



## Regular Board Meeting

Monday, May 25, 2020

MS Teams Virtual Meeting

### AGENDA

- A – 1      **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session (**6:30 p.m.**)
    - (i) Personnel Matters
    - (ii) Legal Matters
  - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
  - (e) Memorials
    - (i) Leona Mittlefehldt, École Dufferin      G. Anderson
  - (f) Agenda Additions/Deletions/Approval
  - (g) In Camera Report
  - (h) Presentations
  - (i) Delegations
- B – 1      **Approval of Minutes**
- \* (a) April 27, 2020 (Regular Board)
  - \* (b) May 11, 2020 (Committee of the Whole)
- C – 1      **Business Arising from Minutes and/or Previous Meetings**
- \* (a) 2017-20 Strategic Communication Plan Evaluation Update      B. Blancher
- D – 1      **Director's Report**
- E – 1      **Student Trustees' Report**
- F – 1      **Committee Reports**
- \* (a) Committee of the Whole – May 11, 2020      S. Gibson
- G – 1      **New Business**
- \* (a) Major Construction Update      R. Wyszynski
  - \* (b) Annual Operating Plans – 2019-20
    - (i) Community      B. Blancher
    - (ii) Environment      R. Wyszynski
    - (iii) Equity      W. Baker
    - (iv) Technology      L. Munro
    - (v) Well-Being      L. Thompson
- H – 1      **Other Business**
- \* (a) Summary of Accounts -April 2020      R. Wyszynski
  - \* (b) Special Education Advisory Committee Minutes – February 20, 2020      L. Thompson
  - \* (c) Joint Occupational Health & Safety Committee Minutes – April 22, 2020      R. Wyszynski
  - \* (d) Privacy and Information Management Committee Minutes (Draft) – May 14, 2020      L. Munro

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## Regular Board Meeting

Monday, May 25, 2020

MS Teams Virtual Meeting

I – 1 Correspondence

J - 1 Adjournment

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

Student Transportation Services Brant Haldimand Norfolk	May 26, 2020	9:00 AM	MS Teams Virtual Mtg
Budget Review Meeting	May 27, 2020	7:00 PM	MS Teams Virtual Mtg
Budget Review Meeting	June 3, 2020	7:00 PM	MS Teams Virtual Mtg
Native Advisory Committee	June 8, 2020	1:00 PM	MS Teams Virtual Mtg
Committee of the Whole	June 8, 2020	7:15 PM	MS Teams Virtual Mtg
Budget Review Meeting	June 17, 2020	7:00 PM	MS Teams Virtual Mtg
Indigenous Education Advisory Committee	June 18, 2020	6:00 PM	MS Teams Virtual Mtg
Special Education Advisory Committee	June 18, 2020	6:00 PM	MS Teams Virtual Mtg
Chairs' Committee	June 22, 2020	5:45 PM	MS Teams Virtual Mtg
Board Meeting	June 22, 2020	7:15 PM	MS Teams Virtual Mtg
Audit Committee	June 23, 2020	4:00 PM	MS Teams Virtual Mtg
Chairs' Committee	August 31, 2020	5:45 PM	Norfolk Room
Board Meeting	August 31, 2020	7:15 PM	Board Room

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## Memorial Statement

### Leona Mittlefehldt

École Dufferin is saddened by the loss of our Pink Tutu Warrior, Leona Mittlefehldt, a grade 5 student in Mme Guy's class. Leona passed away on Sunday morning, May 17<sup>th</sup> after a long and brave fight with cancer.

Our sassy and fun-loving friend and classmate was full of life and creativity. She loved drawing, anything related to art, and music. She was a social butterfly who loved being surrounded by her friends. She always made a point to hug the staff and had an infectious smile that could brighten your day.

Leona enjoyed helping others particularly doing lunch time supervision in the kindergarten rooms. Leona's classmates and the staff at Dufferin will never forget her commitment to cancer research and her many fundraisers which she initiated to help others while battling her own cancer. Leona was resilient and full of life throughout her battle with cancer, facing tough situations head-on.

The staff at École Dufferin want to express their deepest sympathies to Leona's family, friends and everyone connected to the loss of our beautiful soul who will always live on in our memories. She will be dearly missed but never forgotten.

Respectfully submitted,

Sandra Bonbled  
Principal, École Dufferin





## MINUTES

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

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

**Regrets:**

**Trustees:** Nil  
**Administration:** Nil

**A - 1 Opening**

**(a) Roll Call**

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

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

D. Dean declared a conflict of interest for In Camera Agenda Item B-1-c.

**(c) In Camera Session**

Moved by: S. Gibson

Seconded by: C. VanEvery-Albert

THAT the Board move into In Camera Session to discuss Personnel and legal matters at 6:36 p.m.

**Carried**

**(d) Welcome to Open Session**

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

**(e) Memorials**

(i) B. Doyle read the memorial statement for A. Ottley, Jarvis PS.

(ii) D. Werden read the memorial statement for C. Reppington, Lakewood ES

(iii) C. VanEvery-Albert read the memorial statement for M. Green, Hagersville SS

(iv) D. Dean read the memorial statement for H. Christopherson, Tollgate Technological Skills Centre

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

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Agenda be approved.

**Carried**



(g) **In Camera Report**

Moved by: C.A. Sloat

Seconded by: J. Richardson

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

**Carried**

(h) **Presentations**

Nil

(i) **Delegation**

Nil

**B - 1 Approval of Minutes**

(a) **Regular Board Meeting – March 30, 2020**

Presented as printed.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Minutes of the Regular Board Meeting, held March 30, 2020 be approved.

**Carried**

(b) **Committee of the Whole Board – April 6, 2020**

Presented as printed.

Moved by: S. Gibson

Seconded by: C. VanEvery-Albert

THAT the Minutes of the Committee of the Whole Board Meeting, held April 6, 2020 be approved.

**Carried**

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

Nil

**D - 1 Director's Report**

Director's highlights:

- **School Closure** - We are entering week 6 of the school closure period and week 4 of teacher-led learning and this is our third virtual meeting of the Board of Trustees. We have also had virtual Director/Trustee teleconferences, a virtual budget meeting and this week we will have our Quality Accommodations Committee Meeting virtually. The



Senior Team meets virtually on a regular basis and we have continued our regular Wednesday Exec Council meetings throughout this time of closure. While we continue to have challenges, B. Blancher is proud of the way we have all come together to solve issues and to conduct board business in new ways in order to keep moving forward during this unprecedented closure period. As Trustees are aware, yesterday the Minister of Education announced that all publicly funded schools will remain closed until at least May 31<sup>st</sup>. The extension is based on advice from the Chief Medical Officer of Health and is part of the government's ongoing effort to stop the spread of the virus.

- **Continuity of Learning – Memo from the Deputy Minister regarding Students with Special Education Needs and Mental Health Supports – received April 21<sup>st</sup>** This memo was shared with Trustees via email late last week. The memo provides guidance to school boards with respect to supporting the mental health and wellness of students, and information about school board support of students with special education needs. Topics covered in the memo include Identification, Placement, and Review Committees (IPRC's), Individual Education Plans (IEPs), Assistive Technology and Special Education Advisory Committees. Superintendent Thompson and her team have reviewed the memo to ensure that Grand Erie is following the direction of the Ministry of Education and our SEAC is meeting through Microsoft Teams on May 14<sup>th</sup>.
- **Education Week** – while we certainly won't be recognizing Education Week in the way we have in the past, B. Blancher would still like to recognize the fact that May 4 – 8 is Education Week and would like to acknowledge all of our Grand Erie staff for shifting gears and being responsive to our students and families.
- **Update on Device Deployment** – B. Blancher asked L. Munro to provide this update
  - L. Munro shared an update on the device deployment and Wi-Fi schedule. L. Munro stated that Phase 1 was focused to get devices out to all Secondary followed by Elementary
    - Secondary - 475 devices have been deployed to students, and the number of outstanding requests for secondary is: 120 for devices and internet, and 140 for internet only.
    - Elementary – total number of required devices is 980 of which 825 are laptop for Grade 1 – 8 and about 155 are tablets for Kindergarten learnings. 480 laptops were deployed to Elementary Schools which starting with Haldimand last Friday, on April 28 laptops will be deployed to Norfolk and on April 31 laptops will be deployed to Brant/Brantford. The decision was made last week to provide of kindergarten student require devices with tablets, they have been reimaged and will be available for deployment mid this week.
    - Internet (WIFI) Connection – the total number is 600: 260 secondary/340 elementary – within those numbers some required just internet while some required both internet and devices.



- L. Munro stated that she is proud of the ITS department's efforts to look at numerous ways to support student learning and that we are being fiscally responsible and the solution that we landed on was the use of iPads. To support Wi-Fi, we are going to order 545 iPads through Apple that will see families who don't currently have internet access, receive free Wi-Fi for 3 months and the iPads will be leased for 6 months. The other solution for Wi-Fi that has come forward is specifically for students on reserve - 85 students on reserve that require Wi-Fi and the solution that has been presented was the use of Android phones to go along with board devices to be used as hotspots for connectivity.
  - C. VanEvery-Albert stated that there have been some connectivity issues, and have they been solved? L. Munro responded that there are still some connectivity issues in areas and are looking for solutions for example a bus hub. B. Blancher added that students get a phone and a device, and the phone is really to help them access the internet to be used a hotspot.
  - C.A. Sloat asked do we have approximate cost and assuming the Ministry has not forwarded funds but that we may find other savings that can be used to pay for this? R. Wyszynski responded the cost could be covered by savings that we have and will be covered in more detail under the Quarterly Budget Report later on the agenda, but the outlook is that we will be able to absorb this purchase. R. Wyszynski added that the Ministry has not provided any additional funds and believes they know that schools are dealing with on a micro level.
  - R. Collver asked for clarification if we are leasing or purchasing? L. Munro responded that we looking to lease for 6 months with an option to purchase at the end of the lease agreement and the timeline for delivery of those iPads is two weeks. R. Collver asked what is the return on them? L. Munro responded the expectation is that the devices will be returned at the end of the 6 month period and that the devices will be "bricked" by IT Services so that the device no longer has a working capacity when the lease ends- which would increase the likelihood of them being returned as they will not be functional.
  - B. Doyle asked why both the phone and tablet, if a tablet has a data plan? L. Munro responded the tablet does not offer a data plan it is one of our board devices similar to a laptop. L. Munro stated that we did consider using a cell phone as a tether, but we were unable to manage the same price point and our next option





was to use the iPads. L. Munro added one question that may come up is why we are giving a device and an iPad and pedagogically our board for students Grade 1 to 8 has always used the laptop for creation and demonstration of learning, and we wanted to be consistent with the way we leverage pedagogy using devices.

- S. Gibson thanked L. Munro and the ITS team for the quick turn around to support our students and families.
- J. Richardson asked about families that haven't been contacted, do we still have a gap? B. Blancher responded that a survey was to due on Friday and she has not seen the results yet. B. Blancher also noted that some families are opting not to communicate with us.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of April 20, 2020 as information.

**Carried**

E - 1 **Student Trustees' Report**  
Nil.

F - 1 **Committee Report**

(a) **Committee of the Whole Board – April 6, 2020**

Moved by: S. Gibson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the recommendations from the April 6, 2020 Committee of the Whole Board meeting as follows:

1) **In Camera Report**

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

2) **Community Use of Schools Position**

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



- 3) **French Immersion Program at Simcoe Composite School**  
THAT the Grand Erie District School Board approve Sr. Administration to implement an Extended French Program (7 credits) instead of the French Immersion Program (10 credits) at Simcoe Composite Secondary for the 2020-21 school year.
  
- 4) **Director's Report**  
THAT the Grand Erie District School Board receive the Director's Report of April 6, 2020 as information.
  
- 5) **Trustees' Expenses Report**  
THAT the Grand Erie District School Board receive the Trustees' Travel and PD Expenses Report as information.
  
- 6) **eLearning Annual Report**  
THAT the Grand Erie District School Board receive the eLearning Annual Report as information.
  
- 7) **SO1 Fundraising**  
THAT the Grand Erie District School Board forward Policy SO1 Fundraising to all appropriate stakeholders for comments to be received by May 28, 2020.
  
- 8) **SO14 Equity and Inclusive Education**  
THAT the Grand Erie District School Board approve Policy SO14 Equity and Inclusive Education, as amended.
  
- 9) **SO15 Out of Classroom Field Trips and Excursions**  
THAT the Grand Erie District School Board approve Policy SO15 Out of Classroom Field Trips and Excursions.
  
- 10) **SO22 Fees for Learning Materials and Activities**  
THAT the Grand Erie District School Board approve Policy SO22 Fees for Learning Materials and Activities.
  
- 11) **SO26 Events Planning and Organizing**  
THAT the Grand Erie District School Board approve Policy SO26 Events Planning and Organizing.
  
- 12) **SO30 Management of Potentially Life-Threatening Health Conditions in Schools**  
THAT the Grand Erie District School Board approve Policy SO30 Management of Potentially Life-Threatening Health Conditions, including Administration of Medication, in Schools.



- 13) **SO102 Administration of Prescribed Medications, including Medicinal Cannabis, in Schools**  
THAT the Grand Erie District School Board rescind Procedure SO102 Administration of Prescribed Medications, Including Medicinal Cannabis, in Schools.
- 14) **SO105 Privacy Breach Protocol/Procedure**  
THAT the Grand Erie District School Board forward Procedure SO105 Privacy Breach Procedure to all appropriate stakeholders for comments to be received by May 28, 2020.
- 15) **SO108 Community Service Providers and Schools Working Together**  
THAT the Grand Erie District School Board receive Procedure SO108 Community Service Providers and Schools Working Together as information, as amended.
- 16) **SO111 Fire Safety and Fire Safety Plan**  
THAT the Grand Erie District School Board receive Procedure SO111 Fire Safety and Fire Safety Plan as information.
- 17) **SO114 Do No Resuscitate (DNR) Confirmation Form**  
THAT the Grand Erie District School Board forward Procedure SO114 Do Not Resuscitate (DNR) Confirmation Form to all appropriate stakeholders for comments to be received by May 28, 2020.

C.A. Sloat asked to divide Recommendation #2.

A Vote was taken on Recommendations #1 and #3 to #17. **Carried**

C.A. Sloat stated that she has concerns about the position, is this a time to be hiring central staff when so much is going on in the system, what happens if this job is not cost neutral, and what happens if the money that is raised for rents that may affect our before and after school programs and there may be unintended consequences with this position. C.A. Sloat further stated that she cannot support this position.

C. Speers added that she was the one who initially brought up the concerns with respect to the before and after and school program but with this being a cost neutral position or even profitable, she fully supports this position and has full confidence in the system that we will mitigate any risk as we go.

A Vote was taken on Recommendation #2. **Carried**



**G - 1 New Business**

**(a) Enrolment Update**

R. Wyszynski referred to the Enrolment Update report noting the Average Daily Enrolment (ADE) is reported to the Ministry of Education on October 31 and March 31 each year and provided an overview on the following:

- Elementary Enrolment Update
- Secondary Enrolment Update
- Grand Erie Enrolment History

Moved by: E. Dixon

Seconded by: D. Dean

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

**Carried**

**(b) Quarterly Budget Report**

R. Wyszynski referred to the Quarterly Budget report for the six months ended February 29, 2020. R. Wyszynski stated that this was the most challenging report to put together for the following reasons:

1. Strike days - we withheld salaries from staff and are required to send a report to the Ministry summarizing those strike days by employees - strike saving and plus any strike costs will reduce our GSN.
2. 7<sup>th</sup> week of closure with respect to COVID-19 pandemic, there has been different volatility and seen curtailment in many expenses and a lot has been tough to understand
  - small increase in enrolment when compared to revised estimate that had modest increase to GSN
  - \$392,000 in savings as result of lower utilization of Occasional Teachers, Educational Assistants and ECEs
  - at the end of February, we were overspent on Occasional Teacher costs when compared to the same timeframe in 2018-19 by just over \$1M – had the school year not been affected by the closure we may have seen significant pressure in this area
  - expecting to see a decrease in the following:
    - \$175,000 in materials and supplies – decrease in consumables
    - \$140,000 for professional development
    - \$161,000 for transportation
    - \$40,000 for snow removal contract



- \$76,000 anticipated in energy utilization – hydro and water that are tied to directly to building usage
- Investments we are seeing
  - \$225,000 in technology to support learning from home - \$140,000 for Rogers and iPads and the difference is a provision for future costs in the event additional resources are needed for staff or students
  - \$400,000 increase to WSIB which is tied to mental health/wellbeing and concussions and the Ministry does not provide funding for this

R. Wyszynski stated that even though the 2019-20 Revised Estimate reported a balanced budget based on the items presented we are looking at a modest surplus of \$263,000 compared to the budget presented in June 2019. R. Wyszynski added that some of the biggest risks are related to the length of the provincially ordered closure, some costs may continue to be reduced but could be offset for costs required to develop and maintain a new learning environment. The Ministry has maintained that the GSNs will not be reduced but there is always a risk the surpluses could be clawed back once boards file annual financial statements. There are a lot of unknowns at this time such as additional costs to reopen schools.

C. Speers asked about the discussion and delegation around the bus issue in Paris and we had taken on the resolutions for this fiscal year, where and when do we table it and how do we push for the funding to make the bus permanent? R. Wyszynski stated that Board decided to approve that onetime exception for 2019-20 pending the Municipality's response to building a path down the Lion's Park through to Mechanics Ave. In the event that does not happen, we will likely receive a similar request for an exemption for 2020-21 and it would cost the Board additional money. R. Wyszynski added with regards to receiving additional funds for transportation, unfortunately the transportation funding is generated in a such a way that we have very little input on how much we get and only goes up when a board increases their enrolment or overspends their allocations – Grand Erie has never overspent our allocation. G. Anderson added that we did not receive a formal answer from the County of Brant.

C.A. Sloat asked for clarification that a report needs to be completed by employees and is that a Ministry requirement? R. Wyszynski responded we will do a report internally by employee to make sure we can reconcile to the total, but the Ministry will want to a high level and may audit each boards response and we will need that detail. R. Wyszynski also added that we will need to include any strike cost that we were able to demonstrate that were above and beyond our normal operations. C.A. Sloat asked do you see us having cost above and beyond that we should have a good case to get some funding return? R. Wyszynski responded that one of the areas that we may be able to get cost is in Payroll



because we were unable to successfully recruit, and we were forced to use the services of a temporary agency for relief.

Moved by: C. VanEvery-Albert

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the six months ended February 29, 2020 as information.

**Carried**

(c) **Work Force Report**

S. Sincerbox referred to the Workforce Report which is received by Trustees three times a school year, November, February and April. The report provides totals by employee group/position, relative to budget. Noted the addition of a DECE allocated to Ryerson Heights to respond to enrolment pressures.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Work Force Report with data as of March 31, 2020.

**Carried**

(d) **Contract Award – Masonry Restoration for Cayuga Secondary School**

R. Wyszynski referred to the Contract Award – Masonry Restoration for Cayuga SS Project report noting Tender 2020-12-T was issued on March 4, 2020 and closed on April 20, 2020. R. Wyszynski noted 2 firms submitted tenders and Purchasing Services completed all the necessary evaluation steps and recommends the award of contract to 121685 Ontario Ltd. (RD Masonry).

R. Collver asked if we have heard anything regarding our Capital Funding submission? R. Wyszynski responded that in terms of funding for new school builds, we have not heard anything.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the award for Masonry Restoration Services at Cayuga Secondary School as set out in Tender 20120-120-T to 121685 Ontario Ltd. (RD Masonry) in the amount of \$546,500 plus HST.

**Carried**



H - 1 **Other Business**

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

Presented as printed.

Moved by: E. Dixon

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of March 2020 in the amount of \$8,891,696.10 as information.

**Carried**

(b) **Joint Occupational Health & Safety Committee Minutes – March 12, 2020**

Presented as printed.

R. Wyszynski highlighted that one of the challenges with school closures is the fact that staff will not be able to conduct these inspections. R. Wyszynski stated that we have communicated with both legal counsel and the Ministry of Labour and have been instructed that we are not required to complete the inspections during the Emergency Order process.

S. Gibson asked while staff are working from home, do we have any obligations from WSIB if they were to trip over a computer cord etc.? R. Wyszynski responded that currently he does not believe the WSIB coverage would extend to the employees' homes, but we are working to get a lot of information together with respect to what would happen in the event of an injury at home during this time.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – March 12, 2020 as information.

**Carried**

C. VanEvery-Albert asked about future committee meetings and noticed that for the month of late May early June there are meetings scheduled and if the students return to school, does that mean that all these meeting will become face to face? B. Blancher responded that we don't know at this point but stated that each week we review the future meetings and discuss if they will continue. B. Blancher shared that once we have a solid answer, she will share it with everyone. C. VanEvery-Albert asked that we consider holding some of these meetings virtually.

I - 1 **Correspondence**

Nil



J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 8:08 p.m.

**Carried**

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Board Chair, G. Anderson





## MINUTES

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

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

**Regrets:**

**Trustees:** Nil  
**Administration:** Nil

**A - 1 Opening**

**(a) Roll Call**

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

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

E. Dixon declared a conflict of interest for agenda item D-1-b.

**(c) In Camera Session**

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

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

**Carried**

**(d) Welcome to Open Session**

The Public Session meeting was called to order by Committee Chair, S. Gibson at 7:15 p.m.

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

Presented as printed.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Agenda be approved.

**Carried**



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

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

(a) **Suspension of Bylaw 25 Director's Performance Appraisal**

G. Anderson referred to the Suspension of Bylaw 25 Director's Performance Appraisal noting this report is in response to the question asked during the Director's Interim Performance Review on March 9, 2020 regarding the final review. G. Anderson stated the Director's Performance Committee has discussed and is recommending no final review be completed.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board suspends Bylaw 25 Director's Performance Appraisal until a new Director is in place.

**Carried**

C - 1 **Director's Report**

Director's highlights:

- **School Year Calendar** – last year we received approval for our 2019-20 School Year Calendar on May 3<sup>rd</sup>. On April 28<sup>th</sup>, Directors received a Memorandum on School Year Updates from the Minister and Deputy Minister of Education. This information was shared with Trustees on April 30<sup>th</sup>. The Memo stated that school year calendar submissions for the 2020-21 school year are not being considered for approval at this time while the Ministry continues to plan for the 2020-21 school year. The Ministry will provide additional direction once decisions on the next school year have been made.
- **Summer Learning** – The Ministry has alerted school boards that it is looking to deliver a robust summer learning program that will reach as many students as possible with a focus on credit delivery, credit recovery and gap-closing programs including supports for vulnerable students. The only information received so far came in a message from the Council of Directors of Education (CODE) regarding the Summer Learning Program, known in Grand Erie as Camp SAIL, and while there is no official decision on this program, CODE was asked by the Ministry to reach out to school boards to gather input on such issues as possible expansion of the program to Grades 6, 7 and 8. Superintendent De Vos and her team have responded to that message and at this point we await further direction from the Ministry.
- **PA Days and Exam Days** – In order to maximize instructional time for students during this unprecedented time, Minister Lecce has directed that all remaining professional activity (PA) days and examination days for the 2019-2020 school year are to be used for instruction. Amendments have been made to RRO 1990, Regulation 304 (School



## B-1-b Committee of the Whole Board Meeting

Monday, May 11, 2020  
MS Teams Virtual Meeting

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Year Calendar, Professional Activity Days) under the *Education Act*. Although PA days are cancelled for the remainder of the school year, school boards have been encouraged to work with staff to ensure time is available for writing report cards in June and we will certainly do that.

- **Construction Projects** – on May 6<sup>th</sup>, Directors and Senior Business Officials received a memo from the Deputy Minister regarding the ability to restart construction projects and services that support the operations of and provide new capacity in schools and childcare centres. Director Blancher noted that our childcare construction projects at Hagersville Secondary and Central Elementary School in Brantford were restarted as of today.
- **Memorandum from the Minister and Deputy Minister of Education sent to Board Chairs and Directors on May 8<sup>th</sup>** – Chair Anderson forwarded this to Trustees on Saturday morning. This lengthy memo provides a number of updates on such issues as School Mental Health Ontario and mental health supports, construction projects, summer learning and communication to families. The key point of the memo from Director Blancher’s point of view is the section at the beginning of the memo under the title **Guidance for Continuity of Learning** that references synchronous learning or real-time learning, so this would be a teacher teaching a lesson in real-time on video feed through the virtual learning environment (VLE). As noted in the memo, the ministry’s expectation is that synchronous learning is used as part of whole class instruction, in smaller groups of students, or in a one-on-one context. The reason for this is that the ministry would like educators to strive toward as normal a learning environment as possible during the school closure period. Director Blancher stated that it is important that we heed direction from the Ministry, however, there are a number of issues with this directive; primarily being the fact that the Ministry provided VLE, as noted in the memo, provided by the Ministry at no cost to educators for delivering online programming, has some real limitations. The type of licenses provided by the Ministry is limited to 250 live sessions per week, per school board and it does not work on all devices. Director Blancher noted we are hearing that both staff and students are having real issues with the real-time delivery and that is why we are currently supporting our teachers in doing whatever they can do including asynchronous delivery where lessons are recorded by teachers and posted for student access. In the memo, it states that where teachers are not delivering synchronous learning, a reference is made to boards being expected to “immediately move to a team assignment approach to ensure that students are offered synchronous delivery of teacher led learning”. Director Blancher and her team met this morning to discuss this memo and this specific issue and we don’t know what this means so they are investigating further. However, Director Blancher supports our educators in continuing their current practice to engage students in their learning. Synchronous learning is real time learning and this can also happen through phone calls and emails to check to the learning tasks that are provided. We are trying to figure out how we best support our educators, students and families. Director Blancher also noted that our teachers are doing their best and if that means video taping lessons



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and posting them that is good, but some don't have the ability to do that so connecting by phone or email also works. We do have teachers that do not have the type of internet access that will allow them to do the video conference piece. Director Blancher spoke to the equity issues stating that while some families may have a device it may not be the best for accessing live video or they may have unreliable internet access, which is a similar issue for some of our staff. We also have teachers who are also parents trying to keep their own children on track with their learning while also spending time on live video. While clearly there are some families who would prefer real time learning, we have heard from others who cannot manage this. We are also hearing that some secondary school students are working through the day and their learning at night.

- **Student Mental Health** – as we continue through our school closure time, one of the things that concerns us is student mental health. Through her team, Superintendent Thompson keeps senior admin apprised as to what supports we have available and how we are addressing various issues. Our Mental Health Lead works directly with Guidance Heads to support student mental health and well-being, supported by our social workers and mental health workers in schools. To date we have not conducted a virtual meeting with our student senate to discuss student mental health during the pandemic. Our Safe and Inclusive Schools Lead, and our Mental Health Lead work closely together and they are connecting tomorrow and definitely will be looking at how we can continue to broaden outreach to students, and will also look at how to ensure we have a visible presence on the Brightspace platform for students who are accessing Brightspace. As well, we have had feedback from Haldimand-Norfolk REACH that students and families are being saturated with the focus on COVID and they just want to continue with their schoolwork and not the pandemic and this is something we need to talk about.
- **Voluntary Redeployment of Staff** – while this plan has been in works behind the scenes for several weeks now, and clearly information has been presented through media channels, today school boards received the B Memo which provides us with the direction for this initiative.
  - Over the past two weeks, the ministry, along with trustees' associations and union representatives have worked together on a plan to help address staffing shortages in other sectors, such as hospitals, long-term care homes, and retirement homes. This work resulted in a framework for temporary voluntary redeployments of school board employees to support the province's most vulnerable citizens, endorsed, in principle, by all four trustees' associations, and unions including CUPE, ETFO and OSSTF.
  - There are numbers things that we have to go through and need discuss with Business Services and Human Resources and figure out what this will look like.



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J. Richardson asked about the school year calendar approval delay, is that that COVID-19 related or the days scheduled before Labour Day? B. Blancher responded that she believes it is COVID-19 related as she believes the Ministry is looking at PA Days for next year.

C.A. Sloat stated at the April Board Meeting we had report on the iPads and asked if there is an update with respect to the iPad deployment? B. Blancher responded that iPads are scheduled to arrive tomorrow.

R. Collver commented that the Government is doing a great job communicating about health and the economy and the experts are always standing beside them. It would be great if Education made announcements with the experts standing beside them and if we can influence somehow the late Friday night memos that have no expert opinions attached to them and going to the media before school boards get information. We would really appreciate if these announcements could come through the proper channels rather than the media and if we can influence, I would support that as a Board.

C. VanEvery-Albert commented that we have real difficulty with connectivity in various areas of the board and how are we these days on this issue? B. Blancher responded the iPads are one of the solutions as they will act as the hotspot and provider of the internet. The solution for Six Nations and Mississaugas of the Credit is using a different solution with cell phones as the hotspots and there were some issues that K. Newhouse worked through with the Emergency Operations Committee around getting access to Six Nations to deliver those items which has been solved. Director Blancher further stated that she believes that that we are well on our way with the connectivity, but it doesn't mean it will be perfect as we have some people that have a connection but not reliable connection. C. VanEvery-Albert further asked who is working on Six Nations end. B. Blancher responded that it is Sangita. C. VanEvery-Albert asked if we could request that individual provide us with a short-written update. B. Blancher responded that she cannot ask that but will ask Superintendents Munro or Martins if they have an update. L. Munro added that she has connected with Six Nations late last week for an update, we have not heard anything and will reach out again.

Z. Garbaty stated that he has received questions from students about summative and culminating tasks and wonder if they replace the examinations times. B. Blancher responded that is correct and the expectation is the summative and culminating tasks will replace the final exams and the teachers can change the weighting of those to benefit the students.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of May 11, 2020 as information.

**Carried**



**D - 1 New Business – Action/Decision Items**

**(a) 2020-21 Committee of the Whole Board & Regular Board Meeting Schedule**

B. Blancher referred to the 2020-21 Committee of the Whole Board and Regular Board Meeting Schedule report noting this is presented annually.

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the 2020-21 Committee of the Whole Board and Regular Board Meeting Schedule.

**Carried**

**(b) Allocation of Educational Assistants**

L. Thompson referred to the Allocation of Educational Assistants (EA) 2020-21 report providing a high-level overview on background, current model of support, and Educational Assistant Allocation Criteria noting the total allocation is 301 rather than 303 because we are increasing the compliment of Lead EAs to 7 total, and Educational Assistant Allocations – Trend Data.

C. VanEvery-Albert stated that she does not see any EA allocations paid under the Education Service Agreement (ESA) and asked how indigenous students needing those services will be attended to? L. Thompson responded that the EAs provided through the ESA are included in the report that Superintendent Martins provides to the Board and have never been included in this report. L. Thompson further stated that we have many indigenous students that are supported by EAs that could be some of those students that meet the criteria for extreme support.

C.A. Sloat commented that the report talks about support of students by an educational assistant must include an intentional plan and asked do you have a way of tracking or a plan around this. L. Thompson responded that this is what we will be focusing on next year and it will depend on the needs of the students.

C.A. Sloat further stated that you have moved to more Lead EAs and do you have a plan to track how this is working? L. Thompson responded that one of the Lead EAs is for SEA equipment and the other four, soon to be six Lead EAs will be supporting all of those extreme needs and supporting EAs who have questions, seek feedback and coaching and modeling and we will be monitoring that. L. Thompson further stated that was part of our plan this year and we didn't quite get there, but this will be a long-term goal.



Moved by: D. Dean

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the allocation of 301 Educational Assistants, as outlined in the report, pending final budget approval.

**Carried**

(c) **Quality Accommodation Update**

R. Wyszynski referred to the Quality Accommodation Committee report providing background and updates. R. Wyszynski continued with a high-level overview on the following:

- Residential Growth
- Pupil Accommodation Review Guidelines Update
- Priority Recommendations which were updated in January 2020 as follows:
  - Priority 1 – Accommodation Review for Brant/Brantford Secondary Schools
  - Priority 2 – Accommodation Review for Brantford Central Elementary Schools
  - Priority 3 – Accommodation Review for Brantford North Elementary Schools
- Future Accommodations – Brantford West – Elementary
- Future Focus – Sub Committees which include: Enhance the Grade 9 recruitment strategy; Focus on loss areas of the Board; and Attract non-Grand Erie Students to the Board
- Boundary Review – Brantford South – Elementary
- Next Steps

D. Dean shared his concerns pertaining to the accommodation review for Brantford Secondary Schools and is interested in the term special programs, it seems that decisions regarding enrolment are going to be attached to specialized programs and what does that specialized program consist of and how do we define it. D. Dean further noted that we apparently have special programs at BCI and PJVC and don't have them at NPC, Tollgate or GELA, but believes that is not correct. D. Dean asked what constitutes special programs? R. Wyszynski responded for the purpose of the accommodation review he will defer to his fellow Academic Superintendents but with respect to specialized programming is looking at redistributing some of those programs amongst the Brantford Secondary Schools to rebalance utilization rates between the schools or potentially strategically offer certain specialized programs at certain schools to attract more students to our schools in Brantford. D. Dean stated that he understands what R. Wyszynski is saying but his concern is around special and specialized. D. Martins responded that we have struggled with this language for some time, what we are calling specialized programs are ones that have entry requirements and an application process which is above and beyond the regular meaning of secondary program. The two programs at BCI and PJVC have specific application processes. D. Martins



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further stated that we had hoped to convene a committee and bring back recommendations to the Quality Accommodation Committee but given the year we had with job action and the pandemic, we have not been able to convene the committee.

G. Anderson asked with regards to Elgin PS, as we have not heard anything from the Ministry, will we carry on as we are now? R. Wyszynski responded that is correct. G. Anderson further asked about the out of area at BCI and if the request is a one off or does it include siblings? R. Wyszynski responded that we are leaving the decision to the Principal, but they are one offs, one at a time. G. Anderson stated that he is glad to hear there is not a boundary study between PJVC and NPC but would like to mention that when we can start accommodation reviews that we don't list every school in the city as that upset's neighborhoods unnecessarily. G. Anderson provided an example with respect to Priority 2, indicating that you could effectively say we are looking Graham-Bell Victoria and Grandview without including the other schools. G. Anderson also noted if you are going to look at the north Brantford schools, he would not list all of them. R. Wyszynski responded that for future reports we will only include specific schools for accommodation reviews.

C.A. Sloat asked about the boundary reviews for Bellview and Princesses Elizabeth and realizes why it's being done before homes are built but asked what are the plans to communicate this to the community? R. Wyszynski responded that once houses or development begin, we would have a communication plan with the school community to ensure that individuals buying in those areas know where their children will be attending school. C.A. Sloat stated she feels it is important to let our community know and why the decision was made.

R. Collver asked about the childcare constructions at both Hagersville and Central and with the required work stoppage, will they come in on time? R. Wyszynski responded that the delays have not been significant enough to delay the projects. R. Collver noted that this report had recommendations for the allocations of funds be included, should we have a motion today allocating those funds? R. Wyszynski responded that we had planned to have that item added as part of the 2020-21 budget development, which will ultimately be presented for Trustee approval.

Moved by: G. Anderson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Quality Accommodation Committee report as information.

**Carried**





Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board temporarily suspends Policy FT8 Boundary Reviews.

**Carried**

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve a Boundary revision to assign a portion of the Princess Elizabeth Public School catchment area to Bellview Public School effective September 1, 2020.

**Carried**

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

R. Wyszynski referred to the Delhi District Secondary School (DDSS) – Gym Viability Review report providing background noting DDSS is the only secondary school in Grand Erie without a double-sized gymnasium and the single gym no longer offers the required physical space the school and community desires. R. Wyszynski further stated the most practical solution for the school is to design and build a double-sized gym onto the school which would also be a great asset to Grand Erie, the community and Norfolk County. R. Wyszynski provided a high-level overview regarding the meeting that occurred on February 13, 2020 with two Grand Erie Trustees, representatives from Sr. Administration, DDSS School Administration and the local MPP and MP representatives. R. Wyszynski reviewed the next steps and noted Sr. Administration is recommending that a fundraising campaign move forward with an initial target of \$2.5 million over an 18-month period beginning September 2020 and concluding March 2022.

R. Collver requested that due to the current climate, the timeline be modified to allow the community some extra time and move it out March 2023. R. Wyszynski responded that is doable and will need to change the updates to Trustees.

C.A. Sloat wondered about the size and if it could be a smaller size if the fundraising does not come in? R. Wyszynski responded that during the updates over the next few years we can provide those design ideas as we map the trending of fundraising and this project becomes more of a reality.

G. Anderson commented that he agrees with both Trustee Collver and Sloat's statements and the proposal is well written. G. Anderson also thanked Trustee Collver for all her work in getting the community interested in this.



Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Fundraising Plan for Delhi District Secondary School Gymnasium, with modified timeline to March 2023.

**Carried**

**D – 2 New Business – Information Items**

**(a) Management Information for Student Achievement (MISA) Update**

B. Blancher referred to the MISA Update report which is an annual report and provided a high-level overview on how Grand Erie's 2019-20 priorities aligned with areas 1 and 2 of the Ministry of Education's four priority funding areas.

Moved by: R. Collver

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the MISA Update as information.

**Carried**

**(b) Community Planning and Facility Partnership- Annual Facility Status Report**

R. Wyszynski referred to the Community Planning and Facility Partnership – Annual Facility Status Report providing a high-level overview on the background, schools suitable for facility partnership - unused space, schools suitable for facility partnerships – new construction, surplus space for lease, and communication with community.

C.A. Sloat referred to the renovations at Tollgate to accommodate the relocation of the Adult Education programming and asked for update on the scope, cost and timeline? R. Wyszynski responded the project encompasses doing small demolition to the size of the space, ceiling repairs, painting, new doors and hardware. This project is currently in the permit stage and should be ready for September 2020. R. Wyszynski indicated that initial cost with contingency is \$200,000 and will be fully funded through the School Condition Improvement Grant.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

**Carried**



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(c) **Learning Intervention Tracking for Excellence (LITE)**

L. Thompson referred to the Learner Intervention Tracking for Excellence (LITE) report and provided an overview of data collected in various LITE modules being used in Grand Erie.

C.A. Sloat asked that because of the changes of timeline could this report be brought earlier in the school year, preferably the Fall.

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Learning Intervention Tracking for Excellence (LITE) as information.

**Carried**

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

(a) **Bylaw 3 Nomination and Annual Organizational Meeting**

B. Blancher noted Bylaw 3 Nomination and Annual Organizational Meeting was identified for review and sent to Trustees for comments to be received by April 17, 2020. B. Blancher noted no comments were received and no revisions were made.

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Bylaw 3 Nomination and Annual Organizational Meeting.

**Carried**

(b) **Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure**

B. Blancher noted Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure was identified for review and sent to Trustees for comments to be received by April 17, 2020. B. Blancher reviewed the minor revisions based on the comments received.

Moved by: C. VanEvery-Albert

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure.

**Carried**



(c) **FT2 New School Construction Projects**

R. Wyszynski noted Policy FT2 New School Construction Projects was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and revisions made.

C.A. Sloat stated that the Ministry is looking a new footprint for what new schools will look like and asked do you have a process to go and look at what has worked and considered input from staff, specifically custodians? C.A. Sloat understands that some of these are very innovative but are they practical and how do we have a process to improve and resolve the issues that are hard on the staff? R. Wyszynski responded that the facility team is doing a great job of incorporating the managers and divisions manager in getting feedback from new schools, but it is a balance and there is a lot of considerations. R. Wyszynski added that we have heard the Ministry may come up with a catalogue of predesigned elementary school where Boards could pick from a menu which could result in savings on design and architectural fees.

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve Policy FT2 New School Construction Projects.

**Carried**

(d) **FT3 Naming of Schools**

R. Wyszynski noted Policy FT3 Naming of Schools was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and revisions made.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy FT3 Naming of Schools.

**Carried**

(e) **FT4 Community Use of Schools**

R. Wyszynski noted Policy FT4 Community Use of Schools was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments, revisions made and noted some further additions were made.

R. Wyszynski referred to the Handbook and highlighted the proposal for Fee Schedule change.



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C.A. Sloat asked about the rates, why this was not included when sent out for comment, she does realize we needed to do this but how will we communicate these changes to users? R. Wyszynski responded that once the rates are approved, we will develop a communication strategy to make sure that users are aware of the rate increases. R. Wyszynski further stated that we did not consider a consultation for rates as a consultation would end with users asking us to not increase our rates. R. Wyszynski stated we took a holistic approach in terms to find out what are costs are per hour by looking at all the facilities costs, average size of the space and looked at what we were charging historically. We have decided not to go to a competitive rate and wanted to take this very slowly with a plan to be cost neutral in 3 years. R. Wyszynski indicated it was the intention to have this included when it went out for comment, but we noticed the work required was more than anticipated and wanted to make sure we did it right. R. Wyszynski stated the goal going forward to is review proposed rates annually every May.

C.A. Sloat shared her concern about the language with respect to the nuts and does not align with Policy SO30. R. Wyszynski responded we will amend to reflect the SO30 Anaphylaxis policy. C.A. Sloat further stated she believes the appeal process should come back to the Board and does not end at the Superintendent of Business office. R. Wyszynski responded there was no language for adjudication and appeal process and wanted something in writing and in the end if they were not satisfied with the decision, they would be provided the next steps which would be a delegation to the Board.

D. Werden reviewed the statement. R. Wyszynski responded that revisions will be made stating "Appeal decision is not final and can be escalated through delegation".

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve Policy FT4 Community Use of Schools, as amended.

**Carried**

(f) **FT9 Transition Committee**

R. Wyszynski noted Policy FT9 Transition Committee was circulated to all appropriate stakeholders for comments. R. Wyszynski noted no comments were received.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Policy FT9 Transition Committee.

**Carried**



**E – 2 Procedure Consideration – Information Items**

**(a) F106 Receipt of Charitable Donations**

R. Wyszynski noted Procedure F106 Receipt of Charitable Donations was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and revisions made.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive Procedure F106 Receipt of Charitable Donations as information.

**Carried**

**(b) HR111 Personal Protected Footwear**

R. Wyszynski noted Procedure HR111 Personal Protective Footwear was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and revisions made.

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive Procedure HR111 Personal Protective Footwear as information.

**Carried**

**(c) HR119 Progressive Discipline**

S. Sincerbox noted Procedure HR119 Progressive Discipline was circulated to all appropriate stakeholders for comments. S. Sincerbox referred to the comments and revisions made.

C.A. Sloat asked about Comment 14, the 2-year retention documents and some issues are not solved, how are we ensuring we have the information when we need it? S. Sincerbox responded that if there was an incident, we would likely know within that 2-year period if that incident is likely to escalate towards a grievance of arbitrations. In that case, we would have collected notes, etc. in preparation for those proceedings and therefore would have them on file for a period of time exceeding two years.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive Procedure HR119 Progressive Discipline as information.

**Carried**



(d) **P103 Learning Resource Selection**

L. De Vos noted Procedure P103 Learning Resource Selection was circulated to all appropriate stakeholders for comments. L. De Vos referred to the comments and revisions made.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive Procedure P103 Learning Resource Selection.

**Carried**

(e) **P105 Prior Learning Assessment Recognition (PLAR)**

L. Munro noted Procedure P105 Prior Learning Assessment Recognition (PLAR) was circulated to all appropriate stakeholders for comments. L. Munro referred to the comments and revisions made.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive Procedure P105 Prior Learning Assessment Recognition (PLAR) as information.

**Carried**

(f) **SO113 Extreme Weather Guidelines**

R. Wyszynski noted Procedure SO113 Extreme Weather Guidelines was circulated to all appropriate stakeholders for comments. R. Wyszynski referred to the comments and revisions made.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board receive Procedure SO113 Extreme Weather Guidelines as information.

**Carried**

F - 1 **Other Business**

Nil

G - 1 **Correspondence**

Nil



**H - 1 Adjournment**

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the meeting be adjourned at 8:45 p.m.

**Carried**

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Committee of the Whole Board Chair, S. Gibson





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
 FROM: Brenda Blancher, Director of Education & Secretary  
 RE: **2017-20 Strategic Communications Plan Evaluation – Year 3 (2019-20)**  
 DATE: May 25, 2020

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the 2017-20 Strategic Communications Plan Evaluation for Year 3 (2019-20).

### Background

In March 2017, Grand Erie District School Board approved its 2017-20 Strategic Communications Plan. Created by the Strategic Communications Ad Hoc Committee, the plan aligns with the Board's 2016-20 Multi-Year Plan, *Success for Every Student*.

Grand Erie's Strategic Communications Plan is a living document. Each September, the Manager of Communications and Community Relations provides an update on the plan to the Board. Each May, the Manager of Communications and Community Relations offers an evaluation of the plan to the Board.

Four streams are identified in the Strategic Communications Plan: Leadership, Internal Communications, Marketing and Branding, and Public Relations. Within each stream, there are a number of objectives as well as a list of strategies and tactics.

### Additional Information

Grand Erie's Strategic Communications Plan includes a process for evaluation. Specific questions were selected by the Ad Hoc Committee to evaluate the plan to ensure that the desired objectives were achieved. The evaluation measures and methodology are mixed, incorporating quantitative data and qualitative data.

Year 3 evaluation questions are answered at the end of this report, following an update on each of the four streams. The evaluation questions include feedback received from Senior Administration, Principals, Vice-Principals, Managers and System Leaders in April 2020.

### Stream 1 – Leadership:

Communications is an essential skill in building strong leaders and navigating changing environments. From administrators who build trust with school communities to students who are on their journey to be leaders of tomorrow, communication excels the vision of an organization, is an influencing factor to help motivate and inspire others, and creates positive environments that value open and two-way engagement.

### Objectives:

- Maximize communication with trained leadership in various levels of Grand Erie
- Support communications with sufficient resources and ongoing training
- Ensure communication effectiveness through adherence to guiding principles
- Effective response and management during crisis-communication situations
- Build parent leaders in order for them to effectively support student achievement, well-being and parent involvement

Year 3 Status Update:

Included below are the strategies and tactics selected to achieve the objectives for the Leadership Stream. Within the charts is a status update on each tactic in Year 3.

1.1 Embed topics of communications into the Leadership program and provide face-to-face learning opportunities to build capacity for shared communication leadership.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Trustees	Trustee Caucus	Trustee Caucus session with the new Board following the election	Annually	<b>COMPLETED:</b> A Communications-focused Trustee Caucus session was held on February 3, 2020
Clerical, custodial and caretakers	Staff development and customer service	Customer service will be a topic at each Professional Development Day	Annually	<b>COMPLETED:</b> Customer service continues to be an important topic during Professional Development days
Administrators	Management Clinics	Three Management Clinics; Topics may include: social media, crisis communications, media training	Annually	<b>DELAYED:</b> The 2019-20 Management Clinic on communications was cancelled due to ongoing job action and COVID-19
Staff seeking leadership opportunities	Aspiring Leaders Session	Communications will be a topic included within the Aspiring Leaders program	Annually	<b>COMPLETED:</b> Communications continues to be embedded in the Aspiring Leaders program
All staff	<i>Communicate 2020</i> Series	Shared with staff. Relevant topics include social media, visual identity, and consistent communications	Twice per year	<b>COMPLETED:</b> All Grand Erie staff were reminded of the Board's visual identity standards, consistent communications and social media. Emails were sent September 3, 2019 and February 11, 2020

1.2 Create an environment where staff are encouraged to promote their personal well-being and feel supported.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
All staff	Support the communications associated with the Staff Wellness portfolio	Events, initiatives, and information to staff	Ongoing, as required	<b>COMPLETED:</b> Grand Erie's Communications Assistant continues to provide support to all staff wellness initiatives
All staff	In consultation with Safe Schools and Mental Health/Well-Being Lead, staff will receive key messages and resources during tragic events and critical incidents	As required	Ongoing, as required  May 2020	<b>COMPLETED:</b> Grand Erie staff continue to receive key messages during crisis situations. In 2019-20, the Crisis Communications Ad Hoc Committee created the Board's Crisis Communications Plan (See Appendix C)
All staff	Communicate staff recognition or appreciation initiatives to celebrate staff contributions	As needed (Patti McCleister award, Retirement celebration, and other staff appreciation initiatives)	Annually	<b>COMPLETED:</b> Communication staff continue to provide support for a wide range of Board activities that recognize staff contributions

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
All staff	Create a web/portal presence and posters reflecting the four concepts of Be Well	One-time launch, updates as required	2017-18	<b>COMPLETED:</b> Grand Erie's website and staff portal for mental health were updated in 2017-18 to align with the Mental Health Strategy.
All staff	Review communication requirements for bereavements	HR1 Bereavement	2018-19	<b>COMPLETED:</b> 2018-19

1.3 Help system leaders build trust in their communities by providing resources and generate consistent and timely communications.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Administrators	Principal's Communications Toolkit (includes key messages, key dates and template letters)	Resources for Principals	Ongoing, as required	<b>COMPLETED:</b> 2018-19. Updated with new resources in 2019-20
Administrators, parents	Create standard communication resources, including best practices for administrators and a public awareness for parents	Feedback collected from various Grand Erie committees, school council chairs, administrators and secretaries	2019-20	<b>DELAYED:</b> The collection of feedback was delayed in 2019-20 due to ongoing job action and COVID-19
Parents	Develop a Grand Erie App with the Information Technology department	Creation and development	2019-20	<b>COMPLETED:</b> An app connected to the Parent Portal is being developed by Information Technology Services

1.4 Support parents who serve in leadership roles and advocate for parent involvement/engagement in our schools.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
School Council Chairs and members	School council orientation events	Three sessions	Annually	<b>COMPLETED:</b> The 2019-20 School Council Start-up session took place on October 17, 2019
School Council Chairs and members	Information session for parents based on interest/needs	Guest speaker	Annually	<b>CANCELLED:</b> Due to ongoing job action, Grand Erie's Parent Involvement Committee (GEPIC) decided not to host a Spring event. Instead, a video promoting parent engagement was to be developed. The video was then cancelled due to COVID-19
Parents	Enhance parent section on the website with resources to support strategies for family involvement	Reviewed annually	Ongoing	<b>COMPLETED:</b> The <i>Strategies for Literacy &amp; Numeracy</i> guide was added to the website in the Fall of 2017 and shared with school councils in 2017-18, 2018-19 and 2019-20. During the COVID-19 closures, both the elementary and secondary guides were updated and additional learning resources for

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
				students and families were added (i.e., weekly calendars for literacy, numeracy, special education, etc.)
Parents	Deploy a parent portal with the Information Technology department to improve home-school communications	Creation and development	2019-20	<b>COMPLETED:</b> The Parent Portal was launched by Information Technology Services in 2019-20. The full implementation of the Parent Portal was limited due to ongoing job action and COVID-19. The Parent Portal will be fully launched in 2020-21. The Communications team will continue to provide support, as requested

1.5 Use a variety of events to support students as leaders engaged in the topics of four indicators related to the Multi-Year Plan (excluding Achievement and Community). The areas relate to the following: digital leadership, equity/change-maker/global citizens, wellness advocates, and environmental champions.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Students, parents, community, media	Focus on Equity	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	<b>COMPLETED:</b> 2019-20 initiatives, activities or events featured included: Indigenous Education (Orange Shirt Day, Treaties Recognition Week), Bullying Prevention Week and Student Census results. Other activities, such as the Rainbow Ball, Pride Month activities and the Grand Erie Games, were cancelled due to COVID-19
Students, parents, community, media	Focus on Technology	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	<b>COMPLETED:</b> 2019-20 initiatives, activities or events featured include: Parent Portal launch, Ed Tech student program and opening of the Houghton Learning Commons
Students, parents, community, media	Focus on Environment	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	<b>COMPLETED:</b> 2019-20 initiatives, activities or events featured include: Waste Reduction Week and Active School Travel. Other activities, such as the ECOschools program and Earth Day celebrations, were limited due to ongoing job action and COVID-19
Students, parents, community, media	Focus on Well-Being	Promotion and coverage (media release, feature stories, <i>Schools in the News</i> , social media, etc.)	Annually	<b>COMPLETED:</b> 2019-20 initiatives, activities or events featured include: Secondary School Stress Binder, CAGE events, staff wellness, Bell Let's Talk. Other activities, such as Mental Health Week, were limited due to COVID-19

Stream 2 – Internal Communications:

Internal Communications is the function responsible for effective communications among participants within an organization. Fostering a strong channel of information to our internal audience, balancing between push-and-pull methods, will create staff ambassadors, knowledgeable on topics to better perform their duties in a culture of high expectations.

Objectives:

- Research and understand employee needs, expectations, opinions, attitudes and knowledge levels
- Support staff engagement and create staff ambassadors
- Staff alignment with the Grand Erie District School Board’s vision and Multi-Year Plan
- Manage information overload
- Communicate with staff during a crisis

Year 2 Status Update:

Included below are the strategies and tactics selected to achieve the objectives for the Internal Communications Stream. Within the charts is a status update on each tactic in Year 3.

## 2.1 Use the portal as the trusted source of consistent information for all staff members.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
All staff	Enhance the News section on the staff portal	Align stories with the Multi-Year Plan	Annually	<b>COMPLETED:</b> 2019-20 Grand Erie media releases, feature stories and <i>On the Job With...</i> series were shared with all Grand Erie staff
All staff	<i>On the Job With...</i> series	Highlights work of staff, linking their efforts back to one of the indicators in the Multi-Year Plan	Annually	<b>COMPLETED:</b> The <i>On the Job With...</i> series continued in 2019-20 with five profiles. This series was limited this year due to ongoing job action and COVID-19
All staff	Build a Classifieds sections for staff, including a buy and sell section, hobbies/interests, and employee incentives	One-time launch	TBC	<b>ABANDONED:</b> Due to limited need and concerns related to oversight, management and privacy in 2019-20
System leaders, key users or webmasters	Create a governance model for the website outlined in an Admin Memo. Include a website, portal and school website review cycle process	Working group consisting of IT, Administration, and clerical staff	TBC	<b>DELAYED:</b> Put on hold in 2019-20 due to ongoing job action and COVID-19
All staff	Staff pictures on Outlook	Email staff	Annually	<b>COMPLETED:</b> On September 12, 2019, all Grand Erie staff were encouraged to post their picture on Outlook

## 2.2 Enhance products that are shared to internal audiences as key sources of information.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff	Standard email signature for all Grand Erie staff	Email staff	Annually	<b>COMPLETED:</b> On September 12, 2019, all Grand Erie staff were asked to use a standard email signature
Staff	Develop a staff newsletter that reflects the Multi-Year Plan	Emailed staff	Ongoing	<b>COMPLETED:</b> Staff newsletter was abandoned in 2017-18 as all Grand Erie staff receive <i>The Blackboard</i> , which links reports back to the Multi-Year Plan
Staff, media, parents, and community	Enhance the delivery of <i>The Blackboard</i> and expand readership	<i>The Blackboard</i> is sent following each Board Meeting	Ongoing	<b>COMPLETED:</b> In 2017-18, media members were added to <i>The Blackboard</i> distribution list. School Council Chairs, parents and community members are added upon their request
Staff, community, parents, Trustees	Align Director's Blog with the Multi-Year Plan	3-4 per calendar year	Ongoing	<b>COMPLETED:</b> Each Director's Blog aligns with the Multi-Year Plan. Three blogs planned in 2019-20. Two completed (September 2019, December 2019), with one remaining (June 2020)  On September 3, 2019, the Director participated in <i>The Great Grand Erie Road Trip</i>

## 2.3 Develop with Senior Administration a procedure that strengthens the information flow of communications to various employee groups within the organization.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Senior Administration, administrators	An Administrator Checklist	Checklist	2017-18	<b>COMPLETED:</b> A checklist for bringing in guest speakers was created in 2017-18 to ensure all speakers align with the Board's Mental Health Strategy
Senior Administration, administrators, managers	Develop a process that articulates direction from Senior Admin to Managers and Administrators	Ongoing at Executive Council	2017-18	<b>COMPLETED:</b> <i>In the Loop</i> was created in 2017-18 to keep administrators up-to-date on relevant information discussed at Executive Council meetings

## 2.4 Support the ongoing training and orientation of Grand Erie employees.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff	Develop a resource to support the Communications and Customer Services standards of the Accessibility of Ontarians with Disabilities Act while promoting an Accessible Grand Erie experience	Accessible Grand Erie Day promotes awareness of accessibility in our schools	Annually	<b>COMPLETED:</b> Accessible Grand Erie Day is celebrated each November.  Communications support is provided to the Accessibility Advisory Committee, as requested

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff	Raise awareness related to the privacy and protection of staff and student information	Meet with Privacy and Information Management Committee to determine next steps	2019-20	<b>COMPLETED:</b> Communications support is provided to the Privacy Committee, as requested. In 2018-19, a privacy-focused video was created. In 2019-20, the video was launched
Staff	Support the communications related to the mandatory training programs legislated for staff to complete	One-time launch of a section on the portal that describes the mandatory training requirements in Grand Erie and the training matrix schedule	2019-20	<b>DELAYED:</b> This was put on hold in 2019-20 due to ongoing job action and COVID-19
New employees	Develop a Communications 101 package for new employees to complement the HR orientation program	One-time development of a resource for HR to use in their staff orientation	2019-20	<b>DELAYED:</b> This was put on hold in 2019-20 due to ongoing job action and COVID-19

### Stream 3 – Marketing and Branding:

Grand Erie District School Board reflects a brand that is publicly distinguished from others in the education community. Our brand promotes *Success for Every Student*, a defining statement that sets us apart. Through the process of branding, Grand Erie's corporate identity is disseminated by its vision, name and image throughout its communities. It is also associated with programs and services offered. There are expectations to promote and communicate Grand Erie programs and vision to current and potential students and families.

### Objectives:

- Effectively tell the story of Grand Erie through existing channels, social media and traditional news media
- Advance the identity and brand of Grand Erie District School Board
- Deploy multiple and varied communication strategies, including accommodation for diversity
- Communicate Grand Erie's Multi-Year Plan with parents and families

### Year 3 Status Update:

Included below are the strategies and tactics selected to achieve the objectives for the Marketing and Branding Stream. Within the charts is a status update on each tactic in Year 3.

#### 3.1 Celebrate Grand Erie's brand, which reflects the 2016-20 Multi-Year Plan, through storytelling.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Students, staff, parents, media, and community	<i>Schools in the News</i> (Align with the six indicators of the Multi-Year Plan)	75 school stories per year	Ongoing	<b>COMPLETED:</b> <i>Schools in the News</i> was limited in 2019-20 due to ongoing job action. Principals were not mandated to submit stories
Students, staff, parents and community	Feature Stories which align with the Multi-Year Plan	Ongoing	Ongoing	<b>COMPLETED:</b> All feature stories continued to be linked to the Multi-Year Plan in 2019-20

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Students, staff, parents and community	Videos	Eight to ten videos per year	Ongoing	<b>COMPLETED:</b> Video focused on the Multi-Year Plan was created for launch in 2019-20. Additional cell phone videos are shared on social media
Students, staff, parents, media and community	Social Media (Twitter, Facebook and Instagram)	Increase followers/likes by 15 per cent on each platform each year	Ongoing	<b>COMPLETED:</b> Twitter followers as of May 4, 2020: 8,978 – an increase of 20.2 per cent from May 2019 (7,464)  Facebook likes as of May 4, 2020: 14,274 – an increase of 19.2 per cent from May 2019 (11,916)  Instagram followers as of May 4, 2020: 3,002 – an increase of 58.3 per cent from May 2019 (1,896)
Students, staff, parents, and community	Photos and graphic design with emphasis on inclusiveness/diversity	Two to three photo shoots per year to align with various initiatives	Ongoing	<b>COMPLETED:</b> Diversity remains a focus for communication. Photos are taken throughout the school year, as required
Students	Create the Grand Erie Storybook in the Logo	75 schools = 75 pages Once complete, present to Board	2017-18	<b>ABANDONED:</b> All stories are captured on Grand Erie's website and shared on social media

### 3.2 Position the Multi-Year Plan as a strong brand to showcase Grand Erie.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff, parents, students and community	Continue to implement the Multi-Year Plan communications plan	Annually	Ongoing	<b>COMPLETED:</b> Presented to Trustees on September 23, 2019. See Appendix A for an evaluation of the 2019-20 plan
Parents	Facebook ads	Ongoing, as required	Ongoing	<b>COMPLETED:</b> Facebook ads were used for Kindergarten Registration and Future Grade 9 Student and Parent Info Nights in 2019-20
Parents, staff, students, and community	Use website as the main feature of the Grand Erie brand and the main source of information	Staff training	2017-18	<b>COMPLETED:</b> Individual, one-on-one training for schools was provided, as requested, in 2019-20
Parents, teachers and administrators	Review School Agendas and ensure consistent messaging, link to Multi-Year Plan	Conduct content audit and provide covers for all agendas	Annually	<b>COMPLETED:</b> Grand Erie's Multi-Year Plan was the focus of all Student Agenda covers in 2019-20. Agenda content is also reviewed annually by Communications
Community	Wrap vehicles	29 vehicles will be wrapped	2017-18	<b>DELAYED:</b> Wrapping 29 vehicles was abandoned in 2017-18 due to costs. Facility Services reviews logo placement on vehicles as they're purchased
Community	Brand school facilities (logo plaque beside school name)	75 schools - Grand Erie logo fixed to its building	2018-19	<b>DELAYED:</b> Abandoned due to costs in 2017-18. As updates are made to school signage, the Grand Erie logo will be added



Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Staff	Create cheat sheets to enforce the visual identity program	Annually	2018-19	<b>COMPLETED:</b> See section 1.1
Staff, parents, students, and community	Rebrand items (signs, forms, outdated website images, etc.)	Establish a list of items	2017-18	<b>COMPLETED:</b> Grand Erie's website and staff portal were updated in 2017-18 along with all images and forms

### 3.3 Create a marketing strategy to focus on Early Years, Kindergarten Registration, Transitions and Student Success Programs.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Parents of children who are entering Kindergarten	Kindergarten Registration	Review guide, social media plan, website information and advertisements	Annually	<b>COMPLETED:</b> All materials were reviewed and updated in 2019-20
Students, parents	Develop a Student Success strategy that highlights the transition to Grade 9	Review guide, social media plan, website information, Future Grade 9 Student and Parent Information Night advertisements	Annually	<b>COMPLETED:</b> All materials were reviewed and updated in 2019-20 <b>DELAYED:</b> Understanding how students make their choice for Grade 9. A survey of elementary students was delayed in 2019-20 due to ongoing job action and COVID-19
Students, parents	Program promotion of GELA	To be determined in consultation with GELA	2019-20	<b>COMPLETED:</b> Materials were reviewed and updated, as required, in 2019-20
Parents of children who are in childcare	Early Years	To be determined	2018-19	<b>ABANDONED:</b> To focus on Kindergarten Registration

### Stream 4 – Public Relations

Public relations establishes and maintains mutually beneficial relationships between an organization and the communities, groups and stakeholders on whom its success depends. This stream will identify specific initiatives that will shine a light on topics that will impact a specific group or groups. In addition, research and evaluation will be conducted on the intended audience to determine an understanding or change in awareness, attitude, or action.

#### Objectives:

- Manage communications through the RPIE (Research, Planning, Implementation and Evaluation) process
- Evaluate communication effectiveness to inform strategy and overall communication program

#### Year 3 Status Update:

Included below are the strategies and tactics selected to achieve the objectives for the Public Relations Stream. Within the charts is a status update on each tactic in Year 3.

- 4.1 Three specific public relations plans will be designed to raise awareness, change attitudes or generate action (behavior) to raise the profile of a given portfolio or topic, or to address opportunities within the system.

Audiences	Tactics	Activity	Timelines	Outputs/Outcomes
Parents, students, community	Indigenous Education Communications Strategy	Develop plan in conjunction with the Indigenous Education team	Ongoing	<b>COMPLETED:</b> Indigenous-focused events and activities were highlighted in media releases and feature stories in 2019-20
Parents, students, community	Achievement/Renewed Math Strategy Communications Strategy	Develop plan in conjunction with system leaders	2019-20	<b>DELAYED:</b> A plan showcasing staff and student success in the area of achievement, including effective learning, instruction and assessment was put on hold in 2019-20 due to ongoing job action and COVID-19
Parents, students, community	Special Education Communications Strategy	Develop plan in conjunction with the Special Education team	2019-20	<b>COMPLETED:</b> Communications that highlight the resources available for Special Education students and families were updated in 2019-20

### Year 3 Evaluation Questions:

#### **1. Have we enhanced communications? (i.e., Are we better off?)**

Based on survey results collected in April 2020 (See Appendix B), 93.7 per cent of system leaders (Superintendents, Principals, Vice-Principals, Managers, System Leads) felt Grand Erie enhanced communications in 2019-20. This is a 16.7 per cent improvement from 2018-19 (77 per cent).

#### **2. Are system leaders being supported in their roles?**

Based on the April 2020 survey results, 94.9 per cent of system leaders felt supported in their role when it comes to communications-related matters. This is a 5.9 per cent improvement from 2018-19.

According to the April 2020 survey results, 79.7 per cent of system leaders reported they required assistance from the Communications and Community Relations team in 2019-20. This is similar to last year. Of those who reported they needed assistance, 95.2 per cent ranked the assistance they received as a four or five on a scale of 1-5 for usefulness. This is an improvement of 13.2 per cent from 2018-19.

Additionally, 54.4 per cent of system leaders reported they required crisis communications or issues management support from the Communications and Community Relations team in 2019-20. This is an increase of 10.4 per cent from the previous year. Of those who reported they needed this assistance, 90.6 per cent ranked the assistance they received as a four or five on a scale of 1-5 for usefulness. This is an increase of 2.5 per cent from the previous year.

##### **a. Do they know where to get information?**

Based on the April 2020 survey results, 97.5 per cent of system leaders said they know where to get information if they have a communications-related issue. This is a 4.1 per cent improvement from 2018-19.

##### **b. Are we building leadership capacity in communication tools?**

Based on the April 2020 survey results, 84.8 per cent of system leaders believe Grand Erie is building leadership capacity when it comes to communications-related tools and resources. This is a 23.3 per cent increase from the previous year.

##### **c. Do system leaders feel confident in delivering consistent messages?**

Based on the April 2020 survey results, 92.4 per cent of system leaders feel confident that Grand Erie is delivering consistent communications messaging. This is similar to results from 2018-19.

**d. Are staff receiving the information they need?**

Based on the April 2020 survey results, 91.1 per cent of system leaders feel staff are receiving the communications-related information they need. This is a 12 per cent improvement from 2018-19.

**3. Are stakeholders aware of the Multi-Year Plan?**

Based on the April 2020 survey results, 86.1 per cent of system leaders think Grand Erie staff are aware of the Board's Multi-Year Plan. This is a 9.2 per cent improvement from last year.

Based on the April 2020 survey results, 43 per cent of system leaders believe parents are aware of the Multi-Year Plan. While this is a 23.2 per cent improvement from 2018-19, it shows that there is still work to be done with communicating the Multi-Year Plan to parents.

**4. Are we targeting the correct audiences based on the message?**

In delivering all of Grand Erie's messaging, the Communications and Community Relations team aims to be as strategic as possible to ensure the information reaches the correct audiences. Depending on the message, a wide range of communication tactics are available, including: School Messenger, letters home to parents, Grand Erie's website and social media channels (Twitter, Facebook, and Instagram), a media release, advertising, feature story, etc.

Communications and Community Relations staff always try to understand which audience(s) must receive the information before determining what communication tactics to use. Understanding how these audiences receive or search for information is key to knowing how to design communications to reach them.

In 2020-21, Communications and Community Relations staff will continue to look for new ways to connect Grand Erie's messages with new and expanded audiences.

**Next Steps**

The Board has now reached the end of the 2017-20 Strategic Communications Plan. Following the development of the Board's next Multi-Year Plan, it is recommended that a new Strategic Communications Plan be created.

Grand Erie's next Strategic Communications Plan should align key messages and all communication activities with the Board's new Multi-Year Plan as well as build on the successes of the 2017-20 Strategic Communications Plan. Similar to the development of the current Strategic Communications Plan, it is recommended that an Ad Hoc Committee be created to develop the next Strategic Communications Plan. The plan can be completed in the 2020-21 school year.

In the interim, the 2017-20 Strategic Communications Plan can be used, with the Manager of Communications providing an update to Trustees in September 2020 and an evaluation in May 2021. Tactics that were delayed or cancelled in 2019-20 due to ongoing job action and COVID-19 should be the focus of the 2020-21 plan.

**Grand Erie Multi-Year Plan:**

This report supports the Achievement indicator of Grand Erie's Multi-Year Plan and *Success for Every Student* through the following statements: "We will set high expectations of our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary



## 2019-20 Multi-Year Plan Communications Strategy

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### Background:

At the centre of Grand Erie's 2016-20 Multi-Year Plan is *Success for Every Student*. The six indicators that support Grand Erie's Multi-Year Plan are: Achievement, Community, Environment, Equity, Technology and Well-Being.

### Overview:

The 2019-20 school year marks the final year of Grand Erie's Multi-Year Plan. As a result, continuing to communicate and reinforce the plan with all stakeholders – staff, students, parents, community members and the media – is crucial to its overall success and effectiveness.

The 2019-20 Multi-Year Plan Communications Strategy will build on the success achieved through previous strategies and focus on increasing awareness and understanding of the plan with students and parents. This will be achieved through the following tactics, new for 2019-20:

- An emphasis on student voice in all *Schools in the News* stories, which link directly to the Multi-Year Plan
  - Due to ongoing job action, *Schools in the News* stories were limited in 2019-20, but where possible, student voice was featured
- Adding the Multi-Year Plan as a topic of discussion to all Grand Erie Parent Involvement Committee (GEPIC) Meetings
  - All GEPIC Parent Engagement grants had to have ties to the Board's Multi-Year Plan
  - The Multi-Year Plan was featured during the Annual School Council Start-up
- Recommending all school councils add the Multi-Year Plan as a discussion item at their meetings
  - Adding the Multi-Year Plan to all School Council agendas was recommended to all schools in 2019-20
- Sharing the Multi-Year Plan with parents by providing content for school newsletters
  - Due to ongoing job action and COVID-19, many schools stopped issuing school newsletters
  - Information on the Multi-Year Plan was provided to all schools in September
- Creating a postcard or bookmark series about the Multi-Year Plan for distribution to parents and students
  - Abandoned due to costs/limited use in 2019-20
  - Recommended that this series be created for the Board's next Multi-Year Plan

Sharing stories with local media that are focused on the work Grand Erie staff and schools are doing to support the Multi-Year Plan will continue in 2019-20. All of these stories will also be shared with all Grand Erie staff in 2019-20 in an ongoing effort to increase awareness and celebrate the important role staff play as ambassadors for the Multi-Year Plan and the board in general.

## Objectives:

There are three main objectives for the 2019-20 Multi-Year Plan Communications Strategy:

1. Continue to build awareness and understanding of the Multi-Year Plan with all stakeholders (i.e., staff, students, parents, community members and the media)
2. Ensure Grand Erie staff understand the important role they play in contributing to *Success for Every Student* and celebrate the work they are doing in each of the six indicators of the Multi-Year Plan
3. Showcase the Multi-Year Plan throughout the school year via feature stories, media releases, events and social media content

## Stakeholders:

Internal stakeholders include Trustees, staff and students. External stakeholders include: parents, community members and the media.

## Tactics:

1. **Continue to build awareness and understanding of the Multi-Year Plan with all stakeholders (i.e., staff, students, parents, community members and the media):**
  - Multi-Year Plan View Book – **Completed as outlined below**
    - Updated for the 2019-20 school year
    - Shared with all staff and posted to the board's website: <http://granderie.ca/board/about/multi-year-plan>
    - To be shared with students and parents at all Future Grade 9 Student and Parent Info Nights
    - To be shared with parents at all Kindergarten Registration events and activities
    - Will be distributed to all participants at GEPIC events/activities
    - Will be distributed to all GEPIC members as a tool for discussion at each meeting
    - Will be distributed to all school councils as a tool for discussion at each meeting
  - Multi-Year Plan Video – **Completed as outlined below**
    - Provides an overview of each of the six indicators in the Multi-Year Plan (i.e., Achievement, Community, Environment, Equity, Technology and Well-Being)
    - Emphasis is on student voice and student perspective of the Multi-Year Plan
    - Shared with all stakeholders at the start of the 2019-20 school year (i.e., email, website, social media, media release and school newsletters)
    - Will be shared throughout the school year at a wide range of meetings, events and activities (i.e., school council meetings, GEPIC events, professional development sessions for staff, Board meetings)
  - Website Banners – **Completed as outlined below**
    - Updated for the 2019-20 school year
    - Banners highlight each of the six indicators in the Multi-Year Plan
    - Each banner links to a webpage that provides the goals for each indicator. It also includes the current and past Annual Operating Plans, and their results
  - School Agendas – **Completed as outlined below**
    - The Multi-Year Plan is featured on the cover of all 2019-20 student agendas

- School Newsletters – **Completed. Multi-Year Plan information was provided to schools at the start of the 2019-20 school year**
    - Multi-Year Plan content will be provided to schools on a monthly basis
  - Postcard or Bookmark – **Abandoned as noted above**
    - Will highlight each of the six indicators in the Multi-Year Plan
    - To be distributed to parents and students during the school year as a way to keep the Multi-Year Plan top of mind
  - Multi-Year Plan Overview – **Completed as outlined below**
    - PowerPoint presentation that includes key messages and examples of each of the six indicators in the Multi-Year Plan
    - Will be distributed to Principals/Vice-Principals, Managers and System Leaders to share with staff, parents, school councils or community members
2. **Ensure Grand Erie staff understand the important role they play in contributing to *Success for Every Student* and celebrate the work they are doing in each of the six indicators of the Multi-Year Plan**
- *On the Job With...* – **Completed as outlined below**
    - Will be continued in 2019-20. Feature story series that highlights the work of Grand Erie staff and how their efforts link to the Multi-Year Plan
    - Stories will be shared with all staff via email
  - Director's Blog – **Completed as outlined below**
    - Multi-Year Plan and/or one of the six indicators will continue to be embedded into each of the Director's Blogs throughout the year
    - Will try to spotlight the work of staff and celebrate their role as ambassadors for the Multi-Year Plan and the board as a whole
  - *The Blackboard* – **Completed as outlined below**
    - All Grand Erie Board Reports will continue to be tied to the Multi-Year Plan
    - Website links to the most recent stories produced by the board will continue to be shared (i.e., *Schools in the News*, media releases, feature stories) ensuring the Multi-Year Plan is kept top of mind
  - Social Media Spotlights – **Completed as outlined below**
    - Will continue to link the Multi-Year Plan and/or the indicators of the plan to work showcased by the board or staff when using social media (i.e., add hashtags such as #Success4EveryStudent, #Community or #Achievement when re-tweeting)
  - Annual Director's Report – **Completed as outlined below**
    - Will continue to embed the Multi-Year Plan into the Annual Director's Report
3. **Showcase the Multi-Year Plan throughout the school year via feature stories, media releases, events and social media content**
- *Schools in the News* – **Limited, as noted above**
    - All stories will feature student voice and/or student perspective, while also linking directly to the Multi-Year Plan
  - Feature Stories – **Completed as outlined below**

- Will continue sharing feature stories, including the *On the Job With...* series, with local media as a way to reach a wide range of stakeholders
- Will continue sharing all feature stories on social media
- Social Media Content – Completed as outlined below
  - Will continue generating social media content that highlights the work of the Multi-Year Plan and/or links to one of the six indicators of the plan
  - Examples include: *New Faces in Grand Erie*, *Familiar Faces in New Places*, *The Great Grand Erie Road Trip*, school visits and event-specific hashtags, etc.)
- Board Events/Activities – Completed as outlined below
  - The six indicators of the Multi-Year Plan will continue to play a crucial role in determining what events or activities are featured in media releases (i.e., Indigenous Education, PRIDE, Special Education, Earth Day, Education Week, and Mental Health Week, etc.) by the Board

## Measurement/Evaluation:

The 2019-20 Multi-Year Plan Communications Strategy will be measured and evaluated by:

- The number of stories created by the Board (i.e., *Schools in the News*, *On the Job With...*, media releases)
  - The ability to track stories was limited in 2019-20 due to COVID-19. Generally speaking, when a media release, feature story or statement was release by the board, it was always picked up by one or multiple local media outlets
- Media coverage generated from the stories created by the Board
  - The ability to track stories was limited in 2019-20 due to COVID-19
  - Important note: Grand Erie does not receive all local media newspapers
- Increase in social media followers (i.e., followers on Twitter and Instagram and likes on Facebook)
  - In 2019-20, Grand Erie's social media following continued to grow:
    - Twitter followers as of May 4, 2020 are 8,978, which is an increase of 20.2 per cent from May 2019 (7,464)
    - Facebook likes as of May 4, 2020 are 14,274, which is an increase of 19.2 per cent from May 2019 (11,916)
    - Instagram followers as of May 4, 2020 are 3,002, which is an increase of 58.3 per cent from May 2019 (1,896)
- Survey results collected from Senior Administration, Principals/Vice-Principals, Managers and System Leaders in April 2020
  - 86.1 per cent of system leaders think Grand Erie staff are aware of the Board's Multi-Year Plan. This is a 9.2 per cent improvement from 2018-19
  - 43 per cent of system leaders believe parents are aware of the Multi-Year Plan
    - While this is a 23.2 per cent improvement from 2018-19, it shows that there is still work to be done with communicating the Multi-Year Plan to parents



## 2019-20 Strategic Communications Plan Evaluation Survey Results

Notes: The online survey took place March 27-April 6. In total 79 surveys were completed. Feedback was requested from the Senior Administration Team, Principals, Vice-Principals, Managers and System Leaders.

Do you believe Grand Erie enhanced its communications in 2019-20? (e.g., is the Board better off this year?)

YES – 74 (93.7%) NO – 5 (6.3%)

Do you feel supported in your role when it comes to communications-related matters?

YES – 75 (94.9%) NO – 4 (5.1%)

Do you know where to get information if you have a communications-related issue?

YES – 77 (97.5%) NO – 2 (2.5%)

Do you believe Grand Erie is building leadership capacity when it comes to communications-related tools and resources?

YES – 67 (84.8%) NO – 12 (15.2%)

As a System Leader, do you feel confident that Grand Erie is delivering consistent communications messaging? (e.g., the Multi-Year Plan)

YES – 73 (92.4%) NO – 6 (7.6%)

Do you feel Grand Erie staff are receiving the communications-related info they need?

YES – 72 (91.1%) NO – 7 (8.9%)

Do you think Grand Erie staff are aware of the Board’s Multi-Year Plan?

YES – 68 (86.1%) NO – 11 (13.9%)

Do you think parents are aware of the Board’s Multi-Year Plan?

YES – 34 (43.0%) NO – 45 (57.0%)

Did you require assistance from the Communications & Community Relations Team in 2018-19? (i.e., website, social media, letter home, key messages, etc.)

YES – 63 (79.7%) NO – 16 (20.3%)

On a scale of 1-5, how useful did you find the assistance you received?

Not very useful		Not sure		Very Useful
1	2	3	4	5
0 (0%)	1 (1.6%)	2 (3.2%)	17 (27.0%)	43 (68.2%)

Did you require crisis communications or issues management support from the Communications & Community Relations team in 2018-19? (i.e., serious issue, community impact, death, violence, etc.)

YES – 43 (54.4%) NO – 36 (45.6%)

On a scale of 1-5, how useful did you find the assistance you received?

Not very useful		Not sure		Very Useful
1	2	3	4	5
0 (0%)	2 (4.7%)	2 (4.7%)	14 (32.5%)	25 (58.1%)



## Additional Feedback for the Communications & Community Relations Team?

### **THINGS TO CONTINUE:**

- I believe that communication is critically important in any organization, is very challenging, and is often most criticized. In my short time returning to Grand Erie as a principal, I can say that the senior team has done an incredible job in communication with principals, all Grand Erie staff, and our communities. Kimberly and team were also there to support our school staff, community and me through a tragic event. Throw in the additional challenges of job action, coronavirus... Great job, great team. Formidable! Keep up the wonderful work for Grand Erie.
- I always feel supported when I reach out to Kimberly. She never makes me feel like I am asking a dumb question.
- Thank you for your continued support with everything and making sure everything is going to be alright.
- Kimberly and her team are really great and support me in my role.
- I feel very supported as an administrator. And, I'm grateful to not have to put some of the more sensitive communications together myself. Thank you.
- Kimberly and Team are amazing. I have complete confidence in what I need, I will get!!! Thank you!
- Extremely appreciate the Communications Team and the support they provide!
- Thank-you for providing thorough, timely communication at all times.
- Great communication plan, with an appropriate amount of information being shared with all of the important stakeholders. Job well-done!
- I have had exemplary support from the Communications Department in my role I work with the team often. They are warm, creative, approachable, and have enhanced Grand Erie's image. I also appreciate that they are up-to-date with what other Boards are doing and ensuring that Grand Erie is at the leading edge of communication best practices. We are fortunate to have this team working for Grand Erie. Thank you for the opportunity to provide feedback.
- I feel very supported by the communications team. Kimberly is always very helpful and responsive.
- Very clear communications from the board this year.
- Thanks for everything you do, Kimberly.
- Honestly, the communication has been timely, relevant and extremely helpful during this unprecedented year. Thank you to Kimberly, and the team, for all of their hard work.
- This has been a busy and stressful year, communications has not missed a beat!
- You're doing a great job!
- I have needed messaging assistance in a variety of different ways in a variety of different settings over the years. I have always found my interactions with Kimberly and staff to be crucial in navigating some tricky waters. Response times are timely, supports provided, personal wellness considered. I have been very happy with their services.
- I believe the Communications and Community Relations team is ensuring that messaging is getting out to the community. I feel that staff are not really ensuring that they understand and can articulate the Board's Multi-Year Plan. Parents care about their children and I find that they are more involved at the school level than at the Board level. I'm not sure what the solution is for communicating more effectively with our families. I am hopeful that the parent portal will open even more doors. Thanks for all you do!
- This year, I discussed the Multi-Year Plan with School Council. I mentioned it in a newsletter. Perhaps next year it would be good to highlight a section each month in the newsletter combined with our staff's list of what we've done in that section (as we did in the 2018-19 school year).
- I think the board should continue to pursue an app for communications with parents, in addition to the parent portal on the website.

**THINGS TO IMPROVE:**

- The number of emails received from the Communications team are far too numerous and need to be reduced. We do not need repeat emails that are sent to Admin AND trustees AND as a media announcement. Simply send ONE to admin and state in that email to whom the same information will be sent.
- Too many emails with the same information.
- Don't reach out because I know that when I do, Kimberly will be demeaning to myself and my staff. She has no tact in handling people and this turns people away from reaching out. When staff who have been at the central office are upset and feel they are useless because of the way Kimberly has spoken to them regularly, I would suggest there is a problem with the Communication Department person handling cases. We never felt demeaned by the previous officer and always felt able to reach out to them, without wondering what may come out of their mouth to offend us or make us feel incompetent.
- Survey mentioned the website. Too complicated and hard to learn, especially as an added task to my day. Need a more user-friendly platform if it is going to be used by more administrators.
- School websites are not user friendly and far too time consuming to update. Either need to find a better platform or encourage greater use of social media for individual schools to get messages out to parents.



## **GRAND ERIE CRISIS COMMUNICATIONS PLAN**

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Grand Erie's Crisis Communications Plan provides guidance on how the board will share information with students, staff, parents, media, and the community during a time of crisis.

## WHAT IS A CRISIS?

A crisis is defined as a time of intense difficulty, trouble or danger. It is a critical moment when a difficult or important decision must be made that impacts students, staff or the reputation of the Board.

## OVERVIEW OF THE PLAN

Grand Erie's Crisis Communications Plan is a succinct, easy-to-use tool for Senior Administration, Principals, Vice-Principals, Managers, System Leaders and Communications staff to reference when responding to a crisis. It's also an important document for Trustees to be aware of as it provides insight into how communication decisions are made, what information is shared, and when that information is communicated to students, staff, parents, media, and the community.

The Crisis Communications Plan provides several situations that may impact Grand Erie. In offering these examples, the plan outlines who needs to be involved or informed, and presents a number of questions that need to be answered in order to develop appropriate communications.

The Crisis Communications Plan does not include an exhaustive list of crisis situations. Instead, the examples provide a range of situations Grand Erie may face as a tool for sharing the basic guidelines for determining how the board will respond and share information with students, staff, parents, media, and the community during a time of crisis.

The Crisis Communications Plan is a complimentary tool to the Traumatic Events Response Resource Guide and Policy SO5 – School/Site Security (Emergency Preparedness, Response and Recovery). Finally, it is not a 'how to' or step-by-step guide for what staff should do in a crisis – the Board has several policies that describe these actions.

## GUIDING PRINCIPLES AND PRIORITIES

Grand Erie's Crisis Communications Plan was developed with the following priorities and guiding principles:

- At all times, Grand Erie will remain focused on the safety and well-being of students and staff.
- Timely information will be provided to those most impacted first (i.e., students and staff as well as the families of those involved).
- Internal communications will be a top priority.
- All communications will be truthful, empathic, and developed with the goal of lowering the anxiety of the system.
- Grand Erie will only share information that is known. The Board will do its best to provide regular and ongoing updates for as long as needed.
- Grand Erie will be open and transparent with its communications. Where mistakes are made, Grand Erie will acknowledge them and focus on what can be done to fix the situation or prevent it from happening again.

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# DEATH OF A STUDENT OR STAFF MEMBER

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## Who Needs to be Involved or Informed?

- School Principal
- Family of Schools Superintendent
- Communications and Community Relations Manager
- Director of Education
- Safe and Inclusive Schools Lead
- Mental Health and Well-Being Lead
- Board of Trustees/Senior Administration team
- Indigenous Education team, if applicable

## Key Questions to Answer

1. What facts do we know?
  - a. What is the source of our information?
  - b. What further information do we need to get?
2. What school(s) or board site(s) are impacted?
  - a. Consider messaging for school staff; those answering the phone; those getting questions from parents. Consider impact on siblings or family in the system.
3. Are police involved?
  - a. Do we need to coordinate messaging with them?
4. Do we need to develop a holding statement?
5. Do we anticipate media coverage?
  - a. Do we need a statement or a spokesperson?
  - b. Do we need communications staff onsite?
  - c. Is there a need to respond via social media?
  - d. What other stories can be linked to this death?
  - e. Will this be a one-day or multiple-day story?
6. What information can we share?
  - a. Do we have permission from the family?
7. What communication is required for the impacted school community?
  - a. What can we tell them now?
  - b. Will follow-up or ongoing communications be required?
  - c. Will people want to help?
    - i. If so, where do we direct them?

## Communications Materials to Develop:

- Email to Board of Trustees/Senior Administration team
- Messaging for school staff, if required
- Holding statement, if required
- School Messenger/Letter for impacted school(s)
- Email to Grand Erie staff
- Social media messaging, if required
- Media statement, if required

# LOCKDOWN • HOLD & SECURE • SHELTER IN PLACE • EVACUATION

## Who Needs to be Involved or Informed?

- School Principal
- Family of Schools Superintendent
- Communications and Community Relations Manager
- Director of Education
- Superintendent for Safe and Inclusive Schools
- Safe and Inclusive Schools Lead
- Board of Trustees/Senior Administration team

## Key Questions to Answer

1. What facts do we know?
  - a. What is the source of our information?
  - b. What further information do we need to get?
  - c. What type of emergency response is being called?
    - i. **Lockdown:** major threat of violence within the school/board site or in relation to the school/board site; all doors locked, no access in/out of building; phones not answered; hiding in secure location.
    - ii. **Hold and Secure:** ongoing situation in the area, not related to the school/board site; exterior doors locked, no access in/out of building; phones answered; school day continues as normal.
    - iii. **Shelter in Place:** environmental or weather-related situation; all doors locked, with limited access in/out of building; phones answered; school day continues as normal.
    - iv. **Evacuation:** all students/staff removed from building and transferred to pre-arranged site; no access in/out of building; phones not answered.
2. What school(s) or board site(s) are impacted?
3. Are police involved?
  - a. Can we communicate anything?
  - b. Do we need to coordinate messaging with them?
  - c. Are police communicating on social media?
    - i. If so, Grand Erie must do the same
  - d. Will there be a media release following the event from police?
4. Is there a facility concern?
  - a. Is there an impact for transportation services?
  - b. Is there an impact for facility service staff? (i.e., afternoon staff)
  - c. Is there an impact for staff that travel between sites? (i.e., teaching or facility staff)
  - d. Do we need to communicate with our coterminous board?
5. Do we need to develop a holding statement?
  - a. **Lockdown:** Yes. School Messenger from School Board as soon as possible, and when it's over. Include directions for parents on what to do, and expectations for follow-up communications. Consider message on social media. Consider notification on Board/School website. Consider media release following event.
  - b. **Hold and Secure:** Yes – if it lasts more than two hours or if there are parent concerns, social media or media awareness. School Messenger from Principal as soon as possible, and when it's over. Include directions for parents on what to do, and expectations for follow-up

communications. Consider message on social media. Consider notification on Board/School website. Consider media release.

- c. **Shelter in Place:** Yes – if there is danger for students or staff. School Messenger from Principal as soon as possible, and when it's over. Include directions for parents on what to do, and expectations for follow-up communications. Consider message on social media. Consider notification on Board/School website.
- d. **Evacuation:** Yes. School Messenger from School Board as soon as possible, and when it's over. Include directions for parents on what to do, and expectations for follow-up communications. Consider message on social media. Consider notification on Board/School website. Consider media release.

**6. Do we anticipate media coverage?**

- a. Do we need a statement or a spokesperson?
- b. Do we need communications staff onsite?
- c. Is there a need to respond via social media?
- d. What other stories can be linked to this situation?
- e. Will this be a one-day or multiple-day story?

**7. What additional communication is required?**

- a. Will follow-up or ongoing communication be required?
- b. Will people want to help? If so, where do we direct them?

## **Communications Materials to Develop:**

- Email to Board of Trustees/Senior Administration team
- School Messenger for parents
- Notification on Board/School website, if required
- Holding statement, if required
- Social media messaging, if required
- Media statement, if required
- Media release, if required
- Email to Grand Erie staff, if required

# BUS ACCIDENT

## Who Needs to be Involved or Informed?

- Manager of Transportation
- School Principal
- Family of Schools Superintendent
- Communications and Community Relations Manager
- Director of Education
- Mental Health and Well-Being Lead, if applicable,
- Safe and Inclusive Schools Lead, if applicable
- Indigenous Education team, if applicable
- Board of Trustees/Senior Administration team

## Key Questions to Answer

1. **What facts do we know?**
  - a. What is the source of our information?
  - b. What further information do we need to get?
    - i. How many students and staff are involved? And, from what school(s)?
    - ii. Severity of accident? (i.e., extent, and number of injuries, are Catholic Board students involved?)
    - iii. Will the Ministry of Labour need to be contacted?
    - iv. What factors were involved? (i.e., weather or road conditions, other vehicles, pedestrians, driver's health or attention, mechanical)
    - v. Emergency personnel involved? (i.e., Fire, Ambulance, Police)
    - vi. Current location of students/staff? (i.e., onsite, hospital, home)
2. **Are police involved or investigating?**
  - a. Can we communicate anything?
  - b. Do we need to coordinate messaging with them?
  - c. Are police communicating on social media?
    - i. If so, Grand Erie must follow
  - d. Will there be a media release following the accident from police?
3. **Do we need to develop a holding statement?**
  - a. Yes – from Student Transportation Services Brant Haldimand Norfolk (STSBHN) or the Principal(s) as soon as possible. Include directions for parents on what to do and expectations for follow-up communications. Consider message on social media. Consider notification on Board/School website. Consider media release.
4. **Do we anticipate media coverage?**
  - a. Do we need a statement or a spokesperson?
  - b. Do we need communications staff onsite?
  - c. Is there a need to respond via social media?
  - d. What other stories can be linked to this situation?
  - e. Will this be a one-day or multiple-day story?
5. **What additional communication is required?**
  - a. Will follow-up or ongoing communication be required?
  - b. Will people want to help? If so, where do we direct them?
  - c. Do we need to coordinate messaging with the Catholic Board, if their students are involved as well?



## **Communications Materials to Develop:**

- Email to Board of Trustees/Senior Administration team
- Message to Impacted parents
- Notification on Board/School website, if required
- Holding statement, if required
- Social media messaging, if required
- Media statement, if required
- Media release, if required

# FLOOD

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## Who Needs to be Involved or Informed?

- Manager of Facility Services
- Superintendent of Business Services and Treasurer
- Director of Education
- Communications and Community Relations Manager
- Family of Schools Superintendent(s)
- School Principal(s)
- Managers
- Manager of Transportation
- Board of Trustees/Senior Administration team

## Key Questions to Answer

1. What facts do we know?
  - a. What is the source of our information?
  - b. What further information do we need to get?
    - i. What school(s)/board site(s), including departments, are impacted?
    - ii. Are schools required to close?
    - iii. Will students and staff be relocated? If so, where?
    - iv. Is there an impact on transportation services?
    - v. Who is communicating with the local municipalities? Emergency services?
    - vi. How long is the anticipated impact?
2. Do we need to develop a holding statement?
  - a. Yes – from the Principal(s) of impacted schools as soon as possible.
  - b. Media release required for school closures. Message to staff required. Message to be shared on social media. Notification on Board/School websites.
  - c. What internal messaging is needed for board sites/departments that are impacted?
3. Do we anticipate media coverage?
  - a. Do we need a statement or a spokesperson?
  - b. Do we need communications staff onsite?
  - c. Is there a need to respond via social media?
  - d. What other stories can be linked to this situation?
  - e. Will this be a one-day or multiple-day story?
4. What additional communication is required?
  - a. Will follow-up or ongoing communication be required?
  - b. Will people want to help? If so, where do we direct them?

## Communications Materials to Develop:

- Email to Board of Trustees/Senior Administration team
- Message to Impacted students/parents
- Message to Impacted Staff
- Media release, if required
- Notification on Board/School website, if required
- Social media messaging, if required
- Holding statement, if required
- Media statement, if required

## **REVIEW OF PLAN**

The Crisis Communications Plan is a living document. It will be reviewed annually as part of Grand Erie's Strategic Communications Plan. Keeping it updated will be the responsibility of the Manager of Communications and Community Relations.

## **THANK YOU TO WORKING GROUP**

Grand Erie's Crisis Communications Plan was developed by the Crisis Communications Plan Working Group and included input from a wide range of Board staff, including:

- Piyali Bagchee, Mental Health and Well-Being Lead
- Sharon Bell, Manager of Human Resources
- Christine Bibby, Safe and Inclusive Schools Lead
- Rita Collver, Trustee
- Linda De Vos, Superintendent of Education (Elementary)
- Jenny Gladish, Communications Assistant
- Lisa Howells, Executive Assistant and FOI Coordinator
- Dave McGaghran, Principal (Elementary)
- Alison High, Principal (Secondary)
- Phil Kuckyt, Manager of Transportation Services
- Lena Latreille, Division Manager of Operations and Health and Safety
- Lisa Munro, Superintendent of Education (Secondary)
- Kimberly Newhouse, Manager of Communications and Community Relations
- Sabrina Sawyer, Indigenous Education Lead





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board  
FROM: Zachary Garbaty, Student Trustee  
RE: **Student Trustee Report: OSTA-AÉCO Virtual Annual General Meeting May 21-24**  
DATE: May 25<sup>th</sup>, 2020

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### Overall

Due to the unforeseen circumstances caused by COVID – 19, OSTA-AÉCO's Annual General Meeting was moved online this year. With it being a first for everyone, it was an extremely well put together event that I attended alongside my Co-Student Trustees, Alex Hauser and Ia'teiekanereh Doxtador-Swamp as well as GEDSB's new incoming Student Trustee South, Ava Burtis. Our weekend was focused on the role of a Student Trustee and developing our professional skills sets.

### OSTA-AÉCO Executive Council

We began the AGM by going over the structure and inner workings of OSTA-AÉCO, while focusing on the executive team. We were given a run down of the various positions within the executive team and were encouraged to run for any position that sparked our interest. At a typical AGM we would have held speeches and elected the executive team, however the elections have been moved, and will be happening mid-June.

### What is a Student Trustee?

This portion of the AGM was personally the most interesting and most helpful for myself. The current executive team put on webinars highlighting the roles and responsibilities of a Student Trustee. We went over various topics such as how to go about bringing motions to the Board, to effective ways to communicating with students. We also covered the Board room basics specializing on the topic of *Robert's Rules of Order*.

### Ontario Student Voice Awards (OSVAs)

Outside of the AGM schedule I have had the pleasure of working along side the OSVAs working group to help mark scholarship applications. These 5 scholarships, valued at \$1,000 each, are awarded annually to 5 outstanding graduating students from across Ontario. OSVAs are a way for us Student Trustees to give back to the most exceptional students in our province. In order to have qualified for an OSVAs you must have applied to one of the following categories:

- Commitment to Justice
- Cultural Involvement
- Dedication to the Arts
- Entrepreneurial Initiative
- Sports Leadership
- Student Voice

### Takeaways

During the "*What is a Student Trustee?*" Portion of the AGM, it was highly recommended that Student Trustees visit high schools within their Board to establish a connection with the schools respective Students' Councils. By visiting high schools, the goal would be to create a stronger communication channel between students and Student Trustee's. This would help cover topics of discussion such as events and concerns these students may have, which in turn Student Trustees can share with the Board. I believe that doing something like this within our Board could be extremely

beneficial, and I hope to implement visits with our various Students' Councils in the new school year.

As always OSTA-AÉCO has once again put on an exceptional conference that will not only benefit my time serving as a Student Trustee but provides professional lifelong skills. I look forward to being able to attend the additional conferences in the coming months.

Respectfully submitted,

Zachary Garbaty  
Student Trustee



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Susan Gibson, Chair, Committee of the Whole Board  
RE: **Committee of the Whole Board Report**  
DATE: May 25, 2020

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the recommendations from the May 11, 2020 Committee of the Whole Board meeting as follows:</p>
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1. **Suspension of Bylaw 25 Director’s Performance Appraisal**  
THAT the Grand Erie District School Board suspends Bylaw 25 Director’s Performance Appraisal until a new Director is in place.
2. **Director’s Report**  
THAT the Grand Erie District School Board receive the Director’s Report of May 11, 2020 as information.
3. **2020-21 Committee of the Whole Board & Regular Board Meeting Schedule**  
THAT the Grand Erie District School Board approve the 2020-21 Committee of the Whole Board and Regular Board Meeting Schedule.
4. **Allocation of Educational Assistants**  
THAT the Grand Erie District School Board approve the allocation of 301 Educational Assistants, as outlined in the report, pending final budget approval.
5. **Quality Accommodation Update**
  - a. THAT the Grand Erie District School Board receive the Quality Accommodation Committee report as information.
  - b. THAT the Grand Erie District School Board temporarily suspends Policy FT8 Boundary Reviews.
  - c. THAT the Grand Erie District School Board approve a Boundary revision to assign a portion of the Princess Elizabeth Public School catchment area to Bellview Public School effective September 1, 2020.
6. **Delhi District Secondary School – Gymnasium Viability Review**  
THAT the Grand Erie District School Board approve the Fundraising Plan for Delhi District Secondary School Gymnasium, with modified timeline to March 2023.
7. **Management Information for Student Achievement (MISA) Update**  
THAT the Grand Erie District School Board receive the MISA Update as information.

- 8. Community Planning and Facility Partnership- Annual Facility Status Report**  
THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.
- 9. Learning Intervention Tracking for Excellence (LITE)**  
THAT the Grand Erie District School Board receive the Learning Intervention Tracking for Excellence (LITE) as information.
- 10. Bylaw 3 Nomination and Annual Organizational Meeting**  
THAT the Grand Erie District School Board approve Bylaw 3 Nomination and Annual Organizational Meeting.
- 11. Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure**  
THAT the Grand Erie District School Board approve Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure.
- 12. FT2 New School Construction Projects**  
THAT the Grand Erie District School Board approve Policy FT2 New School Construction Projects.
- 13. FT3 Naming of Schools**  
THAT the Grand Erie District School Board approve Policy FT3 Naming of Schools.
- 14. FT4 Community Use of Schools**  
THAT the Grand Erie District School Board approve Policy FT4 Community Use of Schools, as amended.
- 15. FT9 Transition Committee**  
THAT the Grand Erie District School Board approve Policy FT9 Transition Committee.
- 16. F106 Receipt of Charitable Donations**  
THAT the Grand Erie District School Board receive Procedure F106 Receipt of Charitable Donations as information.
- 17. HR111 Personal Protected Footwear**  
THAT the Grand Erie District School Board receive Procedure HR111 Personal Protective Footwear as information.
- 18. HR119 Progressive Discipline**  
THAT the Grand Erie District School Board receive Procedure HR119 Progressive Discipline as information.
- 19. P103 Learning Resource Selection**  
THAT the Grand Erie District School Board receive Procedure P103 Learning Resource Selection.
- 20. P105 Prior Learning Assessment Recognition (PLAR)**  
THAT the Grand Erie District School Board receive Procedure P105 Prior Learning Assessment Recognition (PLAR) as information.



**21. SO113 Extreme Weather Guidelines**

THAT the Grand Erie District School Board receive Procedure SO113 Extreme Weather Guidelines as information.

Respectfully submitted,

Susan Gibson, Chair  
Committee of the Whole Board



**Community Use of Schools**

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

**1. Policy Statement**

The Grand Erie District School Board believes in supporting its communities by making school board facilities available to the public and supports the Community Use of Schools Program that fosters partnerships and community relationships.

**2. Accountability**

- a. Frequency of Reports - As needed
- b. Criteria for Success - Community use of facilities is enhanced
  - School-designated activities take precedence
  - Community use shall not be subsidized with funds provided by the province for the education of the Board’s pupils.

**3. Guiding Principles**

The Grand Erie District School Board will permit approved applicants to use its school facilities outside regular school hours, in accordance with the following principles:

- a. The School Board shall determine operating procedures to protect its property and to manage the community use of school facilities.
- b. The School Board will subsidize any community group activities with funds provided by the province for this purpose. Funds provided for educational purposes will not be used to subsidize the Community Use of Schools Program.
- c. Official school activities scheduled outside regular school hours shall take priority over community use activities. Board staff will be given the opportunity to book facilities for after hour Board activities before the facilities are made available to community groups.
- d. The Use of Grand Erie District School Board facilities for Community Use must enhance mental, physical and social well-being through a safe and inclusive environment.
- e. The Community Use of Schools program is a cooperative program through the mutual support of board administration, principals, custodians, school staff and the community at large.
- f. Board staff shall follow the Community Use of Schools Policy when using school space for non-school sponsored events.
- g. Community Use of Schools Fees are reviewed annually and adjusted when required with Board approval.
- h. Schools are available any weekday after 6:00 p.m. and on weekends during the school year, excluding non-instructional periods. Exceptions may be applied where governed through an agreement.

#### 4. Definitions

- a. Community Users  
Community Users include anyone who attends a Community Use of Schools event at a Board facility, including participants, leaders of the group and or audience.
- b. Community Use Event  
A Community Use event is any event held at a Board facility that is applied for through the Community Use of Schools program and for which a Community Use Permit has been issued.
- c. Community Use Permit  
A Community Use Permit is issued by the Board and is the authority for the use of a school for all Community Use events.
- d. Applicant  
The Applicant is the person who creates a Community Use of School account.
- e. Permit Holder  
The Permit Holder is the person and or Organization named on the Community Use of School Permit.
- f. Event Supervisor  
The Event Supervisor is the person designated by the Permit Holder to be the representative at the Community Use Event.
- g. Historical Bookings  
Booking from any permit type that have been booking with the Grand Erie District School Board for five or more consecutive years in the same facility and time.
- h. Non-Instructional Periods  
Times where school is not operating including Christmas, March/Summer Breaks, P.A. Days, Board designated holidays and statutory holiday weekends. Non-instructional periods include the weekends leading up to and after the school holidays.
- i. Permit Types  
The following permit types are defined in order to understand the priority of bookings and fee structure:
  - i) IUFA & Affiliates-Type 1  
Joint Use of Facility Agreement partners or Non-profit, volunteer organization approved for affiliation by a municipal recreation authority (where applicable) for the purpose of offering recreational and/or cultural programs on behalf of the municipality available to all residents of the local community. This does not include tournament events.
  - ii) Non-Profit Youth and Other-Type 1-A  
The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that are designed and operated to advance the academic success and healthy lifestyles of youth in the community. I.e. Cubs, Scouts, Brownies or groups donating to GEDSB in the amount greater than the fee charged for the use of the facility and custodial cost. School Alumni Activities sanctioned by the school administrator. Not for Profit Groups will be required to show proof of status or provide an affidavit letter indicating that the organization is a not for profit organization.
  - iii) Non-Profit, Non-Youth-Type 1-B  
The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that serve the local neighborhood or community, but are not explicitly designed and operated to advance the academic

- success and healthy lifestyles of the children in the school and where zero or nominal admission or participation fees are charged. Not for Profit organizations that are not specifically for youth. I.e. Red Cross, St. John's Ambulance, Approved Health Unit Activities, short term use by municipal emergency services.
- iv) Non-Profit (Other)-Type 2  
Fundraising Events, Church Group meetings, Service Club meetings, Amateur Drama Clubs, Non-Affiliated Community Groups, Local Cultural Groups, Other Educational Groups I.e. Colleges and Universities, Tournaments, Union/Federation events, School Alumni Activities NOT sanctioned by school administrator and Non-Affiliated Adult Recreation.
  - v) Commercial/Private User-Type 3  
Commercial enterprises, professional theatre groups, Church Services, Private individuals, Political Groups, Private Fitness, Dance Instructional Groups and Film Production Companies.
  - vi) Grand Erie District School Board/School Use-Type 4  
Student and staff events sanctioned by the school administrator, school Clubs and School Council Meetings, Administrative or other staff meetings and sports teams.
  - vii) Non-Profit Priority Schools-Type 5  
Not for profit youth related Community Groups, Not for profit Children's Recreation Providers (not including tournaments or special events) as defined by the Ministry of Education. The permit type is dependent on funding received by the Ministry of Education. If funding is paused or retracted, permits will be processed following the other permit types.
  - viii) Reciprocal Groups-Permit Type 6  
Non-Profit Childcare, EarlyOn Child and Family programs and Before and After School Children's Recreation Providers as outlined by an agreement. These do not include tournaments or special events, or spaces not outlined in their agreement.

## 5. Responsibilities

- a. School Principals or designates are required to submit a permit for any activity after school hours or for any larger event during the instructional day but beyond regular school events.
- b. The Board is responsible to inform the Permit Holder or Event Supervisor of any scheduling changes and administer any applicable refund.
- c. Community Users, Permit Holders and/or Event Supervisors are solely responsible for personal injury and/or damage, loss or theft of clothing and equipment, of anyone attending a Community Use Event anywhere on Board property, including all grounds and parking lots.
- d. The Permit Holder or Event Supervisor is liable for all damages and injuries due to their Community Use activity.
- e. The Permit Holder, Event Supervisor agree to indemnify and save harmless the Board from any action or claim being brought against it as a result of the use of the school facilities by the community user.
- f. Community Users are not covered under the Board's liability insurance policy.
- g. All Community Use of Schools permits shall provide or purchase a valid liability insurance certificate with their Application.
- h. The Permit Holder or Event Supervisor shall be responsible for the security and safety of Board facilities while they are using the facility.

- i. All persons admitted to the Board facility for a Community use event agree to abide by all policies and procedures of the Board.
- j. All Community Users must adhere to the Board's Codes of Conduct and demonstrate respectful behaviour at all times. The permit Holder and/or Event Supervisor is responsible for conduct, supervision and the preservation of order for the scheduled event.
- k. Violation to the Community Use Permit or misconduct by Community Users and /or Permit Holders may result in immediate cancellation of the Community Use Permit.
- l. Permit Holders or Event Supervisors are responsible to inform the Board of any scheduling changes at least three business days prior to the date of the Event.

## 6. Procedures

- a. Community Use of Schools staff is responsible for approving the use of school facilities for activities taking place on non-school days or after 6:00 p.m. on school days, subject to availability.
- b. The Principal is responsible for approving the use of school facilities for school related activities which take place on school days between 8:00 a.m. and 6:00 p.m.
- c. Schools within the jurisdiction of the Grand Erie District School Board shall be given priority for the use of school facilities on non-school days or after 6:00 p.m. on school days.
- d. School administrators must submit permit requests for use on non-school days or after 6:00pm and changes must be completed with no less than five days' notice. If bookings are submitted after June 30, Principals must make every effort to avoid times where there is an approved permit.
- e. School administrator must respond to internal permit discussions within three (3) business days so that the time frame of processing permits can be met.
- f. The Superintendent of Business and Treasurer reserves the right to waive rental fees, provided there is no extra expense to the Board.
- g. Historical users may be given the opportunity to renew the facilities and times they have reserved in the past, providing the Board does not require the space/time for its own purposes.
- h. When two or more community use events request the same time and space, preference for accommodation will be given to the sport that is in season over the sport that is off season.
- i. Bookings are based on the following Priority:
  - Grand Erie District School Board
  - Historical Groups
  - Municipal Direct Programs governed through Joint Use of Facilities Agreements
  - Affiliated Groups identified through Joint Use of Facilities Agreements
  - Others
- j. Child Care programs, EarlyOn Child and Family Centres and Before and After School Program Providers, will require contract approval or a lease agreement as determined by Senior Administration in addition to approval by the school principal.
- k. Schools as Election Polling Stations:

The Board will co-operate in providing the necessary accommodation for polling booths for municipal, provincial, and federal elections, and in accordance with applicable legislation. All permits or agreements governing the use of board facilities as election polling stations will be required to comply with Board's procedures.

- l. Parent Groups, Home and School Associations, Alumni Associations:  
Groups and associations wishing to host a school-sanctioned event, must have the consent of the school principal and request the Principal to submit the application in the school name on behalf of the organization. Applications for events by groups and associations who do not apply through the Principal will not be considered a school-sanctioned event and will be subject to the usual rental and service charges of the board and required insurance.
- m. The Ontario Smoke Free Act for public places prohibits Smoking/Vaping on Board Property and applies 365 days per year and 24 hours per day. Community Use permit holder and event supervisors must ensure that patrons move off of Board property 20 meters for smoking/vaping purposes, not just outside the building.
- n. Depending on the size and nature of the event, supplementary security and/or custodial services may be required, the cost of which will be the responsibility of the permit holder.
- o. All events must have sufficient adult supervision, one of whom has been appointed and/or designated by the Permit Holder.
- p. Permission for the community use of school facilities is granted solely at the discretion of the Board.
- q. Permits submitted less than two weeks from the booking date will be denied.

#### **7. Film Production Company Requests:**

- a. All requests for use of facilities for film purposes are to be referred to the Community Use of School and Partnership Officer.
- b. All activities on Board property must be of a lawful nature and in keeping with the Board's values.
- c. Film Production Company requests will be required to complete a Film Application Form and provide additional information as part of the approval process.
- d. Requests will fall outside of the Priority of placement sequencing as
  - i) No previously approved CUS permit will be cancelled owing to a film request, however
  - ii) Film permits are provided multiple exemptions not afforded to other permit types.
- e. Film Production Company Requests will not be approved to film during the school week.
- f. Requests are subject to the satisfactory completion and signing of a Board Licensing Agreement signed by the Superintendent of Business and signing authority for the film production company.

#### **8. Restrictions and Limitations**

- a. The Grand Erie District School Board does not permit overnight bookings as a Community Use Event. For Grand Erie Use, permit requests for overnight bookings will only be approved for events that are not requesting to provide sleeping accommodations.
- b. Bookings are initially limited to two bookings per week per rental facility to ensure that all rental groups have an opportunity to book space. Additional bookings can be submitted after September 15.
- c. Permits will be cancelled when buildings are closed because of inclement weather, strike, or other cause beyond the control of the Board. Unless the permit holder is governed by an agreement/lease that permits access when a facility is closed.

- d. Groups which might reasonably be expected to have their own accommodation will be limited to one year's use. i.e. Church Services
- e. Use of facilities during Non-Instructional periods is only through special agreement with the board.
- f. Libraries/Learning Commons and classrooms may be used only for activities that are not physical, meetings conducted by approved groups and are subject to final approval of school administrator.
- g. Priority Schools: The intention of this funding is to make specific community programs more accessible to certain groups by reducing the operating cost to agencies.
- h. Alcohol Events: Community Use Events planning to serve alcohol must adhere to the Board's Alcohol Event requirements that include, detailed event plan, Special Occasion Permit, procured Party Alcohol Liability insurance, designated driver program, signage that warns of drinking and driving and no smoking/vaping on Board property, certified smart servers and a minimum of two (2) police officers.
- i. Schools where the water is supplied by a well must be tested daily by a qualified Grand Erie District School Board staff member on any day that children under 18 years of age will be present in the building. Affiliates and Reciprocal groups may enter into agreement with, and training for water flushing from the Board.
- j. High risk activities and or machines (e.g. fireworks or pitching machines) that may cause injury to people or may damage school property are not permitted in any school.
- k. The use of any school equipment by the permit holder is solely at the discretion of the school Principal.
- l. ~~Grand Erie District School Board does not permit products that contain nuts in its facilities. Community Users shall avoid bringing into a school facility any product posted in a school as an allergy hazard. Peanuts, tree nuts and other nuts are one of the most common triggers of anaphylaxis, and the most likely of all food allergens to trigger a full-blown anaphylactic reaction. As a result, all schools in Grand Erie facilities are "nut aware" and foods containing peanuts, tree nuts or other nuts are not to be brought into the facility.~~
- m. Grand Erie District School Board does not permit food in the gymnasium/library/learning commons however permit holder can apply for use of the cafeteria or classrooms to serve food.
- n. Service animals and guide dogs are permitted for persons with a disability that require assistance and must keep the animal with them at all times as defined by the Animal Welfare Act. Grand Erie District School Board has the right to inquire about the animal and ask for documentation to confirm the persons requirement.
- o. Field Use: Field use is subject to the conditions of the field, nature of the frequency of the activities and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored. In general, field use permits will be approved after May 1st of each year or until the field's conditions are appropriate

## 9. Fees

- a. Service charges to community user groups are subsidized under the Community Use of Schools Grant provided by the Ministry of Education.
- b. The rate of subsidy will be determined annually based on the grant provided to the Board.

- c. Overtime rates paid to board staff who assist with Community Use of Schools will be adjusted according to contractual obligations the Board has negotiated with its staff.
- d. Priority Schools are designated by the Ministry of Education and are made available at no cost to those organizations who qualify under the definitions set out by the Ministry for the duration of the funding.
- e. For schools who have water supplied by a well and require testing daily, a charge for this service will be levied to groups requesting non-school day use of board buildings.
- f. Education Services-Service charges will be levied to recover costs for the use of school facilities by other education services, such as universities and colleges.
- g. The Fee Schedule outlining all fees to be paid, shall be established by the Board and may be adjusted annually or sooner if contractual obligations are required. Fees will be adjusted annually based on Board expenses and the cost recovery model.
- h. Type 4 Internal Permits, including school fundraising and alumni events scheduled on weekends will be charged for any custodial costs when there is not a custodian already scheduled. Exceptions may be considered for teams/groups preparing for a higher level of competition/event.

#### **10. Cancellation of a Permit**

- a. A Permit Holder may cancel a Community Use event without cost (except for the non-refundable permit fee and insurance fees if purchased) provided that written notice (email accepted) and a phone confirmation be provided to the Community Use of Schools Clerk or designate at least three business days prior to the date of the event.
- b. If a Permit Holder does not give or provide adequate time for the Board to cancel, Community Use Permit incurred costs (e.g. custodial overtime, rental fees, technicians and administration fees) may be charged.
- c. Permits are non-transferable.
- d. The Board reserves the right to revoke a Permit at any time.

#### **11. Insurance**

- a. All permit holders, including municipal affiliates are required to provide the Community Use of Schools with a Certificate of Insurance in the amount of not less than two million dollars (\$2,000,000) per occurrence, with the School Board named as additional insured. Failure to provide such a Certificate prior to the first date of the event(s), shall result in cancellation of the permit.
- b. Any group not able to provide a Certificate of Insurance as outlined shall make application to purchase insurance through the Community Use of Schools third party provider. Such application will be subject to the approval of the insurance carrier. Premium costs are the responsibility of the permit holder and are non-refundable.

#### **12. Adjudication**

- a. In the event a user group wishes to formally dispute any terms or conditions or the application of any terms or conditions when applying to the rental of school facilities, an Appeal may be made to the Grand Erie District School Board by following the Community Use of Schools Appeal process outlined in the handbook.



# COMMUNITY USE OF SCHOOLS HANDBOOK



Grand Erie District School Board

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## 1. Introduction

The Grand Erie District School Board (Grand Erie DSB) has developed the Community Use of Schools Handbook as a tool and resource to clarify the policies and procedures that govern the Community Use of Schools (CUS) program. This handbook is written to compliment the Community Use of School Policy-FT4. Where any conflict in language between the documents occurs, Policy FT4 shall govern.

The Grand Erie District School Board believes in supporting it's communities by making the school board facilities available to the public and supports the Community Use of Schools Program that fosters partnerships and community relationships.

## 2. The Community Use of School Program

The Community Use of Schools (CUS) program offers access to Grand Erie District School Board Facilities to organizations and individuals for various community programs. Funding for this program is provided by the Ministry of Education to offset costs related to community use. Funding is allocated to individual school Boards on an annual basis and fees are offset for Children and Youth providers, Non-Profit and Senior's groups.

## 3. Definitions:

### a. Community Users

Community Users include anyone who attends a Community Use of Schools event at a Board facility, including participants, leaders, of the group and or audience.

### b. Community Use Event

A Community Use event is any event held at a Board facility that is applied for through the Community Use of Schools program and for which a Community Use Permit has been issued.

### c. Community Use Permit

A Community Use Permit is issued by the Board and is the authority for the use of a school for all Community Use events.

### d. Applicant

The Applicant is the person who creates a Community Use of School account.

### e. Permit Holder

The Permit Holder is the person and or Organization named on the Community Use of School Permit.

### f. Event Supervisor

The Event Supervisor is the person designated by the Permit Holder to be the representative at the Community Use Event.

### g. Historical Bookings

Booking from any permit type that have been booking with the Grand Erie DSB for five or more consecutive years in the same facility and time.

#### h. Non-Instructional Periods

Times where school is not operating including Christmas, March/Summer Breaks, P.A. Days, Board designated holidays and statutory holiday weekends. Non-instructional periods include the weekends leading up to and after the school holidays.

### 4. Eligible Users and Permit Types

The following permit types are defined in order to understand the priority of bookings and fee structure:

#### a. Affiliates-Type 1

Joint Use of Facilities agreement partners or Non-profit, volunteer organization approved for affiliation by a municipal Recreation Authority (where applicable) for the purpose of offering recreational and/or cultural programs on behalf of municipality available to all residents of the local community. This does not include tournament events.

#### b. Non-Profit Youth and Other-Type 1-A

The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that are designed and operated to advance the academic success and healthy lifestyles of youth in the community. I.e. Cubs, Scouts, Brownies or groups donating to GEDSB in the amount greater than the fee charged for the use of the facility and custodial cost. School Alumni Activities sanctioned by the school administrator. Not for Profit Groups will be required to show proof of status or provide an affidavit letter indicating that the organization is a not for profit organization

#### c. Non-Profit, Non-Youth-Type 1-B

The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that serve the local neighborhood or community, but are not explicitly designed and operated to advance the academic success and healthy lifestyles of the children in the school and where zero or nominal admission or participation fees are charged. Not for Profit organizations that are not specifically for youth. I.e. Red Cross, St. John's Ambulance, Approved health Unit Activities, short term use by municipal emergency services.

#### d. Non-Profit (Other)-Type 2

Fundraising Events, Church Group meetings, Service Club meetings, Amateur Drama Clubs, Non-Affiliated Community Groups, Local Cultural Groups, Other Educational Groups I.e. Colleges and Universities, Tournaments, Union/Federation events, School Alumni Activities NOT sanctioned by school administrator and Non-Affiliated Adult Recreation.

#### e. Commercial/Private User-Type 3

Commercial enterprises, professional theatre groups, Church Services, Private individuals, Political Groups, Private Fitness, Dance Instructional Groups and Film Production Companies.

#### f. Grand Erie DSB/School Use-Type 4

Student and staff events sanctioned by the school administrator, school Clubs and School Council Meetings, Administrative or other staff meetings and sports teams.

- g. **Non-Profit Priority Schools-Type 5**  
Not for profit youth related Community Groups, Not for profit Children's Recreation Providers (not including tournaments) as defined by the Ministry of Education. This permit type is dependent on funding received by the Ministry of Education. If funding is paused or retracted, permits will be processed following the other permit types.
- h. **Reciprocal Groups-Permit Type 6**  
Non-Profit Childcare, EarlyOn Child and Family programs and Before and After School Children's Recreation Providers as outlined by an agreement. These do not include tournaments or special events or spaces not outlined in their agreement.

## 5. Permit Holder's Responsibilities

- a. School Principals or designates are required to submit a permit for any activity after school hours or for any larger event during the instructional ay but beyond regular school events.
- b. The Board is responsible to inform the Permit Holder or Event Supervisor of any scheduling changes and administer any applicable refund.
- c. Community Users, Permit Holders and/or Event Supervisors are solely responsible for personal injury and/or damage, loss or theft of clothing and equipment, of anyone attending a Community Use Event anywhere on Board property, including all grounds and parking lots.
- d. The Permit Holder or Event Supervisor is liable for all damages and injuries due to their Community Use activity.
- e. The Permit Holder, Event Supervisor and /or affiliated organization agree to indemnify and save harmless the Board from any action or claim being brought against it as a result of the use of the school facilities by the community user.
- f. Community Users are not covered under the Board's liability insurance policy.
- g. All Community Use of Schools permits shall provide or purchase a valid liability insurance certificate with their Application.
- h. The Permit Holder or Event Supervisor shall be responsible for the security and safety of Board facilities while they are using the facility.
- i. All persons admitted to the Board facility for a Community use event agree to abide by all policies and procedures of the Board.
- j. The permit holder is responsible for the enforcement of all fire regulations and must ensure that no obstructions are placed in corridors or in front of fire exits.
- k. All Community Users must adhere to the Board's Codes of Conduct and demonstrate respectful behaviour at all times. The permit Holder and /or Event Supervisor is responsible for conduct, supervision and the preservation of order for the scheduled event.
- l. Violation to the Community Use Permit or misconduct by Community Users and /or Permit Holders may result in immediate cancellation of the Community Use Permit.
- m. Permit Holders or Event Supervisor are responsible to inform the Board of any scheduling changes at least three business days prior to the day of Event.
- n. Vehicle parking is permitted only in designated parking areas.
- o. Signs or decorations may not be attached to walls or elsewhere without prior arrangement with and approval from the Community Use of Schools Permit Clerk.

## 6. Damage to School Property

- a. If a CUS group damages Grand Erie DSB property, it must be immediately reported to an on-site custodian who will report it to the CUS Permit Clerk or their Supervisor or reported by permit holder the next business day to the CUS Permit Clerk. The cost to repair or replace damaged property is the responsibility of the CUS Permit Holder.
- b. Custodians who have been advised of damage will follow procedure FT104 and complete a reporting Vandalism and Unusual Property Occurrence Report, detailing any damage or misuse of Grand Erie property, including property being left in an unsatisfactory condition by the permit holder.
- c. Any equipment that may scratch, mark or break Grand Erie DSB property is not allowed for CUS. If a CUS group damages Grand Erie DSB property because of equipment brought into the school, the CUS Permit Holder will be held financially responsible for all costs associated with the repair or replacement of the Grand Erie DSB property.

## 7. Available Facilities

A wide range of school facilities are available for use by the community, including gymnasiums, cafeterias, auditoriums, libraries/learning commons, grounds and secondary school classrooms. Please check the Community Use of Schools website (click on the calendar icon, select schools and catalogue) for detailed information on specific spaces.

BRANT/BRANTFORD AREA	HALDIMAND AREA	NORFOLK AREA
Agnes G. Hodge PS Banbury Heights S Bellview PS Branlyn CS (ALT) Brier Park PS Burford District E S (W) Cedarland PS Centennial-Grand Woodlands S Central PS, Brantford Cobblestone E S Dufferin PS Echo Place S Ecole Confederation Glen Morris Central PS (W) Graham Bell-Victoria PS Grandview PS (PrS) Greenbrier PS James Hillier PS King George S Lansdowne-Costain PS Major Ballachey PS (PrS) Mt. Pleasant S Oakland-Scotland PS (W) Onondaga-Brant PS North Ward S Paris Central PS Prince Charles PS Princess Elizabeth PS Russell Reid PS Ryerson Heights ES St. George-German PS Walter Gretzky ES (ALT) Woodman Drive S  Brantford Collegiate IVS North Park Collegiate VS Paris District HS Pauline Johnson Collegiate VS (PrS) Tollgate Technological SC	Caledonia Centennial PS Hagersville E S Jarvis PS J.L. Mitchener PS Mapleview ES Oneida Central PS (W) Rainham Central S River Heights S Seneca Central PS (W) Thompson Creek ES Walpole North ES (W)  Cayuga SS Dunnville SS Hagersville SS McKinnon Park SS	Bloomsburg PS (W) Boston PS (W) Courtland PS Delhi PS Elgin Ave PS Lakewood PS Houghton PS (W) Langton S (W) Lynndale Heights PS Port Rowan PS Teeterville PS (W) Walsh PS Waterford PS West Lynn PS  Delhi District SS Simcoe CS Valley Heights SS (W) Waterford District H S

**ALT** Indicates there is an alternate contact to request use of this school.

**PrS** Indicates the school has been designated as a priority community use school which provides free use of schools to those groups identified by the Ministry of Education.

**W** Indicates the school's water is supplied by a well which must be tested daily by a qualified Grand Erie DSB staff member.

a. **Priority Schools**

Priority Schools are designated by the Ministry of Education and are made available at no cost to those organizations who qualify under the definitions set out by the Ministry for the duration of the funding. The intention of this funding is to make specific community programs more accessible to certain groups by reducing the operating cost to agencies.

- i) Priority Schools (PS) are identified in the Available Facility Chart on page (7).



b. **Dates and times of Availability**

Dates and times of the facilities vary depending on the school year calendar. As a general rule, school facilities are available weekdays from 6:00 pm till 10:00pm and from 7:00 am to 10:00 pm on weekends.

c. **School Availability**

Available any weekday after 6:00 pm and on weekends. Schools are not available during non-school days, including Summer, December and March Breaks, P.A. Days, Board designated holidays and statutory holiday weekends. Some exceptions do apply for Municipal and Community Partnerships. Please contact the Community Use of Schools Permit Clerk for clarification on availability during non-school days.

## 8. Booking a Facility

a. The Community Use of Schools website

<https://www.granderie.ca/board/community/community-use-schools> allows Community Users to check availability of school facilities, complete the permit application process and generate a CUS permit.

b. A CUS applicant must have an account and login in order to be able to book a Grand Erie DSB facility. Previous users who have forgotten their user login information can contact the Community Use of Schools Permit Clerk for assistance. See page (12) for contact information.

c. New CUS Applicants can watch the introductory video on the Community Use of Schools website, <https://gedsb.ebasefm.com/rentals/welcome>.

d. Once a permit application has been submitted it may take up to two weeks to be processed. Insurance requirements and payments must be received prior to the permit being issued. Once the permit has been approved it will be emailed to the Applicant.

e. Historical Users will be notified by May 15 of each year and the Historical User must respond no later than June 30 to reserve their space for the following year.

f. Bookings are limited to no more than two bookings per week per rental facility. Beginning September 15, permit applicants can submit additional bookings per week per rental facility.

g. When two or more Permit Applications are received, requesting the same time and space, preference for accommodation will be given to the Community Use Event that is in season.

h. Bookings are based on the following Priority:

- Grand Erie DSB
- Historical Groups
- Municipal Direct Programs governed through Joint Use of Facilities Agreements
- Affiliated Groups identified through Joint Use of Facilities Agreements
- Others

## 9. Key booking dates:

a. Historical User Groups will be notified by May 15 of each year and must respond by June 30 to keep their historical booking. It is the historical user's responsibility to contact Grand Erie DSB if you think that you are a historical booking and did not receive notification.

b. Schools must submit permits by June 30 of each year for events on non-school days or after 6:00 pm on school days.

c. For new Community Use bookings commencing in September, permit applications may be received any time after July 1, of each year.

- d. For new bookings throughout the school year, applications must be submitted not less than two (2) weeks prior to the permit start date.

## 10. Supervision and Security

- a. Depending on the size and nature of the event, supplementary security and/or custodial services may be required by the Board, the cost of which will be the responsibility of the permit holder.
- b. For all Community Use events, the permit holder or event supervisor must be in attendance for the duration of the event and must stay until the premises are vacated and whenever possible, notify the Board's representative when leaving.
- c. For all Community Use events involving minor children, the permit holder must ensure a ratio of 1:20 is maintained for the duration of the permit.

## 11. Emergency Procedures

In the event of an emergency, Emergency contact numbers for Grand Erie DSB staff are located on the front page of the approved permit. Should there be an emergency that needs immediate attention call the appropriate emergency services by dialing 911. In case of fire, and if it is safe to do so, a Community User should pull the fire alarm and all Community Users should immediately leave the building.

### a. Fire Safety

Permit Holders are required to follow the Ontario Fire Code and have responsibilities to follow the School fire Safety Plan. Information will be provided for site specific duties and responsibilities with the approved permit.

### b. Critical Injuries

Critical injury means an injury of a serious nature that:

- i. places life in jeopardy or
- ii. produces unconsciousness or
- iii. results in substantial loss of blood or
- iv. involves the fracture of a leg, arm or ankle or more than one finger or more than one toe (or
- v. involves the amputation of a leg, arm, hand, foot or ankle or more than one finger or more than one toe (or
- vi. consists of burns to a major portion of the body or
- vii. causes the loss of sight in an eye

Reporting a Critical Injury:

For all critical injuries, the Grand Erie District School Board requires to be notified of all Critical Injuries by contacting the After-Hours Emergency Contact, identified on the approved permit.

Automated External Defibrillators (AED) are located in all Grand Erie District School Board facilities and are available in the event of an emergency. Please take the time to locate the closest AED (usually near the gym and /or the front entrance) prior to the commencement of the permit.

## 12. Film Production Company Requests:

- a. School and Partnership Officer.
- b. All activities on Board property must be of a lawful nature and in keeping with the Board's values.
- c. Film Production Company requests will be required to complete a Film Application Form and provide additional information as part of the approval process.
- d. Requests will fall outside of the Priority of placement sequencing as
  - i. No previously approved CUS permit will be cancelled owing to a film request, however
  - ii. Film permits are provided multiple exemptions not afforded other permits types.
- e. Film Production Company Requests will not be approved to film during the school week.
- f. Requests are subject to the satisfactory completion and signing of a Board Licensing Agreement signed by the Superintendent of Business and signing authority for the film production company.

## 13. Permit Holder's Restrictions and Limitations

Please refer to Appendix B for the listing of Permit Holder Restrictions.

- a. **No Smoking/Vaping on Grand Erie DSB property**

The Ontario Smoke Free Act for public places prohibits Smoking / Vaping on Grand Erie District School Board property is not permitted and applies 24 hours per day, 365 days per year. Permit holders and event supervisors must ensure that Community Users move off Board property 20 meters for smoking and vaping purposes, not just outside the building.
- b. **Alcohol Usage on Grand Erie DSB property**
  - i) For Community Use Events where alcohol will be served, Permit Applications must identify this through the Community Use of Schools booking system and have a detailed event plan.
  - ii) Community Use Events serving alcohol must have a Special Occasion Permit and public liability insurance that includes alcohol liability such as Party Alcohol Liability (P.A.L).
  - iii) The use of a designated driver program and promoted to Community Users is recommended.
  - iv) Posters warning of the dangers of driving after drinking and no smoking/vaping are to predominantly display at the event.
  - v) The Permit Holder makes use of qualified Smart Servers as required by the Liquor Control Board.
  - vi) A minimum of two (2) police officers are in attendance for the duration of the event. The Board reserves the right to waive this clause at its own discretion for certain events, permission may only be granted by the Superintendent of Business or designate.
- c. **Food and Drink in Schools**
  - i) ~~Grand Erie District School Board does not permit products that contain nuts in its facilities. Community Users shall avoid bringing into a school facility any product posted in a school as an allergy hazard. Peanuts, tree nuts and other nuts are one of the most common triggers of anaphylaxis, and the most likely of all food allergens to trigger a full-blown anaphylactic reaction. As a result, all schools in Grand Erie facilities are "nut~~

aware" and foods containing peanuts, tree nuts or other nuts are not to be brought into the facility.

- ii) No food or flavored drink is to be taken into the gymnasiums, auditorium or Library/Learning Commons. Permits requiring food or drink can apply for use of the cafeteria or classroom.
- iii) Where catering services are required and applicable, the permit holder must make private arrangements with the approved Food Services Company at the site who is under contract with the Board the first right of refusal for the catering contract.
- iv) If food is sold, the CUS Permit holder may have to apply for applicable municipal licences. Costs for this licence would be the responsibility of the permit holder.

#### d. Equipment Usage

The use of any school equipment is solely at the discretion of the school Principal. If a Community Users require the use of equipment, Applicants may identify this through the online booking system. The set-up of the equipment is the responsibility of the Permit Holder, under the supervision of a Board representative, unless other arrangements have been made ahead of time. Additional costs may apply.

Community Users are not permitted to move retractable dividers, adjustable basketball nets, stage risers, stadium seating, bleachers or any other mechanized equipment. Adjustments are to be made only by the school custodian or qualified facility staff with five days notice prior to the event.

#### e. Field Use

Field use is subject to the conditions of the field, nature of the frequency of the activities and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored. In general, field use permits will be approved after May 1<sup>st</sup> of each year or until the field's conditions are appropriate.

Some fields are booked and operated through another agreement, please refer to the online booking system for specific school field availability.

#### f. Schools Supplied by Well Water

For schools that have water supplied by a well, require testing daily and water flushing. A charge for this service will be levied to groups requesting non-school day use of board buildings. Affiliates and Reciprocal groups may enter into agreement with, and training for water flushing from the Board.

#### g. Restricted Activities

Any high-risk activity is not permitted on school property. Such activities include baseball pitching machines, rock climbing, circus performances and fireworks.

#### h. Restricted Areas

Community Users are restricted to the school area identified in the permit and the closest washroom facilities. All other areas of the school are out of bounds. If Community Users are found in other areas of the school the Permit may be revoked.

- i. **Inclement Weather and snow removal**
  - i) Periodically the Grand Erie DSB may cancel a CUS permit due to unforeseen circumstances such as inclement weather or other emergency/safety situations, or an unexpected school use. In these situations, a refund will be given to the Permit Holder. If it is a onetime CUS event, a refund will be issued for the Permit Application Fee. Insurance Fees are non-refundable.
  - ii) CUS permits will be cancelled when schools are closed due to inclement weather. Check the Grand Erie District School Board website for up to date information on closures. [www.granderie.ca](http://www.granderie.ca)
  - iii) Snow removal of the parking lot is the sole responsibility of the Grand Erie District School Board.
  - iv) Service animals and guide dogs are permitted for persons with a disability that require assistance and must keep the animal with them at all times as defined by the Animal Welfare Act. Grand Erie District School Board has the right to inquire about the animal and ask for documentation to confirm the persons requirement.

## 14. Community Use of School Fees

- a. Service charges to Community Users are subsidized under the grant provided annually by the Ministry of Education. The rate of subsidy will be determined annually based on the grant provided to the Board.
- b. Overtime rates paid to board staff who assist with Community Use of Schools will be adjusted accordingly to contractual obligations the Board has negotiated with its staff.
- c. All permit holders are responsible to determine if there are any local, provincial or federal fees or tax applications to the event and to collect and remit any and all fees or taxes to the proper government authority.
- d. Permit Fees:
  - i) Fees for Community Events are outlined in Appendix A. This chart identifies the fees charged by the different Permit Types. These fees are subject the annual funding provided by Ministry of Education and the amount of subsidy is subject to change based on the funding received.
  - ii) Custodial Fees are updated annually and provided on the Community Use of Schools website. <https://www.granderie.ca/board/community/community-use-schools/fees> Custodial fees will include two and half hours in addition to the permit time to account for opening and closing procedures. When there are multiple permits during the same time, these fees will be shared between the permit.
  - iii) Fees will be outlined in the permit application and the permit fee and purchased insurance is payable in full prior to the permit being issued. Purchased insurance is non-refundable. Booking and custodial fees are charged at the end of the month that booking occurred in .

## 15. Cancellation of a Permit

- a. Grand Erie District School Board Cancellations:

Community Use of Schools may cancel a permit if the permit holder has not been abiding by the limitations and restrictions outlined in the Policy, Community Use of Schools FT4 or the information outlined in the handbook.

- b. Permit Holder Cancellations:

A Permit Holder may cancel a Community Use event without cost (except for the non-refundable Permit Application Fee and insurance fees if purchased) provided that written notice (email accepted) and a phone confirmation be provided to the of the Community Use of Schools Clerk or designate at least three business days prior to the date of the event.

  - i) If a Permit Holder does not provide adequate time (minimum three business days) for the Board to cancel, Community Use Permit incurred costs (e.g. custodial overtime, rental fees, technicians and permit fees) may be charged.
- c. Permits are non-transferable.
- d. The Board reserves the right to revoke a Permit at any time.

## 16. Insurance Requirements

All permit holders, including municipal affiliates are required to provide the Community Use of Schools Program with a Certificate of Insurance in the amount of not less than two million dollars (\$2,000,000) per occurrence, with the School Board named as additional insured. The certificate of insurance is to be uploaded during the permit application process. Failure to provide such a Certificate prior to the first date of the event(s), shall result in the permit not being processed.

Any group not able to provide a Certificate of Insurance as outlined shall make application to purchase insurance through the Community Use of Schools permit process. Such application will be subject to the approval of the insurance carrier. Premium costs are the responsibility of the permit holder and will be added to the overall permit cost and paid in full prior to the permit. These fees are non-refundable.

## 17. Access, Keys and Doors

- a. Obtaining a Key Access Card
  - i) The Grand Erie District School Board recognizes that certain groups and events requesting use of school facilities are identified as low risk. Responsible permit holders who require access when custodial staff are not present, may be approved for electronic access cards and an access code for the period stated on their permit.
  - ii) Permit holders who are approved for electronic access are required to come to the Grand Erie District School Board, Facilities Services building at 349 Erie Ave., Brantford and will be required to complete a form and provide a refundable deposit of \$20.00/key. The signatory is responsible for opening and closing the school and for ensuring adequate security is in place during the permit times. The permit holder may be required to be trained to preform water flushing activities.
  - iii) The Board reserves the right to refuse future request for electronic access if sufficient security is not provided, if the building is left unsecured, if damage to or theft of Board property occurs. Future permits will require the permit holder to obtain security service at the permit holder's expense.
  - iv) Electronic Access Cards and access codes must be returned to the Board's Facility Services following the event. Permit holders who do not return their electronic access cards and access codes within one (1) month will lose their deposit.
- b. Community Users may be held responsible for all costs incurred by the accidental triggering of an alarm or security system.
- c. Facility Access

Permits Holders where a custodian is present:

- i) Permit holders/event supervisor will receive electronic confirmation of approved permits which must be printed or have an electronic copy presented to gain access to the premises. The custodian will open the door for permit holders approximately 15 minutes prior to the start time of the permit. The permit holder must assign someone to be responsible for letting Community Users into the facility. The doors must remain locked and are not to be propped open.

Permits holders who have an Electronic Access Key:

- ii) Permit holders/event supervisor will receive electronic confirmation of approved permits which must be printed and held while on premise or have an electronic copy. Permit holders are permitted to obtain facility access 15 minutes prior to time that is identified on the permit and are required to secure the building no longer than 15 minutes after the permit end time. The Permit holder/event supervisor must assign someone to be responsible for letting Community Users into the facility. The doors must remain locked and are not to be propped open. Permit holders/event supervisor are to ensure security of the building for the entire duration of the permit.

## 18. Adjudication

In the event a user group wishes to formally dispute any terms or conditions or the application of any terms or conditions applying to the rental of school facilities an Appeal may be made to the Grand Erie District School Board Community Use of Schools

Examples of Appeals:

Denied Permit Appeals – Appeals in which an Appellant is appealing;

- Denial of request for use of facilities outside approved rental periods, or,
- Denial of request for use of spaces not approved for community use, or,
- Denial of request for use of a school for a non-approved rental activity.

Exemption Appeals – Appeals in which an Appellant is requesting exemption of an administrative procedure governing the use of school facilities, such as;

- Request for reversal of incurred no-show fees charged to their account, or,
- Request for exemption from applicable rental or custodial fees

Special Circumstances Appeals – Appeals in which an Appellant is requesting special consideration for use of a school facility, such as;

- Request for use of a school for a funeral service, or,
- Request for re-classification of a rental permit from community use to school/board use (example: Noelle's Gift), or,
- Request for use of a school facility for sleeping accommodation.

a. Appeal Review Process:

To submit an appeal the following steps are to be completed:

- i. The permit holder must complete and submit to their permit a completed appeal form that includes the following information:
  - Permit number, name of organization, appellants name,

- Appellants daytime phone number and email address,
  - The basis of the dispute,
  - Acknowledgement that decisions made by the appeal committee are final,
  - Acknowledgement that the appellant will receive decision of the appeal via email
- ii. The Appellant receives notification in the permit discussion that the appeal form has been received. The appeal form is forwarded to the CUS and Partnership Officer.
  - iii. Appeal reviewed by the CUS Office
  - iv. Overview compiled by CUS Office including; past practices relevant to the Appeal, Operating Procedures relevant to the Appeal, if applicable comparative analysis of other Ontario School Boards Operating Procedures relevant to the Appeal subject
  - v. Appeal and Overview forwarded to CUS and Partnerships Officer for review
  - vi. For Denied and Exemption Permit Appeals, CUS and Partnerships Officer reviews and makes decision
  - vii. For Special Circumstances appeals, the CUS and Partnerships Officer along with the Superintendent of Business and Treasurer reviews the appeal form and makes a decision.
  - viii. The Appellant receives notice of Determination of the Appeal via email. ~~and, as advised during the Appeal Submission Process, is advised that all Appeal decisions are final.~~

## 19. Contacts

- a. Community Use of Schools Permit Clerk, Casey Crowdis  
How to book a permit, follow up on a permit, cancelling a permit  
519-756-6301 ext. 281295 [schoolrentals@granderie.ca](mailto:schoolrentals@granderie.ca)
- b. Community Use of Schools Coordinator, Kathryn Underwood  
Policy Administration, Community Partnerships and Municipal Affiliates  
519-756-6301 ext. 281134 [Kathryn.underwood@granderie.ca](mailto:Kathryn.underwood@granderie.ca)
- c. After Hours Emergency Contacts:  
Facility Access and Emergencies: 519-756-6306, press 3 for building related emergency  
519-750-8033 if the above noted number is not working.



## Appendix A: CUS Rate Schedule

Permit Type	Type-1 Affiliated Groups	Type 1-A Non-Profit Youth and Other	Type 1-B Non-Profit, Non- Youth	Type 2 Non-Profit (Other)	Type 3 Commercial/ Private User	Type 4 GEDSB/ School Use	Type 5 Non-Profit (Priority Schools)	Type 6 Reciprocal Groups
<b>Examples</b>	Groups approved by Municipal partners through JUFA (not including tournaments)	Cubs, Scouts, Brownies etc. Groups donating to the GEDSB in an amount of money greater than the fee charged for the use of the facility School Alumni Activities sanctioned by school administrator	Red Cross, St. John's Ambulance, Approved Health Unit activities, Short term use by municipal emergency services	Fundraising Events, Church Groups-occasional meeting, Service Club meetings, Amateur Drama Clubs, Non-Affiliated Community Groups, Local Cultural Groups, Other Educational Groups i.e. Colleges & Universities, Tournaments, Union/Federation events, School Alumni Activities NOT sanctioned by school administrator, Non-Affiliated Adult Recreation	Commercial Enterprises, Professional Theatre Groups, Church Services, Private Individuals, Political Groups, Private Fitness and Dance Instructional Groups,	Student and Staff Events sanctioned by the school administrator, School Clubs and School Council Meetings, Administrative or other staff meetings, Sports Teams	Non-Profit Youth-Related Community Groups*, Non-Profit Children's Recreation Providers* (not including tournaments) Other Not-for Profit or Charitable Groups * *As identified by the Ministry of Education	Non-Profit Childcare & Before and After School Children's Recreation Providers (not including tournaments)*
<b>Space and Rental Fees</b>								
Classroom	\$0.00	\$0.00	\$ 3.75	\$ 7.50	\$ 15.00	N/A	\$0.00	\$0.00
Cafeteria (No Kitchen Use)	\$0.00	\$0.00	\$ 12.50	\$ 25.00	\$ 50.00	N/A	\$0.00	\$0.00
Library (Elementary)	\$0.00	\$0.00	\$ 7.50	\$ 15.00	\$ 30.00	N/A	\$0.00	\$0.00
Library (Secondary)	\$0.00	\$0.00	\$ 10.00	\$ 20.00	\$ 40.00	N/A	\$0.00	\$0.00
Single Gym/Auditorium	\$0.00	\$0.00	\$ 10.00	\$ 20.00	\$ 40.00	N/A	\$0.00	\$0.00
Stage (Elementary)	\$0.00	\$0.00	\$ 12.50	\$ 25.00	\$ 50.00	N/A	\$0.00	\$0.00
Stage (Secondary)	\$0.00	\$0.00	\$ 17.50	\$ 35.00	\$ 70.00	N/A	\$0.00	\$0.00
Double Gym	\$0.00	\$0.00	\$ 15.00	\$ 30.00	\$ 60.00	N/A	\$0.00	\$0.00
Triple Gym	\$0.00	\$0.00	\$ 20.00	\$ 40.00	\$ 80.00	N/A	\$0.00	\$0.00
Custodial Fees	100 % of Actual Costs	25 % of Actual Costs	25 % of Actual Costs	50 % of Actual Costs	100 % of Actual Costs	N/A	0%	0%
Permit Application Fee	N/A (JUFA)	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	N/A	\$0.00	\$0.00
All costs are subject to HST in addition to fees or hourly rates. *Fees subject to the limits of Ministry of Education Priority School Funding.								

Permit Type	Type-1 Affiliated Groups	Type 1-A Non-Profit Youth and Other	Type 1-B Non-Profit, Non-Youth	Type 2 Non-Profit (Other)	Type 3 Commercial/ Private User	Type 4 GEDSB/ School Use	Type 5 Non-Profit (Priority Schools)*	Type 6 Reciprocal Groups
<b>Hourly Space and Rental Fees (Effective September 1, 2020 to June 30, 2021)</b>								
Classroom	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ -
Cafeteria (No Kitchen Use)	\$ -	\$ -	\$ 14.00	\$ 25.00	\$ 50.00	\$ -	\$ -	\$ -
Library/Learning Commons (Elem)	\$ -	\$ -	\$ 9.00	\$ 15.00	\$ 30.00	\$ -	\$ -	\$ -
Library/Learning Commons (Sec)	\$ -	\$ -	\$ 12.50	\$ 22.00	\$ 40.00	\$ -	\$ -	\$ -
Single Gym/Auditorium	\$ -	\$ -	\$ 10.50	\$ 20.00	\$ 40.00	\$ -	\$ -	\$ -
Stage (Elementary)	\$ -	\$ -	\$ 12.50	\$ 25.00	\$ 50.00	\$ -	\$ -	\$ -
Stage (Secondary)	\$ -	\$ -	\$ 17.50	\$ 35.00	\$ 70.00	\$ -	\$ -	\$ -
Double Gym	\$ -	\$ -	\$ 16.00	\$ 32.00	\$ 60.00	\$ -	\$ -	\$ -
Triple Gym	\$ -	\$ -	\$ 22.00	\$ 44.00	\$ 80.00	\$ -	\$ -	\$ -
Track and/or Field	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ -
<b>Hourly Custodial Fees (Effective September 1, 2020 to June 30, 2021)</b>								
<b>Minimum Charge : 2.5 Hours (Cost confirmed within permit)</b>								
Custodial Fees - % of Actual Costs	100%	25%	25%	50%	100%	0%	0%	0%
Saturday to 6pm - Hourly Rate	\$ 39.00	\$ 9.75	\$ 9.75	\$ 19.50	\$ 39.00	\$ -	\$ -	\$ -
Sunday / Sat. after 6pm - Hourly Rate	\$ 52.00	\$ 13.00	\$ 13.00	\$ 26.00	\$ 52.00	\$ -	\$ -	\$ -
Permit Application Fee	\$ -	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$ -	\$ -	\$ -
<b>All fees are subject to HST</b>								
<b>*Fees subject to the limits of Ministry of Education Priority School Funding.</b>								

## Appendix B: Community Use of Schools Conditions

### Access

Grand Erie DSB schools will be given priority use of the use school facilities. Generally, schools are available for CUS on school days after 6pm and on weekends. Excluding statutory holidays and holiday weekends.

Permit holders must present a printed copy of the electronic confirmation of their permit in order to gain access to the premises.

### Special Non-School Days

Generally, CUS is unavailable for Statutory holidays, Professional Development Days, Christmas Break, March Break or Summer Break. CUS may be available in a limited capacity to ensure the continuity of some programming (e.g. childcare centres, before and after school programming and Joint Use of Facility programming). Permission for CUS during these times is strictly at the discretion of the Board.

### Insurance

A Permit Holder must present an up to date liability insurance certificate naming the Board as an additional insured prior to the approval of their permit. The Grand Erie DSB's school insurance does not cover individual people or groups who use Grand Erie DSB facilities for CUS. A minimum liability limit of \$2,000,000 per occurrence is required. To purchase liability insurance through the Board contact the CUS Clerk for rates and information. Purchased insurance is non-refundable

### CUS Permit Holder's Responsibilities / Restrictions

1. The permit holder is responsible for the enforcement of all fire regulations;
  - a. No obstructions in corridors or in front of fire exits
  - b. Submit a floor plan for Fire Safety compliance if requested
  - c. Do not prop open fire and exit doors
2. The Permit Holder or Supervisor noted on the permit must be present at the CUS event and must stay until all participants have left the facility.
3. The Permit Holder or Event Supervisor is responsible for all participants' and guests' behaviour during their time on Grand Erie property.
4. Community Users may be held responsible for all costs incurred by the accidental triggering of an alarm or security system.
5. Permit Holders are responsible for the cost of damage to Grand Erie DSB facilities caused by the actions of permit holder, participants or guests.
6. Signs or decorations may not be attached to walls or elsewhere without prior arrangement with the School Administration.
7. Vehicle parking is permitted only in designated parking areas. Parking is not permitted on grass or asphalt play areas.
8. Where catering services are required, the permit holder must make private arrangements with the Food Services Company under contract with the school.
9. No food or flavored drink is to be taken into the gyms or auditoriums or Library/Learning Commons. Permits requiring food or drink can apply for use of the cafeteria or classroom.
10. Grand Erie District School Board does not permit products that contain nuts in its facilities. Community User shall avoid bringing into a school facility any products posted in a school as an allergy hazard.

11. Clean, rubber soled, non-skid and non-marking shoes must be worn during all athletic functions held in school gymnasiums.
12. Field use is subject to the conditions of the field, nature of the frequency of the activities and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored.
13. Floor hockey is not allowed in any of our Facilities.
14. Permit holders are not permitted to store furniture, equipment or materials in any facility without prior approval from School Administration indoor practice or whiffle balls must be used for indoor baseball practice.

### **Smoking/Vaping on Grand Erie DSB School Property**

The Ontario Smoke Free Act for public places prohibits smoking/vaping on Board Property policy applies 24 hours a day. Permit holders and event supervisors must ensure that participants move 20 metres off Board property for smoking/vaping purposes, not just outside the building.

### **Emergency Procedures**

Emergency contact numbers for Grand Erie DSB staff are located on the front page of your approved permit. Should there be an emergency that needs immediate attention call the appropriate emergency services by dialing 911. In case of fire, and if it is safe to do so, a Community User should pull the fire alarm and all Community Users should immediately leave the building.

### **Damage to School Property**

The permit holder assumes full responsibility for all damages arising from the use of school facilities. If property is damaged, it must be immediately reported to a Grand Erie DSB staff representative who will inform the CUS clerk. The costs to repair or replace damaged property are the responsibility of the CUS Permit Holder.

Any equipment that may scratch, mark or break property is not allowed for CUS.

### **Equipment Usage**

With the exception of the tables and chairs, the use of school equipment for a user group is at the discretion of the School Principal who may impose a user fee or replacement charge for damaged equipment. Any arrangements must be made in advance of the permit start date. The set up of the equipment is the responsibility of the permit holder, under the supervision of a Board representative, unless other arrangements have been made ahead of time. Additional costs may apply.

### **Alcohol**

In ALL cases where permits allow the serving of alcoholic beverages, the permit holder must provide a copy of the Special Occasion Permit/Liquor License to the rentals office. The permit holder must guarantee that:

- a) the use of a designated driver program has been encouraged;
- b) posters, warning of the dangers of driving after drinking, will be prominently displayed at the event;
- c) posters indicating that there will be no smoking/vaping on Board property are displayed;
- d) the permit holder make use of "qualified smart servers" as required by the Liquor Control Board;
- e) public liability insurance is in place prior to the event that includes alcohol liability such as P.A.L.; and

- f) a minimum of two police officers are in attendance for the duration of the event. NOTE: The board reserves the right to waive this clause at its own discretion for certain events.

### Doors

In order to ensure safety to all, entrance doors to Grand Erie DSB Buildings during Community Use events will be open for **15 minutes prior to and 15 minutes after the permitted start time of the event.** Custodians will lock the doors 15 minutes after the start of a Community Use event. At all other times doors will be closed and the Community Use group is responsible for opening doors for their late participants. **The propping open of doors is not allowed.**





# GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
 RE: **Major Construction Project Report**  
 DATE: May 25, 2020

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

### Background

Following is a status update for the Major Construction Projects.

### Mapleview Elementary School

#### **Project Scope:**

Construction of a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The new construction will include childcare and child and family program spaces. The old school (Fairview) will be demolished following occupancy of the new elementary school.

**Space:** New Construction

**Gross Square Feet:** 44,740

**Total Project Budget:** \$11,388,529

**Funding Source:** Capital Priorities Grant

**Total Project Cost to Date:** \$12,280,519

**Total Project Forecast Cost:** \$12,497,657

**Architect:** Salter Pilon

**General Contractor:** JR Certus

#### **Timeline:**

Dates	Description	Status
February 2017	Seek Board approval to appoint a project architect	Completed
February - April 2017	Complete schematic design phase and seek approval to issue tender	Completed
May – June 2017	Complete all drawings and tender documents	Completed
August 2017	Issue Tender	Completed
September 2017	Close tender and seek Board approval to award contract work	Completed
November 12, 2018	New school occupied by staff and students	Completed
Oct 2017 to April 2019	Complete project construction work and demolition of Fairview school	Completed
March 2019	Substantial Performance	Completed
May 10, 2019	Official Ceremony	Completed
February 2020	11 Month Warranty Report	Completed

**Status:**

The project is complete.

**Summary:**

Students and staff successfully occupied the new school on Monday November 12, 2018. The demolition of Fairview School has been completed.

**Budget Summary:**

Senior Administration is currently waiting for approval for a funding proposal designed to utilize reserves and to avoid unsupported capital.

**Child Care Renovation at Hagersville Secondary School****Background:**

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project.

**Project Scope:**

The general scope of the project is to renovate existing space at Hagersville Secondary School that will create a Child Care Program that will service 10 infants, 15 toddlers, and 24 preschoolers.

**Space:** Renovation

**Gross Square Feet:** 3,445

**Total Project Budget:** \$786,506

**Funding Source:** Capital Funding

**Total Project Cost to Date:** \$275,408

**Total Project Forecast Cost:** \$ TBD

**Architect:** Grguric Architect Inc.

**General Contractor:** Platinum Construction Corp.

**Timeline:**

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
November 2019	Issue Tender	Complete
November 27, 2019	Close tender and seek Board approval to award contract amount of \$488,000	Complete
December 9, 2019	Tender approved by the Board	Complete
Jan 2020 to August 2020	Complete project construction work.	Ongoing
TBA	Substantial Performance	Ongoing
TBA	Official Ceremony	Ongoing
TBA	11 Month Warranty Report	Ongoing

**Status:**

The preliminary construction kickoff meeting was held on January 15, 2020 and renovations began February 2020. Construction was halted for a period of four weeks due to Provincial Emergency Declaration Order. Construction resumed on May 11, 2020.





*Figure 1: Internal Wall Construction at Hagersville SS*

### Child Care Addition at Central Public School

#### **Background:**

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project. In accordance with Policy FT1 – Major Construction Projects, the Project Committee was struck and has met to review the proposed scope of work for childcare centre and the architectural drawings for the project.

#### **Project Scope:**

The general scope of the project is to create an addition onto Central Public School that will create a Child Care Program that will service 10 infants, 15 toddlers, 24 preschoolers and space to provide support for a family age group.

**Space:** Addition

**Gross Square Feet:** 5,673

**Total Project Budget:** \$2,056,000

**Funding Source:** Capital Funding

**Total Project Cost to Date:** \$187,865

**Total Project Forecast Cost:** \$ TBD

**Architect:** Grguric Architect Inc.

**General Contractor:** Abcott Construction

**Timeline:**

Dates	Description	Status
September 2018	Complete all drawings and tender documents.	<b>Complete</b>
December 18, 2019	Issue Tender	<b>Complete</b>
January 23, 2020	Close tender and seek Board approval to award contract amount of \$1,711,731	<b>Complete</b>
February 10, 2020	Tender approved by the Board	<b>Complete</b>
March to December 2020	Complete project construction work.	<b>Ongoing</b>
TBA	Substantial Performance	<b>Ongoing</b>
TBA	Official Ceremony	<b>Ongoing</b>
TBA	11 Month Warranty Report	<b>Ongoing</b>

**Status:**

The preliminary construction kickoff meeting was held on March 5, 2020 and construction started in mid-March. Construction was halted for a period of four weeks due to Provincial Emergency Declaration Order. Construction resumed on May 11, 2020.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **Annual Operating Plans Review**  
DATE: May 25, 2020

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Annual Operating Plans (2019-20) as information.

### Background

In September 2019, five operating plans were presented to the Board:

- Community
- Environment
- Equity
- Technology
- Well-Being

At this point in the school year, the operating plans are reviewed and a status report is provided to the Board.

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary





## Annual Operating Plan Community – 2019-20

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

**Goal:** Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.

### Supporting Strategies for Family Involvement (Responsibility: B. Blancher and K. Newhouse)

<p><b>Strategies</b> (What will we do?)</p>	<p>Strengthen the connections between home and school to support family involvement in our schools and learning at home.</p> <ol style="list-style-type: none"> <li>1. Support awareness of and accessibility to the new PowerSchool Parent Portal through: <ul style="list-style-type: none"> <li>• Communications Plan</li> <li>• Promotion of information access through the Portal</li> <li>• Gathering feedback on the usage of the Portal</li> <li>• Work with the Grand Erie Parent Involvement Committee (GEPIC) for input</li> </ul> </li> <li>2. Ensure that learning resources and facilities are accessible to our community. <ul style="list-style-type: none"> <li>• Work with schools to identify needs for accessible resources that support learning and engagement</li> <li>• In partnership with schools and GEPIC develop a process for communicating the Board's willingness to provide accessible access</li> </ul> </li> </ol>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• The number of families accessing the Parent Portal</li> <li>• Feedback from families on their Portal experience</li> <li>• Resources and facilities are accessible as required</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<p><b>Parent Portal</b></p> <ul style="list-style-type: none"> <li>• A Collaborative Professionalism session was held with union leaders on October 17, 2019 (as follow-up to an initial session on the Parent Portal held October 5, 2018) to discuss the move to a single platform for communication with parents</li> <li>• A presentation on the Portal and the use of the Bright Space platform took place with union leaders on January 9, 2020</li> <li>• Trustees were provided with an overview of Brightspace and its connections to the Parent Portal at the March 9, 2020 Committee of the Whole Meeting</li> <li>• Messaging regarding the Parent Portal has been on the Grand Erie website since the fall and includes: <ul style="list-style-type: none"> <li>• An overview of the platform</li> <li>• How to access the Portal</li> <li>• How to create an account and passwords</li> <li>• How to navigate through the Portal</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Information on Bright Space</li> <li>• Packages for parents are distributed through the classroom teacher</li> <li>• Roll-out was not complete this year due to job action</li> <li>• An intended survey for families was postponed to 2020-21</li> </ul> <p><b>Accessibility</b></p> <ul style="list-style-type: none"> <li>• The Principal Leader for Elementary Program led a group this year to review accessible formats in school libraries</li> <li>• Grand Erie has connected with a provincial committee to keep apprised of developments in this area and to share best practice</li> <li>• Information on the Centre for Equitable Library Access (CELA) has been shared with school administrators – Grand Erie educators can sign out materials on behalf of their students with print disabilities (including comprehension impairment such as dyslexia, and visual disabilities) and can assist student registration for their own CELA account</li> <li>• Information on AERO – Alternative Education Resource for Ontario – free of charge to elementary and secondary schools – all fiction and non-fiction materials in digital format/braille/large print by downloading</li> <li>• The CELA and AERO information has been stored in 3 locations for all stakeholders to access – the Grand Erie Staff Portal and Virtual Learning Environment in addition to information on each Elementary and Secondary school Library home page in Destiny</li> <li>• Other information shared and stored includes: GEDSB Digital Supported Resources (e.g., Kurzweil, Word Q, and Microsoft Tools)</li> <li>• Grand Erie has partnered with the Rick Hanson Foundation School Program which provides lessons for students Kindergarten to Grade 12 tied to the Ontario curriculum promoting the inclusion of all learners in all aspects of school life – these materials support ways of re-thinking barriers to inclusion</li> </ul>
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## Annual Operating Plan Environment – 2019-20

We will ensure that the students and staff have a safe and welcoming environment in which to learn and work.

**Goal:** Ensure continuity of services and programs.

**Business Continuity Planning** (Responsibility: R. Wyszynski, D. Maniccia, System Managers and Leaders)

<b>Strategies</b> (What will we do?)	Re-initiate the comprehensive, integrated system-wide Disaster Recovery / Business Continuity Master Plan. The plan is to develop a needs analysis by department (Finance, Payroll, Human Resources, IT, Facilities, Purchasing, Communications) based on a matrix that focuses on functional requirements by time lapse. These templates are anticipated to be compiled into a master document that will be crucial in identifying actions in the event of an interruption of services.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• A working group will be created to begin to draft the parameters for information collection.</li> <li>• Each functional area will submit a template to the Business Continuity Committee by December 2019.</li> <li>• Templates will be combined into a single matrix focusing on time lapse and actionable items</li> <li>• Internal Audit will review the plan and provide recommendations in 2020-21</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• A Disaster Recovery Consultant has reviewed our current status and, as a subject matter expert, will be able to interview our major business departments to generate documents that will contain plans and actions.</li> <li>• This plan has been delayed as a result of Covid19 and will be reinitiated once staff are able to do so.</li> </ul>

**Goal:** Improve on Energy and Environmental Conservation at all Grand Erie sites.

**Energy Conservation Measures** (Responsibility: R. Wyszynski, Facility Services Management Team)

<p><b>Strategies</b> (What will we do?)</p>	<p>Continue to implement energy conservation measures at all Grand Erie Schools. Continue to leverage all available incentive programs from local independent electricity system operators. Monitor the energy consumption savings from the implementation of the automatic computer shutdown. Integrate technology to monitor water consumption through devices designed to enable notifications of after-hour water usage.</p>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• Utility consumption by site and time has decreased.</li> <li>• Increased reporting and metrics by commodity to accompany quarterly financial dashboards.</li> <li>• Alignment and monitoring to the Energy Conservation and Demand Management Plan</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>• Site-by-site monitoring continues; however, the data has proven not to be helpful as school-wide closures due to Covid19 have resulted in large variances in year-over-year comparisons.</li> </ul>

**Increase Eco Awareness** (Responsibility: D. Maniccia, K. Hashimoto)

<p><b>Strategies</b> (What will we do?)</p>	<p>Increase Eco awareness for all building occupants (students, staff and community users) and explore certifications for schools that have yet to successfully attained EcoSchool certification. Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year. Implement a paper reduction strategy among the board’s buildings by incorporating healthy competition while simultaneously decreasing paper consumption.</p>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• The number and ranking of Eco Schools increases year over year including gauging first-time certifications.</li> <li>• Reduction in quantity of paper copies by school; resulting in less expenditures.</li> <li>• Number of Electrical Safety and Energy Conservation presentations delivered to Grand Erie elementary schools</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>• Photocopying metrics have been shared with principals to initiate healthy competition amongst our schools to reduce the number of photocopying and printing. For the period including September through January, the Board’s usage has decreased from 15.3 million in 2017-18 to 14.5 million in 2018-19 to 13.0 million in 2019-20. The in-year decrease represents a 10.4% decrease in printing; noteworthy results considering these occurred prior to the Covid19 pandemic.</li> <li>• The Electrical Safety and Energy presentations as well as Eco School participation have been delayed due to Covid19.</li> </ul>



**Goal:** Make the best use of space in Board Schools.

**Capital Plan** (Responsibility: R. Wyszynski, Facility Services Management Team)

<b>Strategies</b> (What will we do?)	Update multi-year capital plan to review enrolment data and meet with Quality Accommodations Committee to review new information and develop accommodation strategies in anticipation of any changes to Pupil Accommodation Review Guidelines (PARGs).
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>A Multi-Year capital plan is reviewed by the Quality Accommodations Committee and presented to the Board for approval.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>The Quality Accommodation Committee has met three times this year. The priorities have been updated where enrolment trends support such revisions. In addition, the sub-committee identified several strategies that will be deployed in the system in 2020-21 to increase market share. These initiatives will include enhanced Grade 9 recruitment through investment and increased research into specialized programming.</li> </ul>

**Goal:** Create learning spaces to reflect current teaching and learning needs.

**School Improvement** (Responsibility: Superintendent of Business, Executive Council and Facilities Management Team)

<b>Strategies</b> (What will we do?)	Continue long-term renovation plan to convert libraries to learning commons using centralized framework. By utilizing efficiencies such as repeat design and Board experience, the Learning Commons Committee has been able to increase its annual locations to 4. Improve access to our buildings to fulfill AODA requirements. Focus on enhancing entrances to Grand Erie buildings by standardizing our brand and ensuring consistency.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>Report on Learning Commons projects completed, and dollars invested</li> <li>Identify and address barriers to accessibility, create plan to reduce barriers and demonstrate success.</li> <li>Conduct assessment of entrances for all Grand Erie buildings</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>Completed: Central PS, Houghton PS, James Hillier PS, Princess Elizabeth PS</li> <li>Four schools selected for 2019-20 conversion;             <ul style="list-style-type: none"> <li>Lynndale Heights ES</li> <li>Port Rowan PS</li> <li>Rainham Central PS</li> <li>Ryerson Heights ES</li> </ul> </li> </ul>

**Goal:** Build a culture of care and respect in all schools and workplaces.

**Service Improvement** (Responsibility: R. Wyszynski, System Managers and Leaders)

<p><b>Strategies</b> (What will we do?)</p>	<p>Improve communication channels between schools and central services (Business Services, Facility Services)                  Implement a prioritized work order system that will attribute priority level to work order systems</p> <ul style="list-style-type: none"> <li>• Orientation package to staff and principals                         <ul style="list-style-type: none"> <li>○ Emergency <b>NOW</b> (gas smell, flood, damage)</li> <li>○ High <b>48 hours</b> (service disruption to school such as lights not working, bathroom failure)</li> <li>○ Medium <b>10 Days</b> (Inconvenience to school such as non-critical lock requests, carpet cleaning)</li> <li>○ Low <b>90 Days</b> (Painting, shelving, hanging pictures)</li> </ul> </li> </ul> <p>Transition School budgets to a more streamlined and centralized model that focuses on system standardization and focuses on fiscal responsibility and efficient budget management.</p>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• EBase contains work order conversion metrics on priority levels; will monitor and report on data.</li> <li>• Eliminate school-level budget overspending.</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>• Information on work order priority levels shared with principals and facilities staff</li> <li>• Rolled out to system on November 4, 2019</li> <li>• New school-budget dashboard shared with senior administration to support schools in budget monitoring and planning.</li> </ul>



## Annual Operating Plan Equity – 2019-20

**We will create equitable environments for all Grand Erie students.**

**Goal:** To identify systemic barriers to students and staff feeling a sense of belonging.

**Identifying Barriers to Sense of Belonging** (Responsibility: W. Baker, C. Bibby and the Safe and Inclusive Schools Committee)

<p><b>Strategies</b> (What will we do?)</p>	<p>In accordance with the Ontario Education Equity Action Plan,</p> <ul style="list-style-type: none"> <li>• utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools; and</li> <li>• gather identity-based workforce data in order to identify gaps in sense of belonging among potentially marginalized employee subgroups.</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• Each school administrator will become familiar with the student census data relevant to their schools and include an equity component in their School Achievement Plan.</li> <li>• Each school administrator will attend data-literacy training.</li> <li>• The Grand Erie workforce census will identify potentially marginalized subgroups in anticipation of cross-referencing demographic data with measures of job (dis)satisfaction. <ul style="list-style-type: none"> <li>◦ At this point, marginalized subgroups could include: employees living in poverty; newcomers to Canada; LGBTQ+ employees; Indigenous employees; employees with disabilities; racialized employees.</li> </ul> </li> <li>• With involvement of the Safe and Inclusive Schools Committee, contacts will be established within each marginalized subgroup – (Fall 2019) <ul style="list-style-type: none"> <li>◦ Community advocacy groups will have the opportunity to review and provide feedback on the workforce census questions.</li> </ul> </li> <li>• A workforce census will be finalized (January 2020) and implemented (March 2020).</li> <li>• Develop a communications plan for sharing information with staff, Senior Administration, Trustees and the public.</li> <li>• Data analysis will establish and compare sense of belonging scores with special consideration of intersectionality of demographic factors.</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>• Each Principal received a demographic report for their school. The information was used in developing the School Improvement Plan for Student Achievement and Well-Being.</li> <li>• Trustees and administrators received two Board reports on the student census, one outlining Board-wide student demographics and one correlating school experience with student demographics (e.g., SES, LGBTQ+, religion, country of origin).</li> <li>• Board-wide student demographic data was shared publicly through the Board website.</li> <li>• The GrEAT training session on data-literacy was planned, but postponed due to labour action.</li> <li>• A draft workforce census has been developed, but it was not finalized due to job action.</li> </ul>

**Goal:** To support administrators in creating safer, more inclusive school environments

**Creating inclusive school environments** (Responsibility: W. Baker, C. Bibby and the Safe and Inclusive Schools Committee)

<p><b>Strategies</b> (What will we do?)</p>	<p>Increase the capacity of administrators to manage and resolve issues of equity and inclusion by providing:</p> <ul style="list-style-type: none"> <li>• Targeted training related to safety and inclusion (e.g., diversity videos, Traumatic Events Response, Violence Threat Risk Assessment, progressive discipline, and the risks of cannabis and vaping for youth)</li> <li>• Targeted intervention strategies (e.g., Safe Schools Wednesdays, Days of Dignity, Rainbow Ball, funding for school-based equity projects)</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• Most equity issues will be resolved at the school level (e.g., gender-neutral washrooms, personal pronouns, documentation, field trip accommodations, change rooms).</li> <li>• Unique equity issues will be vetted through the Safe and Inclusive Schools staff and shared with the Safe and Inclusive Schools Committee (e.g., issues relating to evolving human rights). These will become training topics.</li> <li>• System standards will be developed to address new protected human rights.</li> <li>• 90% of all school administrators will be trained in Violence Threat Risk Assessment by the end of 2019-20.</li> <li>• A Safe Schools sub-committee will review all Board policies and procedures through a lens of student behaviour and school safety.</li> <li>• A Smoke-Free Ontario working group will be created to address issues of student smoking/vaping.</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>• Two Level One VTRA training sessions have been held, along with one session on Traumatic Events System Model. Safe Schools VTRA trainers will be attending a VTRA Level 3 training, which has been deferred to October 2020. 41 VTRAs have been completed, with five pending.</li> <li>• Schools were provided with a safe and inclusive schools activity in September to assess needs of their school for the SIPSAW.</li> <li>• 110 students received supports while on long-term suspension, expulsion or exclusion. 19 students were presented at area crisis tables</li> <li>• Wednesdays in Schools: Safe Schools provided education on vaping, cybersafety, healthy relationships in 12 schools and 26 presentations. There have been 183 school consultations re equity or safety.</li> <li>• Egale training session has been held. The first Day of Dignity was held.</li> <li>• The Safe Schools sub-committee re-created SO5 – School/Site Security (Emergency Preparedness, Response and Recovery) and created SO32 – Exclusion of Students.</li> <li>• A working group has been developing a procedure dealing with issues related to the Smoke-Free Ontario Act. (Work was halted due to labour action.) Safe Schools is collaborating with BCHU and other community agencies to host another parent and community event, with a focus on youth and substances, including vaping.</li> <li>• During the school closure, Safe and Inclusive Schools has developed a series of webinars to support school staff. Three have been completed, with five more scheduled. Topics include Coping with Covid-19, Supporting LGBTQ+ students, Cybersafety, Restorative Practices, Bullying vs Conflict, and personal safety for primary students.</li> </ul>



## Annual Operating Plan Technology – 2019-20

**We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.**

**Goal:** Increase staff knowledge and usage of the technology available for teaching, learning and workplace applications to improve student achievement outcomes.

**Focus on leveraging technology tools and resources to promote learning and communication.**

(Responsibility: Superintendent of Education (L. Munro), Manager of IT, Educational Technology Team)

<b>Strategies</b> (What will we do?)	Prioritize and begin the strategic implementation of the recommendations made through the IBM Board Learning Plan Leveraging Digital.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Formation of Learning Council to inform the Ed Tech Plan</li> <li>• Review and prioritize goals based on the February 2019 report recommendations</li> <li>• Create an educational technology plan for the Board that will ensure technology is embedded and embraced by educators, and is an integral part of the teaching and learning of the Board’s key achievement priorities</li> <li>• Develop next steps for communication to inform stakeholders of the updated learning plan</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• Learning Council established in October 2019. Five meetings scheduled. First meeting held Oct. 23/19. Learning Council Sub-Committee met twice in fall 2019 to create a plan to support professional learning with all stakeholders and digital alignment with the Essential Practices, a key priority with the LPLD Committee. For example, promoting applications such as OneNote, Brightspace, Notepad, VideoNote to support the triangulation of data. Meetings subsequently postponed with Job Action and subsequent school closures</li> <li>• Initial Goals were set through Learning Council. Goals include establishing a professional working group to align Program and ITS resources and embedding technology into professional learning;</li> <li>• School-based digital contacts established in Nov. 2019. Meetings postponed due to Job Action and subsequent school closures. Some schools had not submitted names. Digital leads established at each school to support D2L implementation as a result of increased use of the VLE due to school closures</li> <li>• LPLD Report to Board Jan. 27, 2020</li> </ul>

**Goal:** Use an up-to-date technology platform (D2L, Brightspace and O365) to support student achievement.  
**Goal:** Provide a single, secure, Ministry of Education approved platform for families to receive communication.

**Focus on the implementation of a secure communication platform for parents/guardians. Support educators' understanding and usage of a virtual learning environment to improve student achievement outcomes.**

(Responsibility: Superintendent of Education (L. Munro), Information Technology Services Management Team, Educational Technology Team)

<b>Strategies</b> (What will we do?)	Launch the Parent Portal and Brightspace platform across the Grand Erie District School Board.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Create a plan for the incremental launch of the Parent Portal/ Brightspace model at Elementary and Secondary schools across the district complete by May 2020</li> <li>• Track the number of families using the Parent Portal</li> <li>• Track the number of educators using Brightspace</li> <li>• Collect feedback from families on their Portal Experience</li> <li>• Communicate resources to the system on best practices using the Parent Portal and Brightspace</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• Rollout schedule of Parent Portal was planned for 4 phases. Phase one and two were completed Oct. 23/Nov.11 2019, with schools represented from both elementary and secondary as well as an even distribution from Haldimand, Norfolk and Brant County; Subsequent sessions were not completed due to Job Action and Subsequent school closures</li> <li>• Brightspace Training sessions:             <ul style="list-style-type: none"> <li>○ Educators Training: 3 after school sessions (fall 2019) More sessions planned after job action.</li> <li>○ Ongoing educator support from Ed Tech to interested educators;</li> <li>○ Principal Training Nov. 19, 2019;</li> <li>○ Intro to President's Council Jan 9, 2020;</li> <li>○ Trustee Training March 9, 2020 (deferred).</li> </ul> </li> <li>• Parent Portal Training for Administrators scheduled for Feb. 18, 2020 (deferred);</li> <li>• Data is being collected from families using Parent Portal; Results show that families that used the Parent Portal in fall 2019 continue use the Parent Portal in the spring with a slight increase since the commencement of Distance Learning;</li> <li>• Data collected for educators using Brightspace; Course count logins have increased exponentially since the commencement of school closure:             <ul style="list-style-type: none"> <li>○ Elementary course access count Feb 28. 2020: 3934 April 30, 2020: 246 161</li> <li>○ Secondary course access count Feb. 28, 2020: 38243 April 30, 2020: 258 068</li> </ul> </li> <li>• Began planning for a small survey for parents on their Parent Portal experience in November 2019. The survey is intended to also meet a Communications AOP goal. Survey was to be sent out in late March 2020 to families currently using the Parent Portal. *Given the incomplete roll out schedule of the Parent Portal and subsequent school closures this item will be deferred until the 2020-21 school year.</li> <li>• PLE module on Brightspace and Parent Portal created September 2019 for teachers and available in the VLE</li> </ul>

	<ul style="list-style-type: none"> <li>Additional VLE Resources provided to educators during school closures. Topics include, but are not limited to: Getting Started in the VLE, Using Tools in Brightspace and the VLE, Creating Assignments in Brightspace, Creating Widgets, Launching Virtual Classroom for Synchronous Learning with Students, etc. Parent Portal Support Information made available to parents through the Home Page of the GEDSB website (Dec. 2019).</li> </ul>
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**Goal:** Ensure ongoing, equitable and reliable access to technology for all classrooms and educators.

**Goal:** Create a financially sustainable plan for the deployment of up-to-date technology.

**Focus on the process for implementing a sustainable plan to refresh classroom and educator devices.**

(Responsibility: Superintendent of Education (L. Munro), Information Technology Services Management Team)

<b>Strategies</b> (What will we do?)	Implement a robust technology refresh schedule that will ensure well performing devices are consistently in place for classrooms and educators.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>Replacement of one third of all teacher-issued and classroom devices with leased devices, beginning with the oldest devices in use</li> <li>Reduced IT inventory of spare parts set aside for device repairs</li> <li>Decrease in the number of work orders required for devices</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>All year 1 secondary and elementary teachers will have been provided with new HP Laptops (approx. 640).</li> <li>All secondary classrooms have been outfitted with new HP Laptops (approx. 930)</li> <li>All Grade one classrooms have been outfitted with new HP Laptops. Grade one was a priority as the refresh was started in June 2019 and needed to be completed this year as approved by EC and Trustees in 2018-2019 Ed Tech Board Report</li> <li>Grade 8 classroom deployment completed</li> <li>Grade 2-7 is next for the fall of 2020</li> <li>Asset management system is being used to track devices to maintain accuracy with the refresh schedule.</li> <li>Old Dell laptops have been pulled from schools. If the device is not damaged ITS was refreshing these devices to use as spares for the next year until the next wave of device deployment. Currently, 400+ of these devices were used to support Learning from Home due to school closures. Additionally, 900 devices were pulled from Gr. 2,3,4, 5 classrooms earlier than fall 2020 to further support the number of devices required for Learning from Home</li> <li>ITS Report to Board March 9, 2020</li> </ul>







## Annual Operating Plan Well-Being – 2019-20

We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of staff and students

**Goal:** Staff, students and parents will promote health and well-being and will know how to access supports when needed.

**Staff Wellness** (Responsibility: S. Sincerbox)

<p><b>Strategies</b> (What will we do?)</p>	<ul style="list-style-type: none"> <li>Consult with employee groups regarding areas of need where staff can best be supported in their wellbeing.</li> <li>Develop a resource kit for administrators and managers to utilize in promoting and supporting wellness in their buildings/departments.</li> <li>Utilize online resources via LifeSpeak and investigate options for making wellness information more accessible to more employees.</li> <li>Establish a connection with local businesses and service providers that promote and support wellbeing, in order to obtain discounts and special offers for Grand Erie staff.</li> </ul> <p><b>COVID-19 impacts</b></p> <ul style="list-style-type: none"> <li>LifeSpeak added 30 videos in response to COVID-19 pandemic and offered staff greater access to training volumes to meet unique needs, including participation in Mental Health Marathon in early May.</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>LifeSpeak usage data is reviewed monthly. Login questions were created to help identify user groups while maintaining user privacy.</li> <li>Committee has secured 14 local health and wellness services (e.g., participating health clubs and yoga studios) where discounts are offered to Grand Erie employees</li> <li>Anecdotal feedback from administrators/managers is collected and analyzed during the November, March, and Director’s Meetings, as well as regular emails from staff following weekly email blasts.</li> <li>Executive Council supports administrators and supervisors taking staff wellness into consideration when planning priorities staff professional development activities.</li> <li>A new logo has been selected that will form a connection between Grand Ere wellness events and initiatives, including LifeSpeak, our online platform.</li> <li>An uptake in staff accessing LifeSpeak occurs in the days following the release of the Wellness Wednesday email blast.</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>Grand Erie staff, family, and friends have accessed 1,121 wellness training videos between January 1-April 6, 2020. The average is approximately 350 views per month. This increases during months where a contest is held. Steady usage of LifeSpeak platform compliments offer to continue use of online platform into the 2020-21 school year pending budget approval.</li> </ul>

	<ul style="list-style-type: none"><li>• Grand Erie staff are accessing local businesses, identified by the Staff Wellness Committee, that provide products and services associated with health and wellness. Other local businesses have reached out to be included via word of mouth and staff actively canvassing prospective business owners.</li></ul> <p><b>COVID-19 impacts</b></p> <ul style="list-style-type: none"><li>• Wellness resource kit release was delayed due to job action and COVID-19 pandemic.</li><li>• Spring wellness contest for staff engagement was delayed due to COVID-19 pandemic.</li></ul>
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**Goal:** Create and promote an enabling environment where all students can participate fully in their education.

**Student Wellness – Elementary:** (Responsibility: L. Thompson, P. Bagchee)

<p><b>Strategies</b> (What will we do?)</p>	<p><b>Provide students and educators with opportunities for sequenced and grade-appropriate social-emotional learning. Support parent/family/caregiver through knowledge of social-emotional learning and skill development, mental health awareness and community resources.</b></p> <ul style="list-style-type: none"> <li>• Continue to implement the Promoting Alternative THinking Strategies (PATHs) program in grade one and/or grade four</li> <li>• Implementation evidence-based mental health promotion and prevention programming</li> <li>• Collaborate with classroom teachers and Learning Resource Teachers (LRTs) in the delivery of social-emotional, self-regulation, healthy relationships and mental health awareness programs and curriculum</li> <li>• Deliver targeted interventions to students who are at-risk</li> <li>• Pilot whole school social-emotional learning curriculum (Umbrella Project) at one elementary school</li> <li>• Partner with Woodview Children’s Mental Health and Autism Services in the delivery of Stop Now And Plan (SNAP program in two Strategies Classrooms</li> </ul> <p>Introduce Elementary Wellness Champions in select elementary schools</p>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>• 90% of elementary schools will be exposed to, and receive support for, the delivery of grade-appropriate social-emotional learning</li> <li>• Within these elementary schools, parents/families/guardians will be provided with complementary information on social-emotional skills and strategies</li> <li>• Develop a bank of evidence based or informed Social-Emotional Learning (SEL) resources or programs</li> <li>• Child and Youth Worker (CYW) will be part of In-School Team, where they will provide advice, education and resources on social-emotional learning, self-regulation, healthy relationships and mental health awareness</li> <li>• Organize Chalk It Up activities during Mental Health Week</li> <li>• Established sixteen Elementary Wellness Champions</li> <li>• Surveys, referrals and anecdotal evidence from CYWs, classroom teachers, and LRTs to assess gains/impact/barriers in the delivery of SEL programming in the classroom</li> <li>• Monitor the implementation and effectiveness of structured and evidence-based interventions with students who may be at-risk</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>• CYWs delivering Promoting Alternative THinking Strategies (PATHs) program in grade one and/or grade four in 26 elementary schools.</li> <li>• 90% of elementary schools have received grade-appropriate social emotional, self-regulation and/or healthy relationships programming.</li> <li>• CYWs providing support and/or resources to educators to assist with students’ social emotional and/or self-regulation development.</li> <li>• CYWs and Mental Health Lead created parent/guardian parent letters and newsletters that complement the programs/lessons being taught in the classroom. This work was completed and is housed in OneNote.</li> </ul>

	<ul style="list-style-type: none"> <li>Using OneNote, to house a bank of evidence based or informed social emotional resources used for classroom lessons and targeted prevention of mental health problems.</li> <li>CYWs and SWs participated in professional development and the development of resources based on Dr. Shanker’s Self Regulation framework</li> </ul> <p><b>COVID-19 impacts</b></p> <ul style="list-style-type: none"> <li>CYWs providing targeted intervention to at risk students. This work had just begun when schools were closed due to COVID-19 outbreak.</li> <li>CYWs created activities for families and two videos focussed on coping and self-care during school closures.</li> <li>CYWs and Woodview Children’s Mental Health and Autism Services staff delivering SNAP lessons in two Strategies classrooms. This work had just begun when schools were closed due to COVID-19 outbreak.</li> </ul>
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**Student Wellness - Secondary:** (Responsibility: L. Thompson, P. Bagchee)

<p><b>Strategies</b> (What will we do?)</p>	<p><b>Provide students and educators with opportunities for sequenced and grade-appropriate social-emotional learning</b></p> <p><b>Support parent/family/caregiver through knowledge of social-emotional learning and skill development, mental health awareness and community resources</b></p> <ul style="list-style-type: none"> <li>Implementation evidence-based mental health promotion and prevention programming</li> <li>Collaborate with classroom teachers in the delivery of social-emotional, healthy relationships and mental health awareness programs and curriculum such as Stress Lessons and the Fourth R (Relationships)</li> <li>Designate two social work positions to focus on mental health promotion and prevention in Grand Erie secondary schools</li> <li>Create and deliver an evidence-based small group intervention for students to address anxiety and teach stress management</li> <li>Use evidence-based interventions such as BRief Intervention for School Clinicians (BRISC) or Cognitive-Behavioural Therapy (CBT) when working with students</li> <li>Roll out the ‘Conquering Stress’ resources and binder</li> <li>Develop the ‘Mindful Everyday’ resources</li> <li>Supporting community agencies in delivering a Jack Summit in the Haldimand and Norfolk areas</li> <li>Continue to work with Secondary Wellness Champions</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>Increase awareness, knowledge and skills related to mental health and wellness among administrators and educators</li> <li>50% of secondary schools will be exposed to, and receive support for, the delivery of social-emotional learning</li> <li>100% of secondary schools received ‘Conquering Stress’ resources in both digital and binder formats.</li> <li>50% of secondary schools have received social emotional and/or healthy relationships programming</li> <li>Delivering stress management activities and resources to students prior to exams</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>Each Secondary School given Conquering Stress binders.</li> <li>Conquering Stress digital resources available on Brightspace for Grand Erie staff</li> <li>2 Social Workers assigned to mental health promotion and prevention</li> </ul>

	<ul style="list-style-type: none"> <li>• 5 Social Workers have been trained in Brief Intervention for School Counsellor (BRISC) and have begun a community of practice to support implementation and best practices.</li> <li>• Supported Jack Summit on Friday November 22<sup>nd</sup> at Hagersville Secondary School</li> </ul> <p><b>COVID-19 impacts</b></p> <ul style="list-style-type: none"> <li>• 100% participation among secondary schools, in the Secondary Wellness Champions Initiative. This work could not be completed due to work sanctions.</li> <li>• Increasing ‘student voice’ within the Wellness Champions initiative This work could not be completed due to work sanctions.</li> <li>• Monitor number of referrals for counselling, and application of interventions (such as BRISC and CBT) through regular ‘community of practice’ meetings. This work could not be completed due to school closure.</li> <li>• Work with the Wellness Champions alongside the Mental Health Lead, other board staff and community agencies in planning, designing and implementing ‘mentally healthy’ resources and initiatives. This work could not be completed due to work sanctions.</li> </ul>
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**Goal:** Providing mental health resources and support for staff, students and parent/caregivers during COVID-19.

**Student Wellness – Elementary and Secondary:** (Responsibility: L. Thompson, P. Bagchee, C. Bibby)

<b>Strategies</b> (What will we do?)	Develop a plan to provide resources and supports to schools and families during the pandemic
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Providing updates on Community Agencies</li> <li>• Resource: Talking to Children About COVID-19 and Teens-Caring for Yourself During COVID-19</li> <li>• CYWs complete weekly Spec Ed Calendars on Self-Care and Self-Reg</li> <li>• CYW videos on coping and staying mentally healthy &amp; positive</li> <li>• Mental Health Awareness Week resources and activities for children and youth</li> <li>• Safe School webinar: Coping with COVID-19</li> <li>• Providing resources and links from School Mental Health Ontario and Kid’s Help Phone.</li> <li>• CYWs &amp; SWs attending School Teams and Resource Team meetings to discuss student needs and supports.</li> <li>• Providing families with information on free webinars such as Pandemic Parenting Playbook</li> <li>• Social Workers providing Student Wellness Checks</li> <li>• Mental Health &amp; Addictions Nurses referrals completed</li> <li>• CYW helping Admin and teachers contact Indigenous families</li> <li>• CYWs &amp; SWs providing families with information on community resources, food banks, etc.</li> <li>• ACs, SLPs, Psych Staff providing outreach to families to support connection to distance learning</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	Students and families sharing with Grand Erie MHW and community partners that the outreach has supported their mental health and well-being

**Goal:** Accessible work sites and programs will be available to students, staff and families.

**Student Wellness** (Responsibility: L. Thompson, P. Bagchee, K. Mertins)

<p><b>Strategies</b> (What will we do?)</p>	<p><b>Supporting specific populations</b></p> <ul style="list-style-type: none"> <li>Maintain consistent, safe, and evidence-based professional practices with regards to suicide prevention, intervention and post-vention</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>In-services will be provided to Grand Erie staff to ensure all are aware of the procedures in the Grand Erie Suicide Risk Protocol</li> <li>100% of staff will be aware of where to find the procedure to support others who may be demonstrating suicidal ideation</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>Social Workers review Suicide Risk Protocol at Resource Team meetings in September or October. LRTs were trained in SafeTALK.</li> </ul> <p><b>COVID-19 impacts</b></p> <ul style="list-style-type: none"> <li>Community partners will be made aware of protocol and procedures to support student suicide prevention, intervention and post-vention. This work could not be completed due to school closure. This work will continue to be an area of focus in 2020-21</li> </ul>

<p><b>Strategies</b> (What will we do?)</p>	<p><b>Improving accessibility through awareness building.</b></p> <ul style="list-style-type: none"> <li>Set the conditions for full participation in schools</li> </ul>
<p><b>Evidence of Progress</b> (How well did we do it?)</p>	<ul style="list-style-type: none"> <li>Partner with the Rick Hansen Foundation to provide all schools in Grand Erie with access to online resources to build staff and student awareness about accessibility in their buildings and programs</li> <li>Provide opportunities for schools to access speakers from the Rick Hansen Foundation to promote accessibility awareness</li> <li>Encourage all schools to implement ideas and activities to promote accessibility awareness in their buildings on Accessibility Awareness Day on December 3, 2019</li> <li>100% of schools participate in activities to promote awareness on Accessibility Awareness Day</li> </ul>
<p><b>Status</b> (Is anyone better off? How do we know?)</p>	<ul style="list-style-type: none"> <li>To date, there have been 9 Grand Erie schools register with the Rick Hansen Foundation</li> <li>8 accounts have placed an order for or have downloaded resources</li> </ul> <p><b>COVID-19 impacts</b></p> <ul style="list-style-type: none"> <li>Schools were unable to fully partner with the Rick Hansen Foundation</li> <li>RHF provided online learning opportunities to support distance learning in the areas of inclusion and accessibility</li> </ul>



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Summary of Accounts – April 2020**  
DATE: May 25, 2020

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of April 2020 in the amount of \$9,343,545.98 as information.</p>
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### Rationale/Background

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer







## MINUTES

### SEAC Members

**Present:** Vice-Chair W. Rose, L. Boswell, C. Brady, C. Clattenburg, R. Collver, L. DeJong, K. Jones, L. Scott, CA, Sloat, C. Speers, T. Wilson.

**Regrets:** P. Boutis, B. Caers, M. Carpenter, N. Schuur, J. Trovato, T. Waldschmidt, R. Winter.

### Resource Staff

**Present:** K. Mertins, L. Thompson, J. White.

**Regrets:** P. Bagchee, L. Boudreault, L. Sheppard.

**Recorder:** P. Curran.

**Guests:** T. Buchanan

**A-1      Opening      W. Rose**

(a)      Welcome      W. Rose

Vice-Chair Rose welcomed everyone and called the meeting to order and asked everyone to introduce themselves for the benefit of our guest.

L. Thompson read the Land Acknowledgement Statement.      L. Thompson

(b)      Agenda Additions / Deletions / Approvals      L. Thompson

i.      None

Moved by:      R. Collver

Seconded by:      C. Brady

“THAT the SEAC 19-06 Agenda for February 20, 2020 be approved as distributed.

**CARRIED**

**B-1      Timed Items      L. Thompson**

(a)      Transitions Planning for Students with Special Education Needs      L. Thompson

The current guide lists 19 different types of transitions students may encounter at school. Members were asked to review four of the most common transitions in order to provide input from a parent lens, community partner lens and a student lens. Input was collected in order to be considered when reviewing and updating the current document.



# Special Education Advisory Committee SEAC 19-06

H-1-b

Education Centre – Board Room  
Thursday, February 20, 2020 – 6:00 p.m.

A review of the Transition Planning agreement for youth, provided by Contact Brant, indicates a broader application for all students and community agencies are awaiting government direction to develop a coordinated service plan.

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

W. Rose

- (a) Ratification of Minutes January 16, 2020 SEAC Meeting

W. Rose

Moved by: L. Boswell

Seconded by: C. Brady

“THAT the SEAC 19-05 Minutes of January 16, 2020 be approved as distributed.

**CARRIED**

## D-1 New Business

W. Rose

- (a) Special Education Plan Standard 4 – Early Identification Procedures and Intervention Strategies and Appendix B

J. White

Discussion revolved around the overwhelming and inaccessible structure of the standard as well as the information contained within it.

Members felt the title was misleading and suggested that for clarity it be changed to Intervention Strategies and Early Identification Procedures.

Ministry Policy Procedure Memorandum 11, Early Identification of Children's Learning Needs revised in 1982, requires each school board “... to have approved and in operation by September, 1981, procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. “

Members suggested to include a better overview of what early identification means for a child, including those who have advanced abilities.

Suggestions included to list the types of services rather than the agencies and provide hyperlinks to other standards with broad statements linked to specific information.

Consider revising language under parent guardian role and the blanket release.

Consider revising bullet points that imply all steps must be followed.



## Special Education Advisory Committee SEAC 19-06

H-1-b  
Education Centre – Board Room  
Thursday, February 20, 2020 – 6:00 p.m.

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Input will be considered for inclusion in the draft Special Education Plan.

(b) Allocation of Self-Contained Classrooms 2020-21

J. White

Ms. White shared the rationale behind this year's recommendation for self contained classes.

Recommendations were largely influenced by:

1. Focus on placement in a regular class is always the first consideration, and a focus on the principles of Universal Design for Learning, Differentiated Instruction, and Tier 1 supports within a model of tiered intervention is the basis of all program delivery to meet the needs of as wide a range of learners as possible in home school/regular classroom settings.
2. Focus on keeping pathways in secondary school, and post-secondary goals at the forefront of program planning and self-contained placements.

Members were permitted to review the recommendations and provide input. Recommendations and documents were collected, and members were reminded of the confidential nature of the information.

**E-1 Other Business**

**W. Rose**

(a) Literacy Intervention Report

L. Thompson

Elementary program and special education departments have been working collaboratively to review the literacy intervention programs offered in Grand Erie schools.

Five (5) factors were considered regarding implementation:

1. protected/dedicated time for implementation
2. accessible to all students
3. administrators needed to be trained in understanding the intervention so they could monitor implementation effectively
4. staff training needed to occur
5. the teacher must appreciate the program and be comfortable implementing it

Four (4) interventions took place in Grand Erie schools in the 2018-19 school year.

Data shows that when an intervention takes place, the student will generally increase reading levels.



## H-1-b Special Education Advisory Committee SEAC 19-06

Education Centre – Board Room  
Thursday, February 20, 2020 – 6:00 p.m.

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For the 2019-20 school year, there is a greater focus on ensuring the most appropriate intervention is provided based on grade level.

### Next Steps

1. Create standards for the system
2. Share the standards
3. Direct funding to support our standards

- (b) Policy / Procedure Reviews
- i. Policy SO14 Equity and Inclusive Education
  - ii. Policy SO30 Management of Potentially Life-Threatening Health Conditions in Schools
  - iii. Procedure SO108 Community Service Providers and Schools Working Together

These documents were included in the SEAC agenda package.

L. Thompson reminded members to send any comments to [lisa.howells@granderie.ca](mailto:lisa.howells@granderie.ca) no later than February 27, 2020.

**F-1 Standing Items** **W. Rose**

- (a) None

**G-1 Information Items** **W. Rose**

- (a) Regional Special Education Council (RSEC) Update January 31, 2020 K. Mertins

The Regional Special Education Council (RSEC) was given an inspiring presentation from the Ontario Disability Employment Network ([www.odenetnetwork.com](http://www.odenetnetwork.com)) advocating for employment as the gold standard of inclusion.

Attendees previewed a jobPath curriculum (<https://www.employment-transitions.com/>) developed by Community Living Sarnia-Lambton.

The Waterloo Region District School Board shared their program for the development of employment skills for students with intellectual disabilities.

- (b) OHRC The Right to Read [http://www.ohrc.on.ca/en/news\\_centre/ohrc-launches-right-read-public-inquiry](http://www.ohrc.on.ca/en/news_centre/ohrc-launches-right-read-public-inquiry)

Information and data about programs and practices affecting students with reading disabilities was requested of eight (8) school boards. Public hearings are scheduled for four (4) communities.



## Special Education Advisory Committee SEAC 19-06

H-1-b  
Education Centre – Board Room  
Thursday, February 20, 2020 – 6:00 p.m.

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One public meeting was held at Amethyst Provincial Demonstration School on January 27, 2020.

The commission selected nine (9) families to give presentations based on written submissions received prior to the hearing. Another 12 individuals gave short presentations on a first come, first served basis.

A report with recommendations will be released by the end of the year.

### **H-1 Correspondence** **W. Rose**

#### (a) LDAO (Learning Disabilities Association of Ontario Circular)

Topics included in this edition:

##### i. PAAC (Provincial Parent Association Advisory Committee) on SEAC

Survey deadline is extended to February 14, 2020.

<https://www.surveymonkey.com/r/HYZ3PWY>

##### ii. OHRC (Ontario Human Rights Commission) Conducting “Right to Read” Public Inquiry Sessions

The next two are Thunder Bay on February 25, 2020 and Ottawa on March 10, 2020.

##### iii. MACSE (Minister’s Advisory Council on Special Education)

There are still openings for several positions on this committee.

##### iv. AODA (Accessibility for Ontarians with Disabilities Act)

The Information & Communications Standard and the Education Standard are currently under development.

#### (b) Letters from Windsor-Essex Catholic DSB and Bluewater DSB each requesting review of mandatory online courses.

The Ministry of Education had previously reduced the number of mandatory online courses from four to two.

Grand Erie DSB’s voice has previously been included on this topic.

### **I-1 Future Agenda Items and SEAC Committee Planning** **W. Rose**

#### (a) None.





## MINUTES (Chair –Lena Latreille)

### 1.0 Roll Call

#### Employer Representatives:

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

#### Employee Representatives:

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

#### Resource:

Janice Wilkie	Health and Safety Officer
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#### Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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#### Regrets:

Valerie Slawich	Non-Union (Alternate)
Tom Krukowski	Facility Services
Amanda Baxter	Elementary Occasional Teachers (Certified Member)

This meeting was held online using Microsoft Teams as a result of the Covid-19 shutdown.

### 2.0 Minutes of Last Meeting

The draft minutes for March 12, 2020 were reviewed.

### 3.0 Approval of Last Meeting Minutes (March 12, 2020)

The minutes were approved.

### 4.0 Agenda Additions

6.3 WSIB Claims- Working from Home

### 5.0 Unfinished Business – Discussion

5.1 Ministry of Labour Reports- Tollgate Technological Skills Centre- February 2020  
March: The Ministry of Labour conducted a field visit after receiving an anonymous



## H-1-c Joint Occupational Health and Safety Committee

April 22, 2020  
Microsoft Teams Online Meeting

complaint regarding the safety of staff working with a student who has a Be Safe Plan at Tollgate Technological Skills Centre. The Board is working to address the orders received and has requested an extension due to the shutdown of schools as a response to Covid-19.

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

April: Due to the current conditions regarding Covid-19, the Division Manager of Operations and Health and Safety has requested an extension regarding the orders that were received on March 4, 2020 from the Ministry of Labour. We will provide a further update to the Ministry of Labour once we are back to regular working conditions with students in schools as to the needed actual extension date. This item will remain on the next agenda.

### Indoor Air Quality Reports

None

### 6.0 New Business

#### 6.1 Ministry of Labour- Work Refusal Determination Form- Education Centre and Elgin Ave Public School- March 2020

Two work refusals were received from staff members regarding concerns of entering buildings due to Covid-19. These went to a Stage 2 and the Ministry of Labour was contacted, however, the work refusals did not fall within the definition of a work refusal or the perimeters of a work refusal. No issues were received from the Ministry of Labour. This item can be removed from the next agenda.

#### 6.2 Ministry of Labour- Langton Public School- March 2020

The Board and contractor working on the Learning Commons renovation at Langton Public School received orders relating to compliance and procedure related regulations. Orders have been complied with. This item can be removed from the next agenda.

#### 6.3 WSIB Coverage while Working from Home

A committee member brought forward a question regarding WSIB coverage as staff have been ordered to work from home during the Covid-19 pandemic. The Division Manager of Operations and Health and Safety indicated that employees should complete the online injury report if they have been injured as a result of their job. WSIB is responsible to adjudicate claims and these will be handled on a case by case basis as they normally would. An information piece was recently sent out regarding tips for





# H-1-c Joint Occupational Health and Safety Committee

April 22, 2020  
Microsoft Teams Online Meeting

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working from home. This item can be removed from the next agenda.

## 7.0 Information Items

### 7.1 Various Asbestos Projects- March Break

Air samples and testing were completed during March Break from various locations. The test results were within acceptable levels. This item can be removed from the next agenda.

## 8.0 Review of Reports

### 8.1 Employee Accident Reports Summary – March 2020

Workplace Safety and Insurance Board Reportable – March 2020

Student Aggression Summary Table for March 2020

All reports were reviewed by the committee.

### 8.2 Status of Workplace Inspections Including Non-Academic Sites March 2020

Reports were made available to the committee for review. Not all inspections were completed due to the Covid-19 shutdown as of March 14, 2020. It was noted that due to the current conditions with the Province wide closure, we are not required to complete monthly inspections of locations as we have limited staff access, and we are not operating normal school activities.

### 8.3 Health and Safety/Facility Services Committee

The next meeting is unknown at this time due to the Covid-19 shutdown.

### 8.4 Critical Injuries

There have been 27 student critical injuries and 4 employee critical injuries for the 2019-20 school year to date.

### 8.5 Focus Group Meeting Minutes

The next meeting is unknown at this time due to the Covid-19 shutdown.

### 8.6 Review of Ongoing Project Items

See chart.

### 8.7 Work Orders

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

## 9.0 Health and Safety Training

### 9.1 Health and Safety Training dates for 2019-20 school year:

BMS:

- Initial Training
  - June 5, 2020 - Norfolk
  - June 26, 2020 - Brantford
  
- Recertification



## Joint Occupational Health and Safety Committee

H-1-c

April 22, 2020

Microsoft Teams Online Meeting

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- June 5, 2020 – Brantford
- June 26, 2020 – Haldimand

Training is not taking place at this time due to the Covid-19 shutdown.

10.0 Recommendations to Executive Council

None

11.0 Adjournment/Next Meeting(s):

Meeting adjourned at 12:00 PM. Next meeting is May 21, 2020 using Microsoft Teams.



## Joint Occupational Health and Safety Committee

March 12, 2020

Facility Services – Meeting Room

### As of April 2020:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2019 - October	The Terms of Reference appendices were updated to reflect location and staff number changes. The current Terms of Reference agreement expires in September 2022.	Review September 2021
December 2019	Health and Safety Eblast	2020- April	Tip sheet for working for Home was sent out April 14, 2020. A topic for the eblast for May will be determined and may be delayed due to Covid-19	Review May 2020
February 2020	Notification of Risk Binder	2020-March	The Division Manager of Operations and Health and Safety will follow up with Administration to ensure consistency with the location and binder identification for Notification of Risk Map.	On Hold due to Covid-19
February 2020	Violence Threat Risk Assessment	2020- March	An invitation will be forwarded to Safe Schools to come to the next meeting to provide some information on VTRA's and the threat risk assessment process for the committee.	will be scheduled when we return to normal meetings

### Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2020 - May	On hold due to Covid-19



## Joint Occupational Health and Safety Committee

March 12, 2020

Facility Services – Meeting Room

### Procedure Review:

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

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

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

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
<b>Turning Points and Leased Spaces</b>													
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C	C	A	C	C	NC	NC	NC	NC		
76	DDSS Turning Point - 145 King Street., Delhi	C	C	A	C	C	C	NC	NC	NC	NC		
77	HSS Turning Point - 12 Almas St. Unit 2, Hagersville	A	C	C	C	C	A	C	NC	NC	NC		
78	HSS New Start - 2319 3rd Line Road, Oshweken	A	C	C	C	C	A	C	NC	NC	NC		
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C	C	A	C	C	NC	NC	NC	NC		
80	Paris	C	C	A	C	C	C	NC	NC	NC	NC		
81	PJCVS Turning Point - Alexandra Presbyterian Church 410 Colborne St., Brantford	C	C	A	C	C	A	NC	NC	NC	NC		
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	A	C	C	C	C	NC	NC	NC	NC		
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C	A	C	C	C	NC	NC	NC	NC		
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C	A	C	C	C	C	NC	NC	NC		
<b>Support Centre</b>													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	C	C	NC	NC	NC		
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C	C	C	NC	NC	NC		
87	Haldimand School Support Centre	C	C	C	C	C	A	NC	NC	NC	NC		
88	Norfolk School Support Centre	C	C	A	C	C	C	NC	NC	NC	NC		
89	Head Office	C	C	C	C	C	C	NC	NC	NC	NC		
90	Head Office - Facility Services	C	C	C	C	C	C	NC	NC	NC	NC		
<b>Storage Facilities</b>													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	C	NC	NC	NC	NC		
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	C	C	C	NC	NC	NC	NC		
<b>Total Sites</b>		<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>
<b>Total Regular Monthly Inspections Completed</b>		<b>88</b>	<b>81</b>	<b>73</b>	<b>80</b>	<b>80</b>	<b>77</b>	<b>35</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Annual Inspections Completed</b>		<b>4</b>	<b>11</b>	<b>19</b>	<b>12</b>	<b>12</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Annual Inspections Planned</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Double Inspections Completed</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Incomplete</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>57</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>-</b>	<b>-</b>
<b>Total Not Reported</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>57</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>

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

A
C
C+C
NC
P

NCs are due to Covid 19 closure







## MINUTES

**Present:** E. Dixon, J. Ecklund, L. Howells, J. Gladish (for K. Newhouse), L. Munro, S. Noort, G. Rousell, C.A. Sloat, A. Smith.

**Recording Secretary:** E. Roberts

**Regrets:** S. Bell, C. Smith

**1. Call to Order/Welcome**

**L. Munro**

The Privacy Information Management meeting conducted online via Microsoft Teams was called to order at 3:00 p.m. L. Munro welcomed participating members.

**2. Review of Previous Minutes /Actions**

The minutes of the February 13, 2020, Privacy Information Management meeting were reviewed and accepted as presented.

**3. Review Privacy Audit – Update on Actions**

**All**

L. Munro shared updates on the status of items on the audit assessment action list. The establishment of the Privacy Officer position is outstanding and identified as a high priority by the Committee to monitor compliance and provide accountability. The Records Retention document has been posted and has been accessible on the Staff Portal since January 2020. Implementation of a strategy for compliance with retention requirements is near completion. The Document Management System is awaiting selection of a vendor through Business Services-Purchasing Department procedures. The Information Technology Department currently implements a process for vetting privacy agreements for software applications purchased for use throughout the system by students and staff.

**4. Privacy Next Steps**

**4.1 Privacy Breach Response Procedure**

**L. Munro**

The Privacy Breach Response Procedure is currently out for comment. Release of the finalized procedure is expected by the end of June 2020.

**4.2 Records Management**

**L. Howells**

The Records Retention document, which will be updated on an ongoing basis to align with provincial and legislative requirements, was posted on the Staff Portal in January 2020. The documents will be expanded to include Business Services, HR, ITS and Facilities documents but did not happen due to COVID-19.



### 4.3 OSBIE Blog

L. Munro

A recent OSBIE Blog - *"I Agree" Data And Privacy Concerns For Educational Apps* was shared and discussed by the Committee. Components of the blog will be communicated in an upcoming Privacy Bulletin.

### 5. Next Meeting

Proposed meeting dates for 2020-21 were set:

- November 12, 2020;
- February 11, 2021; and
- May 13, 2021.

The next meeting of the Committee is scheduled for:

**Thursday, November 12, 2020** – Norfolk Room, Education Centre

### 6. CoVID-19 Distance Learning

Resources related to privacy, cyber-safety and Grand Erie acceptable use expectations for technology used during CoVID-19 school closure distance learning were reviewed by the Committee. Resources such as these, have been and will continue, to be shared with families and other pertinent stakeholders.

### 7. Other Business

#### 7.1 Parent Portal Implementation Status

All

IT Services will look into continued roll-out of the Parent Portal to remaining schools as soon as possible, and if possible, aligning implementation with the start of the 2020-21 school year.

### 8. Adjournment – 3:45 p.m.