	46	32	22	1	-72
St George-German Public School	479	0	10.59	74	71	99	81	74	59	-47
Burford District Elementary School	541	0	10.92	67	57	151	120	119	109	103
Paris District High School	948	4	12.30	114	99	175	114	98	41	-19
Total	3489	8	54.08	544	423	642	431	336	6	-570



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: **Boundary Review – Brantford East**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board refer the proposed Brantford East area School boundary review to a Special Ad Hoc Committee for stakeholder feedback and input.

Background

The Quality Accommodations Committee has reviewed the current and projected enrolment and capacity of schools in the Brantford East area and recommends the commencement of a school boundary review to better balance capacity and enrolment. The Review would involve Woodman-Cainsville Public School, Echo Place School, Major Ballachey Public School, King George School, and Central Public School.

The eastern portion of the City of Brantford has experienced significant growth which is expected to continue into the foreseeable future. Woodman-Cainsville School is currently operating at 178% capacity with 9 portables on site. It is projected that enrolment will peak at to 202% capacity in 2026-27, given the development proposals within the attendance boundary. Enrolment increases are also expected at Central and Major Ballachey Public Schools due to infill and intensification projects anticipated later in the projection time horizon.

Additional Information

In February 2022, to address existing and future pressures on Woodman-Cainsville School, Grand Erie applied for funding for a six-classroom addition through the Ministry of Education's Capital Priorities Program (CPP). In May 2022, the Ministry of Education notified Grand Erie that it would not be approving funding to support the project as part of the 2022-23 CPP.

Next Steps

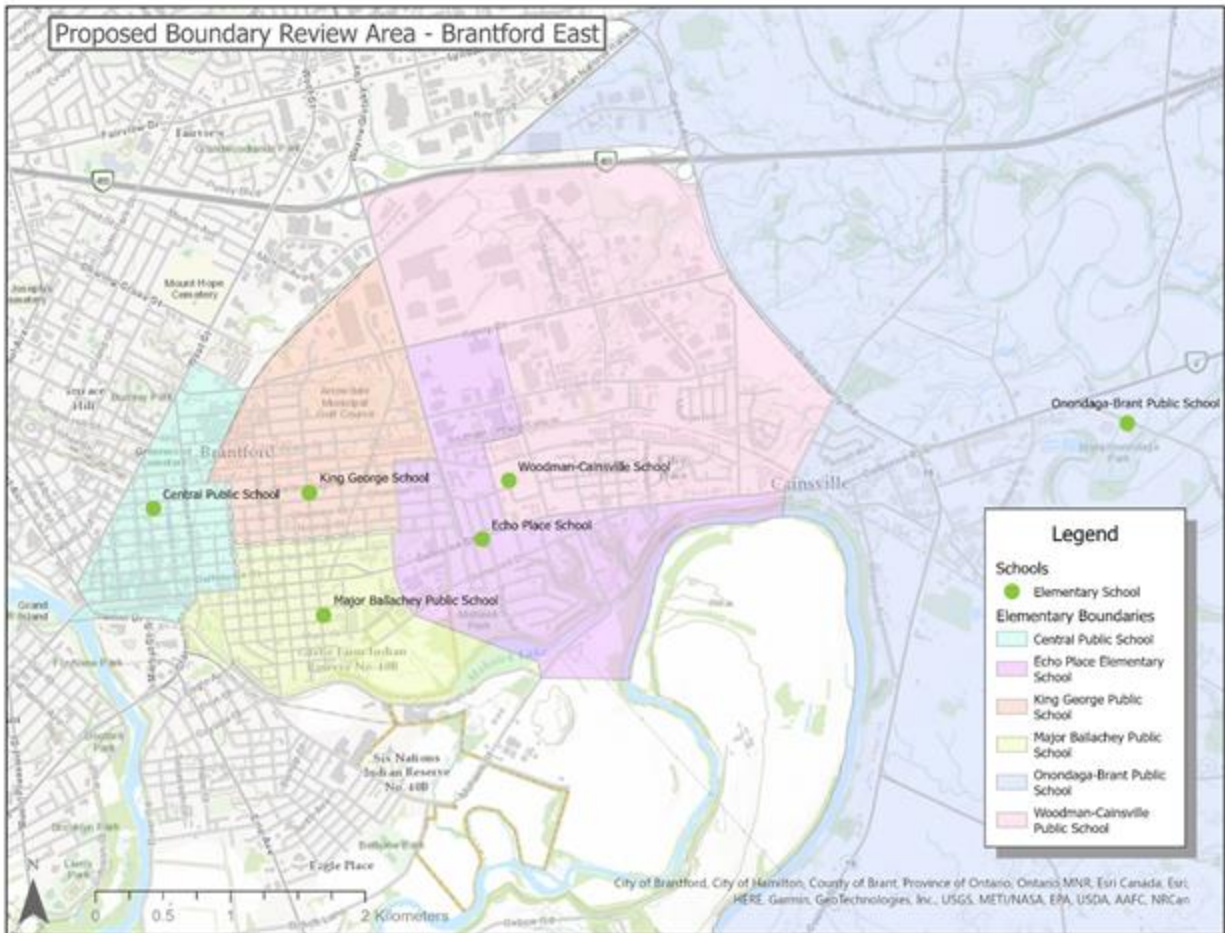
Pursuant to the steps outlined in Boundary Reviews Policy (FT8), Senior Administration, with Board Approval, will form a Special Ad Hoc Committee which will be tasked with the coordination of a public meeting. The goal is to have a recommendation back to the Board by the February 2023 Finance Committee.

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



School	Capacity	Portables	Site Size (ac)	Enrolment						
				2018	2019	2020	2021	2022	2026	2031
Central Public School	190	2	2.42	205	213	187	204	203	219	290
Echo Place School	213	0	2.54	156	162	162	156	154	149	154
King George School	412	0	2.1	285	292	266	275	284	297	289
Major Ballachey Public School	400	0	1.84	330	317	283	312	316	368	472
Onondaga-Brant Public School	190	2	6.00	212	221	211	232	225	217	209
Woodman-Cainsville School	236	9	4.3	337	344	368	421	445	477	467
Total	1641	13	19.22	1525	1549	1477	1600	1627	1727	1881

School	Capacity	Portables	Site Size (ac)	Capacity Utilization						
				2018	2019	2020	2021	2022	2026	2031
Central Public School	190	2	2.42	108%	112%	98%	107%	107%	115%	153%
Echo Place School	213	0	2.54	73%	76%	76%	73%	72%	70%	72%
King George School	412	0	2.1	69%	71%	65%	67%	69%	72%	70%
Major Ballachey Public School	400	0	1.84	83%	79%	71%	78%	79%	92%	118%
Onondaga-Brant Public School	190	2	6.00	112%	116%	111%	122%	118%	114%	110%
Woodman-Cainsville School	236	9	4.3	143%	146%	156%	178%	189%	202%	198%
Total	1641	13	19.22	93%	94%	90%	98%	99%	105%	115%

School	Capacity	Portables	Site Size (ac)	Surplus Space						
				2018	2019	2020	2021	2022	2026	2031
Central Public School	190	2	2.42	-15	-23	3	-14	-13	-29	-100
Echo Place School	213	0	2.54	57	51	51	57	59	64	59
King George School	412	0	2.1	127	120	146	137	128	115	123
Major Ballachey Public School	400	0	1.84	70	83	117	88	84	32	-72
Onondaga-Brant Public School	190	2	6.00	-22	-31	-21	-42	-35	-27	-19
Woodman-Cainsville School	236	9	4.3	-101	-108	-132	-186	-209	-241	-231
Total	1641	13	19.22	116	92	164	41	14	-86	-240



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: **Boundary Review – Waterford Area (Norfolk North West)**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board refer the proposed Waterford Area School boundary review to a Special Ad Hoc Committee for stakeholder feedback and input.

Background

The Quality Accommodations Committee has reviewed the current and projected enrolment and capacity of schools in the Waterford area (Norfolk North West) and recommends the commencement of a School Boundary Review to better balance capacity and enrolment. The Review would involve Bloomsburg Public School, Boston Public School, Delhi Public School, Teeterville Public School, Waterford Public School, and Waterford District High School.

Residential development within the Town of Waterford has exceeded our anticipated growth rate. Waterford Public School is currently overcapacity and is utilizing 6 portable classrooms to accommodate its enrolment. Continued development within the town is expected to yield an additional 120 elementary students for Grand Erie in the next ten years putting further pressure on the Waterford Public School site and facility. Meanwhile, enrolment projections suggest there will be surplus capacity at other elementary schools in the review area, as well as at Waterford District High School.

Additional Information

In February 2022, to address existing and future pressures at Waterford Public School, Grand Erie applied for funding for a six-classroom addition at Waterford Public School through the Ministry of Education’s Capital Priorities Program (CPP). In May 2022, the Ministry of Education notified Grand Erie that it would not be approving funding to support the project as part of the 2022-23 CPP.

Next Steps

Pursuant to the steps outlined in Policy F8 Boundary Reviews, Senior Administration, with Board Approval, will form a Special Ad Hoc Committee which will be tasked with the coordination of a public meeting. The goal is to have a recommendation back to the Board by the February 2023 Finance Committee.

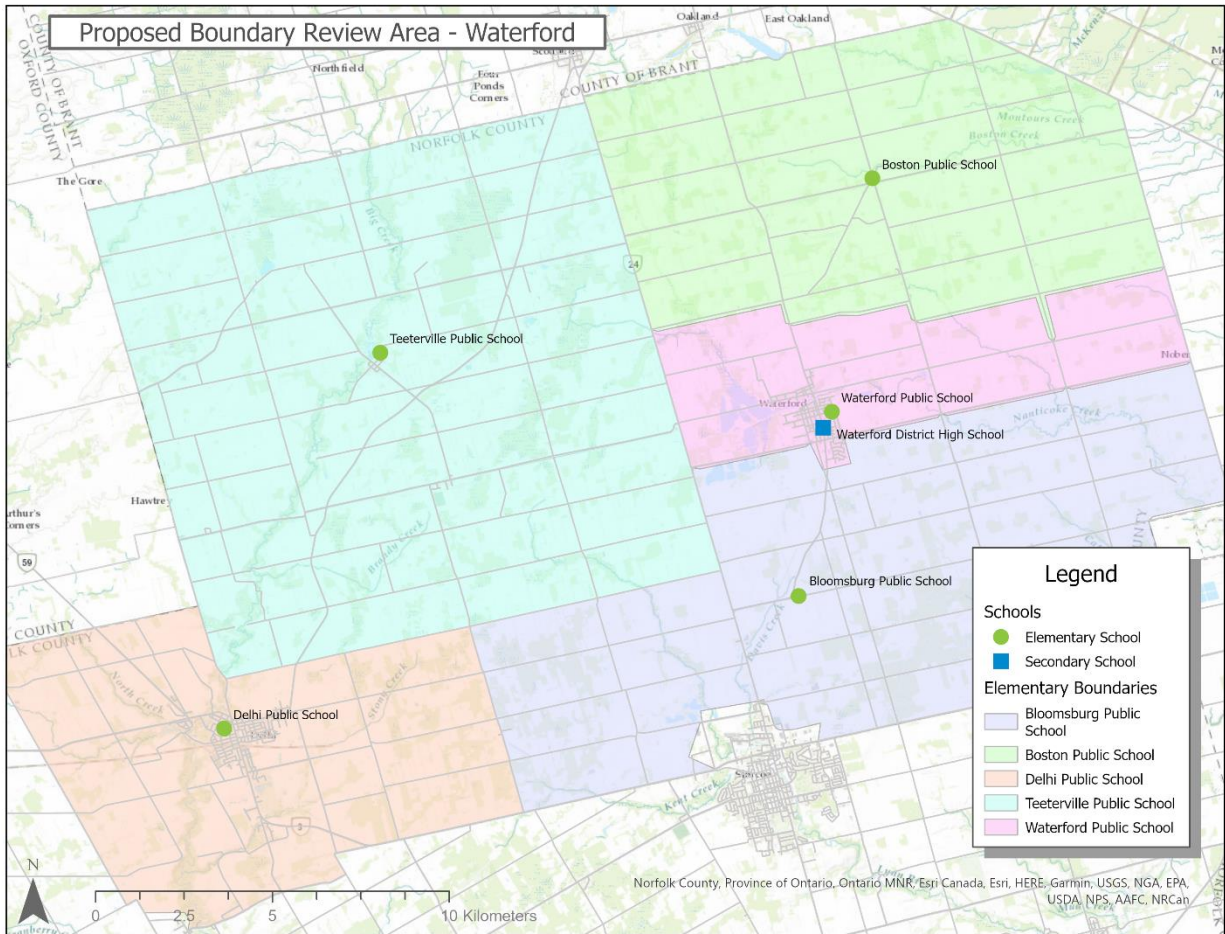
Grand Erie Multi-Year Plan

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





School	Capacity	Portables	Site Size (ac)	Enrolment						
				2018	2019	2020	2021	2022	2026	2031
Bloomsburg Public School	268	0	5.3	207	201	170	194	181	164	165
Boston Public School	233	0	3.5	188	190	166	204	188	178	180
Delhi Public School	412	1	4.9	421	422	286	387	370	393	431
Teeterville Public School	272	0	4.9	204	215	182	216	218	211	201
Waterford Public School	285	6	5.2	340	377	334	410	420	474	537
Waterford District High School	606	0	15.7	371	346	322	353	356	371	382
Total	2076	7	39.53	1731	1751	1460	1764	1733	1791	1896

School	Capacity	Portables	Site Size (ac)	Capacity Utilization						
				2018	2019	2020	2021	2022	2026	2031
Bloomsburg Public School	268	0	5.3	77%	75%	63%	72%	68%	61%	62%
Boston Public School	233	0	3.5	81%	82%	71%	88%	81%	76%	77%
Delhi Public School	412	1	4.9	102%	102%	69%	94%	90%	95%	105%
Teeterville Public School	272	0	4.9	75%	79%	67%	79%	80%	78%	74%
Waterford Public School	285	6	5.2	119%	132%	117%	144%	147%	166%	188%
Waterford District High School	606	0	15.7	61%	57%	53%	58%	59%	61%	63%
Total	2076	7	39.53	83%	88%	74%	89%	87%	90%	95%

School	Capacity	Portables	Site Size (ac)	Surplus Space						
				2018	2019	2020	2021	2022	2026	2031
Bloomsburg Public School	268	0	5.3	61	67	98	74	87	104	103
Boston Public School	233	0	3.5	45	43	67	29	45	55	53
Delhi Public School	412	1	4.9	-9	-10	126	25	42	19	-19
Teeterville Public School	272	0	4.9	68	57	90	56	54	61	71
Waterford Public School	285	6	5.2	-55	-92	-49	-125	-135	-189	-252
Waterford District High School	606	0	15.7	236	260	284	253	250	235	224
Total	2076	7	39.53	346	325	616	312	343	285	180





Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
RE: **Category III Trips (SO15)**
DATE: June 13, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Category III Trips (SO15) report as information.</p>
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Background

As per Procedure SO15 “Out-of-Classroom Field Trips and Excursions”, this report is for trustee information.

Additional Information

The report includes trips that were approved between January and June 2022, and previously approved trips that have not yet taken place. At this time, no trips have been approved.

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 where curiosity and opportunities are nurtured for each learner.

Respectfully submitted,

Kevin Graham
Superintendent of Education





Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Wayne Baker, Superintendent of Education
RE: **Implications of 2022-23 Friday the 13th Events on Port Dover Students**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Option 1 (Lakewood Elementary School remains open to students/transportation runs in Port Dover)** for January 13, 2023.

1. Background Rationale

- 1.1. Each Friday the 13th in Port Dover, there is a community event where, in warm weather, extremely high numbers of motorcyclists visit the community for the weekend, arriving in town on or before the 13th. Their presence in the community can impact our students significantly. Such an event during warmer months is likely to be very well attended. Such an event in colder months will have much less impact on school operations.
- 1.2. In warm weather, access to the schools is severely limited by traffic, as streets are jammed and access to the town is restricted by the Norfolk O.P.P. Issues of safety in traveling to and from school on Friday the 13th are important considerations for our students, their families and our staff. Staff members who reside in town have indicated that staying in their community that day is better than leaving Port Dover and trying to return later in the day. During the colder months, travel is not impacted as significantly.
- 1.3. On previous warm-weather Friday the 13th days, the Board has closed Lakewood Elementary School to students. The staff has reported to school for PD and program activities. On previous cold-weather Friday the 13th days, the Board has kept the school open.
- 1.4. For secondary students living in Port Dover, and attending school at Holy Trinity, Simcoe Composite School and Waterford District High School, group stops were organized outside of town limits on warm-weather Friday the 13th days. During colder months, when transportation runs normally, these special arrangements are not necessary.
- 1.5. There is only one Friday the 13th event during the 2022-23 school year: January 13.

2. Options Considered

- 2.1. **Option One — Lakewood Elementary School Remains Open to Students/Transportation Runs in Port Dover**
This is the usual option for cold-weather Friday the 13th events; January 13 would be considered a cold-weather date.
- 2.2. **Option Two — Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students:**
This is the usual option for warm-weather Friday the 13th events; January 13 would not be considered a warm-weather date.

3. Recommendation

- 3.1. Option One – Lakewood Elementary School Remains Open to Students/Transportation Runs in Port Dover.

4. Budget Implication

- 4.1. Nil

5. Next Steps:

- 5.1. The Principal at Lakewood Elementary School reviewed options with the School Council, as well as affected Unions.
- 5.2. The Board of Trustees decision will be communicated to Transportation, Facilities and Human Resources departments.
- 5.3. The Board of Trustees decision will be communicated to the Lakewood School Council, parent community, and Port Dover community through the GEDSB website and all available media.
- 5.4. The Board of Trustees decision will be communicated to all secondary schools with Port Dover residents, their students, their School Councils and their parent communities.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: April Smith, Superintendent of Education (Program K-12)
RE: **Ontario Human Rights Commission Right to Read Public Inquiry**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive a summary of the **Ontario Human Rights Commission Right to Read** report as information.

Background

The Supreme Court of Canada through its 2012 Moore v British Columbia (Education) decision recognized that learning to read is not a privilege but an essential human right. On February 28, 2022, the Ontario Human Rights Commission (OHRC), released a report on its public inquiry into the right to read. Unlike the Human Rights Tribunal of Ontario (HRTO), the OHRC does not have the power to make legally binding findings of discrimination or to order remedies.

The OHRC [Right to Read](#) inquiry obtained Information from eight English-language school boards, thirteen Ontario English-language public faculties of education and the Ministry of Education. The inquiry also solicited input from experts in reading development and reading disabilities, students, parents, organizations, educators, and other professionals through surveys.

The inquiry focused on word-level reading and the associated early reading skills, considered foundational for reading comprehension. The premise of the inquiry asserts that if students do not develop strong reading skills, their academic achievement is often negatively impacted, they are more likely to leave school before completion, and more likely to struggle with employment, poverty, homelessness, and mental health concerns.

Inquiry Findings

The inquiry gathered both quantitative and qualitative data from multiple stakeholders. The OHRC inquiry focused on historical EQAO (Education Quality and Accountability Office) reading assessment scores which indicated lower than expected scores for all grade three and grade six students, and even lower for students who had an Individual Education Plan (IEP). It was observed that in 2018-19, 53% of grade 3 students with IEPs and 47% of grade 6 students with IEPs were able to meet the provincial standard. These students are given a higher rate of accommodation, such as assistive technology and scribes. This provincial assessment does not measure word reading accuracy and fluency separately. However, these skills impact early reading comprehension.

The OHRC inquiry found that the provincial assessment data indicated that reading scores for students in Ontario is concerning, but specifically more so for students with special education needs, learning disabilities, First Nations, Métis and Inuit students, Black and other racialized students, multilingual students, and students from low-income backgrounds.

Additionally, the inquiry found that marginalized students are disproportionately steered or streamed into applied or locally developed high school classes. Students with learning



disabilities are often also more likely to be streamed in high school or even streamed out of French Immersion programs in elementary school.

Parents reported that they incurred financial burden due to investments in private assessments, loss time at work, difficulties in navigating the school system and negative effects on relationships and mental health.

Recommendations:

The OHRC inquiry articulated 157 [recommendations](#) for public education stakeholders (Ministry of Education, post-secondary faculties of education, school boards,) in the following areas: curriculum and instruction, early screening, accommodations, professional assessments, and systemic issues.

Conclusion

The Ontario education system has a legal duty (under the Ontario Human Rights Code) to eliminate all barriers that place limits on students' opportunities to learn to read. Collaboration amongst public education partners is key to implementing change to address inequities. Further research is needed to address all critical components of a rich language curriculum.

Grand Erie Multi-Year Plan

This report supports the *Learn* indicator of Learn Lead Inspire and the following statement: we will build a culture of learning to nurture curiosity and opportunity for each learner.

Respectfully submitted,

April Smith
Superintendent of Education (Program K-12)



Grand Erie's Draft Early Literacy Plan 2022-23

1

Ontario Human Rights Commission: Right to Read Report



- On February 28, 2022, the Ontario Human Rights Commission (OHRC) released its [***Right to Read inquiry report***](#) on human rights issues affecting students with reading disabilities
- The inquiry has renewed the focus on responsive, evidence-based literacy pedagogy in areas such as curriculum and instruction, universal assessments, reading interventions, accommodations and professional assessments especially for students from marginalized groups
- The report includes recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read.

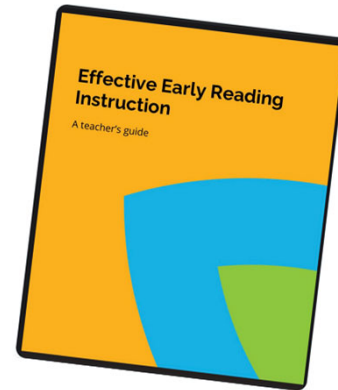
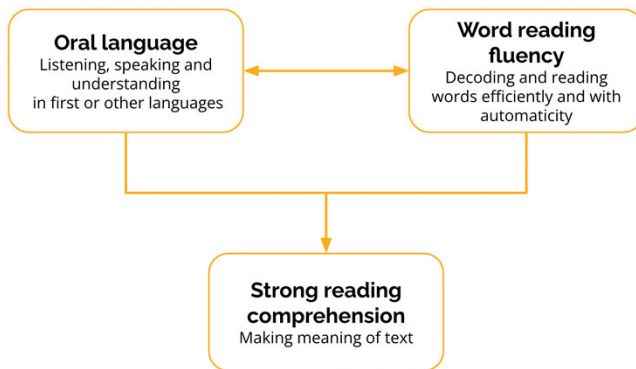
2

Ministry of Education Guiding Document:



Effective Early Reading Instruction

Provides teachers with information on foundational early reading skills, an understanding of how these skills develop in young children, and examples of evidence-based systematic and explicit instructional strategies to support students in becoming proficient and fluent readers.



3

Grand Erie's future focus:



Through a thoughtful, proactive approach Grand Erie will focus on:

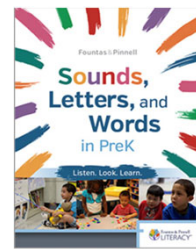
- Building on current [practices and understandings supported by research](#) on how the brain learns to read,
- Collaborate with appropriate partners to initiate consistent [classroom literacy assessments](#) in early years/primary to determine student strengths and next steps in [phonemic awareness, phonics and decoding skills](#)
- Based on student data, support the implementation of [responsive instructional practices](#) that develop foundational word reading skills that can be leveraged in classroom reading instruction
- Interdepartmental collaboration to closely monitor and build the capacity of educators so that they have can effectively meet the literacy learning needs of all learners

4

First steps in 2022-2023:



- Pedagogical audit of Kindergarten and Primary classrooms
- Hiring of a K-12 Literacy Lead to support system direction and professional learning plan
- Development and introduction of early years assessment portfolio (JK, SK, grade 1 educators) through focused professional learning and job-embedded coaching supports
- Pilot instructional resources that support [phonemic awareness, alphabet knowledge/phonetics](#), orthographic mapping and decodable books

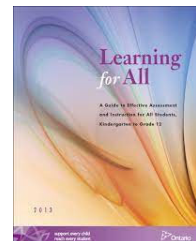


5

First steps in 2022-2023:

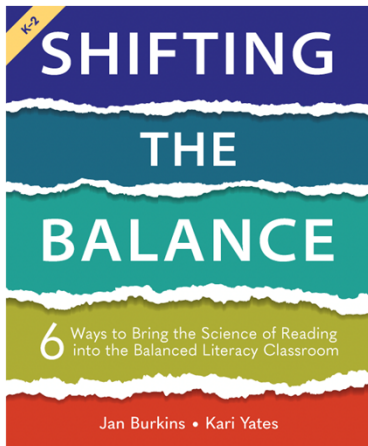


- Specialized Services K-12 will work with intentionality and collaboratively with Program K-12
- For the few students where classroom instruction has not proven effective, more intensive supports will be offered
- 3 Instructional Coaches - Specialized Services, who will be able to support learning resource teachers and classroom teachers to program from an inclusive lens, building in Universal Design for Learning and differentiated and response instruction and assessment.
- The goal to educate all students in their community school classrooms



6

Shifting the Balance:



- Embrace research and examine it with a critical lens
- Audit current practices and resources
- Analyze and adjust early literacy practices where needed
- Create a sense of urgency balanced with safety to examine the impact of literacy instruction and assessment
- Leverage the opportunity to have professional discourse for learning and improving our practice

7



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 (SO-25 & SO-025)**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Visual Identity (SO-25)** Policy.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Visual Identity (SO-025)** Procedure as information.

Background

Visual Identity (SO-25 & SO-025) Policy and Procedure were circulated to all appropriate stakeholders for comments to be received by May 26, 2022.

Comments Received for Policy (SO-25)

- Comment: Review date – should not be a set date, but reviewed within a certain time of the new MYP

Response: Following existing policy format for month and year of review.
- Comment: 3rd paragraph – Superintendents of Education – suggest different wording as this does not include all of our SO's

Response: All Superintendents have this responsibility.
- Comment: None of the policy, procedure nor guide discuss changing of Grand Erie colours – since this a visual representation of the Board, this should come to the Board for approval before any changes are made.

Response: Not recommended. The colours are part of the visual representation of the Multi-Year Strategic Plan.
- Comment: Should there be a statement in policy addressing the Board Logo that no variation in the design or colour with explicit approval by the Board?

Response: This is addressed in the Visual Identity Guide, including a copyright certificate and noted below in references.

Comments Received for Guide

- Comment: page 8 are there restrictions on using the tagline as there are on the use of the logo?

Response: As described in the Visual Identity Guide.
- Comment: page 9 colours – why would there be a difference between logo colours and tagline colours. This is also a cost issue, the more colours, the higher the cost.

Response: There are no extra cost implications with respect to the colours. The tagline colours reflect Grand Erie's new Multi-Year Strategic Plan and identity. The logo colours reflect those in the legacy logo.

3. Comment: page 9 Fonts – what is meant by formal communication? Should that not be all communication?
Response: Formal communication would include corporate material, memos, agendas etc. The use of this font is encouraged in informal communication (like email) but is not enforceable.
4. Comment: page 12 – should there not still be a reference to a formal board ad when the Board Chair and Director names need to be on the ads?
Response: Any “formal” ad would be developed by the Communications and Community Relations department.
5. Comment: Page 16 – School letterhead – why has Board logo been removed and replaced with the tagline?
Response: The Grand Erie logo was not on school letterhead previously. This avoids competing logos on one document. The Grand Erie identity is reflected in the use of the tagline.
6. Comment: Page 16 – Signage – change to the look of the school signs removing the part of the Board logo on signs. This does not allow for a consistent look among schools.
Response: The Grand Erie logo remains on signage.
7. Comment: Grand Erie colours are stated on page 8 of the guide however on page 14 a flyer is in purple, can you explain please?
Response: This is a GEPIC flyer, using the legacy colours and logo now associated with GEPIC This purple is also part of the palette of complementary colours.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy. Draft revised documents are attached.

Next Steps

These documents will be available on the school board's website in keeping with Grand Erie's General Governance Policy Section 1.2 c) and Section 1.3 i).

Respectfully submitted,

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



POLICY

SO-25

Visual Identity

Board Received:

Review Date:

Responsibility: Director of Education

Objective:

Grand Erie District School Board's visual identity supports the mission, vision and values of the Board. Grand Erie's visual identity includes: Board Name, Logo, Colours, Tagline, Styles, Typography.

Policy Statement

Staff shall adhere to the visual standards of the Board to promote consistency in Grand Erie. The Director, Superintendents of Education and the Manager of Communications and Community Relations will monitor compliance with the Visual Identity Policy.

References:

- Visual Identity (SO-025) Procedure
- Visual Identity Guide
- Board Advertising (F-104) Procedure
- Purchasing (F6) Policy
- Multi-Year Strategic Plan 2021-26
- Certification of copyright: Official Mark (logo), Name, and Design (Trademark file numbers: 918209, 918055)
- Accessibility Standards



PROCEDURE

SO-025

Visual Identity

Board Received:

Review Date:

Responsibility: Director of Education

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.

References:

- Visual Identity (SO-25) Policy
- Visual Identity Guide
- Board Advertising (F104) Procedure
- Purchasing (F6) Policy
- Multi-Year Strategic Plan 2021-26
- Certification of copyright: Official Mark (logo), Name, and Design
- Accessibility Standards



Four Variant
 Preferred logo for most uses. The primary logo must appear on a white background. In any situation that requires a non-white background, please refer to the logo treatments below.

Greyscale Variant
 Logo should only be used whenever the document is printed in black and white, with an availability for shades of grey.

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.

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
 All variations of the Grand Erie Learn Lead Inspire logo are not available from our online Visual Identity.

Reversed Logotype
 Reversed logotype should only appear in Lead Inspire colours as per the colour breakdowns.



GRAND ERIE Visual Identity Guide

REVISED: APRIL 2022





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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.

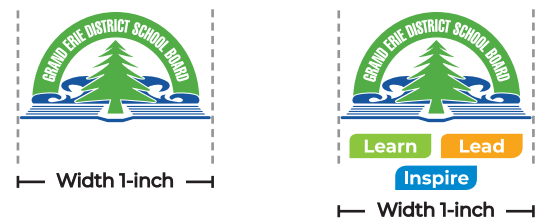
The size of the safety zone is equal to the measure of **one-quarter of the logotypes width or height**. The safety zone provides for aesthetically consistent incorporation of white space between the logo and other elements, such as the edge of a page. It also provides a refined and easy-to-reference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

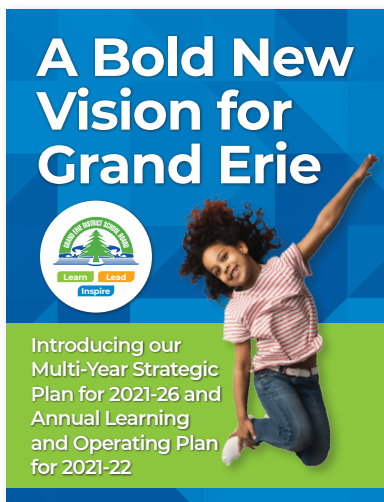
Grand Erie Multi-Year Strategic Plan for 2021-26



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**

There are generally two kinds of ads: formal and informal.

Formal ads include Board initiatives such as Special Education Advisory Committee (SEAC) member recruitment ads and Accommodation Reviews.

Informal ads include Kindergarten Registration and Student Success initiatives.

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

Formal ad Example:

TRUSTEE APPOINTMENT
(County of Brant and Norfolk County, Wards 3 & 7)

Grand Erie District School Board is now accepting applications for a trustee appointment for the balance of the electoral term (to November 2022).

Trustees are elected officials who serve parents/guardians, students and taxpayers to support student achievement and well-being. Trustees are also the link between communities and the Board, ensuring Grand Erie schools meet the diverse needs of students in their respective communities.

Candidates interested in the position must be:

- A Canadian citizen
- 18 years of age or older
- A resident within the geographic jurisdiction of the Grand Erie District School Board as well as a voter for Grand Erie
- A strong supporter of public education

Application forms are available online at granderie.ca. Completed forms must be submitted with a cover letter, including a statement of intent and résumé.

Applicants with a disability that requires an accommodation to enable their participation in the interview process should advise the Board when contacted for an interview. Any materials used in the interview process can be made available in an accessible format, upon request in advance.

Apply to:
Executive Assistant to the Board of Trustees
1-888-548-8878 ext. 281133 or
kathryn.giamini@granderie.ca

Applications are due **November 10, 2020 at 12 p.m.**
Applicants will be contacted following the deadline.
Interviews will be held in November.

For more information on the application process, visit granderie.ca

Greg Anderson,
Chair of the Board

JoAnna Roberto,
Director & Secretary of the Board

Informal ad Example:

Ready, Set, Kindergarten!

Kindergarten registration is now open.

Register today at granderie.ca/kindergarten

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 ext. **281147**. Toll-free: **1-888-548-8878**. 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.

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

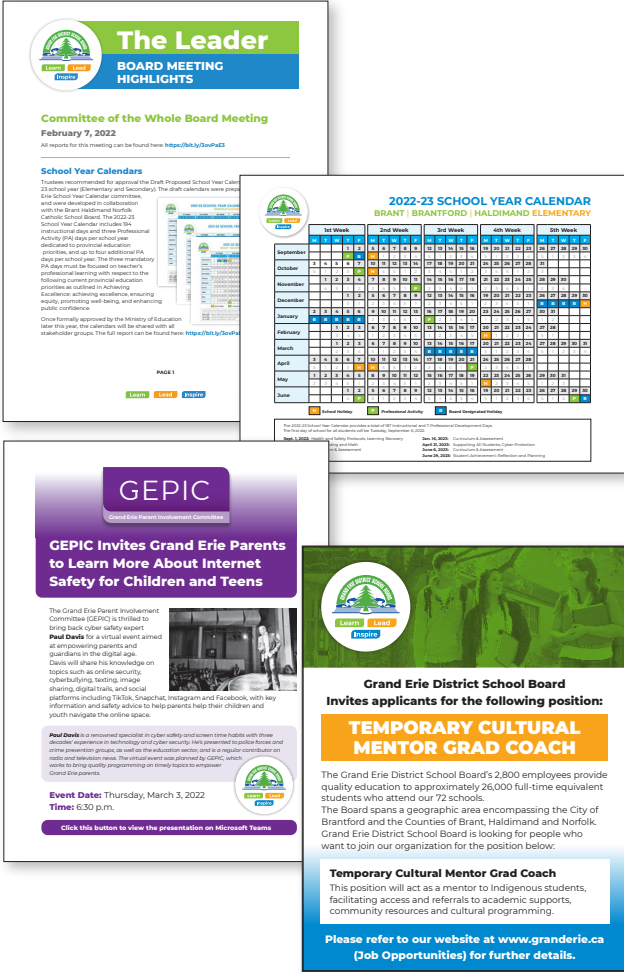
Co-branding should be used on all school products (both printed and electronic).

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:



Co-Branding

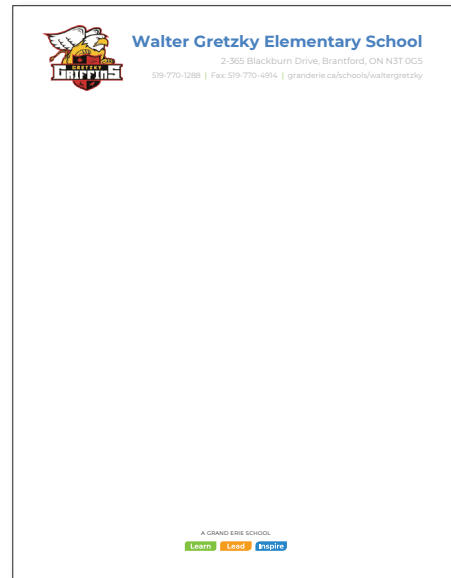


Co-Branded Material

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.

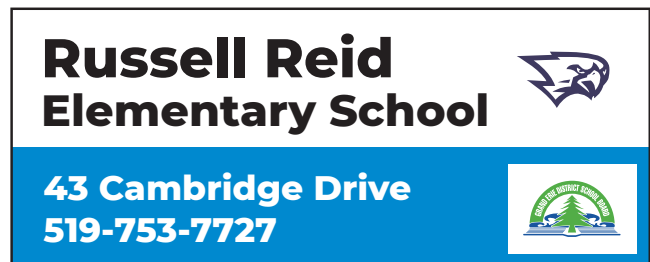
A school can determine the type of sign they wish based on a criteria. In a heritage-designation neighbourhood, for example, or if the school is built prior to 1950, a school can work with Facilities to choose a historical sign.

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



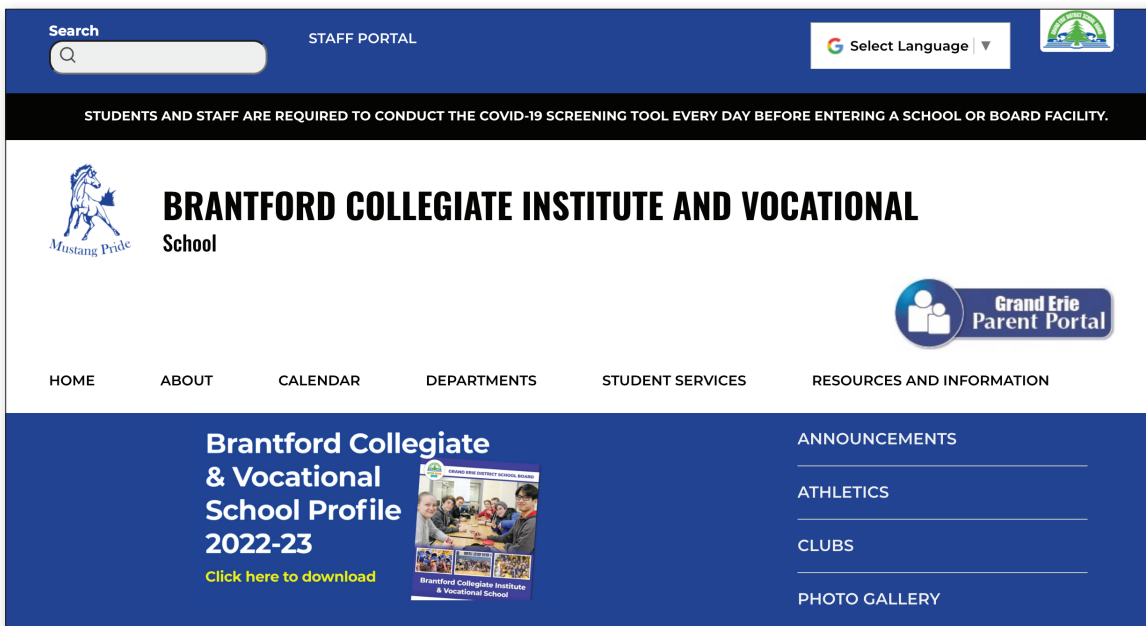
The Grand Erie website is a key communications tool for Grand Erie District School Board.

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



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

Registraire des marques de commerce
Registrar of Trademarks

Canada





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: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Advocacy (F-05)**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Advocacy (F-05) Policy.

Background

Advocacy (F-05) policy was circulated to all appropriate stakeholders for comments to be received by April 28, 2022.

Additional Information

No comments were received and the draft policy is attached.

Next Steps

Upon approval, this policy will be available on the school Board website in keeping with Grand Erie's General Governance Policy Section 1.2 c).

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



POLICY

F-05

Advocacy

Board Received:

Review Date:

Responsibility: Superintendent of Business

Objective:

The key objective of the Grand Erie District School Board's advocacy is to develop effective two-way communications with all levels of government to support the Board's mission *which is that "together, we build a culture of learning, well-being and belonging to inspire each learner."*

Policy Statement

The Grand Erie District School Board is committed to building effective relationships with government.

As an advocate for its students and community, the Board follows these guidelines:

- Focus on ongoing communication between school boards, education partners and government through established mechanisms and channels.
- Communication will not be based on personal or partisan agendas.
- Maximize resources for student success and achievement.

Where consulting or other related services are required to affect advocacy initiatives of the Board, such services are subject to the Board's Purchasing Policy (F6).

Reference:

- [Ministry of Education Memorandum 2006: B15](#)



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 Reviews (FT-08 & FT-008)**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Boundary Reviews (FT-08)** Policy.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Boundary Reviews (FT-008)** Procedure as information.

Background

Boundary Reviews (FT-08 & FT-008) policy and procedure were circulated to all appropriate stakeholders for comments to be received by May 26, 2022.

Comments Received for Policy (FT-08)

- Comment: Since this policy is a Board function, and involves trustees this should be a policy only not a procedure and suggested separate procedure
Response: No amendment required.

Comments Received for Procedure (FT-008)

- Comment: #6 does not say anything about answering the questions, could this section be reworded?
Response: Amended.
- Comment: #9 discussion/suggestions of grandfathering of students should be part of the report.
Response: No changes required. Specific alternatives and recommendations shall be discussed during Special Ad Hoc committee meetings.
- Comment: #13 should school messenger be included especially the students/families that may be affected with the boundary changes?
Response: Amended.
- Comment: Ministry guideline reciprocal Education Agreement, High school students coming from Six Nations Mississauga Credit from out of district, as long as they have their registration forms in ahead of time, out of district should not be considered as out of boundaries.
Response: No change required, this comment would be more directly aligned to SO-121, *Request to Attend a School Outside the Home Area School*

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and Procedure. Draft revised documents are attached.

Next Steps

These documents will be available on the school board's website in keeping with Grand Erie's General Governance Policy Section 1.2 c) and Section 1.3 i).

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Boundary Reviews

Board Received:

Review Date:

Responsibility: Superintendent of Business

Objective:

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.

Policy Statement:

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.

References:

- Boundary Reviews (FT-008)
- [Education Act 171\(1\), s.7](#)



Boundary Reviews

Board Received:

Review Date:

Responsibility: Superintendent of Business

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 special ad hoc committee for stakeholder feedback and input.
3. A special ad hoc committee will be established under the leadership of the Superintendent of Business or Education.

The special ad hoc committee 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 special ad hoc committee.
 - Additional resource personnel as required by the Superintendent of Business or Education or Director Education.
4. Prior to a public meeting of the special ad hoc committee, the Superintendent of Business or Education shall convene an orientation meeting for all special ad hoc committee members. The purpose of the orientation meeting is to prepare special ad hoc committee 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 special ad hoc committee
 5. A public meeting of the special ad hoc committee will be advertised on all appropriate and relevant communication channels such as, the Board and school websites, social media, school newsletter(s) or 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 and for the special ad hoc committee to provide answers where appropriate.
7. Following the public meeting, the special ad hoc committee will review the information, questioned posed 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 special ad hoc committee 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 February Board meeting. Should the Board approval be made later than February 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 all appropriate and relevant communication channels such as the Board and school websites, through social media, or through the school newsletter, School Messenger(s) or direct email/letter.

References:

- Boundary Review (FT-08)
- [Education Act 171\(1\), s.7](#)



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Lisa Munro, Superintendent of Education
RE: **Privacy and Records Information Management (SO-19)**
DATE: June 13, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Privacy and Records Information Management (SO-19) Policy to all appropriate stakeholders for comments to be received by September 28, 2022.</p>

Background

Privacy and Records Information Management (SO-19) Policy was approved by the Board in January 2018 and has been identified for review.

Additional Information

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

Next Steps

This policy will be available on the school board's website in keeping with Grand Erie's General Governance Policy Section 1.2.2 f).

Respectfully submitted,

Lisa Munro
Superintendent of Education



Privacy and Records Information Management

Board Received: January 29, 2018

Review Date: February 2022

Responsibility: Superintendent of Education responsible for Privacy

Objective:

The Grand Erie District School Board is committed to the protection of personal information and management of records information to which it is entrusted and to the individual's right of privacy regarding personal information that is collected, used, disclosed, and retained within its care and custody. ~~in the school system.~~

Policy Statement:

The Grand Erie District School Board complies with all applicable provisions under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the Personal Health Information Protection Act (PHIPA), the Education Act, including the Ontario Student Record Guidelines, and the Personal Information and Protection of Electronic Documents Act (PIPEDA) and such other relevant statutes and regulations of the Province of Ontario and the Government of Canada ~~to collect, use, retain and disclose personal information in the course of meeting its statutory duties and responsibilities in the service of the staff, students and communities of Grand Erie.~~

The ~~Grand Erie District School~~ Board further commits to follow a national standard called the Canadian Standards Act (CSA) Model Code for the protection of Personal Information which is comprised of 10 Fair Information Principles ground in Ontario privacy legislation.

~~This policy applies to:~~

- ~~• All records within the custody or under the control of the Board and addresses all aspects of Board operations and all records made or received in the day-to-day business operations of the school or Board, including student records, regardless of the medium in which those records are stored and maintained. It ensures that records are available as evidence of Board functions and activities and supports operating requirements.~~
- ~~• All business applications and information technology systems used to create, store, and manage records and information including email, database applications, and websites.~~
- ~~• All Board staff and to third party contractors or agents who collect or receive records and information on behalf of the Board. All staff shall be responsible and accountable for creating, maintaining accurate business records within their control.~~

Accountability

- ~~1. Frequency of Reports — As needed~~
- ~~2. Criteria for Success — A privacy culture embedded into daily practices that promotes both the protection of personal information and freedom of access.~~

1. General Principles

1.1 Accountability

~~Under the *Municipal Freedom of Information and Protection of Privacy Act*, the Board is responsible for personal information and confidential records under its control and has designated a Freedom of Information (FOI) Coordinator and Head of the Institution* who are accountable for compliance with privacy legislation.~~

1.2 Specified Purposes

The Board shall specify the purposes for which personal information is collected, used, retained and disclosed, and shall notify individuals at or before the time the information is collected.

~~1.3—Consent~~

~~An individual's informed consent is required for the collection, use and disclosure of personal information, except where otherwise permitted by law.~~

~~1.4—Limiting Collection~~

~~The collection of personal information must be fair, lawful and limited to that which is necessary to the specified purpose. Personal information shall be collected only when it is necessary for providing for the education of students, the employment of staff, or as required and authorized by law.~~

~~1.5—Limiting Use, Retention, and Disclosure~~

~~The use, retention and disclosure of personal information and confidential records are limited to the specified purposes identified to the individual except where otherwise permitted by law.~~

~~1.6—Accuracy~~

~~The Board shall ensure that personal information and confidential records are accurate, complete and up to date in order to fulfill the specified purposes for its collection, use, disclosure and retention.~~

~~1.7—Safeguards~~

~~Personal information and confidential records are secured and protected from unauthorized access, disclosure and inadvertent destruction by adhering to safeguards appropriate to the sensitivity of the information.~~

~~1.8—Openness and Transparency~~

~~Policies and practices relating to the management of personal information and confidential records are made readily available to the public.~~

~~1.9—Access and Correction~~

~~An individual has the right to access his/her personal information and will be given access to that information, subject to any restrictions. All Freedom of Information requests shall be considered in consultation with the Freedom of Information Coordinator of the Board to ensure compliance with individuals' right of access.~~

~~An individual has the right to challenge the accuracy and completeness of the information and to request that it be amended as appropriate, or to have a letter/statement of disagreement retained on file. Any individual to whom the disclosure of the personal information has been granted in the year preceding a correction has the right to be notified of the correction/statement.~~

~~An individual is to be advised of any third party service provider's requests for his/her personal information in accordance with privacy legislation.~~

~~1.10—Compliance~~

~~An individual may address or challenge compliance concerning the above principles to the Freedom of Information Coordinator accountable to the Board.~~

Procedures

~~1.0—Training and Awareness~~

~~1.1—Role specific privacy training is provided to all Grand Erie District School Board staff and trustees, including temporary staff to complete within a specified time frame. Volunteers and third party service providers have access to training~~

~~as deemed necessary. Subsequent privacy review shall be completed as deemed necessary.~~

~~1.2 All staff, and trustees shall be responsible for the compliance with SO19 and MFIPPA standard for privacy and information management as it applies to their roles. It is an expectation that all staff, volunteers, and trustees will have familiarized themselves with Policy SO19 and have watched the board's PIM Overview video on the board website.~~

~~1.3 When volunteers, COOP students, or practice teachers are engaged with students in schools it is the responsibility of staff to limit and protect access to personal information of students. If possible volunteers, COOP students, or practice teachers should be directed to the board website and privacy resources.~~

2. Records Information Management

~~All records and information received, created, and maintained within administrative departments and schools support the Board's day-to-day operations. As such, they are the property of the Board and subject to this policy.~~

References

- Privacy and Records Information Management (SO-019)
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Personal Health Information Protection Act (PHIPA)*
- *Personal Information Protection and Electronic Documents Act (PIPEDA)*
- *Education Act*
- *Ontario Student Record (OSR) Guideline 2000*
- *Ontario Student Records Procedure (SO-104)*
- *[Privacy Breach Response Procedure \(SO-105\)](#)*
- *Volunteers Procedure (SO-126)*
- *~~*The position of Head of the Institution was delegated to the Director of Education in a Board motion September 17, 2012~~*



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Lisa Munro, Superintendent of Education
RE: **Use of Electronic Communication and Social Media Guidelines (SO-03)**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Use of Electronic Communication and Social Media Guidelines (SO-03)** Policy to all appropriate stakeholders for comments to be received by **September 28, 2022.**

Background

Use of Electronic Communication and Social Media Guidelines (SO-03) Policy was approved by the Board in May 2018 and has been identified for review.

Additional Information

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

Next Steps

This document will be available on the school board's website in keeping with Grand Erie's General Governance Policy Section 1.2.2 f).

Respectfully submitted,

Lisa Munro
Superintendent of Education



Use of Electronic Communication and Social Media Guidelines

Board Received: January 29, 2018

Review Date: February 2022

Responsibility: Superintendent of Education responsible for Information Technology

Policy Statement:

Grand Erie District School Board supports appropriate, safe and secure two-way communication between Grand Erie, schools and board departments and their communities (teachers, staff, students, parents/caregivers), by providing guidelines for effective electronic communication to support building a culture of learning, well-being and belonging.

Grand Erie encourages schools and board departments to communicate information and activities by developing and maintaining appropriate communications channels and tools in consultation with relevant internal departments.

The Grand Erie District School Board recognizes that electronic communication and social media are an effective tool to connect and engage with a wide range of audiences, including colleagues, students, parents, staff and the community.

The Board recognizes the changing nature of technology and continues to work to remain current while providing staff with increased opportunities ~~for the use of~~ to develop and implement new technologies and applications.

References:

- Use of Electronic Communication and Social Media Guidelines (SO-XXX)
- Code of Conduct Policy (SO-12)
- Grand Erie's Code of Digital Citizenship
- Acceptable Use of Information Technology Policy (SO-27)
- Website Requirements Procedure (SO-134)
- Ontario College of Teachers – *Professional Advisory: Use of electronic communication and social media*
- Elementary Teachers' Federation of Ontario – *Electronic Communication and Social Media: Advice to Members*



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: **Right to Disconnect (HR-002)**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Right to Disconnect (HR-002)** Procedure as information.

Background

Right to Disconnect (HR-002) is a new procedure that has been developed as a result of amendments made to the *Employment Standards Act, 2000* under Bill 27, the *Working for Workers Act, 2021*.

Additional Information

The Procedure was circulated to appropriate stakeholders for comment in keeping with Grand Erie's General Governance Policy Section 1.3 f).

Next Steps

This Procedure will be available on the school board's website in keeping with Grand Erie's General Governance Policy Section 1.3 i).

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources



PROCEDURE

HR-002

Right to Disconnect

Board Received:

Review Date:

Responsibility: Superintendent of Human Resources

Purpose:

The Grand Erie District School Board (“Grand Erie”) encourages and supports employees in prioritizing their own health and well-being. Disconnecting from work is important for an individual’s well-being and helps employees achieve a healthy and sustainable work-life balance.

In accordance with *the Employment Standards Act (“ESA”)* and any *Regulations* made under *the Act*, Grand Erie supports employees with their right to disconnect from work.

1.0 Definitions:

- a) As defined by the *ESA*, “disconnecting from work” means “not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work”.

2.0 Guiding Principles:

- a) All employees are encouraged to disconnect from work outside of their normal working hours.
- b) To the extent possible, work-related communications via any medium should only be sent, received, and checked during regular working hours. An employee’s normal working hours and any applicable break periods are as set out in their employment contract, applicable collective agreement, terms and conditions of employment, or as identified by law.
- c) There may on occasion be legitimate situations when it is necessary to contact employees after-hours, including but not limited to: notification of staff absences, filling vacant positions, inclement weather, emergency, urgent or unforeseen situations.
- d) Although everyone should be mindful of the right to disconnect, situations can arise where it is not possible to deal with matters during normal working hours. Given that employees across Grand Erie may have differing hours of work, some employees may issue communications after-hours. All employees must give due consideration to this operational reality when sending or receiving communications.
- e) Where an employee is out of the office for an extended period of time (e.g. conferences, lengthy meetings, absences, etc.) they are encouraged to set automatic replies on their voicemail, email and other communication platforms as appropriate. This will provide notification of their absence, forwarding messages and calls to appropriate designates, and set reasonable expectations for response times.
- f) This procedure will be provided to all new employees within 30 days of joining the employ of Grand Erie.

References:

- *Employment Standards Act, 2000*



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Wayne Baker, Superintendent of Education
RE: **Anti-Sex Trafficking Protocol**
DATE: June 13, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the **Anti-Sex Trafficking Protocol** as information.

Background

The Ministry of Education enacted Policy/Program Memorandum 166 – *Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* effective January 31, 2022.

Additional Information

Grand Erie collaborated with Brant Haldimand Norfolk Catholic District School Board staff to ensure consistent language and approaches in responding to, and prevention of, sex trafficking. Both boards hired the same consultant to assist with the mandated consultation process, protocol development, and training.

The boards consulted with members of the PATH committee (Prevention Against Trafficking of Humans), which includes police services in all three areas of the board, women’s services, sexual assault services, victim services, Six Nations services, mental health agencies, child welfare and legal services. These groups will support Grand Erie in the education of staff, caregivers and students regarding sexual exploitation of youth. Grand Erie maintains a representative on the PATH committee to ensure ongoing collaboration between the board and the community regarding how we prevent and respond to sexual exploitation.

Grand Erie conducted student consultations to determine how they want to be educated about sex trafficking; they identified their needs as: information about warning signs of trafficking; counselling support, and how to support a friend at risk. Parent consultations indicated an interest in ongoing education for themselves, students and staff that would ensure timely response to warning signs of trafficking. Staff consultations identified the preference for an intervention approach that centres student needs and provides a variety of pathways to care.

The protocol is consistent with the practice by which Grand Erie staff currently respond to students who have been identified as being at risk of sex trafficking and builds on systems and supports already in place. For example, Safe and Inclusive Schools staff provide consultation and individual program support for youth in need. Social Workers provide assessment and referrals, as well as counselling. Both Social Workers and Attendance Counsellors alert the Safe and Inclusive Schools Lead so that youth at risk of sex trafficking can be presented at the community situation tables if required. Referrals to community agencies are made as appropriate.



Next Steps

1. Training in Fall 2022 for all Grand Erie staff about human trafficking, warning signs, how to respond, pathways to care, and awareness of the protocol.
2. Parent training in Fall 2022, possibly in a co-hosted community event with the Brant Haldimand Norfolk Catholic District School Board.
3. More intensive training for staff who, as a function of their jobs, would provide direct support to students experiencing sexual exploitation.
4. Develop a student resource regarding sex trafficking that is clearly visible in schools.
5. Safe Schools staff, social workers and mental health staff will create a trauma-informed plan for educating students about sex trafficking.
6. Safe Schools will provide cyber-safety programming, including a Media Smarts program for grades 3-8.
7. Safe Schools will promote awareness of sex trafficking and available resources on the Grand Erie website and Brightspace.

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Learn Lead Inspire and the following statement: we will build a culture of well-being to support the cognitive, social emotional and physical needs of each learner.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Keeping Students Safe **Grand Erie District School Board Anti-Sex Trafficking Protocol**

June 2022

POLICY STATEMENT:

The Grand Erie District School Board is committed to providing safe and inclusive school environments where students can learn, grow and thrive. As part of our ongoing commitment to the well-being of students, we recognize that daily contact with our students allows us the unique opportunity to not only educate on promotion of healthy relationships, but also to notice troubling changes in student behaviour and connect with students as caring adults. Education staff are well placed to respond and intervene with students who may be at risk of harm from self or others. One of the risks that students may face is sex trafficking.

In accordance with [Policy and Procedure Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#), Grand Erie District School Board has developed this Protocol.

The Grand Erie District School Board (“Grand Erie”) is fundamentally opposed to, and has a zero-tolerance policy on, sex trafficking of persons in which a commercial sex act is induced by force, fraud, or coercion.

Grand Erie will educate staff and students with a view to preventing individuals from becoming victims, as well as ensure a pathway to care for any individuals impacted by human sex trafficking. Grand Erie will show compassion and ensure availability of resources to assist any students who may have been victimized by or are survivors of human sex trafficking.

SCOPE

This protocol applies to in-person and online learning. The protocol includes all school and school board activities, including field trips, overnight excursions, board-sponsored sporting events and board-operated before- and after-school programs.

SEX TRAFFICKING

Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining, or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women, girls and gender-diverse individuals, but any person could be targeted.

Indigenous and racialized individuals are especially vulnerable to experiencing sex trafficking. The intersections of colonization, intergenerational trauma, systemic discrimination and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers for Indigenous women and girls – who comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation, in Canada.

STATEMENT OF PRINCIPLE

Grand Erie's mission is to build together a culture of learning, well-being and belonging to inspire each learner. This protocol is imperative to the success of the Grand Erie in fulfilling this mission.

Grand Erie operates on the traditional territories of many indigenous peoples. Grand Erie has many students and families who are of indigenous descent and is situated between two reservations. Grand Erie recognizes we as community leaders are well positioned to support our community, students, families and staff to identify, engage, and support those who are impacted by sex trafficking.

A ROLE FOR PARENTS/CAREGIVERS

Parents/caregivers are key partners in preventing and identifying sex trafficking. Parent/caregiver voices are imperative to the review and development of this protocol and implementation of education and awareness activities.

Parents/caregivers are key partners in preventing children and youth from becoming vulnerable to sex trafficking and will also help inform development, implementation and review of anti-sex trafficking protocols.

Grand Erie acknowledges that care must be given when reaching out to parents, families and caregivers to ensure they are safe adults prior to engaging with them on matters regarding students. Outreach to Indigenous parents/caregivers, as well as outreach to Black and racialized parents/caregivers, will be trauma-informed and culturally appropriate, recognizing historic and systemic barriers that may impact their participation. Every effort will also be made to reduce cultural and/or linguistic barriers when reaching out to parents/caregivers about this protocol. In addition, Grand Erie District School Board will ensure that information, support and communications are available to non-English speaking caregivers.

FOSTER STUDENT VOICES

Students are the focus of this protocol and have been and will continue to be involved in efforts to develop actions against sex trafficking. Grand Erie will continue to invite student groups to participate and inform the design, development, delivery, and implementation of anti-sex trafficking protocols and awareness activities.

Grand Erie recognizes that students with lived experience are experts and, if willing and appropriately supported through trauma-informed approaches, could share their stories and insights as part of efforts to build awareness and empower students.

BUILD MULTI-SECTORAL RELATIONSHIPS WITH COMMUNITY ORGANIZATIONS

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities. Grand Erie will remain a member of the Partners Against Human Trafficking (PATH) Committee to continue to foster cross-sectoral relationships across Brantford, Haldimand, Norfolk, Six Nations and Mississaugas of the Credit.

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Grand Erie values the input and expertise of the community agencies doing anti-trafficking work. Agencies who reviewed, provided input and will hopefully continue to support this protocol are:

- **Victim Services of Brant**
- **OPP**
- **Nova Vita**
- **Canadian Mental Health Association of Brant**
- **Brant Haldimand Norfolk Catholic District School Board**
- **Brantford Police Services**
- **Brant O.P.P., Norfolk O.P.P., Haldimand O.P.P.**
- **Child and Family Services of Grand Erie**
- **Haldimand Norfolk Reach**
- **Ganohkwasra Family Assault Support Services**
- **Woodview Mental Health and Autism Services**
- **Sexual Assault Centre of Brant**

Ongoing partnerships with local police services, child welfare and other community agencies are in place to support Grand Erie's goal to create safe, inclusive, and welcoming learning environments that protect students from being trafficked for the purposes of sexual exploitation and ensure timely and coordinated responses to students who are impacted or may be at risk.

INTERVENTIONS MUST BE SAFE

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

The dignity, health, safety, and well-being of students shall be given the highest priority. Every attempt will be made to respect student privacy and self-esteem. All who assist in this process must maintain confidentiality. Interventions will seek to respond to immediate dangers, lower identified risk factors and avoid any actions that will make an individual's situation more unsafe.

Responding to students at risk of, or victims of, human sex trafficking will be trauma informed, non-judgmental, and culturally responsive, and will respect confidentiality, privacy and informed consent.

Board employees require comprehensive anti-sex trafficking training, so they are equipped to identify the signs of sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training must emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

Grand Erie will educate staff and students with a view to preventing individuals from becoming victims, as well as ensure a pathway to care for any individuals impacted by human sex trafficking. Grand Erie will show compassion and ensure availability of resources to assist any students who may have been victimized by or are survivors of human sex trafficking.

BUILD UP SCHOOL-BASED PREVENTION

The development of this protocol will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships, and healthy sexuality. It is important for school staff to understand the historical and social contexts of sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community.

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All members of the community - trustees, superintendents, administrators, teachers, support staff, students, parents/caregivers, volunteers, and bus drivers - will work collaboratively and diligently to help protect all students from predators who engage in sex trafficking or grooming activities, and ensure interventions are safe.

Ongoing staff development and training will take place at a system and school level regarding sex trafficking awareness, including signs of sex trafficking, reporting protocols of expected or confirmed sex trafficking activities, and pathways to care for students identified.

RESPECT CONFIDENTIALITY, PRIVACY AND INFORMED CONSENT

The development of procedures must respect confidentiality and ensure that the student fully understands how their information may be used and with whom it may be shared. It is key to develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the [Municipal Freedom of Information and Protection of Privacy Act](#); the [Ontario Human Rights Code](#); the [Accessibility for Ontarians with Disabilities Act, 2005](#); the [Education Act](#); and the [Child, Youth and Family Services Act, 2017](#).

PROMOTE EQUITABLE AND CULTURALLY SAFE RESPONSES

This protocol will demonstrate a human rights-based, non-judgmental, culturally responsive, survivor-centred and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking. These protocols and interventions must be rooted in upholding student/human rights. This protocol will prioritize the safety, autonomy and choice of any student impacted by trafficking. Academic, social, and emotional supports will be provided in a timely and collaborative way for any students who are victims of, and have been traumatized because of, sex trafficking.

RAISING AWARENESS OF SEX TRAFFICKING FOR PARENTS/CAREGIVERS

In collaboration with all stakeholder groups, Grand Erie will further develop awareness activities related to cyber-safety, signs of sex trafficking, cultural impacts, school procedures, and where to get help. Awareness strategies may include but are not limited to:

- Online resources for parents and caregivers that include cyber-safety, signs of trafficking and luring, how to get help, how to access the protocol, and how and where to report;
- Posting on Grand Erie website this protocol and attached appendices and related procedures, such as Duty to Report, Police Protocol, and the Mental Health and Well Being Strategy;
- Sharing information on social media platforms;
- Distributing emails with links to community partners, information on signs and stages of trafficking, and the link to the protocol, information on how to report, and what to do if your child has experienced grooming, luring or trafficking;
- Promoting events hosted by community partners;
- Recognizing Human Trafficking awareness day (February 22nd) on social media platforms;
- Presentations to Parent Councils;
- Ensuring that parents have access to information in their preferred language;
- Awareness activities that emphasize how to respond to immediate dangers and the need to avoid actions that may make an individual's situation worse or more unsafe;
- Providing resources that go home to all families.

RAISING AWARENESS FOR STUDENTS

Grand Erie is committed to supporting students and the school community's safety and wellness. Prevention and education efforts are already taking place to reduce the risk of sex trafficking and sexual exploitation. These can be found in the Mental Health and Well-Being Strategy. Some key partnerships and initiatives include:

- Healthy relationship presentations by Nova Vita;
- Classroom presentations and lessons by Grand Erie Child and Youth Workers;
- In collaboration with stakeholders, Grand Erie will further develop awareness activities to increase knowledge related to cyber-safety, human trafficking signs, stages and impacts, as well as the school procedures and where to get help. These activities include but are not limited to:
 - Updated Health Curriculum;
 - Presentations facilitated by Student Support Services and Safe and Inclusive Schools Staff;
 - Student-led initiatives;
 - Information available online, in the student handbook and through student groups on signs and stages of trafficking, how to report concerns related to trafficking, including how to report anonymously to Grand Erie;
 - Signs and posters at schools on the signs of sex trafficking and where to get help;
 - Text messages delivered by the school;
 - Individual conversations between youth and support staff.

What to do if you or someone you know needs help?

*You can speak with an adult you trust, or call Canada's confidential Human Trafficking Hotline at **1-833-900-1010**.*

For information and support, visit canadianhumantraffickinghotline.ca.

*If Indigenous, call, chat or text **1-855-554-4325**.*

*If there is immediate danger or if you suspect a child under 18 is being trafficked, call **911** or the OPP.*

To ensure effective awareness and prevention strategies, Grand Erie will post information about anonymous reporting to Grand Erie. Parents/caregivers concerned community members may report anonymously by calling Grand Erie from a blocked number and/or calling crime stoppers at 1-800-222- TIPS (8477).

In addition to the options above, a student may report anonymously using the talking locker found on Grand Erie and school websites.

Response procedures Section I

Grand Erie response procedures have been developed in collaboration with community partners, students, survivors, and the broader school community. These procedures address when a student or a school community member has been impacted by, or engaged in, luring or trafficking.

School staff includes all Board employees. It is imperative that school personnel understand trauma-informed practices and how to apply them in situations where students who are victims of human sex trafficking may be struggling with fear, shame, and embarrassment. Suspending judgment and remaining open-minded are critical to creating a trusting relationship in which vulnerable students feel safe to confide and seek support. In this context, school counsellors or other trained specialists may need to meet with a student several times before the student feels comfortable sharing information.

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In most cases, classroom educators or other school staff who are concerned about a student should not question the student directly. Instead, they should take their suspicions first to their school administrator, who should take the concern immediately to their school Student Support Services staff (Social Worker or Attendance Counsellor). The Student Support Services staff will then notify the Safe and Inclusive Schools Team Lead for matters regarding human trafficking.

DUTY TO REPORT SUSPECTED OR CONFIRMED CASES OF SEX-TRAFFICKING OF YOUTH CAN BE FOUND HERE https://granderie.ca/download_file/view/10713/2375

STUDENT DISCLOSES TO STAFF THEY HAVE BEEN/ARE BEING SEX TRAFFICKED OR LURED OR ARE LURING OTHERS

Understand that making a disclosure/declaration is a very vulnerable time for students and can be difficult as well as dangerous.	<ul style="list-style-type: none"> Do not disclose to ANYONE who does not need to be involved (doing so could increase safety concerns of student and/or put others safety at risk). Ensure all people who are aware and need to be involved are not breaching confidentiality of the student (e.g., discussing the situation in hallways, classrooms, lunchrooms, etc.) Listen without judgment to the student. If the disclosure happens in an online space, please notify the Administrator.
Keep everyone safe.	<ul style="list-style-type: none"> Determine the immediate safety needs of all involved; if an imminent safety risk is determined, call 911. Explain your duty to report to police, child protection services and the administrator. Do not leave the student alone. Does the student have any individual/cultural needs to consider or practical needs that will help the student feel more comfortable?
Explain how you can help.	<ul style="list-style-type: none"> Explain to the student that you are able to help them by ensuring they are safe. Connect them with people who can help, such as school or community supports. Connect with the administrator to get access to resources and support.
Contact the school administrator.	<ul style="list-style-type: none"> Based on your observations of or interactions with the student over time, if you believe indicators of sexual exploitation are present, contact the school administrator and share your concern.

ADMINISTRATOR BECOMES AWARE A STUDENT HAS BEEN/ARE BEING SEX TRAFFICKED OR LURED

Keep the student and staff safe.	<ul style="list-style-type: none"> Ensure all safety protocols have been followed. If there is an immediate threat to safety, call 911. Ensure the student has not been left alone if disclosure is made during school hours. Do not ask the student to repeat their story, to avoid re-traumatization. Ensure any duty to report has been completed.
Consult with the school Social Worker.	<ul style="list-style-type: none"> The school administrator will share their suspicions with the school Social Worker. If required, an in-school meeting will be called. The administrator/Social Worker will inform the Safe and Inclusive Schools (SIS) Lead. The Social Worker will meet with the student.
Communicate what you can.	<ul style="list-style-type: none"> Communicate next steps with the student, including who will be in contact.

SOCIAL WORKER RECEIVES A DISCLOSURE THAT A STUDENT HAS BEEN/IS BEING SEX TRAFFICKED OR LURED

Assessment	<ul style="list-style-type: none"> Depending on the information gathered, the Risk Screening Tool may be warranted to determine level of risk.
Reporting	<ul style="list-style-type: none"> Reporting processes will be followed. The Social Worker or SIS Lead may contact child welfare services and/ or law enforcement for background information. Where safe to do so, the guardian must be notified. Notification will also be shared with the Family of Schools Superintendent.
Supporting	<ul style="list-style-type: none"> The Social Worker, the administrator and school team develop a supportive response for the student involved. The Safe and Inclusive Schools Lead assists with potential district impact, such as involvement of other students as victims or perpetrators. Initiate the Violence Threat Risk Assessment protocol, where deemed necessary.
Wrap Around	<ul style="list-style-type: none"> The Social Worker or support staff will offer the student (and family members where appropriate) a supported referral to local service providers. A community team referral is initiated to ensure community response, as required, specializing in sexual exploitation where available and/or linkages with domestic violence, sexual assault, child welfare, housing addictions, or mental health agencies.
Accommodations	<ul style="list-style-type: none"> The Safe and Inclusive Schools Lead, and the Social Worker engage in education planning with the survivor and provide on-going trauma-informed support if the student wishes to return to school. School staff assess and allow learning accommodations deemed necessary. The Safe and Inclusive Schools Team will provide academic and counselling support for the student, if deemed the most appropriate program.
Luring others Many youth who recruit/traffic other youth were initially trafficked themselves and lure others as a response to their trauma or a direction from their trafficker (Bird,K. 2021).	<ul style="list-style-type: none"> If student is luring others, Safe and inclusive Schools team will provide intervention and consider progressive discipline as deemed necessary

RESPONSE PROCEDURES SECTION II

PROCEDURE FOR RETURNING TO SCHOOL AFTER AN EXTENDED TIME AWAY DUE TO SEX TRAFFICKING

<p>Remember that sex trafficking is extremely traumatic and impacts all parts of the self. Students may struggle with a variety of symptoms and the road to healing can be long.</p>	<ul style="list-style-type: none"> • Allow the student to lead the return-to-school plan as much as possible. • Prioritize the safety of all. • Support the student's long-term success through ongoing conversation about barriers. • Families may also require referrals and support for this transition.
<p>Initial meeting</p>	<ul style="list-style-type: none"> • Collaborate with all resources necessary to reacclimatize the student to a school/learning environment, including but not limited to the school Social Worker or Child and Youth Worker, community mental health workers, Sexual Assault Centre, Victim Services, Women's Services, Child Welfare Agencies, Youth Justice agencies or other appropriate agencies, and supports identified by the student. • Involve representatives, identified by the student, from Indigenous, Black, racialized and/or newcomer groups to provide support. • An initial meeting organized by the school social worker or Safe and Inclusive Schools Lead will be held with the victim and other identified contacts to discuss student learning needs and successes. • Assess the risk to the student and others. A crisis/safety plan for return will be created for the student.
<p>Accommodations</p>	<ul style="list-style-type: none"> • School staff will provide learning accommodations as deemed necessary. • The Social Worker will check in as agreed upon with student and supports. • Academic staff will provide appropriate programming, including Supervised Alternate Program (SAL), Alternative Education, Virtual School and/or part- or full-time return to brick-and-mortar school.

TRAINING FOR SCHOOL BOARD EMPLOYEES

Grand Erie is committed to the ongoing training of all staff. We recognize that training will assist staff in the identification and intervention of sex trafficking.

Grand Erie will also provide virtual modules for the Health and Safety training provided to all staff. This virtual information will include:

- Key Definitions and myths about sex trafficking;
- Tactics used by traffickers and signs and stages of sex trafficking;
- Information supporting prevention and protective factors, access to resources within Grand Erie and elsewhere;
- Signs that a student may be luring or grooming another student;
- Applying an equity lens to combatting sex trafficking;
- Culturally safe supports and interventions;
- Resources;
- Online Safety;
- Response procedures;
- Duty to report;
- Police reporting procedures;
- Roles of the school board employees;
- Training on this protocol;
- How staff can care for themselves after receiving disclosures of sex trafficking.

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More intensive training will be offered to administrators and other identified staff who will be most likely to come into contact with a trafficked student. All training will be tracked and reported.

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

This protocol is multi-faceted and, as such, should be reviewed at minimum each year. The protocol, training plan and response procedures will be reviewed and may further evolve as more is learned about human trafficking in Grand Erie

Grand Erie will work collaboratively with the Ministry of Education to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked or trafficking) and whether the protocols respond to the needs of students.

REFERENCES:

- [*PPM 119 - Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*](#)
- [*PPM 128 - The Provincial Code of Conduct and School Board Codes of Conduct*](#)
- [*PPM 166 - Keeping Students Safe – Policy Framework for School Board Anti-Sex Trafficking Protocols*](#)
- [*Bill 157 - Keeping our Kids Safe at School Act*](#)
- [*Bill 212 - Education Amendment Act \(Progressive Discipline and School Safety\), 2007*](#)
- [*O. Reg. 265 - Duties of a Principal*](#)
- [*O. Reg. 474/00 - Access to School Premises*](#)
- [*Government of Canada/Public Safety Canada*](#)
- [*Ontario's Anti-Human Trafficking Strategy 2020-2025*](#)
- [*Children, Youth and Family Services Act, 2017*](#)
- [*Ontario College of Teachers – Duty to Report*](#)

APPENDICES:

Appendix A: Glossary of Terms

Appendix B: Sex Trafficking in Ontario Facts

Glossary Of Terms

2SLGBTQQA: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools] doors.”

Cultural safety: Refers to “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together².”

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy³.”

Human rights-based approach: Refers to a “conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress⁴.”

Survivor: Refers to an individual who has escaped a trafficking situation, whereas *victim* is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficked. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

Tactics: Refers to a range of trafficking tactics used to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling and exploiting the victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

Trauma-informed approaches: Refer to “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence

¹ Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

² Williams, R. (1999). Cultural safety—what does it mean for our work practice?. Australian and New Zealand journal of public health, 23(2), 213-214.

³ Douglas, M. D., Willock, R. J., Respress, E., Rollins, L., Tabor, D., Heiman, H. J., & Holden, K. B. (2019). Applying a health equity lens to evaluate and inform policy. Ethnicity & disease, 29 (Supplement 2), 329

⁴ UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

Human Sex Trafficking in Ontario Facts

Sex trafficking is one of the fastest-growing crimes worldwide. In Ontario, most reported cases involve sexual exploitation, which may also be referred to as sex trafficking. Young women and girls are particularly at risk, though boys, men and people who identify as 2SLGBTQQIA are also targeted. The average age of recruitment into sex trafficking is 13 years old. Over 70% of human sex trafficking victims identified by police are under the age of 25. (Source: Ministry of Education, 2021)

Indigenous women and girls comprise a disproportionate number of trafficked persons for the purposes of sexual exploitation in Canada. Two-thirds of police-reported sex-trafficking cases in Canada occur in Ontario. Sex-trafficking incidents are most often reported by police in urban centres, but traffickers are known to target individuals from, and traffic in, northern or remote communities. (Source: Ministry of Education, 2021)

Who is Most at Risk of Human Sex Trafficking?

While any student can be sex trafficked, some groups are at increased risk of being trafficked:

- Systemic racism and discrimination have led to a disproportionate number of Indigenous and Black children and youth in care, which can lead to a lack of consistent relationships with caring adults and peers in schools.
- Indigenous students are especially vulnerable to sex trafficking due to historic and ongoing systemic discrimination, including intergenerational trauma resulting from residential schools and the “Sixties Scoop”.
- First Nation students transitioning from remote Northern communities to schools in urban centres can also face increased safety risks.
- Language barriers, isolation, economic disadvantage or a lack of community and social supports may leave newcomer students with increased vulnerability to sex trafficking.
- Students with disabilities may experience bullying and isolation in addition to having difficulty understanding the intentions of others.
- Students who are 2SLGBTQQIA experience high rates of bullying, assaults, and sexual abuse, and they may face isolation or displacement if they experience rejection from their family or the community.

Identifying the Physical, Social and/or Behavioural Indicators of Sex Trafficking

If school administrators or staff begin to witness, or suspect, sudden changes to a student’s physical, social, and/or behavioural interactions that is not consistent with their usual base-line appearance or conduct, further assessment may be necessary to identify a potential sex-trafficking situation or other worrisome situational matters.

The indicators in this list are not exhaustive and represent only a selection of possible indicators. These indicators may not be present in all sex trafficking cases and are not cumulative.

- Changes in behaviour, academic achievement (i.e., severely below expected) or school participation (e.g., a spike in truancy);
- Secretiveness about their activities;
- New boyfriend, girlfriend, or friend who they will not introduce to friends and family;
- Signs of frequent migration, running away from home, periodic homelessness, disorientation, uncertainty of surroundings;
- New or second cell phone with a secret number;
- Signs of abusive or inattentive caregivers, such as untreated illness or injury, bruises, or scars;
- Sexual behaviour that is high-risk and/or inappropriate for their age;
- Explicitly sexual online profile via internet community or social networking sites;
- Relationship with an older man/person, receiving frequent gifts, being picked up from

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school by controller;

- Provocative and/or expensive clothing, jewelry and more make-up;
- Sexual activity in exchange for money or anything of value (e.g., clothing, food, shelter, other valuable goods, and resources). In order to identify sex trafficking when a student is under 18, it is not necessary to prove there was force, fraud, or coercion.
- Knowledge of the commercial sex industry. Use of lingo such as “The Life,” “The Game,” “Daddy” (for boyfriend or controller), “Track” or “Stroll”;
- Reference to dates as “Johns” or “Tricks.”

The Stages of Exploitation

At Risk

- Traffickers identify and seek out individuals based on vulnerabilities that they can manipulate to make their victim dependent on them.

What This Could Look Like: Luring (often through social media), and grooming (e.g., showering individual with gifts/affection)

Transitioning In

- The trafficker begins to “test limits” of the individual they are targeting to determine how effectively they can control and manipulate behaviour.

What This Could Look Like: disengagement from previously enjoyed activities (e.g., school, extracurriculars, friend groups); alcohol or substance usage; spending time with a new friend or boyfriend (who may be older).

Entrenchment

- Traffickers use psychological, physical, emotional manipulation to control and exploit the individual.

What This Could Look Like: going missing; using language of the sex trade (e.g., “the game”; “tricks”); more volatile moods; isolation from family/friends.

Transitioning Away

- Individuals begin to look at exiting exploitative situations, though this may take several attempts.

What This Could Look Like: seeking specialized support; re-engagement in activities previously enjoyed; involvement with friends/family.

What do I need to do if you suspect, or it has been confirmed/disclosed, a child is a victim of Sex Trafficking?

- If the child is in immediate danger, call 911 to access emergency services.
- Follow Grand Erie protocol on how to report suspected or confirmed sex-trafficking activities.
- Contact Canada’s confidential Human Trafficking Hotline at 1-833-900-1010 for information and support or visit canadianhumantraffickinghotline.ca.

What should I do after I have reported my suspicion of Sex Trafficking?

- School/Board personnel do not have the authority to conduct internal investigations. DO NOT attempt to conduct your own investigation as this can lead to a dangerous situation for both you and the victim.
- Remain calm and continue to support the suspected victim while refraining from questioning the child.
- Never confront the suspected trafficker. Confronting a trafficker may put you and the student’s life in immediate danger.

Supports & Services for Victims of Human Sex Trafficking and Key Resources

Ontario supports a range of initiatives to help raise awareness and combat sex trafficking in our province. Resources to help educate children and youth include:

- “[The Trap](#)” a human trafficking digital education tool, teaches children and youth what human trafficking is and equip them with the skills to stay safe.
- [Speak Out: Stop Sex Trafficking](#), an educational campaign focused on raising awareness about sexual exploitation among Indigenous women and youth.
- Educational [resources and lesson plans](#) for secondary school educators on child sexual exploitation.
- Canadian Centre for Child Protection has resources on healthy relationships and online safety <https://www.protectchildren.ca/en/>



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Wayne Baker, Superintendent of Education
RE: **Exclusion of Students (SO32)**
DATE: June 13, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT Exclusion of Students Policy be referred to the October 3, 2022, Policy and Program Committee meeting.</p>
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Background

The Exclusion of Students Policy was previously referred until May or June 2022.

Additional Information

Additional time is required to review this policy fully.

Next Steps

The Exclusion of Students Policy will be reviewed to the October 3, 2022, Policy and Program Committee meeting.

Respectfully submitted,

Wayne Baker
Superintendent of Education



June 7, 2022

To: The Ministry of Education

Effie Triantafilopoulos, MPP

Natalie Pierre, MPP

Parm Gill, MPP

Stephen Crawford, MPP

Ted Arnott, MPP

Adam VanKoeuverden, MP

Anita Anand, MP

Karina Gould, MP

Pam Damoff, MP

Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)

Cathy Abraham, President, Ontario Public School Boards' Association

In July 2020, the Trustees of the Halton District School Board (HDSB) [sent a letter](#) to the Minister of Education requesting a “limited-term, defined scope multi-stakeholder task force be struck to be critically reflective and develop big picture, innovative opportunities about how the publicly funded school system in Ontario can ‘build back better’ in the wake of the COVID-19 pandemic”. The associated motion noted that “should the Minister not pursue this, that the Trustees of the Halton District School Board will seek partners and coordinate a forum to develop these opportunities by the end of 2020”. As the pandemic continued to extend beyond expectations, HDSB Trustees began discussions for an initiative to invite people from Halton and beyond to tackle the challenges outlined. Engaging with the entire community is also a way that the Trustees support the values described in the HDSB 2020-2024 [Multi Year Strategic Plan](#) and support innovative generative thinking for continuous improvement.

The HDSB launched “Reimagine Forward” on April 22, 2022, encouraging everyone with an interest in public education to consider:

“What are the big moves needed to reimagine public education?”

Between April 22 and May 23, 2022, people were invited to reflect, consider and provide input via the [engageHDSB.ca](#) platform. The overarching idea was to bring people together to think about public education and develop some positive, big picture moves. Trustees were inspired by and grateful for all of the feedback provided by students, staff, parents, as well as people affiliated with industry, post-secondary institutions and the broader community. Participants were from Halton Region, and beyond.

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

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

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

At our June 1, 2022 board meeting, the board of trustees unanimously supported the motion:

Be it resolved that the Chair share this report with the Director of Education, participants, Chairs of all School Boards in Ontario, OPSBA President, local MPs and MPPs, and the Minister of Education, when appointed, and request that consideration be given to this information in planning, policies, processes, and practices.

Be it further resolved that the Reimagine Forward Subcommittee seeks anecdotal process-related insights for the benefit of future engagement activities.

Be it further resolved that the Director be directed to report back by January 2023 with potential policy and/or operational opportunities that may result from further analysis of the input received through Reimagine Forward.

The full report can be accessed [here](#) and at the end of the letter, including links to the raw data and materials submitted by participants.

The HDSB Trustees recognize that a number of the ideas provided through this initiative are already starting to grow in the HDSB and boards across the province. Programs like HDSB's own [SHIFT](#) team, is building a culture of innovation, as are staff, students and families who are adapting and adopting new practices for positive change every day.

Trustees are reflecting on how this input can inform our work. We asked the HDSB Director of Education to report back by January 2023 with potential policy and/or operational opportunities that may result from further analysis of the input received through Reimagine Forward. We also encourage all who receive this report to consider how this information may inform and shape planning, policies, processes, and practices, and encourage you to share your reflections and findings.

If you have any questions or would like further details about Reimagine Forward, please get in touch. We look forward to your response.

Sincerely,



Margo Shuttleworth
Chair of the Board of Trustees, Halton District School Board

Encl. [Reimagine Forward Themes](#)