



Regular Board Meeting

Monday, June 26, 2023

7:15 p.m.

Education Centre Boardroom

AGENDA

A - 1 Opening

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In-Camera Session **(6:30 pm)**
 - (i) Personnel
 - (ii) Legal
 - (iii) Property
- (d) Welcome to Open Session / Land Acknowledgement Statement
The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Métis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.
- (e) Call to Order
- (f) Additions/Deletions/Approval of the Agenda
Recommended Motion:
"THAT the Agenda be approved."
- (g) Memorials
- (h) In-Camera Report
- (i) Presentation – Patti McCleister Awards (J. Roberto, J. Tozer) (I)
 - (i) Learn Lead Inspire Award (J. Roberto) (I)
- (j) Delegations - Nil

B - 1 Approval of Minutes

- * (a) May 29, 2023 (Regular Board)
Recommended Motion:
"THAT the Minutes of the Regular Board Meeting, dated May 29, 2023, be approved."
- * (b) June 5, 2023 (Regular Board)
Recommended Motion:
"THAT the Minutes of the Regular Board Meeting, dated June 5, 2023, be approved."
- * (c) June 21, 2023 (Special Board)
Recommended Motion:
"THAT the Minutes of the Special Board Meeting, dated June 21, 2023, be approved."

C - 1 Committee Recommendations and Reports

- (a) [Policy and Program Committee Meeting](#) dated May 8, 2023 (S. Gibson) (I)
 - * **Recommended Motion:**
"THAT the Purchasing Policy (BU-06) be approved."
 - * **Recommended Motion:**
"THAT the Hiring of Employees Policy (HR-03) be approved."
 - * **Recommended Motion:**
"THAT the Harassment and Objectionable Behaviour Policy (HR-05) be approved."
 - * **Recommended Motion:**
"THAT the Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees Policy (HR-07) be approved."



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- * **Recommended Motion:**
"THAT the Health and Safety Policy (HS-01) be approved."
- * **Recommended Motion:**
"THAT the Workplace Violence Policy (HS-02) be approved."
- * **Recommended Motion:**
"THAT the Student Concussion and Head Injury Policy (HS-10) be approved."
- * **Recommended Motion:**
"THAT the School Councils Policy (SO-02) be approved."
- * **Recommended Motion:**
"THAT the Distribution of Materials in Schools Policy (SO-04) be approved."
- * **Recommended Motion:**
"THAT the Emergency Planning Policy (SO-05) be approved."
- * **Recommended Motion:**
"THAT the Student Suspensions Policy (SO-06) be approved."
- * **Recommended Motion:**
"THAT the Student Expulsions Policy (SO-07) be approved."
- * **Recommended Motion:**
"THAT the Bullying Prevention and Intervention Policy (SO-10) be approved."
- * **Recommended Motion:**
"THAT the Code of Conduct Policy (SO-12) be approved."
- * **Recommended Motion:**
"THAT the Access to Schools and Facilities Policy (SO-13) be approved."
- * **Recommended Motion:**
"THAT the Field Trips and Excursions Policy (SO-15) be approved."
- * **Recommended Motion:**
"THAT the Supplier Exclusivity: Food Services and Vending Machines in Schools Policy (F1) be rescinded."
- * **Recommended Motion:**
"THAT the Safe Work Practices Policy (FT15) be rescinded."
- * **Recommended Motion:**
"THAT the Bereavements Policy (HRI) be rescinded."
- * **Recommended Motion:**
"THAT the Service Provision for Students with Special Education Needs Policy (PR-01) be rescinded."
- * **Recommended Motion:**
"THAT the Cyberbullying Policy (SO9) be rescinded."
- * **Recommended Motion:**
"THAT the Progressive Discipline and Promoting Positive Student Behaviour Policy (SO11) be rescinded."
- * **Recommended Motion:**
"THAT the Event Planning and Organizing Policy (SO26) be rescinded."
- * **Recommended Motion:**
"THAT the Violence Threat Risk Assessment and Intervention Policy (SO29) be rescinded."
- * (b) [Finance Committee Meeting](#) Report dated June 12, 2023 (B. Doyle) (I)
[Budget 2023-24](#)



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Recommended Motion:

"THAT the Board approve the 2023-24 Operating budget of \$368,716,752."

Recommended Motion:

"THAT the Board approve the 2023-24 Capital Budget of \$26,530,000."

- * (c) [Audit Committee Meeting](#) Report dated June 15, 2023 (T. Waldschmidt) (I)

Recommended Motion:

"THAT the Board approve the 2023-24 Internal Audit Plan."

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

E - 1 Report of the Director (J. Roberto) (I)

F-1 Student Trustees' Report

- * (a) Student Trustees' Report – End of Year Report (M. Baker, A. Skye, T. Zebroski) (I)

G - 1 New Business - Action / Information Items

- * (a) Quarterly Budget Report (R. Wyszynski) (I)
- * (b) Energy Consumption and Greenhouse Gas Emissions Report 2021-22 (R. Wyszynski) (I)
- * (c) Agnes G. Hodge Public School Holding Boundary Modifications (R. Wyszynski)

Recommended Motion:

"THAT the Board approve the redirection of Shellard Lane Holding boundary from Agnes G. Hodge Public School to Bellview Public School effective June 27, 2023."

- * (d) Grand Erie Parent Involvement Committee Annual Report 2022-23 (J. White) (I)
- * (e) Finance Committee, Policy and Program Committee and Regular Board Meeting Schedule 2023-24 (J. Roberto)

Recommended Motion:

"THAT the Finance Committee, Policy and Program Committee and Regular Board Meeting Schedule 2023-24 be approved."

- * (f) Finance, Policy and Program, and Regular Board Meeting Schedule of Reports 2023-24 (J. Roberto) (I)
- * (g) Annual Review of the Special Education Plan (L. Thompson)

Recommended Motion:

"THAT the Board approve the Annual Review of the Special Education Plan 2022-23, and the submission of the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2023."

- * (h) Disbanding of the Boundary Review Committees and Construction Committees (J. Roberto)

Recommended Motion:

"THAT the Board disband the Banbury Heights School/Branlyn Community School Boundary Review Committee, Cobblestone Child Care Project Committee, Banbury Child Care Project Committee and the Brantford, Paris and Waterford Boundary Review Special Ad Hoc Committees effective June 26, 2023."

- * (i) Review of Police Programs and Presence in Schools (K. Edgar) (I)

H - 1 Other Business

- * (a) Indigenous Education Advisory Committee Meeting Minutes dated February 16, 2023 (I)



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AGENDA

- * (b) Audit Committee Meeting Minutes dated March 23, 2023 (I)
- * (c) Six Nations Advisory Committee Meeting Minutes dated March 30, 2023 (I)
- * (d) Grand Erie Parent Involvement Committee Meeting Minutes dated April 27, 2023 (I)
- * (e) Special Education Advisory Committee Meeting Minutes dated May 4, 2023 (I)

I - 1 **OPSBA Report** (C. VanEvery-Albert) (I)

J - 1 **Correspondence**

- * (a) Thames Valley District School Board dated June 6, 2023 (I)
- * (b) Greater Essex County District School Board dated June 9, 2023 (I)
- * (c) Halton District School Board dated June 16, 2023 (I)
- * (d) Halton District School Board dated June 16, 2023 (I)

K - 1 **Adjournment**

Recommended Motion:

"THAT the Regular Board meeting be adjourned."



Regular Board Meeting

Monday, June 26, 2023
Education Centre Boardroom

7:15 p.m.

AGENDA

SEPTEMBER

MON	TUE	WED	THU	FRI
				01
04	05	06	07 Special Education Advisory Committee 6:00 p.m.	08
11 Finance Committee 6:30 p.m.	12	13	14 Audit Committee 4:00 p.m.	15
18	19	20	21	22
25 Regular Board 7:15 p.m.	26	27	28 Supervised Alternative Learning Committee 10:00 a.m. Six Nations Advisory Committee 1:00 p.m.	29



Regular Board Meeting

Monday, May 29, 2023

Education Centre Boardroom

MINUTES

- Present:** Chair S. Gibson, Vice-Chair B. Doyle Trustees: G. Anderson, J. Bradford, R. Collver, L. Passmore (MS Teams), C.A. Sloat, E. Thomas, C. VanEvery-Albert, T. Waldschmidt, L. Whiton, Student Trustees: M. Baker, A. Skye, T. Zebroski
- Administration:** Director: J. Roberto, Superintendents: K. Edgar, K. Graham, L. Munro, L. Thompson (MS Teams), J. Tozer, J. White, R. Wyszynski, Manager D. Smouter, Recording Secretary: K. Ireland-Aitken, Executive Assistant: C. Dero
- Guests:** J. Bell, General Legal Counsel (MS Teams)
- A - 1 **Opening**
- (a) **Roll Call**
The meeting was called to order by Chair Gibson at 5:30 p.m.
- (b) **Declaration of Conflict of Interest** – Nil
- (c) **In-Camera Session (5:30 pm)**
Moved by: G. Anderson
Seconded by: T. Waldschmidt
THAT the Board move In-Camera.
Carried
- (d) **Welcome to Open Session/Land Acknowledgment Statement**
Chair Gibson read the Land Acknowledgement Statement.
- (e) **Call to Order**
Chair Gibson called the Regular Board meeting to order at 7:18 p.m.
- (f) **Additions/Deletions/Approval of the Agenda**
Moved by: J. Bradford
Seconded by: G. Anderson
THAT the agenda be approved.
Carried
- (g) **Memorial** - Nil
- (h) **In-Camera Report**
Executive Assistant C. Dero reported that the Board decided and confirmed in-camera the following resolution:

Trustees have identified that Trustee Sloat breached section 1.4 b), 1.3 a), 1.4 e), 1.2 a), 1.4 a) of the Code of Conduct for Incident #1.



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MINUTES

Trustees have identified that Trustee Sloat breached section 1.4 e) of the Code of Conduct for Incident #2.

Trustees have identified that Trustee Sloat breached section 1.4 b), 1.3 a), 1.4 e), 1.2 a), 1.4 a) of the Code of Conduct for Incident #3.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Board bar Trustee Sloat from attending 3 board meetings including in-camera meetings for May, June and September and bar from Trustee Sloat from sitting on all committees effective May 16 to the end of September 2023 and that she only receives public materials.

Recorded vote was as follows:

Vice Chair Doyle - Yes

Trustee Passmore - Yes

Trustee VanEvery-Albert - Yes

Trustee Thomas - Yes

Trustee Anderson - No

Trustee Collver - No

Trustee Waldschmidt - Yes

Trustee Bradford - No

Trustee Whiton - No

Chair Gibson - Yes

Carried

(i) **Presentations/Showcase - Simcoe Composite School Car Rally**

Director Roberto introduced the Simcoe Composite School Car Rally showcase where students of the Specialist High Skills Major program took part in restoring a 1967 Volkswagen Beetle under the direction of teachers Richard Ernst and Terry Oostring. Trustees were invited outside to view the restored automobile in person. A [video](#) can be viewed here.

(j) **Delegations - Nil**

B - 1 **Approval of Minutes**

(a) April 24, 2023 (Regular Board)

Moved by: L. Whiton

Seconded by: G. Anderson

THAT the Minutes of the Regular Board Meeting, dated April 24, 2023, be approved.

Carried

(b) May 15, 2023 (Special Board)

Moved by: T. Waldschmidt

Seconded by: C. VanEvery-Albert

THAT the Minutes of the Special Board Meeting, dated May 15, 2023, be approved.

Carried

C - 1 **Committee Recommendations and Reports**

(a) **Report of the Policy and Program Committee meeting dated May 8, 2023**



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MINUTES

Presented as printed.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Equity and Inclusive Education Policy (SO-14) be approved.

Carried

Moved by: T. Waldschmidt

Seconded by: C. VanEvery-Albert

THAT the Reporting of Wrongdoing Policy (HR-23) be approved.

Carried

D - 1 **Business Arising from Minutes and/or Previous Meeting** - Nil

E - 1 **Report of the Director**

Some highlights include:

- Indigenous Speakers Series event featuring Haudenosaunee leaders Oren Lyons and Rick Hill.
- Student Trustee Zebroski has received a national scholarship to pursue post-secondary education at Western University in the fall for Medical Sciences. She was awarded the Faculty of Science Entrance Award as part of Western's National Scholarship Program.
- Student Olivia J. was featured live at the recent OPSOA Annual Conference. Olivia talked about her early school experiences as a student with learning needs, the importance of supportive and caring educators to help her reach her goals, and the need for high expectations for all students, especially those who have an Individual Education Plan.
- Jeff Allison received the Leadership in eLearning Award for 2023 and received this honour at the OeLC's Celebration Dinner held in Ottawa on May 3rd.

F - 1 **Student Trustees' Report** – Nil

G - 1 **New Business – Action / Information Items**

(a) **Category III Trips**

Presented as printed.

(b) **Implications of 2023-24 Friday the 13th Events on Port Dover Students**

Presented as printed.

Moved by: R. Collver

Seconded by: J. Bradford

THAT the Board approve Option 2 Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students for October 13, 2023.

Carried



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- (c) **Strategic Communication Plan Evaluation 2021-26**
Presented as printed.
- (d) **Major Construction Project Report**
Presented as printed.
- (e) **Paris District High School – Track Fundraising Viability Review**
Presented as printed.
Moved by: T. Waldschmidt
Seconded by: G. Anderson
THAT the Board approve the Fundraising Plan for the Paris District High School Track.
Carried
- (f) **Contract Award: HVAC Upgrades at McKinnon Park Secondary School**
Presented as printed.
Moved by: C. VanEvery-Albert
Seconded by: B. Doyle
THAT the Board approve the contract for HVAC upgrades at McKinnon Park Secondary School from Superior Boiler Works and Welding Ltd. in the amount of \$622,892 plus HST.
Carried
- (g) **Contract Award: HVAC Upgrades at Delhi Public School**
Presented as printed.
Moved by: T. Waldschmidt
Seconded by: R. Collver
THAT the Board approve the contract for HVAC upgrades at Delhi Public School from CJ's Express Plumbing and Electrical Ltd. in the amount of \$1,072,500 plus HST.
Carried
- H - 1 **Other Business** - Presented as printed.
 - (a) Grand Erie Parent Involvement Committee Meeting Minutes dated April 27, 2023
 - (b) Student Senate Committee Minutes dated April 5, 2023
 - (c) Special Education Advisory Committee Meeting Minutes dated April 6, 2023
- I - 1 **OPSBA Report**
Trustee VanEvery-Albert advised trustees that the OPSBA Annual General meeting will take place on June 8 – 10, 2023, and encouraged trustees to review a report by the OPSBA President that is available at opsba.org.
- J - 1 **Correspondence** - Presented as printed
 - (a) Kawartha Pine Ridge District School Board dated March 10, 2023
 - (b) Rainy River District School Board dated March 30, 2023
 - (c) Rainy River District School Board dated April 18, 2023
 - (d) Brant Haldimand Norfolk Catholic District School Board dated May 24, 2023



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MINUTES

K - 1 **Adjournment**

Moved by: G. Anderson

Seconded by: J. Bradford

THAT the Regular Board meeting be adjourned at 8:41 p.m.

Carried

Chair S. Gibson

Director of Education and Secretary of the Board J. Roberto



Regular Board Meeting

Monday, June 5, 2023

Education Centre Boardroom

MINUTES

- Present:** Chair S. Gibson, Vice-Chair B. Doyle (MS Teams) Trustees: G. Anderson, J. Bradford, R. Collver (MS Teams), L. Passmore (MS Teams), E. Thomas, C. VanEvery-Albert, T. Waldschmidt, L. Whiton
- Administration:** Director: J. Roberto, Superintendents: K. Graham, L. Munro, L. Thompson, J. Tozer, J. White, R. Wyszynski (MS Teams), Recording Secretary: C. Dero
- Absent:** Student Trustees: M. Baker, A. Skye, T. Zebroski
- Guests:** J. Bell, General Legal Counsel (MS Teams)

A - 1 **Opening**

(a) **Roll Call**

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

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

(c) **In-Camera Session**

Moved by: G. Anderson
Seconded by: B. Doyle
THAT the Board move In-Camera.

Carried

(d) **Welcome to Open Session/Land Acknowledgment Statement**

Chair Gibson read the Land Acknowledgement Statement.

(e) **Call to Order**

Chair Gibson called the Regular Board meeting to order at 9:28 p.m.

(f) **In-Camera Report**

Moved by: C. VanEvery-Albert
Seconded by: J. Bradford
THAT Item B-1-b be approved.

Carried

Moved by: G. Anderson
Seconded by: T. Waldschmidt
THAT Item D-1-a be approved.

Carried



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MINUTES

B - 1 Adjournment

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Regular Board meeting be adjourned at 9:29 p.m.

Carried

Chair S. Gibson

Director of Education and Secretary of the Board J. Roberto



Special Board Meeting

Wednesday, June 21, 2023

Education Centre Boardroom

MINUTES

- Present:** Chair S. Gibson, Vice-Chair B. Doyle Trustees: J. Bradford, R. Collver, L. Passmore (MS Teams), C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, L. Whiton (MS Teams)
- Administration:** Director: J. Roberto, Superintendents: K. Graham, L. Munro, J. Tozer, J. White (MS Teams), R. Wyszynski (MS Teams), Recording Secretary: C. Dero
- Regrets:** Trustees: G. Anderson, E. Thomas,
- Absent:** Student Trustees: M. Baker, A. Skye, T. Zebroski, Superintendents: K. Edgar, L. Thompson
- Guests:** M. Zega, Legal Counsel, J. Bell, General Legal Counsel (MS Teams)

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Chair Gibson at 5:45 p.m.

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

(c) **In-Camera Session (5:30 pm)**

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Board move In-Camera.

Carried

(d) **Welcome to Open Session/Land Acknowledgment Statement**

Chair Gibson read the Land Acknowledgement Statement.

(e) **Call to Order**

Chair Gibson called the Regular Board meeting to order at 6:32 p.m.

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

Moved by: J. Bradford

Seconded by: T. Waldschmidt

THAT the agenda be approved.

Carried

(g) **Memorials** – Nil

(h) **In-Camera Report**

Moved by: B. Doyle

Seconded by: T. Waldschmidt.

THAT the Board confirms the Code of Conduct breaches by Trustee Sloat.



Special Board Meeting

Wednesday, June 21, 2023

Education Centre Boardroom

MINUTES

Recorded vote:

Vice-Chair Doyle	Yes	Trustee Passmore	Yes
Trustee VanEvery-Albert	Yes	Trustee Collver	No
Trustee Waldschmidt	Yes	Trustee Bradford	Yes
Trustee Whiton	Yes	Chair Gibson	Yes

Carried

Moved by: B. Doyle

Seconded by: T. Waldschmidt.

THAT the sanctions imposed as determined on May 15, 2023, and reported on May 29, 2023, be upheld.

Recorded vote:

Vice-Chair Doyle	Yes	Trustee Passmore	Yes
Trustee VanEvery-Albert	Yes	Trustee Collver	No
Trustee Waldschmidt	Yes	Trustee Bradford	No
Trustee Whiton	No	Chair Gibson	Yes

Carried

(i) **Student Showcase** – Nil

(j) **Delegations** – Nil

B - 1 **Adjournment**

Moved by: C. VanEvery-Albert

Seconded by: L. Whiton

THAT the Special Board meeting be adjourned at 6:35 p.m.

Carried

Chair S. Gibson

Director of Education and Secretary of the Board J. Roberto



POLICY

BU-06

PURCHASING	
Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2010/03/22
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure the efficient, transparent, and ethical procurement of goods and services for the board.

Policy Statement:

The Grand Erie District School Board (Grand Erie) values ethical, fair, and transparent treatment of all suppliers of goods and services and supports a standardized purchasing policy for its employees who are involved in the purchase of these products. Grand Erie will comply with all legislation including the *Education Act*, the *Broader Public Sector Procurement Directive*, and all applicable trade agreements.

1.0 Approval Authority Schedule (AAS)

- Authority levels identify the approval required for specific dollar values of purchasing. This delegation of authority corresponds to job roles within Grand Erie.
- Approval for purchasing goods and services is based on the total estimated dollar value, including any agreed-upon renewals, and exclusive of applicable taxes.
- The Board of Trustees shall approve all purchase contracts, in excess of \$2,500,000. All contracts for consulting services in excess of \$100,000 shall be approved by the Board of Trustees.

2.0 Special Approvals

The Director and Secretary of the Board and/or Superintendent of Business and Treasurer, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$2,500,000 during months when there is no scheduled Board of Trustees meeting, e.g., July and August, and report such approvals at the first scheduled Board of Trustees meeting following approval.

Definitions:

Consultant: a vendor, who by virtue of a particular expertise, is contracted by Grand Erie to undertake a specific task or assignment that may include, but not limited to, expert advice, guidance, strategic advice, assessment without implementation or consideration for decision making.

Purchase Contract: A legally binding agreement between a buyer and a seller that outlines the terms and conditions of a transaction for the purchase of goods or services.

Reference(s):

- Purchasing Procedure (B-006)
- Accessibility Policy (SO-31)
- Accessibility Procedure (SO-031)
- *Broader Public Sector Procurement Directive*
- *Canada-European Union Comprehensive Economic and Trade Agreement*
- *Canadian Free Trade Agreement*
- *Canadian Standards Association*

- Capital Related Fundraising Policy (BU-03)
- Capital Related Fundraising Procedure (BU-003)
- Code of Conduct (Governance Policy #4)
- Code of Conduct Policy (SO-12)
- Disposal of Surplus Damaged or Obsolete Furnishings and Equipment Procedure (FA-021)
- [Education Act, Chapter E.2, Section 217](#)
- *Electrical Safety Authority*
- General Working Bylaw S. 12.3 Signing Authorities
- Green Construction Policy (FA-10)
- Green Construction Procedure (FA-010)
- Hospitality and Food Expenses Procedure (BU-008)
- *Integrated Accessibility Standards Regulation*
- Major Construction Policy (FA-01)
- Major Construction Procedure (FA-001)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- New Construction Policy (FA-02)
- New Construction Procedure (FA-002)
- [Occupational Health and Safety Act](#)
- *Ontario Public Buyers Association*
- *Ontario Regulation 612/00*
- [Personal Information Protection and Electronic Documents Act](#)
- Playground Equipment Procedure (FA-017)
- *Professional Code of Ethics from the Purchasing Management Association of Canada*
- Purchasing Card Program Procedure (BU-009)
- *Workplace Hazardous Materials Information Systems*
- [Workplace Safety and Insurance Act](#)



HIRING OF EMPLOYEES	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2021/06/26
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To develop a workforce that is diverse and reflective of the Grand Erie District School Board (Grand Erie) community.

Policy Statement:

Grand Erie is committed to the development and implementation of hiring practices that are fair, equitable, inclusive, consistent, and transparent.

Reference(s):

- Hiring of Employees Procedure (HR-003)
- Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees Policy (HR-07)
- [Education Act, R.S.O. 1990, c. E.2](#)
- [Education Act, Ontario Regulation 298](#)
- Equity and Inclusive Education Policy (SO-14)
- Hiring Procedures (HR-013)
- Ministry of Education School board teacher hiring practices policy (PPM 165)
- Ontario Human Rights Code



HARASSMENT AND OBJECTIONABLE BEHAVIOUR

Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2020/01/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure and maintain respectful working and learning environments that are free from workplace harassment and objectionable behaviour.

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. Beyond the provisions of the *Ontario Human Rights Code*, every individual has an equal right to learn and work in an environment that is free from harassment and objectionable behaviour.

Grand Erie will not tolerate harassment or objectionable behaviour from any person in the workplace. All incidents and complaints of workplace harassment or objectionable behaviour must be reported by employee(s) and will be dealt with.

Reference(s):

- Harassment and Objectionable Behaviour Procedure (HR-005)
- Bullying Prevention and Intervention Policy (SO-10)
- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Equity and Inclusive Education Policy (SO-14)
- Ontario Human Rights Code
- [Occupational Health and Safety Act, R.S.O. 1990, c. O.1](#)
- Progressive Discipline Procedure (HR-018)
- Workplace Violence Policy (HS-02)
- Workplace Violence Procedure (HS-002)



CONFLICT OF INTEREST RELATED TO HIRING, SELECTION, PROMOTION AND EVALUATION OF EMPLOYEES	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2021/06/01
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To define and provide clear guidelines to address potential, apparent, and actual conflicts of interest when fulfilling hiring, selection, promotion, and evaluation of an employee(s).

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to advancement in qualifications, merit, and principles of equity. This is intended to facilitate an employee's ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of an employee(s) in the course of their hiring and supervision responsibilities to Grand Erie.

Reference(s):

- Conflict of Interest related to Hiring Selection Promotion Procedure (HR-007)
- Equity and Inclusive Education Policy (SO-14)
- Equity and Inclusive Education Procedure (SO-014)
- Ministry of Education School board teacher hiring practices policy (PPM 165)
- Progressive Discipline Procedure (HR-018)



POLICY

HS-01

HEALTH AND SAFETY

Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2020/01/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure a safe, healthy, and accident-free working and learning environment, all employees, students, and non-board personnel must comply with the *Occupational Health and Safety Act (OHSA)*, relevant codes, safety standards, and practices.

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to providing a safe, respectful, and healthy workplace and learning environment for all employees, students, volunteers, visitors, and contractors. Grand Erie is committed to preventing occupational illness and injury in the workplace, continually improving health and safety practices and performance in compliance with the *OHSA*, relevant codes, safety standards and practices.

Grand Erie will make every reasonable effort to provide and maintain a safe and healthy work environment. Grand Erie's employee(s) must all be committed to reducing the risk of injury in the workplace.

In accordance with the *OHSA*, this policy shall be reviewed annually by the employer, in conjunction with the Joint Occupational Health and Safety Committee (JOHSC) of Grand Erie.

Reference(s):

- Health and Safety Procedure (HS-001)
- [Occupational Health and Safety Act](#)
- Terms of Reference for the Joint Occupational Health and Safety Committee



POLICY

HS-02

WORKPLACE VIOLENCE	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2019/10/28
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure a working and learning environment in which all individuals treat each other with respect and dignity and that is free from workplace violence, sexual violence, domestic violence, in the workplace.

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to providing a safe and healthy working and learning environment free from Workplace Violence. Violence in the workplace is unacceptable and will not be tolerated.

Under the *Occupational Health and Safety Act (OHSA)*, everyone in the workplace has a responsibility to act cooperatively to provide a safe and healthy work environment.

Grand Erie will take appropriate steps from a human resource, student discipline, and safety perspective to address concerns regarding unsafe or violent behaviour. Violent behaviour and behavior which increases the risk of violence in the workplace will not be tolerated.

These processes will be implemented through Grand Erie’s Health and Safety Program and reviewed and amended annually through consultation with the Joint Occupational Health and Safety Committee.

Reference(s):

- Workplace Violence Procedure (HS-002)
- Workplace Violence Manual (HS-02-M)
- Bullying Prevention and Intervention Policy (SO-10)
- Bullying Prevention and Intervention Procedure (SO-010)
- Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO-011)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Employee Safety Protocol at Non-Board Locations Procedure (HS-004)
- Harassment and Objectionable Behaviour Policy (HR-05)
- Harassment and Objectionable Behaviour Procedure (HR-005)
- Health and Safety Policy (HS-01)
- Health and Safety Procedure (HS-001)
- Maintaining Employee Safety While Working with Students Procedure (HR-107)
- [Occupational Health and Safety Act](#)
- Student and Staff Safety-Personal Protective Equipment and Physical Intervention Techniques Procedure (SO-107)



POLICY

HS-10

STUDENT CONCUSSION AND HEAD INJURY	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2019/06/24
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To affirm the Grand Erie District School Board’s (Grand Erie) commitment to student safety, injury prevention, and well-being by supporting concussion awareness, prevention, identification, management, tracking and training in schools.

Policy Statement:

Grand Erie is committed to ensuring the safety and well-being of students, recognizing that children and adolescents are among those at greatest risk of concussion and/or head injury. Grand Erie is committed in building awareness, prevention, identification, and management of concussions and/or head injuries to reduce increased risk.

Reference(s):

- Student Concussion and Head Injury Procedure (HS-010)
- Student Concussion and Head Injury Resource Package
- Ministry of Education School Board Policies on Concussion (PPM 158)
- Ontario Physical Activity Safety Standards in Education (OPASSE)



POLICY

SO-02

SCHOOL COUNCILS	
Superintendent Responsible: Superintendent of Education	Initial Effective Date: 2013/02/21
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support thriving school communities through School Councils within Grand Erie District School Board (Grand Erie).

Policy Statement:

Grand Erie will establish and support School Councils in their work to promote and improve student achievement, well-being and belonging through collaboration with parent(s)/caregiver(s), employees and communities.

- 1.0 Each school in Grand Erie shall establish a School Council.
- 2.0 Parent(s)/caregiver(s) shall constitute a majority of members of the School Council.
- 3.0 School Councils shall provide an annual report of activities to Grand Erie. The report must be submitted to Director's Services by the end of June each year.
- 4.0 School elections shall be held within the first 30 days of the school year. In the case of a new school, for which a School Council has not been established, School Council elections shall be held within the first 30 days of the school's operation.
- 5.0 Grand Erie shall provide each School Council with an annual amount determined through its budget deliberation process. Members and Officers of School Councils who incur expenses as members of the Council must be reimbursed from this annual amount.
- 6.0 Grand Erie, with support from the Grand Erie Parent Involvement Committee (GEPIC), shall organize an annual School Council Orientation workshop and must invite all School Council Chairs.
- 7.0 Grand Erie may solicit input on any matter, but shall solicit the views of the School Councils through the School Council Chairs' email distribution list with respect to policies and guidelines for the following matters:
 - the conduct of persons in schools within Grand Erie's jurisdiction
 - appropriate dress for pupils in schools within Grand Erie's jurisdiction
 - the allocation of funding by Grand Erie to School Councils
 - the fundraising activities of School Councils
 - the conflict resolution processes for internal School Council disputes
 - the Grand Erie's Multi Year Strategic Plan/Annual Learning and Operating Plan
 - process and criteria applicable to the selection and placement of School Administrators
 - may comment on any matter to Grand Erie by writing a letter to the Chair of the Board following the process for delegations

Reference(s):

- [Education Act, R.S.O. 1990, c. E.2](#)
- Governance Policy #2 - Delegations
- Ontario Regulation 612/00



POLICY

SO-04

DISTRIBUTION OF MATERIALS IN SCHOOLS	
Superintendent Responsible: Superintendent of Education	Initial Effective Date: 2021/02/22
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

Recognize Grand Erie District School Board’s (Grand Erie) responsibility to limit the exposure of students, employee(s) and parent(s)/caregiver(s) to advertising and promotional materials.

Policy Statement:

Grand Erie will support the distribution of materials in schools that create awareness of educational programs, services, issues, events, and community activities of specific interest or benefit to the school community which includes students, employee(s) and parent(s)/caregiver(s) Materials that are distributed to students shall conform to the requirements of the *Education Act* (Reg 298 section 24) and be approved for distribution.

Reference(s):

- Community Partnerships Policy (SO-08)
- Distribution of Materials in Schools Policy (SO-04)
- [Education Act R.S.O. 1990, c. E.2 \(Reg 298 section 24\)](#)



POLICY

SO-05

EMERGENCY PLANNING	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/10/28
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To provide a safe and secure environment for all students, employees, and visitors through an emergency preparedness, response, and recovery plan.

Policy Statement:

Grand Erie District School Board (Grand Erie) schools and facilities must conduct practice drills related to emergency preparedness for Lockdown, Hold and Secure, Shelter in Place, evacuation and/or fire safety. School and facility emergency planning is an essential part of a commitment to safety.

Reference(s):

- Emergency Planning Procedure (SO-005)



STUDENT SUSPENSIONS

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/11/25
Last Updated: YYYY/MM/DD	Next Review Date: YYY/MM/DD

Objective:

To support a safe, inclusive, and accepting environment in which every student can reach their full potential.

Policy Statement:

The Grand Erie District School Board (Grand Erie) shall foster a safe, caring anti-oppressive, anti-racist, and inclusive culture by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which could involve suspension.

Reference(s):

- Student Suspension Procedure (SO-006)
- [Education Act, R.S.O. 1990, c. E.2](#)
- Ontario Regulation 472/07
- [Safe Schools Act, 2000](#)



POLICY

SO-07

STUDENT EXPULSIONS

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/05/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support a safe, inclusive, and accepting environment in which every student can reach their full potential.

Policy Statement:

The Grand Erie District School Board (Grand Erie) shall foster a safe, caring anti-oppressive, anti-racist, and inclusive culture by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes expulsion where necessary.

Reference(s):

- Student Expulsions Procedure (SO-007)
- Criminal Code of Canada
- [Education Act, R.S.O. 1990, c. E.2](#)
- [Education Amendment Act \(Progressive Discipline and School Safety\), 2007](#)
- Ontario Regulation 472/07
- [Safe Schools Act, 2000](#)



BULLYING PREVENTION AND INTERVENTION	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2021/11/22
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To provide a safe, inclusive, and accepting school environment, free from bullying, including cyber-bullying, which supports learning, well-being and belonging.

Policy Statement:

Bullying, including cyber-bullying shall not be accepted on school property, at school-related activities, or in any other circumstances which might impact on the school climate (e.g., online).

Bullying, including cyber-bullying adversely affects:

- **A** student’s ability to learn
- **A** student’s mental health and well-being
- **A** school’s ability to educate students
- **H** healthy relationships and school climate

Reference(s):

- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Progressive Discipline and Promoting Positive Student Behaviour Procedure (SO-011)
- Provincial and Board Codes of Conduct (PPM 128)
- Programs for Long-term Suspension (PPM 141)
- Bullying Prevention and Intervention (PPM 144)
- Progressive Discipline and Promoting Positive Student Behaviour (PPM 145)



CODE OF CONDUCT	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2020/02/24
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To promote learning, well-being and belonging, through responsibility, respect, and civility, fostering an anti-oppressive, anti-racist, and inclusive culture.

Policy Statement:

Responsible citizenship involves active participation in the civic life of the school community. Engaged citizens are aware of their rights and accept responsibility for protecting their rights and the rights of others.

1.0 Purposes of the Code

- To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in schools
- To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis
- To prevent bullying, including cyber-bullying in schools

2.0 Standards of Behaviour

2.1 Respect, civility, and responsible citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas, and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a school employee, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices

are only used during instructional time for the educational and other permitted purposes outlined in this policy

- Not swear at a teacher or at another person in a position of authority

2.2 Safety

All members of the school community must not:

- Engage in bullying behaviours, including cyber-bullying
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol or cannabis to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs
- Provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual authorized to use cannabis for medical purposes)
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

Reference(s):

- Code of Conduct Procedure (SO-012)
- [Education Act, R.S.O. 1990, c. E.2](#)
- ~~Progressive Discipline and Promoting Positive Behaviour Policy (SO-11)~~
- Progressive Discipline and Promoting Positive Behaviour Procedure (SO-011)
- Provincial Model for a Local Police/School Board Protocol, 2015
- The Provincial Code of Conduct and School Board Codes of Conduct (PPM 128)



ACCESS TO SCHOOLS AND FACILITIES

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2020/01/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support Grand Erie District School Board (Grand Erie) sites in creating and maintaining positive environments that are safe, caring and welcoming for all students, employees, and community members.

Policy Statement:

Access to Grand Erie sites shall follow the provisions of Ontario Regulation 474/00.

Reference(s):

- Access to Schools and Facilities Procedure (SO-013)
- [Education Act, R.S.O. 1990, c.E.2, Section 265 \(1\) \(m\)](#)
- [RSO 1990, c E.2 | Education Act | CanLII](#)
- [Education Act, R.S.O. 1990, c. E.2, Section 305\(4\)](#)
- Ontario Regulation 474/00
- School/Site Security (Emergency Preparedness, Response and Recovery) Procedure (SO-005)
- [Trespass to Property Act](#)



FIELD TRIPS AND EXCURSIONS	
Superintendent Responsible: Superintendent of Program K-12 (Teaching & Learning)	Initial Effective Date: 2020/04/27
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To support Grand Erie District School Board (Grand Erie) schools with guidelines for field trips and excursions that support student learning, achievement, mental health, well-being, belonging, and experiences while ensuring the safety of student and staff in accordance with the *Education Act*.

Policy Statement

The Grand Erie District School Board believes that equitable access to field trips and excursions for Grand Erie students offers educational value, serves to enhance the curriculum and provides opportunities for students’ social and cognitive development.

Resource(s):

- Field Trips and Excursions Procedure (SO-015)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Concussions Policy (SO-28)
- [Education Act, R.S.O. 1990, c. E.2](#)
- Volunteers Procedure (SO-126)



POLICY

F1

Supplier Exclusivity: Food Services and Vending Machines in Schools

Board Received: November 25, 2019 Review Date: January 2024

Policy Statement

The Grand Erie District School Board supports open and fair treatment of all approved suppliers. On occasion, the Board may deem it necessary or beneficial to enter into an exclusive agreement with a supplier, in accordance with approved procedures.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Quality of Foods/Services
 - Competitive Pricing Benefits
 - Customer Satisfaction
 - Compliance with Ministry of Education Guidelines

Procedures

1. Guiding Principles:

- a) Vending Machines: The Grand Erie District School Board will recoup its operating costs and the balance of revenue will remain with the participating school.
- b) Food Services: The Grand Erie District School Board will share revenue with each participating school, based on a rate of return negotiated with suppliers when revenues exceed the anticipated incremental operating costs.
- c) Food services and vending machine contract will be reviewed separately and may be sourced in separate competitive bids where appropriate.
- d) Food Service and Vending Machine providers who are awarded contracts with the Grand Erie District School Board will be expected to guide their operations in schools in accordance with Policy S04: Distribution of Materials in School and F104: Advertising in Schools.
- e) Food Service and Vending Machine providers will be offered exclusive rights to all participating schools within Grand Erie District School Board.
- f) All Food Services and Vending Machine Contracts will include provisions that ensure compliance with Canada Revenue Regulations with respect to the proper collection and remittance of HST.

2. General Procedures:

- a) To ensure all stakeholder interests are considered in these revenue generating contracts, a supplier selection committee will be created at the outset of each project.
- b) Committee membership will include five or more voting members including the following:
 - o Secondary School Administrators -Brantford/Brant and Haldimand/Norfolk
 - o Elementary School Administrators
 - o Trustee
 - o Student Trustee
 - o School Council Representatives
 - o Manager of Facility Services
 - o Superintendent of Business & Treasurer

Advisory Members

- One representative from the Brant County Health Unit
 - One representative from the Haldimand-Norfolk Health Unit
- c) Bid documents will be in the form of a request for proposal (RFP) and will include wording that requires companies to address areas of concern relating to performance level, service area, nutritional value of products, with compliance to current Government of Ontario Policy/Programs for School Food and Beverage Policy and catering for other school-related functions.
- d) Contracts will have a reasonable length of term for a maximum of five years and may include options for extensions. All contract extension options will be presented to the board for consideration no later than six months prior to the expiration of the contract term.
- e) Principals shall have the option of selecting which products from the contracted supplier will be made available in their school.
- f) Principals will be permitted to arrange and participate in small ventures with independent suppliers.
- g) Participating schools will receive a copy of the awarded contract for information and dissemination purposes.

Rescinded



Safe Work Practices

Board Received: February 24, 2020 Review Date: March 2024

Policy Statement

The Grand Erie District School Board is committed to preventing occupational illness and injury to staff by implementing and maintaining a safe and healthy working and learning environment. In support of this commitment the following Operating Standards will be followed by all Grand Erie Staff and contractors.

- Operating Standards FS – 11 Hot Work and Hot Work Permits
- Operating Standards FS – 12 Lockout, Tagging and Test
- Operating Standards FS – 13 Working on Live Electrical
- Operating Standards FS – 14 Restricted and Confined Space

Facility Services Standard Operating Procedures (FSOP) are posted on the Grand Erie Portal by clicking on “Facilities” under the Departments heading.

Where an employee fails to comply with this Policy or respective Operating Standards, the Board’s progressive discipline Procedure HR119 will be applied.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Workplace safety is enhanced

Operating Standards - Hot Work and Hot Work Permits

“hot work” is defined as any welding, cutting, grinding, application of torches on roofing materials or any other activity involving open flames, sparks or other ignition sources, which may cause smoke or fire or which may trigger detection systems.

- This Operating Standard applies to all personnel (including contractors) who are involved in construction and maintenance activities and/or who may be involved in “hot work” activities at any Grand Erie District School Board site.
- If the hot work can be performed outside the facility, a hot work permit will not be required. However, if hot work is performed inside of a facility or on the roof of a building, a hot work permit is required and must be approved prior to the start of work. If determined necessary by the appropriate Supervisor during pre-inspection, a manned fire watch may also be required.

Responsibilities

Division Managers

The responsibility for compliance with the Grand Erie hot work permit program rests with the Division Managers. It is their responsibility to ensure that the hot work permit program is carried out within their area of authority.

Supervisors, Project Coordinators, Project Managers

Supervisors, Project Coordinators, Project Managers have the authority to authorize a hot work permit. It is their responsibility to ensure that:

- Individuals working under their direction are trained and understand the applicable provisions of the hot work program and that all requirements of any hot work permit are fulfilled before work is performed.
- An approved Hot Work Permit is completed prior to the commencement of any hot work.
- A completed copy of the Hot Work Permit is returned upon completion of the work.
- Properly trained fire watchers are assigned when required by the Hot Work Permit.

Hot Work Site Pre-Inspection

It is the responsibility of the individual having supervisory responsibility over the work being done to perform a pre-inspection of the area where work is to be done. They are required to:

- Assess the risks associated with the work area, i.e. whether the work area is cluttered, houses combustible materials or flammable liquids.
- Determine whether additional safeguards may be required.
- Determine whether a fire watch is necessary.

Individuals Performing Hot Work

Individuals are responsible for:

- Obtaining an approved hot work permit from the appropriate supervisory personnel for the hot work to be conducted on Grand Erie property.
- Ensuring that conditions are safe before commencing the hot work.
- Ensuring that the hot work permit is posted in a conspicuous area at the work site.
- Being prepared to contact supervisory personnel should conditions change or warrant reassessment during the hot work project.
- Using appropriate personal protective equipment (PPE) while performing hot work (welding helmets, gloves, jackets, etc.).

Firewatchers

Firewatchers are responsible for:

- Being aware of the inherent hazards involved in the hot work.
- Ensuring that safe conditions are maintained during the hot work.
- Ensuring that appropriate fire extinguishers are readily available.
- Knowing how to report a fire or other emergency situation.
- Maintaining the watch for at least 60 minutes after the work is completed.
- Using the appropriate personal protective equipment (PPE)
- Completion of the appropriate sections of the hot work permits.
- Returning the completed hot work permit to the person who issued the permit

Managers

Managers shall be responsible for:

- Establishing designated areas for welding, cutting, brazing and torch soldering and grinding operations where the potential fire danger is limited.
- At the manager's discretion, hot work conducted in these areas may occur under a general hot work permit, to be reissued monthly.
- Establishing procedures for hot work in other areas.
- Designating at least one trained individual responsible for issuing the hot work permit in areas not specifically designed for such operations.
- Requiring supervisors and employees performing hot work to be suitably trained in the safe operation of the equipment.
- Advising all contractors about flammable materials or hazardous conditions of which they may not be aware in areas where they will be working.

Supervisors and or Facility Staff coordinating projects

Supervisors and or Facility Staff coordinating projects are responsible for:

- Maintaining cutting or welding equipment in a safe operating condition.
- Obtaining a Hot Work Permit for any cutting, welding, brazing, torch soldering, grinding or open flame, heat or spark producing operations occurring outside of the designated area(s).
- Ensuring the precautions listed on the Hot Work Permit are understood by the person(s) performing the permitted cutting, welding or brazing operations.
- Informing outside contractors and service personnel of the expectation that they will follow all OSHA requirements.
- Verifying that outside contractors have a Hot Work Permit if one required is for the work being conducted.

Training and Review

All employees who are required to perform hot work shall be trained on Operating Standards Hot Work and Hot Work Permits. At least once per year, this procedure shall be reviewed with each employee. The training and review of the procedure will be documented on a form entitled "Hot Work and Hot work Permit Review".

The form will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor.

Operating Standards Lockout, Tagging and Test

Where the starting of a machine, transmission machinery, device or thing may endanger the safety of a worker,

1. control switches or other control mechanisms shall be locked out, and
2. other effective precautions necessary to prevent such starting shall be taken

Responsibility

This Operating Standards shall be followed by all employees and contractors.

Each employee is responsible for his/her own safety. No employee shall rely on someone else for lockout protection.

Each employee performing work that requires locking-out shall apply his/her own safety lock to each source of power. If more than one employee is working on the equipment, each employee shall apply his/her own lock, e.g. one employee – one lock; three employees – three locks; five employees – five locks, etc. ON EACH POWER SOURCE.

Training and Review

All employees who are required to lock out a machine or piece of equipment shall be trained on the lockout procedure. At least once per year this procedure shall be reviewed with each employee. The training and review of the procedure will be documented on a form entitled "Lockout Procedure Review".

The form shall provide:

- Identification of the employee,
- Equipment checklist,
- Space for the supervisor's and employee's remarks.

The form will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor.

Operating Standards Working on Energized Electrical Equipment

This procedure will apply during any work on, testing, troubleshooting or verification that involves exposed energized electrical parts where a person, their tools, or test probes could come into contact with power.

No Grand Erie District School Board employee will carry out work on exposed energized equipment except for the purpose of testing, troubleshooting or verification.

Responsibility

It is the responsibility of any person assigned to test, verify, troubleshoot or otherwise work on any exposed energized electrical equipment to comply with the Operating Standards Working on Energized Electrical Equipment

For all other work on electrical equipment the Operating Standards Lockout, Tagging and Test will be followed to ensure the equipment is de-energized.

Management will

- allow only qualified employees to perform work on or near exposed live equipment
- provide suitable personal protective equipment and departmental devices to ensure full compliance with these procedures
- provide and ensure regular testing of protective gloves in accordance with applicable standards and good industry practices
- maintain documentation of glove assignment and testing
- provide training including a copy of this procedure to employees who are required or likely to require them to work on or perform testing, verification or troubleshooting on live exposed electrical equipment, the training shall be specific to this procedure.
- maintain documentation of above training

Person in Charge will

- ensure energized electrical work practices are followed
- inform employees of known energy sources, voltages and the required protection procedures when assigning work
- apply appropriate corrective action when these work practices are not followed
- report violations of these procedures to the facility services supervisor

Qualified Employees will

- follow the Procedure at all times when working on exposed live electrical equipment
- use any personal protective equipment required by this procedure
- use only approved meters as specified in this procedure under Testing Equipment and Tools
- inform the project supervisor of any problems or concerns related to the procedures immediately
- inspect voltage rated rubber gloves prior to every use
- report any damage or events such as arcs or flash that may affect the performance of meters, gloves or other safety equipment
- ensure any damaged equipment shall be put out of service, and the supervisor shall be informed, and related work discontinued
- sign-off that they have received a copy of the Operating Standards Electrical Safety and understand it
- apply the Operating Standards Lockout, Tagging and Test when possible instead of working on exposed energized equipment.

Training

Training will be provided to all staff as required who will be testing, troubleshooting or verifying on exposed energized electrical equipment. In addition, all Persons in Charge shall receive training.

Only employees who have successfully completed the training program will be considered qualified to apply this Procedure. Only qualified personnel who have been trained in their use may use electrical test equipment and special tools.

Training in the procedures above will be provided to;

- Electricians and apprentice electricians
- Heating, Ventilation and Air-Conditioning (HVAC) Technicians
- Persons in Charge
- Others as determined by the Manager of Facility Services at Grand Erie District School Board

The content of the training will include the;

- applicable legislation and codes
- hazards likely to be encountered working on energized electrical equipment
- Safe Work Practices
- Use of gloves and other PPE
- inspection and maintenance of gloves and other PPE
- common errors and misconceptions
- correct application and use of meters and tools
- limitations of meters and tools
- inspection of the meters and tools
- understanding of instrument indication or information provided
- proper inspection, maintenance and storage of meters and tools

Successful completion of training requires;

- Full attendance of the course with no interruptions or temporary absences
- Completion and passing of a comprehension test at the end of the course
- The Instructor is satisfied the participant has learned and understood the procedures
- A certificate of training will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor

Operating Standards Restricted and Confined Space

Board employees are **PROHIBITED** from entering confined space areas, these spaces will **ONLY** be entered by trained contractors.

Contractors are required to develop and implement their own Confined Space program, along with specific entry and rescue plans, which meet the criteria set out in Ontario's Occupational Health and Safety Act and its Regulations. Contractors are responsible for ensuring that their workers have been properly trained in entering Confined Spaces as well as any specific plans that may exist in accordance with the Act. This shall include the potential hazards, precautionary measures, use and maintenance of required personal protective equipment and rescue techniques. Written procedures shall be developed and posted. The Contractor is responsible for ensuring that workers understand and abide by these procedures and that permits are used.

Authorized Board employees will **ONLY** be allowed to enter a restricted space as long as **NO** hot work activity is being conducted.

Definitions

"confined space" means a fully or partially enclosed space:

- (a) that is not both designed and constructed for continuous human occupancy, **and**
- (b) in which atmospheric hazards may occur because of its construction, location or contents or because of the work that is being done in it.

If you have a space that is fully or partially enclosed, the two conditions - (a) and (b) above - must both apply before the space can be considered a "confined space".

"restricted space" means a tank, vat, vessel, duct, vault, boiler or other space from which egress of a worker is restricted, limited or impeded because of the construction, design, location or other physical characteristics of the space.

Restricted spaces are designated where access and/or egress to or from the space was limited or restricted but where the hazardous atmosphere characteristics of a confined space (given in Section 1 of Regulation 632) were not fulfilled. If a task is performed in a restricted space that changes the character of the atmosphere so as to render it hazardous (welding, chemical or solvent based product use) RESTRICTED spaces must be treated as confined spaces

"assessment" means an assessment of hazards with respect to one or more confined or restricted spaces in a workplace or at a project.

“atmospheric hazards” means any of the following, in isolation or in combination:

- (a) an oxygen content in the atmosphere that is less than 19.5 percent or more than 23 percent by volume; or
- (b) the accumulation of flammable, combustible or explosive agents; or
- (c) the accumulation of atmospheric contaminants, including gases, vapours, fumes, dusts, or mists, that could,
 - (i) result in acute health effects that pose an immediate threat to life, or
 - (ii) interfere with a person’s ability to escape unaided from a confined space.

“cold work” means work that that is not capable of producing a source of ignition.

“competent person” means a person who,

- (a) is qualified because of knowledge, training and experience to organize the work and its performance,
- (b) is familiar with the Act and the regulations that apply to the work, and
- (c) has knowledge of any potential or actual danger to health or safety in the workplace.

“competent worker” means a person who,

- (a) is qualified because of knowledge, training and experience to perform the work; and
- (b) is familiar with the Act and with the provisions of the regulations that apply to the work; and
- (c) has knowledge of all potential or actual danger to health or safety in the work.

“emergency work” – means work performed in connection with an unforeseen event that involves an imminent danger to the life, health or safety of any person.

“hot work” any work or operation involving open flames or producing heat and/or sparks including welding, soldering, cutting, brazing, grinding, use of asphalt/tar kettles, operation of electrical tools (corded and battery powered).

“Supervisor” – means a person who has charge of a workplace or authority over a worker.

“worker” means a person who performs work or supplies services for monetary compensation.

Responsibilities

The Grand Erie District School Board – Shall be responsible to:

- ensure that every precaution reasonable in the circumstances is being taken to protect the health and safety of a worker with respect to restricted space entry;
- pre-qualify any contractors that are required to perform confined space entry or related work;
- ensure that all restricted and confined spaces are competently identified and assessed, this includes assessments in new buildings and new additions as required;
- maintain an inventory list of the locations of all restricted spaces within the Board and annually review the inventory and update as necessary;
- ensure no worker, other than those trained and authorized to do so, enters into a confined space

Facility Services Manager or Designate – Shall be responsible to:

- Implement and coordinate the restricted space program
- Ensure Supervisors and staff have completed necessary training and are adhering to this restricted Space Program;

- Ensure all areas within their departments that meet the definition of a restricted space are identified;
- Develop and maintain departmental/divisional restricted space entry procedures which are consistent with this Program.

Facility Services Division Managers and Supervisors Have the authority to authorize a restricted space entry

Shall be responsible to:

- Ensure workers do not enter confined spaces
- Ensure that only authorized employees enter restricted spaces
- Ensure an adequate hazard assessment is conducted of each potential restricted space;
- Ensure that the hazard assessment is reviewed as often as is necessary to ensure that the relevant plan remains adequate;
- Ensure adequate measures to control hazards identified in the hazard assessment are identified and implemented;
- complete the necessary job site training to any new, or untrained, or transferred worker as per this program, and that appropriate training records of such are maintained;

Workers – The worker shall be responsible for ensuring that:

- they do not enter a confined space,
- they complete only work and activities in a restricted space that are permitted,
- they are fully aware of the contents of this program,
- any hazard, potential hazard, contravention of this program, Occupational Health and Safety Act, or its Regulations that they are aware of is immediately reported to their supervisor;

Health and Safety Officer – Shall:

- monitor legislative changes impacting this procedure

Training Requirements

General Training

All positions named need to be made aware of their responsibilities under this procedure.

Training for supervisors and workers required to implement restricted space entries or perform related work shall contain a minimum of the following elements:

- recognition, definition, and identification of a restricted space;
- safe work practices to be followed for working in restricted spaces and for performing related work;

Supervisors are responsible to identify workers in need of training. Training will be a departmental expense. Records of qualification of the trainer and copies of the training program will be maintained by Facility Services Staff.

A training review will be conducted on an annual basis to ensure that restricted space training is adequate. Where the review determines that training is not adequate, additional training will be provided. Additional retraining shall also be conducted whenever a periodic inspection reveals, or whenever there is reason to believe that there are deviations from or inadequacies in the workers knowledge or compliance with the restricted space program.

Refresher training for restricted space supervisors and workers or workers performing related work will be re-assessed annually or whenever there is a change in their job assignments requiring training, or a change in condition, equipment or processes that presents a new hazard, or when there is a change in the restricted space program. Every worker must successfully complete this course.

A certificate of training will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor

Identification

Method for Restricted Space Identification

The Grand Erie District School Board requires that:

- Confined Spaces and Restricted Spaces encountered on Grand Erie District School Board property or by Grand Erie District School Board workers, contractors, or sub-contractors must be identified in a restricted and confined space inventory. Inventory will be reviewed on an annual basis and updates made as new locations are created.
- Placards will be placed on all areas clearly identifying Confined space area as "DO NOT ENTER CONFINED SPACE" , Restricted space area will be clearly identified as "Restricted Space - Entry by authorized personnel only"
- Workers will be trained in accordance with this identification.

Rescinded



Bereavements

Board Received: May 27, 2019 Review Date: June 2023

Policy Statement

The Grand Erie District School Board is committed to allow individuals to show respect in the event of the death of an employee, student or significant public figure. While the system shows its respect, it is expected to continue an educational program for students.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Clear communication occurs
– Staff/students supported appropriately

In the event of the death of an employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.

Procedures

1. Notification

In the event of the death of an employee or student, Principals/Supervisors should notify the Manager of Communications and Community Relations, who will send a message to the system.

2. School

- a) The school remains open and programs continue to be offered to students;
- b) Principals may choose to contact their Superintendent to arrange for the assistance of the Tragic Events Response Team;
- c) Individual employees or groups of employees may attend a funeral as representatives of the school, according to the extent to which internal arrangements for coverage can be made within the school. Occasional teachers are not normally provided for this purpose.

3. Education Centre, School Support Centres

Individual employees or groups of employees may attend a funeral as representatives of the centres, according to the extent to which internal arrangements for coverage can be made within the centre.

4. Flag

In the event that flags need to be lowered, the Manager of Communications will send a message out to the system.

- a) In the event of the death of a current employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
 - i) the flag(s) at all schools, the Education Centre and School Support Centres will be flown at half-staff;
 - ii) the flags will be flown at half-staff for three days.

- b) In the event of the death of a former employee or student, Principals/Supervisors are responsible for ensuring that the following procedures are applied. Principals/Supervisors are requested to follow these procedures unless specifically directed to do otherwise by the Director of Education.
- i) the flag of the school may be flown at half-staff, at the discretion of the Principal/Supervisor, when the death of a former employee or student occurs.
 - ii) the flag will be flown at half-staff for three days.
- c) In the event of the death of a local politician, traditional First Nation Chief, First Nation Band Council Chief, civic official, former or present Prime Minister, Head of State of Canada, or Premier of Ontario, Principals/Supervisors are required to follow these procedures unless specifically directed to do otherwise by the Director of Education.
- i) the flag at the Education Centre, School Support Centres and schools shall be flown at half-staff on the death of a former or present Prime Minister, Head of State of Canada or Premier of Ontario.
 - ii) the flag at the Education Centre and the appropriate School Support Centres shall be flown at half-staff, and at any school at the discretion of the Principal/Supervisor, on the death of a local politician or civic official representing or working in the municipality where the school is located and on the death of certain individuals not covered above.
 - iii) the flag will be flown at half-staff for three days.

5. Memorial Statements

When a current staff member or student enrolled in our system passes away, and family permission is obtained, a Memorial Statement celebrating the life of the individual shall be submitted by the Principal/Supervisor to the Director of Education as soon as possible to be read at the next regular Board Meeting by a trustee. The statement will then be forwarded to the family, along with the Board's sincerest sympathy.

6. Sympathy Cards

When a staff member suffers the loss of an immediate family member (parent, partner/spouse, sibling or child), the information should be sent to the appropriate superintendent as soon as possible, including the name of the employee and the relationship of the employee to the deceased. These losses will be acknowledged with a sympathy card from the Superintendent.



Service Provision for Students with Special Education Needs

Board Received: April 25, 2022

Review Date: May 2026

Policy Statement:

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

An enabling environment is positive, inclusive, provides for full participation of all students, and fosters student independence, belonging, and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/guardians, and other involved agencies. Using all available information to understand each child's unique strengths and needs, responsive instructional and assessment practices are implemented.

Resources:

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

Rescinded



Cyberbullying

Board Received: January 25, 2021 **Review Date:** February 2025

Policy Statement

The Grand Erie District School Board is committed to providing a positive, safe, and inclusive learning environment which supports the personal dignity and self-esteem of students and is free from cyberbullying. The Grand Erie District School Board does not condone cyberbullying and will respond to these actions using educational interventions and progressive discipline.

Accountability

- 1. Frequency of Reports – As needed
- 2. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education

Definition of Cyberbullying

Cyberbullying is the use of information and communication technologies such as e-mail, text messages, instant messaging, personal web sites, and social media - whether on or off school property - to engage in deliberate, typically repeated, and harmful behaviour by an individual or group, which causes emotional distress to an individual student or an identifiable group.

Cyberbullying adversely affects:

- 1. a student’s ability to learn and emotional well-being
- 2. healthy relationships and the school climate; and
- 3. a school’s ability to educate its students.

The Board recognizes that cyberbullying can be particularly devastating to young people because those who engage in cyberbullying can:

- 1. hide behind the anonymity that the internet provides;
- 2. spread their hateful and hurtful messages to a very wide audience with remarkable speed; and
- 3. disown their actions, and it is often difficult to identify cyberbullies because of anonymity, so they do not fear being punished for their actions.

References:

- SO10 Bullying Prevention and Intervention



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: November 22, 2021 Review Date: January 2026

Policy Statement

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach their full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
– Effective student discipline
– Improved student conduct
– Improved student performance

Statement of Guiding Principles

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Grand Erie Code of Conduct* and a school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour will reflect consideration of mitigating factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be utilized when addressing student conduct.

1. Progressive Discipline and Awareness Raising

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies and procedures - create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and school Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, a continuum of interventions, supports, and consequences to address student behaviours that are contrary to provincial and Board codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e., mitigating factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e., the relationships within the school community); and
4. The Individual Education Plan

2. Progressive Student Discipline Model

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences.

Level 1

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed by the classroom teacher, educational assistant and/or ECE.

Level 2

Level two discipline offences are acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

Level 3

Level three offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, or pose threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parent, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

Level 4

Level four offences represent the most serious acts of misconduct and, as such, may require intrusive intervention, such as suspension pending expulsion. These acts may require the involvement of police services as per the Police and School Board Protocol.

A voluntary program for students on long-term suspension or expelled students is available for those who consent to participate. Non-academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, as necessary.

3. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. An electronic report, as outlined below, must be made when it is safe to do so.

Employees report incidents using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal must inform the person who submitted the incident report. (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention. The electronic versions can be located in the staff portal.)

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

Third-party service providers working with students will establish procedures for reporting inappropriate student behaviours to principals.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.

4. Responding to Incidents

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behaviour.

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report electronically using the "Safe Schools Incident Reporting Form – Part 1". For incidents where suspension or expulsion would not be considered, and Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a Board employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

5. Support for Students

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students, including those who report such incidents, by providing them with contact information about professional supports, both Board-based and community agencies.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the principal, doing so would put the victim at risk of harm from a parent. When principals have decided not to notify parents of victims, they must inform the teacher who reported the incident. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when parents are not called.

When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

6. Delegation of Authority

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, except assigning long-term suspensions or expulsions.

In the event that there is no administrator present on school property, the principal's authority under Part XIII of the Education Act may be delegated to a teacher and must respect the terms of all applicable collective agreements. When this occurs, the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Family of Schools Superintendent of Education.

Teachers may be delegated the authority to initially deal with situations that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether parents should be called, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student

A principal must consider suspending a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Threatening to inflict serious bodily harm on another person.
- Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- Swearing at, or in reference to, a teacher or another person in a position of authority;

- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities;
- Bullying, including cyberbullying;
- Physical or verbal aggression;
- Persistent opposition to authority;
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon or replica, including a firearm
- Using a weapon or replica to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or illegal/restricted drugs;
- Committing robbery;
- Providing alcohol or cannabis to a minor;
- Bullying, if,
 - i) The pupil has previously been suspended for engaging in bullying, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i) The pupil has previously been suspended for this behaviour, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person
- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its *Regulations*, and applicable Policy/Program Memoranda.

Reference

Policy S012 Code of Conduct

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour



Event Planning and Organization

Board Received: April 27, 2020 **Review Date:** May 2024

Policy Statement

Grand Erie District School Board events should further the Board’s vision.

Accountability

- 1. Frequency of Reports – as needed
- 2. Criteria for Success – system stakeholders consistently adhere to the policy to guide event planning and organization. Events are successful for attendees as a result of proper planning and organization.

Definitions

Event: A function, activity or reception held in a school or within the system that is coordinated by Grand Erie staff members or the Manager of Communications and Community Relations on behalf of the Board.

Event Types: There are six types included in this policy: School-Organized Event, System-Sponsored Event, School-Internal Event, System-Internal Event, Community Event, and Ministry/Government Event.

Event Lead: A Grand Erie staff member who is on the planning team or the Manager of Communications and Community Relations. This individual is responsible for consulting with the Principal and following this Policy.

Procedures

- 1.0 **Event Planning and Organization Checklist:** Will assist in the event planning process. The checklist outlines all Event Types, including examples. It also identifies who should be invited, who speaks and who the Event Lead is. Additional information is included, such as audio/visual considerations, signage and other resources to host a successful event.
- 2.0 **Invitations:** All Trustees, the Director of Education and Senior Administration will receive all invitations from the Manager of Communications and Community Relations on behalf of the Event Lead.
 - 2.1 **Invitation to Politicians:** Regardless of the Event Type, whenever a politician from the Municipal, Provincial or Federal level is invited to a school, all Trustees must be informed and invited.
- 3.0 **Special Guests:** Student greeters should welcome guests and be assigned to escort all Politicians to the Event Lead or Principal. Student greeters may also be assigned to give school tours.

Role of the Manager of Communications and Community Relations: The Manager of Communications and Community Relations must be informed of all events where Trustees, Senior Administration or Politicians are to be in attendance. The Manager of Communications

and Community Relations will lend support and advice to all Event Leads and act as the Event Lead for all System-Sponsored Events.

4.0 **Speaking Order:** The following speaking order must be adhered to

1. Principal from the host organizing committee may serve as the emcee
2. Chair of the Board (or designate) delivers remarks and is responsible for welcoming all Politicians
3. Director of Education (or designate) delivers remarks and is responsible for welcoming all Grand Erie Senior Administration members
4. Politicians may deliver remarks, in the following order: Provincial, Federal Municipal.
5. Students, Parents, Community Partners, or third-party stakeholders may also deliver remarks, if appropriate.

5.0 **Land Acknowledgement Statement**

At all events covered under this policy, the land acknowledgement statement (see below) must be read at the opening of the event, and before the playing of O Canada.

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

Board Resources

- Bylaw No. 19 – Use of Board Logo, and Grand Erie Name
- SO25 – Visual Identity Policy
- SO31 - Accessibility
- Procedure F104 – Advertising

Rescinded



Event Planning and Organization Checklist

Grand Erie District School Board events and activities should further the Board’s vision. When planning an event, Grand Erie staff must follow the policy to ensure the event is coordinated in a professional manner that reflects a positive image of the Board.

Event Lead

The Event Lead is a Grand Erie staff member who is on the organizing committee or the Manager of Communications and Community Relations. This individual is responsible for consulting with the host Principal and following the *Event Planning and Organization Policy*.

Event Planning Charts

There are six Event Types: School-Organized Event, System-Sponsored Event, School-Internal Event, System-Internal Event, Community Event, and Ministry/Government Event.

The following charts outline the following:

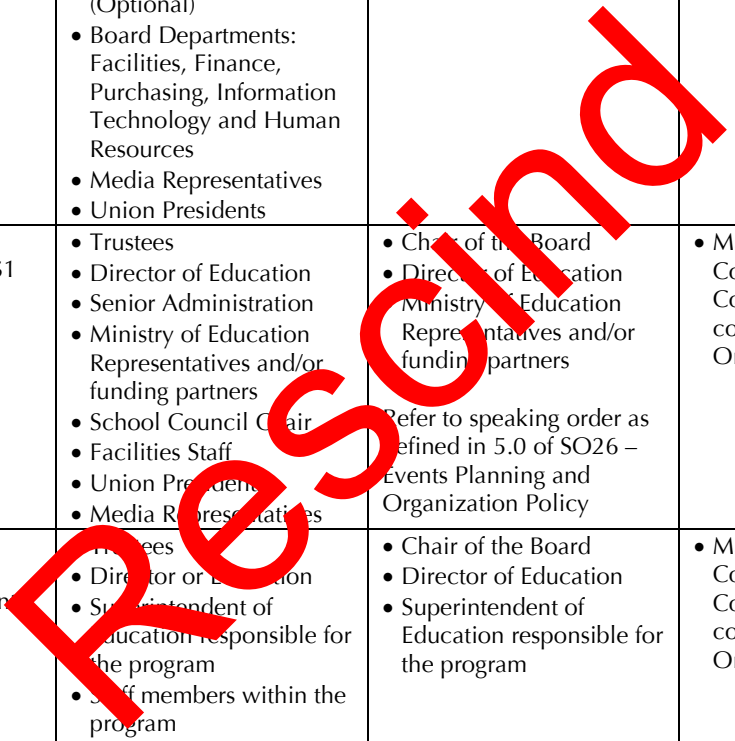
1. Examples of events found within each Event Type;
2. Who should be invited to the event?
3. Who should speak?
4. Who the Event Lead should be?

School-Organized Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
School anniversaries	<ul style="list-style-type: none"> • Trustees • Director of Education • Family of Schools • Superintendent of Education • Former administrators of the school 	<ul style="list-style-type: none"> • Chair of the Board (or designee) • Director of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Secondary School Graduations	<ul style="list-style-type: none"> • Trustees • Director of Education or a Superintendent of Education 	<ul style="list-style-type: none"> • Executive Assistant to the Board of Trustees will coordinate a schedule identifying which Trustee will speak and which Superintendent will attend 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Recognition assemblies (i.e. character education assembly, athletic banquet, Remembrance Day assembly, fundraising celebrations etc.)	<ul style="list-style-type: none"> • Trustees (Optional) • Family of Schools • Superintendent of Education (Optional) 	<ul style="list-style-type: none"> • Optional – Trustee 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Official school closings	<ul style="list-style-type: none"> • Trustees • Director of Education • Family of Schools • Superintendent of Education • School Council Chair • School staff 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee

System-Sponsored Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
<p>Official school openings</p> <p>A plaque is presented to the school on behalf of the Trustees and Senior Administration</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration • Ministry of Education Representatives and/or funding partners • School Council Chair • School staff • Local Politicians (Provincial, Municipal) • Contractors and Architects • Community or Neighbourhood Representatives (Optional) • Board Departments: Facilities, Finance, Purchasing, Information Technology and Human Resources • Media Representatives • Union Presidents 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education • Ministry of Education Representative and/or funding partners <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee
<p>Major renovations or additions greater than \$1 million</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration • Ministry of Education Representatives and/or funding partners • School Council Chair • Facilities Staff • Union Presidents • Media Representatives 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education • Ministry of Education Representatives and/or funding partners <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee
<p>Program launch</p> <p>(Examples: Turning Point Energy Dashboard etc.)</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Superintendent of Education responsible for the program • Staff members within the program • Media Representatives 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education • Superintendent of Education responsible for the program 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee
<p>Partnership events</p> <p>(Examples: Active School Travel launch, Community Hub, etc.)</p>	<ul style="list-style-type: none"> • Trustees • Director of Education • Superintendent of Education responsible for the partnership • Partners • Local Politicians (Municipal) • Media Representatives 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education (or designate) 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations
<p>Student-led events</p>	<ul style="list-style-type: none"> • Trustees • Student Trustees • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education (or designate) 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the Organizing Committee



Parent Engagement events at the system-level	<ul style="list-style-type: none"> • Trustees • Director of Education • GEPIC Chair and members • School Council Chairs and members 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education • GEPIC Chair 	<ul style="list-style-type: none"> • Manager of Communications and Community Relations in coordination with the GEPIC Chair
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System-Internal Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Grand Erie retirement dinner	<ul style="list-style-type: none"> • Trustees • Senior Administration • Union Presidents 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education 	<ul style="list-style-type: none"> • Executive Assistant to the Director of Education
Professional/leadership development events	<ul style="list-style-type: none"> • Trustees • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education • Superintendent of Human Resources 	<ul style="list-style-type: none"> • Communications Assistant

School-Internal Event

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Milestones, birthdays, retirements, years of service recognitions, staff award initiatives etc.	<ul style="list-style-type: none"> • Family of Schools Superintendent of Education (Optional) 	Decision of the Grand Erie staff member on the Organizing Committee	Grand Erie staff member on the Organizing Committee
Memorials	<ul style="list-style-type: none"> • Trustees (Optional) • Director of Education (Optional) • Family of Schools Superintendent of Education 	Decision of the Grand Erie staff member on the Organizing Committee	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee • Manager of Communications and Community Relations must be notified

Community Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
CareerLink	<ul style="list-style-type: none"> • Trustees • Superintendent of Education responsible for CareerLink 	<ul style="list-style-type: none"> • Chair of the Board (or designate) • Director of Education (or designate) • Superintendent of Education responsible for CareerLink 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee
Community agency/non-profit events (Examples: Fundraising events, Rick Hansen Relay, Chamber of Commerce Gala, fall fairs, United Way etc.)	<ul style="list-style-type: none"> • Trustees (Optional) • Director of Education (Optional) • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Optional – Chair of the Board (or designate) • Optional – Director of Education (or designate) • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee • Manager of Communications and Community Relations must be notified
Contracts or grants that have communication requirements (Example: Indigo's For the Love of Reading Grant)	<ul style="list-style-type: none"> • Trustees • Director of Education • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Optional – Chair of the Board (or designate) • Optional – Director of Education (or designate) • Family of Schools Superintendent of Education 	<ul style="list-style-type: none"> • Grand Erie staff member on the Organizing Committee

Ministry/Government Events

Events	Who's Invited?	Who Speaks?	Who's the Event Lead?
Prime Minister, Federal Minister or Member of Parliament visit	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations
Premier, Minister of Education or Member of Provincial Parliament visit	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board • Director of Education <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations
Municipal Mayor or Councillor visit	<ul style="list-style-type: none"> • Trustees • Director of Education • Senior Administration 	<ul style="list-style-type: none"> • Chair of the Board (designate) • Director of Education (or designate) <p>Refer to speaking order as defined in 5.0 of SO26 – Events Planning and Organization Policy</p>	<ul style="list-style-type: none"> • Manager of Communications and Community Relations

Audio/Visual Equipment

When events are held at a school, A/V equipment may need to be coordinated and provided by the school. A/V equipment includes microphones, podiums, speakers, LCD projectors, etc.

Signage

Signage displayed during events should present a positive image of Grand Erie:

- Consider school signage banners displayed during all School-Organized Events
- Grand Erie banners that showcase the Board's Multi-Year Plan must be displayed at all System-Sponsored, Community and Ministry/Government Events
- Contact the Manager of Communications and Community Relations to access Board signage

Media Notification

All invites to local media will be completed by the Manager of Communications and Community Relations on behalf of the Event Lead.

Submit an Event Procedure

Events are opportunities to share good news in the community about what is happening in Grand Erie. To share an event, visit the Community section on Grand Erie's website (www.granderie.ca) and follow the link to Submit Your Event Here! Once the event is submitted, it will appear in *Grand Erie Next Week*, a weekly media advisory that is sent to local media, Trustees and Senior Administration.

Contact Information

Contact the Manager of Communications and Community Relations for support building an effective event.

Manager of Communications and Community Relations Work: 519-756-6301, ext. 281147



Violence Threat Risk Assessment and Intervention

Board Received: May 27, 2019

Review Date: June 2023

Policy Statement

The Grand Erie District School Board is committed to creating and maintaining safe, caring, and accepting school environments. Safety in schools is fundamental to learning and well-being for all students.

As a result, the Grand Erie District School Board will respond to all student behaviours that pose a potential risk to other students, staff, and members of the school community through the process of violence threat risk assessment and intervention (VTRA)

Accountability

1. Frequency of Reports – as needed
2. Criteria for Success –
 - Violence Threat Risk assessments are completed promptly
 - Early intervention supports are in place for students posing risks to others
 - School safety is enhanced.

Definitions

The assessment of violence, threat and risk is a team approach to identifying, evaluating and addressing potential threats from students toward other students, staff and parents within the school and community environment. The purpose of carrying out a violence threat risk assessment is to ensure that those who have knowledge of the student carry out a careful analysis of the potential severity of the threat and determine an appropriate response to the threat-maker.

A multi-disciplinary assessment of student behaviour helps determine whether or not a student is moving on a pathway towards violence against him/herself or others, and creates an opportunity to intervene to decrease the risk identified. Through development of an individualized intervention plan, the underlying issues that have contributed to high-risk behaviour can be addressed.

Where a high risk is identified, a student may require further assessment from community professionals, including but not limited to, child protection agencies and medical practitioners.

Threat assessment is the process of determining if a student actually poses a risk to the person(s) they have threatened. A threat is when a person utters, writes or communicates through technology a threat to harm or kill a person or persons. Typically, threat assessment occurs within a few hours of a threat being made. The timeliness of information gathering is essential and includes input from the student, family, peers, school staff, and the community agencies that may have access to information relevant to the threat being made.

Risk assessment is the process of determining if a student of concern may pose a risk to self (e.g., suicide) or risk to some person(s) at some unknown period of time. Typically, risk assessment is a lengthier process that may involve a number of assessments, tests and measures beyond the scope of the school-based multi-disciplinary team. Consultation with the school social worker is required in order to request a risk assessment for a student.

High-Risk Behaviour: When to Enact the Violence Threat Risk Assessment Protocol:

Student behaviour that poses a threat or risk to self or others can present in a variety of ways. Examples of high-risk behaviours include, but are not limited to:

- serious violence or violence with intent to harm or kill
- indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
- “clear, direct and plausible” threats to kill others
- use of technology to communicate threats to harm/kill others or cause property damage
- possession of weapons, including replicas\
- bomb threats (making and/or detonating explosive devices)
- fire setting
- sexual intimidation or assault
- ongoing issues with bullying and/or harassment
- gang-related intimidation and violence
- hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual orientation
- rehearsal behaviours or evidence of planning an attack

Students who have experienced ongoing harassment and/or bullying, or students who have a history of perceived victimization, may pose a risk to safety and could be considered for a risk assessment.

All behaviours that may pose a risk or threat to others are to be reported to the school administrator. This includes the behaviour of students, staff or community members.

VTRA Procedure

The process of implementing a threat and risk assessment protocol ensures that potentially high-risk behaviour of students is properly assessed and supportive intervention plans put in place. The following steps are fully developed within the [School and Community Violence Threat Risk Assessment and Intervention Protocol \(2018\)](#)

- Step 1: Make Sure All Students Are Safe and Call the Police (911)
- Step 2: Determine if the threat maker has access to the means (knife, gun, etc.) of the threat.
- Step 3: Interview witnesses, including all participants directly and indirectly involved.
- Step 4: Notify the threat-maker’s parent(s) or guardian(s), unless the student is 18 (or is 16 or 17 and has withdrawn from parental control).
- Step 5: Initiate Data Collection with Team Members.
- Step 6: Review Findings with the Threat Assessment Team
- Step 7: Decide on a Course of Action
- Step 8: Develop an Intervention Plan

Reference

School and Community Violence Threat Risk Assessment and Intervention Protocol (2018)



Finance Committee Report

Monday, June 12, 2023

6:30 p.m.

Education Centre Boardroom

Present: Committee Chair: B. Doyle, Trustees: S. Gibson, L. Passmore (MS Teams), E. Thomas, T. Waldschmidt, C. VanEvery-Albert

Administration: Director: J. Roberto, Superintendents: K. Edgar, K. Graham (MS Teams), L. Munro (MS Teams), L. Thompson (MS Teams), J. Tozer, J. White, R. Wyszynski, Budget and Grants Supervisor, A. Van Doorn (MS Teams), Recording Secretary: K. Ireland-Aitken

Visiting Trustee: Trustee R. Collver

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Committee Chair B. Doyle.

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

(c) **Welcome/Land Acknowledgment**

Committee Chair B. Doyle read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: C. VanEvery-Albert

Seconded by: T. Waldschmidt

THAT the Finance Committee meeting agenda be approved.

Carried

C - 1 **Approval of Minutes**

(a) **April 17, 2023**

Moved by: T. Waldschmidt

Seconded by: E. Thomas

THAT the Minutes of the Finance Committee meeting dated April 17, 2023, be approved.

Carried

D - 1 **Business Arising from Minutes/Previous Meetings** - Nil

E - 1 **New Business**

(a) **Budget Development 2023-24**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: S. Gibson

THAT the 2023-24 Operating budget of \$368,716,752 be forwarded to the June 26, 2023 Regular Board meeting for approval.

Carried

Moved by: C. VanEvery-Albert

Seconded by: S. Gibson

THAT the 2023-24 Capital budget of \$26,530,000 be forwarded to the June 26, 2023 Regular Board meeting for approval.

Carried



C-1-b

Finance Committee Report

Monday, June 12, 2023

6:30 p.m.

Education Centre Boardroom

In response to a question regarding non-staffing investments, it was noted that a consulting firm has been hired to undertake job evaluations.

In addition, answers to questions of clarification included:

- Transportation will be a continuing pressure due to inflation
- There is no additional revenue to address the deficit for portables
- The decrease in Continuing Education is based on fluctuating enrolment
- The Permit Application Fee is \$25 to a maximum of \$100
- Service fees for credit card transactions on School Cash Online is 4%

Responding to a question regarding Trustee expenses, if approved, the stipend for trustee meetings would be reflected in the Governance Bylaw.

F - 1 **Other Business** – Nil

G - 1 **Adjournment**

Moved by: T. Waldschmidt

Seconded by: E. Thomas

THAT the Finance Committee meeting be adjourned at 7:36 p.m.

Carried

H - 1 **Next Meeting Date:** October 16, 2023 (TBC)



Audit Committee Report

Thursday, June 15, 2023

C-1-c

4:30 PM

Present: Chair - T. Waldschmidt, J. Bradford, B. Collingwood, R. Collver, E. Hodgins

Administration: J. Roberto, R. Wyszynski

KPMG (Internal Auditors): S. Bedi, B. Bost, B. Sisson

Millards (External Auditors): J. Gilbert, U. Riaz

Recording Secretary: L. Howells

A - 1 **Opening**

Chair Waldschmidt. welcomed everyone to the meeting.

(a) **Declaration of Conflict of Interest** - Nil

(b) **Welcome to Open Session**

Chair Waldschmidt called the meeting to order at 4:35 p.m. and read the Land Acknowledgement statement.

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

Presented as printed

Moved by: J. Bradford

Seconded by: E. Hodgins

THAT the Audit Committee Agenda be approved.

Carried

B - 1 **Consent Agenda**

Presented as printed

Moved by: R. Collver

Seconded by: E. Hodgins

THAT the Audit Committee accept the March 23, 2023, Consent Agenda items and the recommendation contained therein:

(a) Minutes of the Audit Committee dated November 3, 2022, be approved.

(b) Receive the Consolidated Due Diligence report, as information.

(c) Receive the Q2 Financials Forecast as information.

Carried

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

(a) **Audit Committee Orientation**

Superintendent. Wyszynski stated modules 1 – 3 were shared with members following the last meeting for their review and feedback.

In response to a question regarding risk assessment awareness, Superintendent Wyszynski provided further explanation and clarification that the mechanism for risk management controls is part of our internal audits and included in the year end process and noted in the Annual Audit Committee Report.



Audit Committee Report

Thursday, June 15, 2023

C-1-c

4:30 PM

Modules 4 -6 will be sent out to committee members in mid-August for their review and follow-up at the September 2023 Audit Committee meeting.

D - 1 **Internal Audit**

(a) **Student Mental Health Review Summary**

B. Sisson from KPMG provided a high-level overview of the summary report.

In response to a question regarding what the measurements for tracking and best practice are, S. Bedi provided further explanation of the effectiveness of using outcome measure such as S.M.A.R.T goals. L. Thompson added we use case management system Learner Inventions for Tracking Excellence (LITE) for tracking purposes.

(b) **Internal Audit Plan 2023-24**

S. Bedi from KPMG provided a high-level overview of the Internal Audit Plan for 2023-24.

In response to a request to expand on the description for recommendation one, S. Bedi provided further explanation stating it is strictly student outcomes.

Moved by: J. Bradford

Seconded by: B. Collingwood

THAT the Audit Committee forward the 2023-24 Internal Audit Plan to the June 26, 2023 Regular Board meeting for approval.

Carried

E-1 **External Audit**

(a) **Review of Engagement and Audit Planning Letters**

Superintendent Wyszynski stated at the March 2023 meeting the Audit Committee appointed Millards as auditors.

U. Riaz from Millards provided a high-level review of both letters.

E. Hodgins left the meeting at 5:53 p.m.

(b) **External Auditors Assessment**

Superintendent Wyszynski noted as part of annual work of this committee a survey link will be sent out.

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

a. **2023-24 Board Budget**

Superintendent Wyszynski provided a high-level summary of the report that was presented at the June 12, 2023, Finance Committee Meeting.

A question was asked about the impact of CPP/EI. Superintendent Wyszynski responded that the Ministry does not fully fund the recent changes made in CPP and EI legislation, therefore an incremental cost of approximately \$330K is carried in the 2023-24 budget.



Audit Committee Report

Thursday, June 15, 2023

4:30 PM

b. **External Community Member**

Superintendent Wyszynski advised the committee of the resignation of B. Collingwood effective June 30, 2023. Superintendent Wyszynski stated the vacant position will be advertised to have a replacement in place for the September 2023 meeting.

G - 1 **Adjournment**

Moved by: J. Bradford

Seconded by: B. Collingwood

THAT the Audit Committee meeting be adjourned at 6:07 pm

Carried

H - 1 **2023-24 Meeting Dates:**

- Thursday, September 14, 2023, at 4 p.m.
- Thursday, November 2, 2023, at 4 p.m.
- Thursday, March 7, 2024, at 4 p.m.
- Thursday, June 13, 2024, at 4 p.m.



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board

FROM: M. Baker, Student Trustee – South
A. Skye, Student Trustee – Indigenous
T. Zebroski, Student Trustee – North

RE: **Student Trustees' Report – End of Year Report**

DATE: June 26, 2023

Introduction

As the 2022-23 school year draws to a close, Student Trustees Baker, Skye, and Zebroski are pleased to present this report to the board, highlighting the progress they have made in their positions as Student Trustees and leaders of the Student Senate. Over the school year, they have actively sought student feedback on initiatives they pursue. They believe elevating student voice is central to the work they do, and they thank every student who approached with questions, suggestions, comments, and concerns.

Student Senate

This year, the Student Senate chose to focus on three initiatives, encompassing the goal to learn, lead, and inspire. After extensive discussions with the Student Senate, they were able to focus initiatives to develop solid groundwork.

Student Trustee Skye's target initiative was gathering input and data on the removal of water bottles from Grand Erie. The students in the Environmental Sustainability working group provided their ideas on the removal, and what alternatives would be to replacing the product. They formulated ideas of promoting water bottle filling stations which are in Grand Erie schools. This initiative will progress into the 2023-24 school year. Student Trustee Skye worked with the United Indigenous Student Council (UISC) gathering student voice from some Grand Erie Indigenous students. They decided on a logo for the UISC and are drafting a recommendation revolving around the Student Trustee election process.

Over the course of the year, Student Trustee Zebroski's main projects involved collecting student input regarding the dress code and exam schedule, as well as the Student Learning Support Days. Student recommendations for a board-wide dress code were brought forward and presented to the committee reviewing the Student Dress Code Procedure at the end of the 22/23 school year. Feedback surrounding the exam schedule and the support days has resulted in the reintroduction of a fourth exam day for each semester of the 2023-24 school year.

The Mental Health and Well-being working group is prepared to carry out their task of lowering cafeteria prices into the upcoming school year. To begin, senators stressed the importance of identifying students' needs, and so they worked to draft survey questions with the intent of gathering as much student voice as possible. Time permitting, they are hopeful that this survey will be sent out in the early 2023-24 school year. Feedback will be received and reviewed by Senate members and board employees, and next steps will be constructed as appropriate.

OSTA-AECO

The Student Trustees had the pleasure of attending three OSTA-AECO conferences in the 2022-23 academic year. At each conference, Student Trustees heard from influential guest speakers, attended workshops, and met with the co-members of their working groups in-person. Notable guest speakers include the honorable Stephen Lecce, who spoke about the Ontario Curriculum, The Ontario Principals' Council, speaking of their role in the education system, and Dr. Sue Winton, who spoke about education policy. Workshops focused on concepts including adaptability, formulating arguments, self-reflection, and connecting with constituents.

To Conclude

As the 2022-23 year began, it was the Student Trustees hope that through purposeful communication and critical thinking, as well as creativity, resilience, goal-orientation and collaboration, the Student Senate could work together to engage secondary students to promote the initiatives through the board. To conclude, this experience has been a privilege to be able to represent students at the board level. We want to thank our team: Trustees, Director Roberto, Superintendents, Senators, and all employees for their continued support. Most importantly, thank you to the students for putting your faith in us, it's been a pleasure to serve you.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

M. Baker, Student Trustee – South
A. Skye, Student Trustee – Indigenous
T. Zebroski, Student Trustee – North



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Quarterly Budget Report**
DATE: June 26, 2023

Background

Consistent with Policy - Budget Development Process, the Quarterly Budget Report for the nine months ended May 31, 2023, is attached.

Additional Information

Business Services has reviewed the financial activity for the period September 2022 to May 2023, collected information from budget-holders, made spending assumptions for the next three months and compared forecasted expenditures against the Revised Estimates budget. Some of the highlights are summarized below:

- Revenues are expected to increase due to due additional announcement of Priority & Partnership Fund (PPF) grants as well as increases as of the result of the ratification of the CUPE collective agreement. There is also additional funding expected as a result of additional in-year enrolment growth.
- Facility operating costs continue to increase due to the rising energy costs, higher costs to repair and replace infrastructure as well as the ratification of the aforementioned CUPE collective agreement.
- Transportation costs are expected to decrease significantly as the bus driver shortage has led to consolidated routes and in some cases cancelled runs.

The 2022-23 Revised Estimates was filed with a balanced budget. Although we remain conservative in our spending projections, the information summarized above and in the attached dashboard indicates that the Board is trending towards a modest surplus of \$338,000. The finance team will continue to monitor spending over the remainder of the fiscal year and address any costs pressures with this small surplus. Should the surplus materialize at year end, there will be opportunities to either redirect the surplus to address prior reserve commitments or convert the surplus into earmarked deferred revenues.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board
2022-23 3rd Quarter Forecast
For the period ended August 31, 2023

Summary Comparison of 2022-23 Q3 Forecast versus the Estimates and Revised Budgets

(\$ Figures in Thousands)	2022-23			Variance	
	Estimates	22-23 Revised	22-23 Q3 Forecast	\$	%
Revenue					
Provincial Grants (GSN)	314,958	325,203	326,640	1,438	0.4%
Grants for Capital Purposes	4,741	3,405	3,405	-	0.0%
Other Non-GSN Grants	7,102	9,135	10,618	1,484	14.0%
Other Non-Grant Revenues	8,458	9,334	9,406	71	0.8%
Amortization of DCC	19,621	19,049	19,049	-	0.0%
Total Revenue	354,880	366,126	369,118	2,993	0.8%
Expenditures					
Classroom Instruction	242,616	251,538	252,401	864	0.3%
Non-Classroom	29,611	30,533	31,289	756	2.4%
Administration	8,115	8,994	9,329	335	3.6%
Transportation	15,451	15,546	15,063	(484)	-3.2%
Pupil Accommodation	53,185	53,091	54,280	1,189	2.2%
Contingency & Non-Operating	5,902	6,424	6,418	(6)	-0.1%
Total Expenditures	354,880	366,126	368,780	2,654	0.7%
In-Year Surplus (Deficit)	-	-	338	338	100.0%
Prior Year Accumulated Surplus	4,809	9,487	9,487	-	0.0%
Accumulated Surplus (Deficit)	4,809	9,487	9,825	338	3.4%

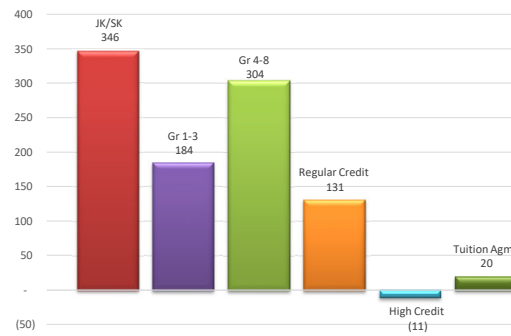
Summary of Enrolment

ADE	2022-23			Variance	
	Estimates	22-23 Revised	22-23 Q3 Forecast	#	%
Elementary					
JK/SK	3,276	3,622	3,652	346	10.6%
Gr 1-3	5,642	5,826	5,856	184	3.3%
Gr 4-8	9,442	9,746	9,806	304	3.2%
Total Elementary	18,360	19,194	19,314	834	4.5%
Secondary <21					
Regular Credit	7,050	7,181	7,181	131	1.9%
High Credit	40	29	29	(11)	-27.8%
Tuition & Visa	410	430	430	20	4.9%
Total Secondary	7,500	7,640	7,640	140	1.9%
Total Board	25,860	26,834	26,954	974	3.8%

Summary of Staffing

FTE	2022-23		Variance	
	Estimates	22-23 Revised	#	%
Classroom				
Teachers	1,673.1	1,707.3	34.2	2.0%
Early Childhood Educators	122.0	126.0	4.0	3.3%
Educational Assistants	349.0	368.5	19.5	5.6%
Total Classroom	2,144.1	2,201.8	57.7	2.7%
School Administration	229.3	229.3	-	0.0%
Board Administration	68.0	72.0	4.0	5.9%
Facility Services	219.6	221.1	1.5	0.7%
Coordinators & Consultants	41.0	42.0	1.0	2.4%
Paraprofessionals	55.5	57.0	1.5	2.7%
Child & Youth Workers	21.0	25.0	4.0	19.0%
IT Staff	32.0	35.0	3.0	9.4%
Library	12.8	12.8	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	6.0	6.0	-	0.0%
Continuing Ed	8.1	8.1	-	0.0%
Trustees	14.0	14.0	-	0.0%
Non-Classroom	713.3	728.3	15.0	2.1%
Total	2,857.4	2,930.1	72.7	2.5%

Changes in Enrolment: Budget v Forecast



Grand Erie District School Board
2022-23 3rd Quarter Forecast
Revenues
For the period ended August 31, 2023

(\$ Figures in Thousands)

	Budget Assessment					Material Variance Note
	22-23 Estimates	22-23 Revised	22-23 Q3 Forecast	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues						
Pupil Foundation	145,293	150,992	151,747	755	0.5%	a.
School Foundation	21,404	21,709	21,742	33	0.2%	
Special Education	39,911	41,753	42,166	413	1.0%	b.
Language Allocation	4,608	4,725	4,732	7	0.2%	
Supported School Allocation	29	28	28	-	0.0%	
Rural and Northern Education Funding	1,628	2,182	2,182	-	0.0%	
Learning Opportunities	4,690	5,709	5,717	9	0.2%	
Continuing and Adult Education	1,626	1,586	1,586	-	0.0%	
Teacher Q&E	30,784	30,020	30,065	45	0.1%	
ECE Q&E	1,842	1,986	1,986	-	0.0%	
New Teacher Induction Program	138	138	138	-	0.0%	
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,921	14,502	14,524	22	0.2%	
Administration and Governance	7,952	8,128	8,140	12	0.2%	
School Operations	27,679	28,493	28,636	143	0.5%	
Community Use of Schools	366	366	366	-	0.0%	
Declining Enrolment	493	-	-	-	0.0%	
Indigenous Education	3,069	3,215	3,215	-	0.0%	
Support for Students Fund	2,875	2,934	2,934	-	0.0%	
Mental Health & Well-Being	1,052	1,128	1,128	-	0.0%	
Safe Schools Supplement	515	533	533	-	0.0%	
Program Leadership	1,000	993	993	-	0.0%	
Permanent Financing - NPF	262	262	262	-	0.0%	
Learning Recovery Fund	3,898	3,898	3,898	-	0.0%	
Total Operating Grants	314,958	325,203	326,640	1,438	0.5%	
Grants for Capital Purposes						
School Renewal	2,937	2,937	2,937	-	0.0%	
Temporary Accommodation	346	-	-	-	0.0%	
Short-term Interest	250	250	250	-	0.0%	
Debt Funding for Capital	2,763	2,763	2,763	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(1,555)	(2,545)	(2,545)	-	0.0%	
Total Capital Purposes Grants	4,741	3,405	3,405	-	0.0%	
Other Non-GSN Grants						
Priority & Partnership Fund (PPF)	3,045	4,596	6,080	1,484	48.7%	c.
Other Federal & Provincial Grants	4,058	4,538	4,538	-	0.0%	
Total Non-GSN Grants	7,102	9,135	10,618	1,484	20.9%	
Other Non-Grant Revenues						
Education Service Agreements - Six Nations	5,874	6,348	6,383	35	0.6%	
Education Service Agreements - MCFN	514	511	521	10	1.9%	
Other Fees	96	129	135	6	6.3%	
Other Boards	210	210	210	-	0.0%	
Community Use & Rentals	833	677	697	20	2.4%	
Miscellaneous Revenues	932	1,459	1,459	-	0.0%	
Non Grant Revenue	8,458	9,334	9,406	71	0.8%	
Deferred Revenues						
Amortization of DCC	19,621	19,049	19,049	-	0.0%	
Total Deferred Revenue	19,621	19,049	19,049	-	0.0%	
TOTAL REVENUES	354,880	366,126	369,118	2,993	0.8%	

Explanations of Material Grant Variances

- a. Increase in revenue as a result of higher than anticipated enrolment.
- b. Increase in revenue as a result ratification of CUPE collective agreement.
- c. Increase due to additional PPFs funded by Ministry

Notes:

- 1. 2022-2023 Estimates Budget as approved by the Board in June 2022

Grand Erie District School Board
2022-23 3rd Quarter Forecast
Expenses
For the period ended August 31, 2023

(\$ Figures in Thousands)

	Budget Assessment						Material Variance Note
	22-23 Estimates	22-23 Revised	22-23 Q3 Forecast	Percentage of Total Expenses	Change		
					\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction							
Teachers	179,203	181,460	180,725	49.3%	(734)	(0.4%)	a.
Supply Teachers	7,057	8,557	8,057	2.3%	(500)	(5.8%)	b.
Educational Assistants	18,879	19,435	20,440	5.3%	1,006	5.2%	c.
Early Childhood Educators	6,920	7,120	7,220	2.0%	100	1.4%	
Classroom Computers	4,744	5,530	6,003	1.6%	472	8.5%	d.
Textbooks and Supplies	7,896	10,601	11,123	2.9%	522	4.9%	e.
Professionals and Paraprofessionals	10,827	11,715	11,634	3.2%	(80)	(0.7%)	
Library and Guidance	5,496	5,445	5,498	1.5%	54	1.0%	
Staff Development	1,200	1,281	1,306	0.3%	25	1.9%	
Department Heads	394	394	394	0.1%	-	0.0%	
Total Instruction	242,616	251,538	252,401	68.4%	864	0.3%	
Non-Classroom							
Principal and Vice-Principals	15,104	15,442	16,235	4.3%	792	5.1%	f.
School Office	7,347	7,246	7,089	1.9%	(157)	(2.2%)	
Coordinators & Consultants	5,730	5,772	5,912	1.6%	140	2.4%	
Continuing Education	1,430	2,072	2,053	0.6%	(19)	(0.9%)	
Total Non-Classroom	29,611	30,533	31,289	8.4%	756	2.5%	
Administration							
Trustees	373	373	374	0.1%	1	0.2%	
Director/Supervisory Officers	1,516	1,464	1,566	0.4%	102	7.0%	
Board Administration	6,226	7,157	7,389	2.0%	232	3.2%	
Total Administration	8,115	8,994	9,329	2.5%	335	3.7%	
Transportation	15,451	15,546	15,063	4.2%	(484)	(3.1%)	g.
Pupil Accommodation							
School Operations and Maintenance	26,770	27,156	28,345	7.6%	1,189	4.4%	h.
School Renewal	2,937	2,937	2,937	0.8%	-	0.0%	
Other Pupil Accommodation	3,325	3,365	3,365	0.9%	-	0.0%	
Amortization & Write-downs	20,152	19,633	19,633	5.3%	-	0.0%	
Total Pupil Accommodation	53,185	53,091	54,280	14.7%	1,189	2.2%	
Non-Operating	2,320	2,311	2,311	0.6%	-	0.0%	
Provision for Contingencies	3,581	4,113	4,107	1.2%	(6)	(0.1%)	
TOTAL EXPENDITURES	354,880	366,126	368,780	100.0%	2,654	0.7%	

Explanations of Material Grant Variances

- a. Decrease due to lower than anticipated WSIB costs as well as lower than projected cost of replacement teachers
- b. Decrease due to lower than anticipated absenteeism.
- c. Increase due to higher salaries as a result of the ratification of CUPE collective agreement.
- d. Increase due to enhancements to Cyber Security as well as additional costs of the distribution and implementation classroom and teacher devices.
- e. Increase due to increase in funding through PPFs, as well as investments in furniture to address enrolment growth>
- f. Increase due to the additional support for administrators.
- g. Decrease due to consolidation and cancellation of routes as a result to driver shortages.
- h. Increase due to higher energy costs, custodial overtime, higher costs for minor repairs/renovations, and CUPE compensation ratification

Notes:

- 1. 2022-2023 Estimates Budget as approved by the Board in June 2022



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Energy Consumption and Greenhouse Gas Emissions Report 2021-22**
DATE: June 26, 2023

Background

Ontario Regulation 25/23 Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans (O. Reg 25/23). (Formerly O. Reg 507/18), under the *Electricity Act* requires school boards, among other public agencies, to report annually on their energy consumption and greenhouse gas (GHG) emissions. The report is due July 1st and must provide information on the total consumption of energy and associated GHG emissions for the previous fiscal year. This year's report covers September 1, 2021 to August 31, 2022, also referred to as "FY2022".

All data must be uploaded to the Ministry of Energy's reporting system. Through this process, a report is generated which summarizes energy consumption and greenhouse gas emissions over the previous fiscal year for ministry and public review. Please refer to the Grand Erie website for the latest information: [Energy Consumption and Greenhouse Gas Emissions Report 2021-22](#).

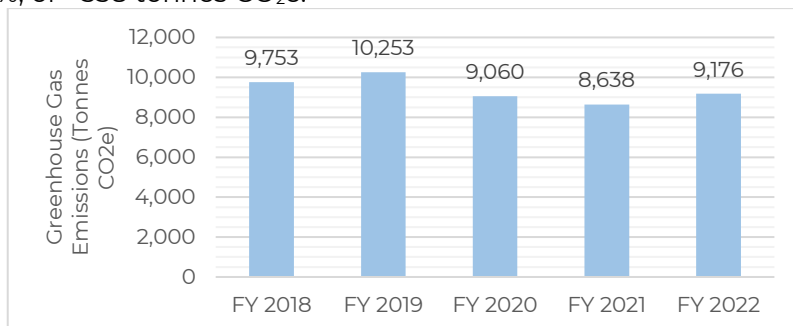
Grand Erie's 2021-22 Energy Consumption and Greenhouse Gas Emissions Report was completed and submitted to the Ministry of Energy on June 6th, 2023.

For the purpose of this reporting process, Grand Erie reports on Branlyn Community School and Notre Dame Catholic Elementary School, while the Brant Haldimand Norfolk Catholic District School Board reports on St. Basil Catholic Elementary School and Walter Gretzky Elementary School. As per O. Reg 25/23, boards are required to submit their completed consumption report annually to the Ministry of Energy, post the report on both the internet and intranet sites, and have a copy available at their office to any interested member of the public.

Summary

Total Annual Greenhouse Gas Emissions:

Measuring the GHG emissions associated with energy consumption required to operate across the board provides a comparable and consistent metric for environmental performance. Overall, GHG emissions at Grand Erie increased between FY 2021 and FY 2022 by approximately 6%, or ~538 tonnes CO₂e.



GHG Emission Highlights:

- 5-year average: 9,376 tonnes CO₂e
- Highest emission year: FY 2019 - 10,253 tonnes CO₂e
- Lowest emission year: FY 2021 - 8,638 tonnes CO₂e
- FY 2022 is ~577 tonnes CO₂e below FY 2018 emissions

Energy Profile:

There are three types of energy tracked as part of this reporting process, natural gas, electricity, and propane. On average natural gas has made up the largest share of our energy profile, followed by electricity, and lastly propane. For the period of this report, natural gas represented 71.4% of the energy profile, electricity made up 28.5%, and propane (Glen Morris Central Public School only) accounted for 0.1%:

Energy Consumption	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Electricity (kWh)	21,062,830	20,086,314	17,042,409	16,736,695	18,981,684
Natural Gas (m ³)	4,699,729	4,977,043	4,407,316	4,210,452	4,455,292
Propane (L)	25,672	34,891	32,495	11,017	10,786

Energy Consumption (GJ)*	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Electricity	75,823	72,308	61,350	60,250	68,331
Natural Gas	180,613	191,270	169,375	161,809	171,219
Propane	650	883	822	279	273
Total	257,086	264,461	231,548	222,338	239,823

*Energy consumption converted to gigajoules (GJ) to allow for relative comparison

Factors influencing FY 2022 energy consumption and GHG emissions

There are several factors which have affected energy consumption and GHG emission trends over the period of this report:

- Seasonal temperatures
 - Variations in seasonal temperatures can sway the energy demand of board facilities, either requiring more or less energy based on decreased or increased need for heating or cooling. Heating Degree Days (HDD) is a measure of the demand for heating in cooler weather, while Cooling Degree Days (CDD) is a measure of the demand for cooling in warmer weather. Data from the Brantford Airport Weather Station indicates that FY 2022 had lower values for HDD, and CDD, than years previous. This suggests that the increase in energy consumption and GHG emissions in FY 2022 is not tied to seasonal temperatures.
- Meter read estimates
 - Many natural gas customers, including school boards, are receiving numerous estimated meter reads for natural gas services. This leaves uncertainty to whether our natural gas consumption data is potentially over or underestimated. This is a system wide issue and efforts are underway to resolve it.
- Covid-19 disruptions
 - The Covid-19 pandemic continued to impact operations in FY 2022. The installation of more ventilation systems, along with the increase in running ventilation systems, has increased the energy demands of some schools, while the period of virtual learning during the winter 2021 would have reduced energy demand for a period of time.
- Energy Conservation Projects
 - Boiler replacement projects took place at Boston Public School and Waterford District High School in 2021. Both schools saw a reduction in natural gas consumption between FY 2021 and FY 2022.

Next Steps

This report was completed to meet the requirements of O. Reg 25/23 Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans. Efforts to reduce the environmental impact of Grand Erie's operations will continue to be explored, with an update on our Energy Conservation and Demand Management Plan to be prepared in 2024.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary to the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Agnes G. Hodge Public School Holding Boundary Modifications**
DATE: June 26, 2023

<p>Recommended Motion: Moved by _____ Seconded by _____ THAT Board approve the redirection of Shellard Lane Holding boundary from Agnes G. Hodge Public School to Bellview Public School effective June 27, 2023.</p>
--

Background

In 2017, the board undertook a Boundary Study to address enrolment and capacity concerns at Walter Gretzky Elementary School. New development in the Shellard Lane area of the City of Brantford was pushing enrolment at the facility to unsustainable levels. While the need for a new school for the area had been identified, the project was yet to be approved and funded by the Ministry of Education.

The Boundary Study concluded with an approved recommendation to establish a holding boundary that would direct new student registrations to Edith Monture Elementary School to take some pressure from Walter Gretzky Elementary School.

In 2020 the board received Ministry of Education approval and funding for a new 650 pupil place elementary school north of Shellard Lane as part of the 2020 Capital Priorities Program (CPP). However, since the funding approval announcement the project has experienced numerous delays and it is anticipated the new school will not open until at least September 2025.

By 2021 residential development in the area had increased enrolment at Walter Gretzky and Edith Monture Elementary Schools to a point where 17 portables were required to accommodate the enrolment. Holding boundary modifications to redirect new student registrations to Agnes Hodge Public School were approved in December 2021 to address enrolment pressure (See Appendix A). Existing students in the holding boundary attending Walter Gretzky and Edith Monture Elementary Schools were permitted to continue to attend those facilities. As well, holding area new registrant siblings of those students attending Walter Gretzky and Edith Monture Elementary Schools were permitted to attend those schools.

Registrations from the holding boundary are now placing significant enrollment pressure on Agnes Hodge Public School. By February 2023, six (6) portables were placed at the school to accommodate increasing enrolment from the holding boundary. For September 2023, 12 portables will be required to accommodate student enrolment at Agnes Hodge Public School. With 12 portables on site, the school will be at its maximum portable carrying capacity. Further modifications to the holding boundary school assignment are necessary to prevent severe over-crowding at Agnes Hodge Public School.

Bellview Public School is the most proximate facility to the holding boundary that could offer some space to accommodate additional enrolment from the holding area. Based on its current surplus space, and the space to add three (3) portables, Bellview Public School could receive up to another 170-190 students before becoming too full to accommodate further enrolment (See Fig. 1).

SCHOOL	CAP	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2030	2033
Bellview PS	308	221	210	221	218	193	215	208	213	217	217	223	219	220
Walter Gretzky PS	498	673	674	697	684	616	658	631	616	614	603	595	548	549
Edith Monture ES	616	578	607	636	737	789	809	800	813	825	843	853	907	908

Fig. 1. Historic and projected enrolment of Shellard Lane area schools.

Additional Information

Senior Administration has proposed the following strategy to be implemented for June 27, 2023.

1. **NEW** elementary registrations within the holding boundary would be directed to Bellview Public School. New registrants within the holding boundary whose siblings are currently attending Agnes Hodge, Walter Gretzky, or Edith Monture elementary schools will be permitted to register at those schools.
2. Students currently living in the holding boundary and attending either Edith Monture or Agnes Hodge would continue to attend their school until the new school is built. There would be no impact to any current students.

Next Steps

The recommendation to re-point the holding boundary needs to be made effective June 27, 2023, in order prevent further enrolment increases at Agnes Hodge Public School. Grand Erie’s communication team will work with Administrators to lead the efforts to communicate this information to families and those looking to reside in the holding boundary. The planning team will update the boundaries on the website effective June 27, 2023.

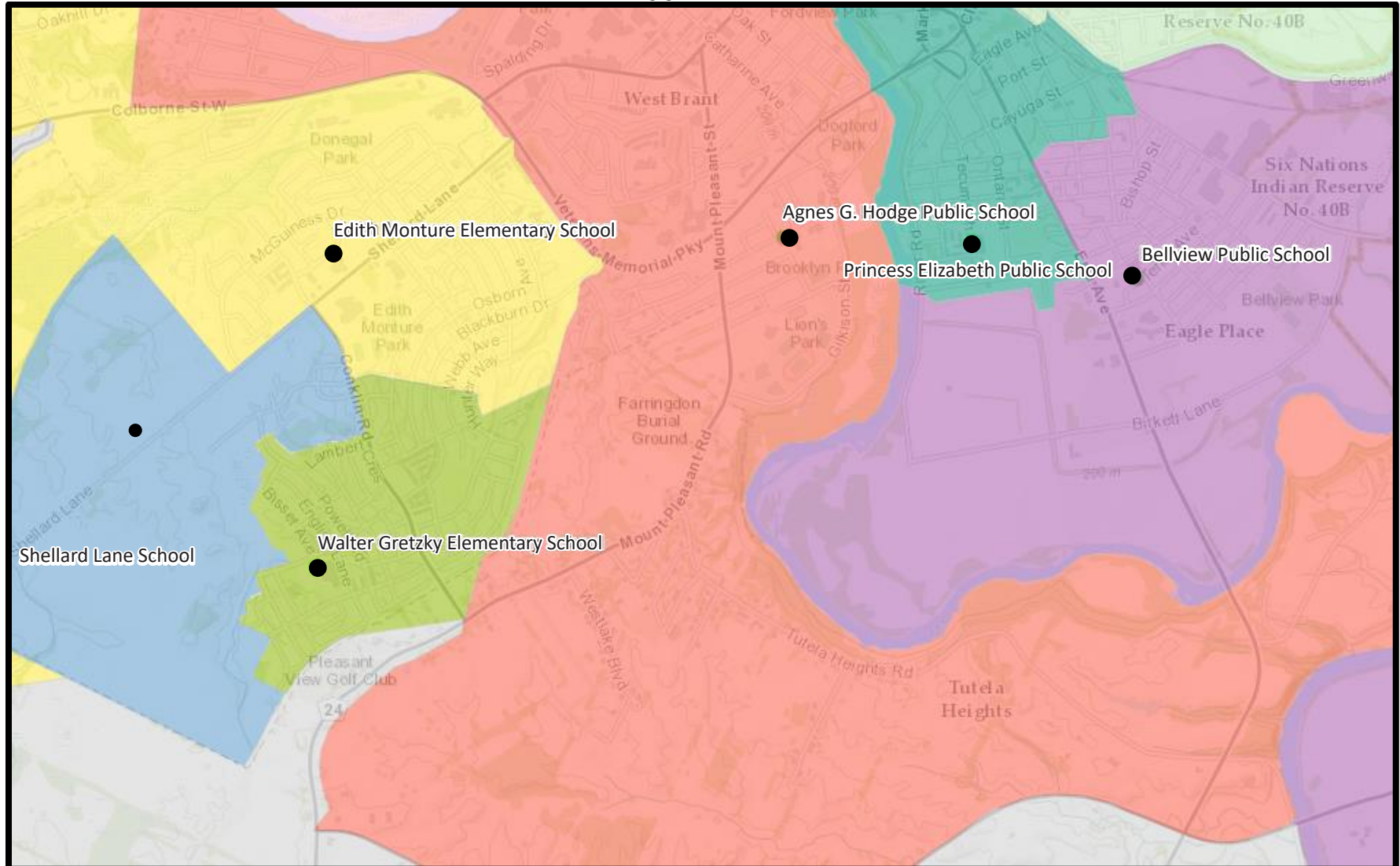
Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
 Superintendent of Business & Treasurer

Appendix A



Green = Walter Gretzky ES Boundary
 Pink = Agnes G. Hodge PS Boundary
 Purple = Bellview Boundary

Yellow = Edith Monture ES Boundary
 Blue = Holding Boundary
 Teal = Princess Elizabeth PS Boundary





TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Julie White, Superintendent of Education
RE: **Grand Erie Parent Involvement Committee Annual Report 2022-23**
DATE: June 26, 2023

Background

The Grand Erie Parent Involvement Committee (GEPIC) is a statutory committee of the Board whose purpose is to support, encourage and enhance meaningful parental involvement within schools and across the district in our collective efforts to improve student learning, well-being and sense of belonging. This committee provides advice to the Board on parent engagement, and communication to support school councils. This year, GEPIC provided opportunities for parents and caregivers to learn and connect with others by hosting sessions in a virtual platform and ensuring topics and speakers were relevant and responsive to current needs and interests. Sara Darling was selected as GEPIC Chair for 2022-23. A summary of activities is included below.

GEPIC Sessions:

There were four (4) GEPIC meetings along with an orientation session for the 2022-23 school year. GEPIC met virtually on October 27, February 23, April 27, and May 25. The GEPIC orientation was held on November 24, 2022. The orientation evening featured a variety of breakout sessions on several topics:

- Tips for School Councils
- Fundraising
- School Cash Online
- Equity
- Social Emotional Learning- What Is It?
- Anti-Sex Trafficking
- Experiential Learning
- Secondary Transitions
- Mental health and Well-Being Tips and Techniques
- Technology for Innovation

GEPIC meetings included updates on Grand Erie's Multi-Year Strategic Plan and Annual Learning and Operating Plan, Program K-12, Grand Erie's Student Census, GEDSB Equity Action Plan, Boundary Reviews, Facilities You Belong Here Campaign, Grand Erie's Mental Health Strategy, Read Set Kindergarten Campaign, Cultural Competency Training for Grand Erie Staff, and Grand Erie's Anti-Racism video series.

GEPIC meetings also included learning opportunities about Grand Erie's Inclusive Language Guide, New Pedagogies for Deep Learning (NPD), Early Literacy Assessment Tool (ELAT), Heggerty Resources, and Coding.

Each meeting includes an opportunity for School Council Chairs to share initiatives and celebrations of learning and engagement from their individual schools.

GEPIC Parent Involvement Financial Overview:

GEPIC operating budget for the 2022-23 school year was \$9484. These funds were used to host a Speaker Series and purchase a book for participants attending the final speaker session.

Starting this school year, the Parents Reaching Out (PRO) funding was allocated through the GSN. The total allocation was \$73,500. Each school council was given \$700 with the remaining funds used for Parent Reaching Out (PRO) projects. These funds were used to host math nights, school-based speaker events and purchase resources. School Councils could apply for up to \$1000 to cover the cost or subsidize a parent engagement project at their school.

GEPIC Speaker Series:

GEPIC partnered with their Indigenous Education Advisory Council (IEAC), Student Senate and the Special Education Advisory Committee (SEAC) to offer guest presentations:

- Dr. Shelley Moore – Inclusive Education
- Dr. Jean Clinton – Pillars of Belonging
- Dr. Danielle Law – Staying Connected: Understanding (Cyber) Bullying in a Wireless World
- Dr. Roby Hanley-Dafoe – Resiliency in Ever-Changing Times

PRO Grants:

PRO Grant events or projects were completed by 16 schools. Projects included hosting guest speakers with a focus on reducing stress and anxiety, restorative practices, and family wellness events. Some schools focused on math and literacy nights, creation of a community garden, math manipulative bags for home use, and parent anti-racism resources.

All projects aimed to support the diversity of parent needs and parent communities through an equity and inclusion lens.

Grand Erie Multi-Year Plan

This report supports the learning, well-being, and belonging indicators of Learn Lead Inspire.

Respectfully submitted,

Julie White
Superintendent of Education



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board

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

RE: **Finance Committee, Policy and Program Committee and Regular Board Meeting Schedule 2023-24**

DATE: June 26, 2023

Recommended Motion: Moved by _____ Seconded by _____
 THAT the Finance Committee, Policy and Program Committee and Regular Board Meeting Schedule 2023-24 be approved.

Background

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

Additional Information

As outlined in the General Working By-law:

- Section 3.1 - Board meetings shall be held on the fourth Monday of each month with some exceptions resulting in alternate dates.

As per the General Governance Policy

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

Next Steps

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

Grand Erie Multi-Year Plan

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

Respectfully submitted,

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

2023-24 Meeting Schedule

Meetings are located at 349 Erie Ave.

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

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

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

2023-24	
September 11	Finance Committee
September 25	Regular Meeting of the Board
October 16	Policy and Program Committee
October 30	Regular Meeting of the Board
November 13	Finance Committee
November 27	Regular Meeting of the Board
December 4	Finance Committee
December 11	Annual Meeting of the Board Regular Meeting of the Board
January 15	Policy and Program Committee
January 29	Regular Meeting of the Board
February 12	Finance Committee
February 26	Regular Meeting of the Board
March 4	Policy and Program Committee
March 25	Regular Meeting of the Board
April 8	Finance Committee
April 22	Regular Meeting of the Board
May 13	Policy and Program Committee
May 27	Regular Meeting of the Board
June 10	Finance Committee
June 24	Regular Meeting of the Board



Grand Erie District School Board

TO: Trustees of Grand Erie District School Board
FROM: JoAnna Roberto, Ph.D. Director of Education & Secretary of the Board
RE: **Finance, Policy and Program, and Regular Board Meeting Schedule of Reports 2023-24**
DATE: June 26, 2023

Background

The attached schedule for the 2023-24 Finance, Policy and Program, and Regular Board Schedule of Reports will be presented throughout the year to align with the multi-year strategic plan, General Working By-law, and General Governance Policy.

The schedule of reports may be updated throughout the year as required.

Respectfully submitted,

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

September 13, 2023 - Finance Committee Meeting

Approval to Tender Banbury Childcare
Approval to Tender Cobblestone Childcare
Approval to Tender New School – Caledonia
Approval to Tender New School – SW Brantford
Long Term Accommodation Plan (LTAP)
Trustee Honoraria Report

September 25, 2023 - Board Meeting

Audit Committee Report
Appointment of MCFN Trustee
Finance Committee Report
Major Construction Updates
Summer Learning Report
Audit Committee Minutes – June 15
Special Education Advisory Committee Minutes - June 15

October 16, 2023 - Policy & Program Meeting

French Immersion Review Update
Grand Erie's Specialized Services Programs and Services
Report to the Indigenous Services Canada (ISC) and Six Nations of the Grand River
Report to the Mississaugas of the Credit First Nation
Student Census Update
Trustee Honoraria Policy

October 30, 2023 - Board Meeting

Annual Learning and Operating Plan 2022-23, 2023-24
Appointment of Audit Committee Member
Class Size Report
Governance Report
Policy & Program Committee Report
Strategic Communications Plan Update
Grand Erie Parent Involvement Committee Minutes – May 25
Indigenous Education Advisory Committee Minutes – June 8
Six Nations Advisory Committee Minutes – June 8
Special Education Advisory Committee Minutes – September 7
Student Senate Minutes – May 4

November 13, 2023 - Finance Committee Meeting

Approval to Award Banbury Childcare
Approval to Award Cobblestone Childcare
Approval to Award New School – SW Brantford
Approval to Award New School – Caledonia
Facilities Renewal Report 2023-24 - August 31, 2023
Rural and Northern Education Funding Spending Report
Consolidated Year-End Financials

November 27, 2023 - Board Meeting

Audit Committee Report
<ul style="list-style-type: none"> Audit Committee Annual Report Consolidated Year End Financials
Report – Governance Policy #4 Section 5.7 (if applicable)
Finance Committee Report
Major Construction Updates
Multi-Year Accessibility Plan 2022-27 – Annual Update
Student Senate- Student Trustee Senate Report
Trustee Expenses Report
Audit Committee Minutes – September 14
Special Education Advisory Committee Minutes – October 5

December 4, 2023 - Finance Committee Meeting

Revised Budget Estimates

December 11, 2023 – Annual Meeting

Borrowing Authorities
Committee Representation
Director's Annual Report
Finance Report
Student Trustee Report - OSTA-AECO Report
Special Education Advisory Committee Minutes – November 16 (I)

January 15, 2024 - Policy & Program Meeting

Draft Proposed School Year Calendar 2024-25
EQAO
GELA
Health and Safety Annual Report
Safe and Inclusive Schools Report
Specialized Services Situational Analysis
Transition Update

January 29, 2024 - Board Meeting

Major Construction Updates
Policy & Program Committee Report
Indigenous Education Advisory Committee Minutes – October 19
Grand Erie Parent Involvement Committee Minutes – October 26
Six Nations Advisory Committee Minutes – September 28
Special Education Advisory Committee Minutes – December 14

February 12, 2024 - Finance Committee Meeting

Budget Information 2024-25
Elgin Avenue PS Renovation Report Update/Approval to Tender Elgin Avenue PS Renovation
Enrolment vs Capacity Report
Paris District High School Track Fundraising Update
Pride of Place and Community Incentive Partnership Plan

February 26, 2024 - Board Meeting

Finance Committee Report
Student Senate- Student Trustee Senate Report
Six Nations Advisory Committee Minutes – December 14
Special Education Advisory Committee Minutes – January 11
Student Senate Minutes – October 19

March 4, 2024 - Policy & Program Meeting

ITS Annual Report

March 25, 2023 - Board Meeting

Audit Committee Report
Board Approved Transportation Review
Governance Report
Major Construction Updates
Policy & Program Committee Report
Student Senate- Student Trustee Senate Report
Student Trustee Selection
Audit Committee Minutes – November 2
Special Education Advisory Committee Minutes – February 1

April 8, 2024 - Finance Committee Meeting

Award Eglin Avenue PS Renovation
Budget 2024-25
Delhi District Secondary School Gymnasium Update
Quarterly Budget Report (Q2)

April 22, 2024 - Board Meeting

Annual Learning Operation Plan Mid Term Update
Finance Committee Report
Trustee Expenses Report
Grand Erie Parent Involvement Committee Minutes – January 25
Indigenous Education Advisory Committee Minutes – December 14
Special Education Advisory Committee Minutes – March 7
Student Senate Minutes – February 15

May 8, 2024 - Policy & Program Meeting

Implications of Friday the 13th, 2024-25 Report
School Climate Survey
Workforce Census

May 27, 2024 - Board Meeting

Major Construction Update
Policy & Program Committee Report
Strategic Communication Plan Evaluation
Student Senate- Student Trustee Senate Report
Indigenous Education Advisory Committee Minutes – March 28
Six Nations Advisory Committee Minutes – February 22
Special Education Advisory Committee Minutes – April 4
Student Senate Minutes – April 25

June 10, 2024 - Finance Committee Meeting

Board Budget 2024-25
Energy Conservation Consumption Report 2022-23
Energy Conservation and Demand Management Plan (2023-28)

June 24, 2024 - Board Meeting

Audit Committee Report
2024-25 Finance Committee, Policy and Program Committee and Regular Board Meeting
Annual Review of the Special Education Plan
Finance Committee Report
GEPIC Annual Report
Patti McCleister Award
Policy Report
Quarterly Budget Report (Q3)*
Schedule of Reports 2023-24
Student Senate- Student Trustee Senate Report
Audit Committee Meeting Minutes – March 7
Six Nations Advisory Committee Minutes – April 18
Grand Erie Parent Involvement Committee Minutes – March 28
Special Education Advisory Committee Minutes – May 2



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Liana Thompson, Superintendent of Education
RE: **Annual Review of the Special Education Plan**
DATE: June 26, 2023

Recommended Motion: Moved by _____ Seconded by _____
THAT the Board approve the Annual Review of the [Special Education Plan 2022-23](#), and the submission of the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2023.

Background

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

A copy of the updated Grand Erie Special Education Plan 2022-23 is available on Grand Erie's website [Special Education Plan 2022-23](#).

Additional Information

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

The Special Education Plan 2022-23 was presented for review at the May 4, 2023 SEAC meeting and approved at the June 15, 2023 meeting.

Moved by: W. Rose

Seconded by: K. Jones

THAT SEAC recommends the Board approve the 2022-23 Special Education Plan for submission to the Ministry and uploading to the board's website.

CARRIED

Next Steps

The Special Education Report Components Checklist will be completed and submitted, along with the URL to access the updated plan, to the Regional Office of the Ministry of Education by July 31, 2023.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



Grand Erie District School Board

TO: Board of Trustees
FROM: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
RE: **Disbanding of the Boundary Review Committees and Construction Committees**
DATE: June 26, 2023

Recommended Motion: Moved by _____ Seconded by _____
"THAT the Board disband the Banbury Heights School/Branlyn Community School Boundary Review committee, Cobblestone Child Care Project Committee, Banbury Child Care Project Committee and the Brantford, Paris and Waterford Boundary Review Special Ad Hoc Committees effective June 26, 2023."

Background

General Working Bylaw 4.5 states that "the Board may from time to time approve by resolution the formation of a Special Ad Hoc Committee (project committee), to provide a recommendation to the Board on a specific matter".

The work of the Special Ad Hoc Committees/Project Committees has been completed and the decisions made by the Board and should be officially disbanded.

Respectfully submitted,

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



Grand Erie District School Board

**Review of Police
Programs and
Presence in Schools**

June 2023

Review of Police Programs and Presence in Schools

Background

Grand Erie District School Board (Grand Erie) has worked with a number of police services within its boundaries over the years to provide programming to students and classes through presentations, programs and the Secondary School Resource Officer (SRO) initiative. As noted by the Ontario Human Rights Commission, “the SRO/VIP program has existed since the early 1990s. Since then, equity initiatives have shifted in an effort to keep pace with the changing demographics in our communities and ongoing effort to dismantle systemic racism.”

Grand Erie is also governed by the Education Act and policy directives of the Ministry of Education. Professional advisories from the Ontario College of Teachers also support work in this area. In the chart below, four specific documents highlight expectations for our schools and districts.

Legislation	Highlights
Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009	<ul style="list-style-type: none"> ■ barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed ■ it is now recognized that such factors as race, sexual orientation, physical or mental disability, gender, and class can intersect to create additional barriers for some students ■ evidence indicates that some students continue to encounter discriminatory barriers to learning ■ through cyclical policy reviews, boards will embed the principles of equity and inclusive education in all their other policies, programs, guidelines, and practices, so that an equity and inclusive education focus is an integral part of every board's operations and permeates everything that happens in its schools
PPM 119: Developing equity and inclusive policies in Ontario schools, 2009	<ul style="list-style-type: none"> ■ the goal is to support positive learning environments where all members of the school community feel safe, included, welcomed, and accepted ■ there is a requirement for boards to help ensure the principles of equity and inclusive education are embedded in all aspects of board and school operations, and that systemic barriers are identified and eliminated
Safe and Accepting Schools Act, 2012	<ul style="list-style-type: none"> ■ all students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability ■ students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated ■ there is a need for stronger action to create a safe and inclusive environment in all schools, and to support all students

Review of Police Programs and Presence in Schools

Background

Legislation	Highlights
Professional Advisory on Anti-Black Racism, Ontario College of Teachers	<ul style="list-style-type: none"> on the ways in which positions of power and privilege perpetuate and contribute to systemic racism

Other key documents, such as the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, and various Grand Erie Documents such as, but not limited to, *Equity and Inclusivity in Education*, *Code of Conduct* and the *Police Protocol* also influence the work in Grand Erie schools.

Beginning in March 2020, when schools were closed and students shifted to online learning, police programs and presentations were not running. As students returned to schools, government policies limited access to schools by those who neither worked nor studied in those locations. Therefore, except in emergency situations, police were not present in schools. The police programs were on pause while the review was conducted.

In order to be responsive to the concerns of our marginalized groups, Grand Erie has conducted an evidence-based review of Police programs in schools for the following reasons:

- To ensure that the principles of equity and inclusive education are embedded in all aspects of board and school operations
- To identify and eliminate systemic barriers for students, families, staff and community
- To meet student needs, sense of belonging and well-being
- To ensure that programs and presentations delivered or co-delivered by members of the police services align with Ontario curriculum expectations.

As a Result of the Review:

Police Services in Schools program will be continuing with changes, enhancements and new program offerings, such as training for school and police services, staff. Visits to schools are planned and the purpose communicated, presentations and programs aligned with Ontario curriculum expectations, and regular review of programs and evidence of their impact.

Review of Police Programs and Presence in Schools

Methodology

Overview

Grand Erie contracted with Turner Consulting Group to conduct an evidence-based review of the police programs and presence in Grand Erie schools to inform the decision-making about whether and in what way the board will continue with these programs. This work was conducted through an equity and human rights lens, and aimed to centre student voice in the process.



The Review In Grand Erie District School Board

Grand Erie has conducted an evidence-based review of police programs in schools based on curriculum through a human rights equity lens. The review is grounded in the Ontario Human Rights Code and values diverse perspectives of all stakeholders and partners with the intended outcome to capture experiences and perceptions and to make recommendations where required in order to provide positive programming updates.

Turner Consulting Group was engaged to develop a comprehensive approach to conduct the review, using both qualitative and quantitative research methods, conduct a literature review, conduct an environmental scan, and to make recommendations. Surveys were developed and opportunity was provided for students, staff and community members to respond to questions about police presence and programs in schools. Interviews with school board staff and police service leaders were held. Student focus groups were conducted throughout secondary schools in the district. The review included current programs offered by the police. The effectiveness, perception of programs, interactions between students and police officers and recommendations that Grand Erie can carry out to further support and enhance program were all part of the review.

This report will summarize the program offerings in relation to the curriculum, participant survey, interviews, and focus group overview.

The review was also sensitive to ensure a non-judgmental, inclusive approach was taken in respect to the confidentiality of all participants, and it was collaborative to ensure all voices were included.

Review of Police Programs and Presence in Schools

Surveys Overview

Elementary Student Survey

A survey was administered by teachers to elementary students. 2,761 elementary students completed this survey (this included 233 Indigenous students, 271 racialized students, 53 newcomer students, 78 students with a disability/special needs, and 1,706 who identify as White).

Secondary Student Survey

A secondary student survey was also developed and administered by teachers. 2,612 secondary students responded to this survey (this included 194 Indigenous students, 117 racialized students, 26 newcomer students, 130 students with a disability/special needs, 328 2SLGBTQ+, and 1,327 who identified as White).

Staff Survey

Staff were sent an email inviting them to share their perspectives through an anonymous online survey. 306 staff responded to the survey (this included 8 Indigenous people, 3 racialized people, 8 persons with disabilities, 9 2SLGBTQ+, and 160 who identified as White). The number of staff from the equity-seeking groups is too small to disaggregate their responses in the analysis below.

Community survey

Members of the Grand Erie school community were also asked to share their input through an online survey. 803 community members responded to the survey (this included 47 Indigenous people, 39 racialized people, 11 newcomers, 51 people with a disability, 30 2SLGBTQ+, and 551 who identified as White).

Focus Groups with Staff

Staff were also invited to share their input through virtual focus groups. Eight school-based staff and five Safe and Inclusive Schools staff participated in these focus groups.

Focus Groups with Students

Staff at various secondary schools invited students representing marginalized groups to participate in focus group interviews. These focus groups were conducted by school-based staff who participated in a training overview session by Turner Consulting Group. Fifty-one students participated in nine focus groups. Of note, only students in grade 12 would have had personal experience with SROs in schools.

Interviews

In addition, members of the three police services who offer programs in Grand Erie schools were invited to participate in one-on-one telephone interviews. Interviews were conducted with eleven police service and six school board staff and leaders.

Curriculum Overview

The core function of schools is to provide education based on the Ontario Curriculum. A detailed review of Ontario Curriculum documents for kindergarten, elementary and secondary school students was conducted to identify specific expectations where Police possess a knowledge base that can enhance the learning experiences of students. It is notable that the Ontario Curriculum Documents have all been revised (some with significant changes) since the police programs in schools were written/established.

Review of Police Programs and Presence in Schools

Elementary Programs Review

Working with Police Services to develop grade-relevant programs and outreach.

Grade	Course	Police Presentation or Program (existing, new or revised)
K	Belonging and Contributing Frame <i>and</i> Problem Solving and Innovating Frame	Review: Community Helpers and Safety Focus on the four Ws (Where you are going, Who you are with, What you are doing, When will you be back), discussing who a community helper is, practising how to “Stop, Look and Listen” (Children’s Safety Village), practising using crossing signals and learning street signs
1	Social Studies Health/Physical Education	Review: Personal Safety Presentation Focus on “Keeping Me Safe and How to Get Help” Review: Personal Safety Presentation Focus on “How to Respond” and incorporating Grade 1 expectations
2	Health/Physical Education	Review: Personal Safety Presentation Focus on “How to Keep Me Safe, Grade Two,” incorporating Grade 2 expectations
4	Health/Physical Education	Bike and Street Safety
5	Health/Physical Education	NEW: Bullying, Violence and Online Behaviour
6	Health/Physical Education	Review: K.I.D.S. Program Includes Grade 6 curriculum expectations related to Youth and the Law, Healthy Relationships, Online and Social Media Awareness and Online Safety, Substance Use and Mental Health
7	Health/Physical Education	Review: Internet and Social Media Safety and Online Awareness Incorporates Grade 7 curriculum expectations
8	Health/Physical Education	Review: The Impact of Violence in the Community Incorporate Grade 8 curriculum expectations, and co-deliver with relevant police service

Review of Police Programs and Presence in Schools

Secondary Programs Review

Working with Police Services to develop grade-relevant programs and outreach.

Grade	Course	Police Presentation or Program (existing, new or revised)
9	Healthy Active Living Education (Open) PPL10	NEW: Internet Safety, Online Behaviour and Consequences NEW: Consent NEW: Types of Violence, Strategies and Consequences
10	Career Studies (Open) GLC20	NEW: Internet Safety, Online Behaviour and Consequences
11	Understanding Canadian Law (University/College Prep) CLU3M Understanding Canadian Law in Everyday Life (Workplace Preparation) CLU3E	NEW: Role of Police in the Legal System NEW: Modern Policing
12	Healthy Active Living Education (Open) PPL40	NEW: Crime, Consequences and Response
	Legal Studies (College Preparation) CLN4C	NEW: Technology and Challenges and Changes in Policing
	Challenge and Change in Society (University Preparation) HSB4U	NEW: Exploitation NEW: Restorative Justice
All	New Name Here	A revised partnership between schools and local officers to support curricular themes and community outreach

Review of Police Programs and Presence in Schools

Police Presentations, Programs and Presence Overview

Current Offerings

The following individual programs, as acknowledged through interviews and in collaboration with the police services, have been delivered in Grand Erie schools. It should be noted that some programs are specific to only one or a few of the four police services who provide support to Grand Erie schools.

Elementary

Students in a variety of grades visit the **Children's Safety Village** to learn with civilian community officers. These include practicing stop, look listen before crossing roads, learning street safety, outlining potential risks in the community and practicing bike and road safety skills.

Internet safety programs have been delivered to a number of students in a variety of grade levels with focus on privacy, cyber-bullying, and an awareness of with whom you are communicating online.

T.I.C.K. Brantford (Teaching Intelligent Choices to Kids) organization administers the **K.I.D.S.** (Knowledge, Issues, Decisions, Supports) program which is delivered to students in the junior division. It focuses on youth and the law, healthy relationships, online and social media awareness, substance use, and mental health and well-being.

Adopt-a-School is an outside-the-curriculum-expectations program where officers connect with students in a non-structured extra-curricular way. Police personnel interact with students at recess on the yard, become involved in extra-curricular activities or participate in other school-based events.

Police services are part the **CAA Safety Patroller** program. They provide training and ongoing support and celebration of those students who have committed to becoming safety patrollers.

Secondary

At the secondary level, one-time presentations by police officers tied to specific curriculum expectations occur throughout the school year. There are nine curriculum courses where police can enhance students' acquisition of knowledge and expectations of courses. Presentations can occur on topics such as consent, human trafficking, harassment, policing as a career, the role and challenges of police in society to protect public order and safety, the effect of media coverage of crime and safety impact public perception of crime, law and enforcement, exploitation, hate crimes, and restorative justice.

T.I.C.K. Brantford also supports students at the secondary level through its **Student Leadership Program**. It funds two student-led projects per semester for up to \$500 for students attending schools in the City of Brantford. These projects must focus on making positive choices that align with the five themes of the **K.I.D.S.** program (youth and the law, healthy relationships, online and social media awareness, substance use, and mental health and well-being).

Review of Police Programs and Presence in Schools

Police Presentations, Programs and Presence Overview

Secondary

Brantford police services accept four students for cooperative education placements allowing these students to gain a better understanding of police experience working in different areas in the Brantford police service. Students work as part of their **cooperative education courses** for a half-day, every day for an entire semester.

The School Resource Officer (SRO) program, as outlined in this review, varies in how it operates in different school locations and with different police services. There is no defined SRO role description. Individual elements of the SRO program range from investigation and enforcement to community connection and interaction with students to enhancing the perception of the role of police in society.

Summary of Findings

Consultations with Students, Staff, and Community

- While both elementary and secondary students were able to recall the police programs prior to the pandemic, many students had no experience with School Resource Officers.
- White students, staff, and community members expressed more positive sentiment regarding police programs and presence in schools than did those from marginalized groups.
- Community and staff survey respondents were also more positive than students about police programs and presence in schools.
- A number of students described benefiting by learning about bullying, drug use, bicycle safety, fire safety, etc. However, there are also students who expressed concern for the impact of SRO on marginalized students and school climate. They shared that the presence of police causes anxiety.
- The survey asked secondary students, staff, and community members for their recommendations about the future of the SRO Program. When they had an opinion, most of those from each group recommended that the SRO program continue with changes.
 - The largest proportion of secondary students who answered this question did not have an opinion on the matter (53%). When they did have an opinion, the largest proportion of White students (20%), newcomer students (18%) and students with disabilities (17%) recommended that the program be cancelled. The largest proportion of 2SLGBTQ+ students (15%) and racialized students (19%) with an opinion recommended that the program continue with some changes. Indigenous students were more likely to recommend that the program continue with some changes (15%).
 - For community members, the largest proportion of those who identified as Indigenous (36%), living with a disability (36%), 2SLGBTQ+ (26%), racialized (38%), and White (38%) felt that the program should continue with some changes.
 - Close to half of staff (48%) felt that the program should continue with changes.

Review of Police Programs and Presence in Schools

Summary of Findings

Focus Groups with Students

- The majority of the students reported that they felt that an SRO would contribute to school safety. Many wanted SROs to help resolve issues such as theft, drug use, fights, vandalism, and vaping in the washrooms.
- A number shared that SROs would only be effective if the right person was in the role and that the person was “approachable,” “kind,” and “had a positive vibe.” They felt that the average police officer should not be in the role and that specialized training should be provided to those in the position. They shared their concern that if the “right” person wasn’t hired into the role, it would harm the school climate and pose barriers to attendance for some students. These students shared that the person should not be aggressive, judge students, have an attitude, carry a weapon, or arrest students at the school.
- While most were supportive of the SRO program, there were some who were not supportive of a police officer in their school. Even those who felt that there may be some benefits, acknowledged that SROs may create a negative school experience for some students.
- A number of students shared that there would be a need for SROs to have appropriate training so that they were supporting marginalized students, rather than contributing to the bullying and marginalization that some already experience. They felt that it would help if the officers in the role were from Indigenous, racialized, and other marginalized backgrounds.

Students were also asked what changes they would like to see to the SRO program if it were to be brought back. Their suggestions included:

- Selecting officers who are from marginalized groups
- Ensuring that officers are not carrying their weapons
- Having SROs in schools on Mondays and Fridays, which are days when more issues occur
- Ensuring the officers are appropriately trained
- Communicating the program to all students and parents, so that they aren’t alarmed when they see a police officer at their school.



Review of Police Programs and Presence in Schools

Summary of Findings

Interviews with school and police staff and leaders

Understanding of the SRO Program

- Former SROs described the program as community building, with the purpose being building relationships with students proactively, while providing enforcement when necessary. This program is seen by police as an important program for community engagement.
- A number of school board staff shared that the SRO program and the role of SROs in Grand Erie schools is not clearly understood.
- Some shared their experience of SROs as engaging in traditional policing, just like in other contexts
- In addition to programs, some staff described that they invite non-SRO police officers to “drop in” to their class, unrelated to curricular outcomes. Some shared that in some cases, SROs became involved in classroom management and disciplinary matters.
- The police services shared that there are no policies, guidelines, or role descriptions for SROs. Among the police officers with whom we spoke, there were differing perspectives about the role of SROs. In addition, the police services take a different approach to their SRO program, which results in different experiences in Grand Erie schools.

SRO Evaluation of Effectiveness

- The activities of SROs are not documented and reported either to the police services nor to the school board. In addition, there is no evaluation of their impact on school safety and school climate, on students, and whether they may contribute to expulsions and suspensions.
- Many police and school staff and leaders agreed that the SRO’s role and the effectiveness of the program was highly dependent on the person in the role and their approach to the position.
- Some police officers attribute the recent increase in violence in schools to the pausing of the SRO program, rather than the impact of COVID-19. However, this increase in violence in schools has been documented as occurring across the country, and has been linked to student experiences of isolation, lack of socialization, and an increase in mental health issues since the beginning of the COVID-19 pandemic.
- While members of the police service expressed their opinion that the program has been very successful, they indicated that the evidence is anecdotal as no evaluation has been conducted of the program.

Review of Police Programs and Presence in Schools

Summary of Findings

Interviews with school and police staff and leaders

Understanding of the Impact on Indigenous Students and Students from the Equity-Seeking Groups

- A number of staff and police officers who participated in the consultations did not express an understanding of, and in some cases concern for, students from various identities who may have different experiences of police, particularly those who may already be marginalized by the school system.
- Some school staff and leaders shared that while the program may be beneficial for many students, it can have the opposite impact on other students, creating a psychologically unsafe learning environment for them.
- While many shared that they have not seen or heard of any issues with how students from marginalized groups are treated, there were a few who shared that they have witnessed differential treatment and negative reactions to police presence by students.



Review of Police Programs and Presence in Schools

Next Steps/Action Items

Police Programs and Presentations

Curriculum Alignment

- All curriculum documents produced by the Ministry of Education for Ontario have been revised since the inception and development of police programs in schools. A review of the programs and presentations currently offered at both the elementary and secondary level, with a lens of equity and ensuring curricular alignment, is underway.
- Some police programs will be revised to ensure alignment with the specific Ontario curriculum for identified grade levels.
- Also included in this review is a recommendation for the creation of new presentations to enhance student learning and understanding related to specific expectations.



Decision-Making

- Schools and classrooms differ in their demographics. Not all students and schools will experience presentations and programs in the same way. The Decision Support Tool is a framework to aid with classroom level decision-individual making around the viability of programs and presentations.

Communication Protocols

- Schools will provide communication to families early in the school year introducing the assigned school resource officer where possible.
- Schools will communicate with families when programs or presentations by police services will be occurring in classrooms/schools
- Students and families are empowered to make choices related to participating in these programs or presentations (this mirrors and honours approaches used with other presentations such as those related to the teaching of specific health topics)

Review of Police Programs and Presence in Schools

Next Steps/Action Items

Police Programs and Presentations

Annual Assessments and Review

As part of this curriculum review, Grand Erie requires that programs be assessed in the following ways which honours the cyclical review of programs:

- Staff will assess the impact of programs on student learning related to the achievement of the expectations in the curriculum
- Staff will complete a survey at the completion of the program or presentation
- Where appropriate, students will complete a survey of the program or presentation
- Presenters from police services will be given an opportunity to provide input on an annual basis related to individual programs or presentations
- There will be an annual review of the compiled assessment by staff and students of individual programs or presentations and changes will be made as necessary.

SRO (School Resource Officer) Program

- The SRO program will be renamed **PROSE (Police Resource Outreach Supporting Education)**
- Based on feedback received from surveys, interviews and focus groups, the role of **PROSE** will be clearly defined as follows:
 - The **PROSE** program will focus on community building with the purpose being building relationships with students
 - Consistent expectations and collaborative inservice for **PROSE** officers and school staff around the program through the lens of human rights and equity will occur on an annual basis in order to ensure alignment across the district
 - **PROSE** officers may be invited to:
 - deliver classroom presentations in partnership with teachers
 - deliver presentations to staff, parents/caregivers on a variety of topics of interest to these groups
 - be present and participate in school events such as track meets, assemblies, school performances, refereeing intramurals, presenting awards at monthly assemblies, open houses, involvement in games clubs, music and drama clubs
 - conduct informal drop-ins during break times to interact with students in a community-building capacity
 - participate in/help lead community support drives such as a canned food drives, winter clothing drives, back-to-school supplies drives
 - run bike rodeos
 - become involved in mentoring programs where appropriate.

Review of Police Programs and Presence in Schools

Next Steps/Action Items

Training for School Staff

Equity Training

- Equity training will be provided for school staff so that they can understand that not all students experience the police and the school system in the same way.

Additional Training

- Additional training will be provided for teachers and administrators to ensure that they are using **PROSE** for its intended purpose in the school and are focused on the factors in the school that foster a positive school climate and sense of belonging.

Protocol

- The protocol with the police services will be reviewed and updated as needed. Important also is ensuring that police are responding to emergency calls, given the reports that there have been calls not responded to since this review was begun.

Grand Erie Multi-Year Plan

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





Grand Erie District School Board

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Indigenous Education Advisory Committee Meeting

Thursday, February 16, 2023

3:30 p.m.

MS Teams Virtual Meeting

MINUTES

- Chair:** J. Tice, Indigenous Education Advocate
- Community Representative(s):** P. Barber, Director of Lifelong Learning Mississaugas of the Credit First Nation
- Trustees:** R. Collver, Trustee
E. Whiton, Trustee
- Grand Erie Staff:** K. Graham, Superintendent of Education
M. Moniz, Indigenous Student Engagement and Support Teacher
J. Roberto, Director of Education
- Organizations/ Agencies:** J. Burnham, Local Association Representative
- Parent/Family Designates:** K. Sandy, Local Association Representative
- Absent with Regrets:** Nil
- S. George, Parent/Family Designate
- A. Hyslop, Indigenous Student Engagement and Support Teacher
- V. King-Jamieson, Mississaugas of the Credit Education Pillar Lead
- S Kennedy, Parent/Family Designate
- J. Martin, Native Advisor Teacher Consultant
- S. Miller, Indigenous Education Teacher Consultant
- T. Simon, Parent/Family Designate
- A. Skye, Student Trustee
- T. Lickers-Smith, Local Association Representative
- D. Smouter, Manager of Communications
- D. Sowers, Local Association Representative
- R. Staats, System Principal Leader Indigenous Education
- H. Watts, Education Manager – Six Nations Lifelong Learning Taskforce
- Absent:** C. General, Local Association Representative
- B. Sandy, Local Association Representative
- Guests:** Nil
- Recording Secretary:** D. Fletcher, Executive Assistant

- A - 1 **Opening**
- (a) **Opening Address**
Chair Tice provided opening greetings for the Indigenous Education Advisory Committee (IEAC) Meeting.
- (b) **Land Acknowledgement Statement**
Superintendent Graham read the Land Acknowledgement Statement.
- (c) **Introduction of New Members & Roll Call**
Chair Tice welcomed members to the meeting.
- (d) **Declaration of Conflict of Interest** - Nil



Indigenous Education Advisory Committee Meeting

Thursday, February 16, 2023

3:30 p.m.

MS Teams Virtual Meeting

MINUTES

(e) **Agenda Additions/Deletions/Approvals** – Nil

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

In response to a question regarding the Terms of Reference, Superintendent Graham clarified that the most up to date version has been posted to the first meeting tab of the year (October 22, 2022) under Indigenous Education Advisory Committee Meetings.

C - 1 **Approval of Minutes**

(a) **December 8, 2022**

Moved by: R. Collver

Seconded by: K. Sandy

THAT the minutes of the Indigenous Education Advisory Committee dated December 8, 2022 be approved.

Carried

D - 1 **New Business**

(a) **Board Action Plan (BAP)**

Superintendent Graham shared Board Action Plan and reviewed 4 components and examples of the four components:

- Using data to support student achievement
- Supporting Students
- Supporting Educators
- Engagement and Awareness Building

In response to a question, Superintendent Graham clarified that the training for teachers would include learning and understanding of the history of Indigenous peoples and communities over time. He further noted that learning for those teachers who will provide lessons is developed by the Indigenous Education Team.

In response to a question, Superintendent Graham explained that language initiatives are supported in the plan through asynchronous eLearning courses such as Mohawk and Ojibwe. Classrooms are utilizing iPads for these courses.

In response to a question, Superintendent Graham clarified that the asynchronous language courses are being offered in secondary schools however there is an opportunity for Grade 7 and Grade 8 students to participate in them as a reach ahead opportunity. There are 15 Indigenous elementary students who are enrolled in Virtual Learning Academy courses. An eLearning course provides the benefit of flexibility on when a student can complete the work.

In response to a question, Superintendent Graham explained that the Board Action Plan is aligned with the Multi-Year Strategic Plan and is always a work in progress to be responsive to the needs of our students and community.

(b) **Update - Indigenous Student Trustee**

Indigenous Student Engagement and Support Teacher M. Moniz provided an update that student elections will be held on February 23, 2023 for Indigenous Student Trustee.



Indigenous Education Advisory Committee Meeting

Thursday, February 16, 2023
MS Teams Virtual Meeting

3:30 p.m.

MINUTES

- (c) **Update – Indigenous Education Team**
Superintendent Graham noted Chair Tice retired at the end of January. His position of Teacher Consultant is open right now and accepting applications and scheduling interviews.

 - (d) **Update - Community**
Local area representative K. Sandy shared the Six Nations Community Language Summit will be taking place on March 24-25, 2023 in the community. The theme is “Our Home, Our Languages, Our Future”. The Summit will feature Haudenosaunee speakers, break-out workshops, youth presentations and facilitators leading discussions on how to revitalize the languages and way of life.

Director of Lifelong Learning Mississaugas of the Credit First Nation, P. Barber shared that Nikki Shawana has been hired as the Elementary and Secondary Advisor. Her role is connected to Grand Erie in training and working with Grade 7 and Grade 8 students with reach ahead credits. Lloyd S. King Elementary School continues to be in the process of school expansion. Chair Tice invited committee members to view the Indigenous Education You-Tube channel. The channel has several recordings of previous speakers.

In response to a question, Chair Tice addressed the concern voiced regarding representation and attendance for these meetings. There have been several changes in leadership in some organizations and he will be reaching out to local area organizations and parents.
- E - 1 **Information Items**
 - (a) **Correspondence** - Nil
 - (b) **Policies Out for Comment**
Superintendent K. Graham referred to Policies Out for Comment posted on the Board Website, which provides the opportunity for stakeholder feedback.
 - (c) **Virtual Presentation – “Pillar of Belonging” – with Dr. Jean Clinton**
Superintendent K. Graham referred to the flyer for the Speaker Series Presentation in conjunction with Grand Erie Parent Involvement Committee (GEPIC), Special Education Advisory Committee (SEAC), and Indigenous Education Advisory Committee (IEAC).
 - F - 1 **Next Meeting**
Thursday, June 8, 2023, 3:30 p.m. to 5:00 p.m.
 - G - 1 **Adjournment**
Chair Tice adjourned the meeting at 4:30 p.m.
 - H - 1 **Closing Address**
Chair Tice gave the closing address.



Audit Committee

Thursday, March 23, 2023
MS Teams Virtual Meeting

4:00 p.m.

MINUTES

Present: Members: J. Bradford (Trustee), R. Collver (Trustee), E. Hodgins (Volunteer), T. Waldschmidt (Trustee),
Management: J. Roberto (Director), R. Wyszynski (Superintendent of Business), C. Smith (Manager of Business Services)
Millards (External Auditors): J. Gilbert, U. Riaz,

Absent with Regrets: B. Collingwood (Volunteer), S. Bedi (KPMG), B. Sisson (KPMG)

Recording Secretary: L. Howells, Executive Assistant to the Superintendent of Business

A - 1 **Opening**

Superintendent Wyszynski introduced the new Audit Committee members.

(a) **Declaration of Conflict of Interest**

Nil

(b) **Welcome to Open Session**

Superintendent Wyszynski called the meeting to order at 4:05 p.m. and read the Land Acknowledgement statement.

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

Superintendent Wyszynski requested the addition of E-1-a Audit Committee Orientation

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Audit Committee Agenda be approved, as amended.

Carried

B - 1 **Selection of Audit Committee Chair**

Superintendent Wyszynski explained the statutory cycle of the committee and reminded the committee that all Trustees and Voluntary members are eligible for the role of the Chair.

Superintendent Wyszynski opened the floor to accept nominations.

Trustee Collver nominated Trustee Bradford, who declined the nomination.

Trustee Waldschmidt nominated Ed Hodgins, who declined the nomination.

Trustee Bradford nominated Trustee Waldschmidt, who accepted the nomination.

No further nominations were received for Audit Committee Chair and the nominations were closed.

Trustee Waldschmidt was declared acclaimed as the Audit Committee Chair for the remainder of statutory committee cycle.



Audit Committee

Thursday, March 23, 2023

4:00 p.m.

MS Teams Virtual Meeting

MINUTES

C - 1 **Consent Agenda**

E. Hodgins requested C-1-c 2022-23 Revised Financials be divided

Moved by: J. Bradford

Seconded by: E. Hodgins

THAT the Audit Committee accept the March 23, 2023 Consent Agenda items and the recommendation contained therein:

- (a) Minutes of the Audit Committee dated November 3, 2022 be approved
- (b) Receive the Consolidated Due Diligence report, as information.

Carried

In response to questions regarding increased enrolment and the guidelines for the use of accumulated surplus use towards portables, Superintendent Wyszynski provided further details regarding the increased enrolment and surplus guidelines.

Moved by: E. Hodgins

Seconded by: R. Collver

THAT the Audit Committee receive the 2022-23 Revised Estimates as information.

Carried

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

Nil

E - 1 **New Business**

(a) **Audit Committee Orientation**

Superintendent Wyszynski noted that the Ministry of Education provides eight (8) training modules for Audit Committees and recommended the committee review them in blocks of 2-3 modules. The committee agreed with the recommendation and Superintendent Wyszynski noted links will be forwarded following the meeting and requested any comments/questions be brought to the June meeting.

F - 1 **Internal Audit**

(a) **Student Mental Health Review Summary**

KPMG sent regrets. Superintendent Wyszynski referred to the Student Mental Health Review summary report provided by KPMG.

In response to a question regarding the next audit plan, Superintendent Wyszynski provide further explanation of the process and that an internal audit plan report will be presented at the June and the September meeting,



Audit Committee

Thursday, March 23, 2023

4:00 p.m.

MS Teams Virtual Meeting

MINUTES

G - 1 External Audit

(a) Appointment of the External Auditors

As per the Audit Committee Terms of Reference, Audit Committee is to make a recommendation to the board on the appointment of the external auditor.

Moved by: J. Bradford

Seconded by: E. Hodgins

THAT the Audit Committee recommends at the March 27, 2023 Regular Board Meeting, the Grand Erie District School Board appoint Millards Chartered Professional Accountants as external auditors for the 2022-23 financial year.

Carried

H - 1 Other Business and Emerging Issues

Nil

I - 1 Adjournment

Moved by: R. Collver

Seconded by: E. Hodgins

THAT the Audit Committee meeting be adjourned at 4:25 pm

Carried

J - 1 Next Meeting Date: Thursday, June 15, 2023 @ 4 p.m.



Six Nations Advisory Committee

Thursday, March 30, 2023

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

- Chair:** C. VanEvery-Albert, Trustee
- Community Representative(s):** S. Graham, Six Nations Federal Schools Representative
- Trustees:**
- Grand Erie Staff:** R. Hill-Beauchamp, Community Liaison Worker
K. Graham, Superintendent of Education
J. Martin, Native Advisor Teacher Consultant
Nil.
- Grand Erie Staff (Resources):**
- Organizations/ Agencies:** Nil
- Absent with Regrets:** A. Powless-Bomberry, Six Nations Elected Council Representative
L. Martin, Six Nations Community Representative
J. Roberto, Director of Education
R. Staats, System Principal Leader Indigenous Education
E. Thomas, Trustee
M. Turner, Native Education Counsellor
S. Vansickle, Native Education Counsellor
S. Williams, Native Education Counsellor
- Absent:** T. Anderson, Indigenous Services Canada Director of Education responsible for Six Nations Federal Schools
A. Skye, Indigenous Student Trustee
- Recording Secretary:** D. Fletcher, Executive Assistant

- A - 1 **Opening**
- (a) **Opening Address**
Chair VanEvery-Albert provided opening greetings for the Six Nations Advisory Committee (SNAC) Meeting.
- (b) **Land Acknowledgment Statement**
Superintendent Graham read the Land Acknowledgment statement.
- (c) **Introduction of New Members & Roll Call**
Native Advisor Teacher Consultant J. Martin welcomed committee members.
- (d) **Declaration of Conflict of Interest** - Nil
- (e) **Approval of Agenda**
The agenda was approved by consensus.
- (f) **Student Trustee Update** – Nil
Chair VanEvery-Albert shared that A. Skye has been selected as the Indigenous Student Trustee for the 2023-24 school year.



Six Nations Advisory Committee

Thursday, March 30 2023

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

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

(a) Annual General Meeting (AGM)

Native Advisor Teacher Consultant J. Martin provided an update on the upcoming Annual General Meeting. It is tentatively scheduled for April 20th as an open house with drop-in format with times of 11:00 a.m. to 1:00 p.m. and 4:00 p.m. to 6:00 p.m. The location venue is still being confirmed.

There will be a sign-up option, light lunch/dinner. A variety of topics and information booths will be provided for parents/community. Once details are finalized, the information will be advertised and shared out in the community.

(b) Input to Education Services Agreement

Native Advisor Teacher Consultant J. Martin referred to the to the Six Nations Education Services Agreement 2020-25 Summary.

The agreement articulates the commitment between Indigenous Services Canada (ISC) and Grand Erie DSB (GEDSB) in regard to services and programs provided for Grand Erie students who reside at Six Nations of the Grand River Territory.

J. Martin highlighted key points in the agreement: Tuition, Staff/Teachers, Professional Development, Special Programs and Supports, Curriculum and Courses, Transitions, Community Collaboration and Engagement, Reporting, Special Education, Special Programs and Compensatory Education Funding.

Chair VanEvery-Albert to follow up with Mark Hill regarding discussion of the Education Services Agreement.

(c) Update on Board Action Plan and Indigenous Cultural Competency Training

Superintendent Graham provided an update that the Board Action Plan has been submitted to JoAnn Henry, Education Officer at the Ministry of Education.

He shared that the Ontario Federation of Indigenous Friendship Centres is supporting the Indigenous Cultural Competency Training; this is one aspect in supporting the competency training as we continue to explore other options.

C - 1 Approval of Minutes

(a) Approval of Minutes – February 16, 2023

Native Advisor Teacher Consultant J. Martin moved THAT the minutes of the Native Advisory Committee held on February 16, 2023 be approved. The minutes were approved by consensus.

Carried

She provided an update for item B-1-b Update on Implementation of new Terms of Reference. Letters have been sent out to various organizations with empty seats on this committee. There has been no response to date.

She provided an update for item D-1-a Board Action Plan. Indigenous Education Teacher Consultant S. Miller has taken the lead for the Indigenous Speaker Series: Jock Hill (May 2, 2023 6:30 p.m. to 8:00 p.m.) and Ellie Joseph (June 6, 2023 6:30 p.m. to 8:00 p.m.).

D - 1 ESA Staff Roundtable



Six Nations Advisory Committee

Thursday, March 30 2023

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

(a) **Updates from each school**

Community Liaison Worker R. Hill-Beauchamp provided an overview regarding attendance and referrals at secondary schools. She has been participating in the Grade 8 transition meetings and is monitoring a list of students as a proactive approach. Discussion included: transition planning to encourage students to stay in secondary school and redevelopment of transition plan to meet student success. The concept of a summer or school camp was shared.

E - 1 **New Business**

(a) **Six Nations Student Engagement – Post COVID-19**

Native Advisor Teacher Consultant J. Martin shared a snapshot of data that included demitted students from Six Nations who were removed from the roll during March 2020 - Feb 2023. Data was provided for students aged 18-21 and students under the age of 18 years old.

In response to a question, Native Advisor Teacher Consultant J. Martin provided clarification that some options offered to students to re-engage them include: another secondary school, Nations/NewStart Program, Turning Point Program, School Within A College, and Grand Erie Learnings Alternatives. Information from this report that outlines options can be provided at the AGM.

F - 1 **Information Items**

(a) **Policies Out for Comment**

Superintendent K. Graham referred to the Policies Out for Comment that are posted on the Board Website for stakeholder feedback and invited committee members to review them. Input will be received until April 19, 2023.

(b) **Virtual Presentation – “Staying Connected: Understanding (Cyber)Bullying in a Wireless World” – with Dr. Danielle Law – April 27th, 2023**

Superintendent K. Graham referred to the flyer for the Speaker Series Presentation by the Grand Erie Parent Involvement Committee (GEPIC), Special Education Advisory Committee (SEAC), Indigenous Education Advisory Committee (IEAC), and Student Senate.

(c) **Year End Events**

Native Advisor Teacher Consultant J. Martin shared information on upcoming events. The United Indigenous Student Council will be held on May 17, 2023. The event is a culturally based event organized by the Haudenosaunee Sports Development Group that will include a Key-Note Speaker, activity, and games. All secondary schools will be in attendance.

A Student Success Celebration (in lieu of Graduation event) will be held to acknowledge the success of all Secondary FNMI students. Details are not yet confirmed.

(d) **Indigenous Trustees Council of OPSBA**

Chair VanEvery-Albert attended the Indigenous Trustees’ Council Meeting in January 2023 and shared an update on the meeting. OPSBA is seeking a part-time position supporting the Indigenous Trustees council.

G - 1 **Next Meeting**

June 8, 2023 1:00 p.m. to 3:00 p.m.

H - 1 **Closing Address & Adjournment**

Trustee VanEvery-Albert adjourned the meeting at 2:23 p.m.



Grand Erie Parent Involvement Committee

Thursday, April 27, 2023

6:30 p.m.

MS Teams Virtual Meeting

MINUTES

Present: Committee Chair S. Darling, Director J. Roberto, Trustee Bradford, Trustee Waldschmidt, K. Graham, J. White, Y. Brochu, B. Poladian, N. Waldschmidt, M. Mummery, R. Karges, S. Wills, K. Gill, M. Ferenczy, A. Parkin, N. Straza, L. Rapley, L. Wank.

Recorder: C. Dero

A - 1 **Opening**

(a) **Welcome to Open Session / Land Acknowledgement Statement**

Chair Darling opened the meeting at 6:30 p.m. and Superintendent Graham read the Acknowledgement of Traditional Territory.

B - 1 **Dr. Danielle Law**

Dr. Danielle Law presented Staying Connected: Understanding (Cyber)Bullying in a Wireless World.

C - 1 **Minutes**

(a) **Approval of the Minutes – February 23, 2023**

Moved by: N. Waldschmidt

Seconded by: M. Mummery

THAT the February 23, 2023, Grand Erie Parent Involvement Committee minutes be approved.

Carried

(b) **Business Arising from the Minutes – Nil**

D - 1 **Breakout Groups**

Committee members had the opportunity to attend one of three sessions:

- New Pedagogies for Deep Learning
- Early literacy Assessment Tool (ELAT) and Heggerty Resources
- Coding

E - 1 **PRO Grant Update**

Superintendent White explained that PRO Grants are intended to promote opportunities for parents to engage in their children’s education. 17 applications were received, approved, and will be completed before the end of June. A few of the submission include:

Math Games Nights
Trivia Night
Family Yoga
Community Garden

Restorative Practices
Exploring Technology
Anti-Racism Resources for Parent
Breath and Balance – Reducing Stress and Anxiety

F - 1 **School Highlights**

Chair Darling reported that GEPIC member, Melissa Mummery was recognized recently at a Board meeting by receiving the Learn Lead Inspire Award. Melissa is a



Grand Erie Parent Involvement Committee

Thursday, April 27, 2023

6:30 p.m.

MS Teams Virtual Meeting

MINUTES

dedicated leader and collaborator with more than 10 years experience on Parent council and her fundraising efforts have benefitted schools and students.

Tollgate is hosting a Spring Sale on May 13, 2023, from 9:00-12:00.

Simcoe Composite School:

- Spring Sale and Car Show on May 13, 2023, from 9:00-2:00.
- Spring Concert on May 31, 2023.
- The Concert Band has been invited to the Nationals.

G - 1 **Director's Update**

Director Roberto provided information about:

- Cultural Competency Training for Grand Erie Staff
- Six Nations Advisory Committee Open House
- Art Soup
- Highlights from schools across the district
- A video from a Grand Erie's Anti-Racism series, called Learn my Name, was shared.

H - 1 **Updates from the Board Table**

Trustee Bradford provided information about:

- Student Senate meeting with guest speaker Anthony Lacavera
- Wellness Out Loud
- Jarvis Public School will be presenting the Little Mermaid and Pauline Johnson will be presenting Beauty and the Beast
- Team Math Challenge at Hagersville Secondary

Additional policies will be posted for feedback following the Policy and Program Committee meeting on May 8, 2023. Feedback can be provided here [By-law, Policies, Procedures, Protocols :: Grand Erie District School Board](#) until June 7, 2023.

Chair Darling encouraged GEPIC members to invite parents and caregivers to the upcoming GEPIC meetings.

I - 1 **Future Meetings**

May 25, 2023 with guest speaker Robyne Hanley-Dafoe

The meeting adjourned at 8:40 p.m.



Special Education Advisory Committee

Thursday May 4, 2023

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

- Chair:** L. DeJong, Social Worker, Lansdowne Children’s Centre
- Community Reps:** B. Bruce Vice Chair Jones K. Kelly
W. Rose
- Trustees:** Trustee Whiton Trustee Sloat (visiting)
P. Bagchee, Manager, Mental Health and Well-Being
A. Haidar, Information Technology
F. Lainson, Program Co-ordinator Specialized Services
- Grand Erie Staff:** J. Roberto, Director of Education
J. Senior, Principal Leader, Specialized Services
L. Sheppard, Applied Behaviour Analysis (ABA) Coordinator
L. Thompson, Superintendent of Education
L. Boswell, Community Navigator, Contact Brant
C. Gilman, Easter Seals Ontario
- Organizations/Agencies** C. Stefanelli, Program Manager, Woodview Mental Health & Autism Services
R. Vriends, Autism Ontario
- Guests:**
- Absent:** L. Nydam, Six Nations of the Grand River
T. Buchanan, Supervisor of Employment Supports, Community Living Brant
M. Gatopoulos
- Absent with regrets:** J. Hooper, Principal Leader Mental Health Education and Student Support Services
J. Valstar, Executive Assistant to the Superintendent of Education
Trustee Waldschmidt
- Recording Secretary:** E. Roberts, Executive Assistant to the Superintendent of Education

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment Statement**

Chair DeJong called the meeting to order at 6:03 p.m. and provided the Land Acknowledgement.

(b) **Roll Call/Reminder of Livestream on YouTube/Closed Captioning reminder**

A. Haidar, Information Technology, informed members the meeting is being broadcast via livestream on YouTube.

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

D-1 (b) The role of GEPIC Committee Representatives

Moved by: C. Stefanelli

Seconded by: W. Rose

THAT the May 4, 2023 Agenda be approved as amended.

Carried



Special Education Advisory Committee

Thursday May 4, 2023

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

B - 1 Timed Items

(a) Grand Erie's Annual Learning and Operating Plan (ALOP) for 2022-23 - Mid-term Update

Superintendent Thompson presented highlights from Grand Erie's 2022-23 Annual Learning and Operating Plan Mid-term update. Questions were addressed from SEAC members. The topic of Mathematics Destreaming and the impact on students with special education needs was noted of interest and will be included as an information/discussion item for a future meeting.

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

(a) Approval of Minutes

Presented as printed.

Moved by: W. Rose

Seconded by: L. Boswell

THAT the Minutes dated April 6, 2023 be approved as presented.

Carried

(b) Changes to Self-Contained Programs in Grand Erie 2023-24

Superintendent Thompson provided updates to the committee about minimal changes to self-contained programs in Grand Erie for the 2023-24 school year.

In response to a question regarding accommodation for additional/new students requiring self-contained programs, Superintendent Thompson stated space is available and would be addressed if full capacity were reached. Professional learning opportunities for educators in self-contained programs will be provided.

SEAC members shared their desire to advocate in support of educators in these programs.

D - 1 New Business

(a) SEAC Representative to the Grand Erie Parent Involvement Committee (GEPIC)

Chair DeJong advised that a volunteer from SEAC is needed to serve on the GEPIC Committee for the 2023-24 school year.

(b) The role of GEPIC Committee Representatives

The general terms of the GEPIC Committee were explained. Members were requested to consider volunteering to be the GEPIC representative for 2023-24. This item will be brought back to the June meeting.

(c) Dates for SEAC Meetings - Draft*

Superintendent Thompson shared the proposed dates for SEAC meetings during the 2023-24 school year. Support for a combination of in-person and virtual meetings was conveyed. Consideration of scheduling some of the meetings earlier in the day was requested. This item will be brought back in June.



Special Education Advisory Committee

Thursday May 4, 2023

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

E - 1 **Other Business**

(a) **Grand Erie's Special Education Plan 2022-23 - Draft**

Members of the Specialized Services Management Team reviewed revisions to Grand Erie's Special Education Plan. A copy of the draft plan was shared electronically. Additional input may be provided to Jennifer Valstar, Executive Assistant to Superintendent Thompson by Friday, May 19, 2023.

F - 1 **Standing Items**

(a) **Policies Out for Comment**

No policies or procedures have been circulated for comment since the previous update.

(b) **Trustee Updates**

Trustee Whiton shared highlights including the Artsoup workshops at Pauline Johnston C.&V.S. and Paris District H.S. on April 6, 2023 (Artsoup will be held again on May 16, 2023 at Waterford D.H.S. and Dunnville S.S.), and the open house at Six Nations Polytechnic (SNP) held on April 20, 2023.

(c) **Chair/Vice Chair Updates**

Chair DeJong and Vice-Chair Jones will meet with Superintendent Thompson in June for Committee activity planning for 2023-24.

G - 1 **Information Items**

(a) **Specialized Services Summer Program Offerings**

L. Sheppard/F. Lainson provided an overview of the Specialized Services Summer Program offerings for the summer of 2023. Specific program details will be shared at the June meeting.

(b) **June SEAC Meeting Format**

To facilitate increased interaction/sharing, the June 15, 2023 meeting will be held as an in-person in the Board Room at the Education Centre. An MS Teams link will also be available for those unable to attend in person.

H - 1 **Community Updates - Nil**

I - 1 **Correspondence**

(a) **Letter from Kawartha Pine Ridge DSB re: SIP Claim Funding***

Presented as printed.

(b) **LDAO Circular for April***

Presented as printed.



Special Education Advisory Committee

Thursday May 4, 2023

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

J - 1 **Future Agenda Items and SEAC Committee Planning**

- (a) OSSTF Inclusion Symposium – Summary Report
- (b) Report on the Right to Read – Update
- (c) Student Success – Feedback on Destreaming in Grand Erie (Sept. 2023)
- (d) Belonging Project (P. Bagchee - Sept 2023)

K - 1 **Next Meeting**

Thursday June 15, 2023 at 6:00 p.m., Education Centre Board Room.

L - 1 **Adjournment**

Moved by K. Jones

Seconded by: W. Rose

THAT the meeting be adjourned at 7:55 p.m.

Carried

2023 June 6

The Honourable Stephen Lecce
Minister of Education
Ontario Ministry of Education
438 University Avenue, 5th Floor
Toronto, ON M5G 2K8

Dear Minister Lecce,

Re: Unfunded Employment Insurance and Canada Pension Plan Expenses

On behalf of the Thames Valley District School Board of Trustees, I am writing once again to urge the Ministry of Education to address the substantial impact on our budget of longstanding increases in Employment Insurance (EI) and Canada Pension Plan (CPP) benefit expenses.

As Chair of the Board for Thames Valley District School Board (TVDSB), I first wrote to you about this issue in July of 2021. I have also raised this topic with you during several Minister calls and informal discussions.

At the Special Board Meeting on May 9, 2023, the following motion was unanimously carried:

That Chair L. Pizzolato write a letter to the Minister of Education, MPs, MPPs, OPSBA, and other Boards of Education, advocating for increased funding to offset the statutory benefit increase shortfall related to CPP and EI rates and amounts, highlighting previous communication efforts with the government on the issue.

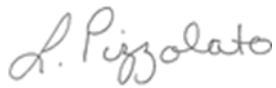
Since 2019, TVDSB has estimated approximately \$12.2 million in additional EI and CPP statutory benefit expenses because of maximum earnings amounts and rate changes. Additional increases are projected in the coming years.

Since the government has not provided a corresponding increase in benefits funding benchmarks within the Grants for Student Needs (GSN), the Board is required to meet these costs by utilizing funds that could have been directed towards student achievement and well-being initiatives.

As previously stated, this is a longstanding issue for TVDSB, and no doubt other school boards as well. The benefits benchmark has not increased to recognize the increase in statutory benefits that started in 2019.

My fellow Trustees and I strongly believe that the Ministry needs to fund these legally required benefit expenses and should address these expenses in the GSN. We trust that you will carefully consider this important and recurring issue. This letter has been copied to federal and provincial officials, the Ontario Public School Boards' Association (OPSBA) and other Boards of Education so that they may have the opportunity to join in the conversation.

Sincerely,

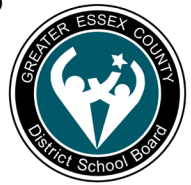


Lori-Ann Pizzolato
Chair of the Board

c: Trustees
Mark Fisher, Director of Education
Ernie Hardeman, Member of Provincial Parliament Oxford
Rob Flack, Member of Provincial Parliament Elgin-Middlesex-London
Teresa Armstrong, Member of Provincial Parliament London-Fanshawe
Terence Kernaghan, Member of Provincial Parliament London North Centre
Peggy Sattler, Member of Provincial Parliament London West
Monte McNaughton, Member of Provincial Parliament Lambton-Kent-Middlesex
Lindsay Mathysen, Member of Parliament
Arielle Kayabaga, Member of Parliament
Peter Fragiskatos, Member of Parliament
Karen Vecchio, Member of Parliament
Dave McKenzie, Member of Parliament
Lianne Rood, Member of Parliament
Ontario Public School Boards' Association

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



VIA EMAIL ONLY

June 9, 2023

Honourable Stephen Lecce
 Minister of Education
 5th Floor, 438 University Ave.
 Toronto, ON M5G 2K8
 Email: Minister.edu@ontario.ca

Dear Minister Lecce:

On behalf of the GECDSB Board of Trustees I am requesting an amendment to the Education Act that would allow Student Trustees to independently move and second motions during board meetings.

Under Section 55(4) of the Education Act, Student Trustees are not entitled to move a motion but may suggest a motion which would need to be moved and seconded by members of the Board of Trustees.

Student representation and participation are essential to the good governance of a school board. We believe student voice at the board table must be expressed freely and fairly. Student voice strengthens student engagement and is an essential part of board discussion and decision making. Furthermore, this request to amend the Education Act is encouraged by the Ontario Student Trustees' Association whose priorities include Student Trustee governance.

Section 55(6) of the Education Act states that Student Trustees shall have the same opportunities for participation at meetings of the board and its committees as does a member. The requested amendment to the Education Act supports Section 55(6) by providing Student Trustees with an authentic means to participate fully in board meetings, expressing student voice and advocating for the students they were elected to represent.

I trust that you will seriously consider our request.

Sincerely,

A handwritten signature in black ink that reads "Gale Simko-Hatfield".

Gale Simko-Hatfield
 Chairperson of the Board

Copy to: Honourable Lisa Gretzky, MPP, Windsor West: lgretzky-qp@ndp.on.ca
 Honourable Andrew Dowie, MPP, Windsor – Tecumseh: Andrew.Dowie@pc.ola.org
 Honourable Anthony Leardi, MPP Essex: Anthony.Leardi@pc.ola.org
 Honourable Trevor Jones, MPP, Chatham-Kent-Leamington: Trevor.Jones@pc.ola.org
 Honourable Chandra Pasma, MPP, Education Critic: CPasma-CO@ndp.on.ca
 School Board Chairs: TGoertz@opsba.org

Building Tomorrow Together!
www.publicboard.ca



June 16, 2023

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

Dear Minister Lecce,

The funding allocation provided by the Ministry of Education is insufficient to cover the costs of operation that the Halton District School Board (HDSB) faces. Specifically, it does not sufficiently account for mandatory increases to statutory benefit enhancements, inflation, funding for remote learning, increases in special education supports, the rising costs of supply teachers and increases in transportation costs. As such, the HDSB is facing reductions in services and a small deficit budget in order to continue providing quality education for our growing, high-performing school board.

Halton's base Grants for Student Needs (GSN) funding this year is projected to be 9.6% higher than it was in 2018-19 on a per-student basis. While this sounds good, inflation between April 2018 and April 2023 was 17.3% and will likely run above 3% again in the coming year. As such, we are facing a real cut of approximately 10% per student over the last five years, when accounting for inflation.

At a draft budget presentation held on May 24, many pressures were brought to the attention of Trustees. Key areas where the Ministry's funding allocations have not been adjusted to match actual expenses, putting pressure on our budget, include:

- Special Education and Mental Health (approx. \$17.5 million over funding)
- Student Transportation (approximately \$2.8 million over funding)
- Statutory Benefits (CPP enhancement) (\$7 million increase unfunded)
- Temporary Student Accommodations (approximately \$1.2 million over funding)

As a result of these and many more funding pressures, we are facing a reduction in classroom teachers and Early Childhood Educators this year despite a growing student population. Further, our budgets for School Operations (Facilities) and Library and Guidance will be impacted in very serious and negative ways. If the Ministry were to address the four items above, it would allow us to dramatically reduce cuts to and eliminate the small deficit in this year's budget.

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

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This is not an issue of Halton receiving above-average supports; the HDSB currently receives the second-least GSN funding per student among the province's 72 school boards. To further the budget pressures, non-GSN revenues (e.g. tuition fees, rental income, interest income, etc.) have not returned to pre-pandemic levels. In short, this is a structural funding issue affecting school boards across the province.

The Ministry has publicly stated their focus on supporting student learning and improving graduation rates. However, a funding shortfall will result in fewer supports to students, impacting the ability of the HDSB to continue to provide the highest quality education, demonstrated in part by EQAO scores well above the provincial average scores and high graduation rates.

The Trustees request that the Ministry revisit their provisions for inflation within the GSN and provide funding to cover the mandatory statutory benefit increases. With these investments, critical learning supports and programs could be maintained to continue to address student needs. In addition, as part of the 2024/2025 budget planning, the Trustees request that the Ministry revisit the transportation allocation, special education allocation and the temporary accommodations allocation.

The HDSB has always been fiscally responsible. However, we currently face a structural deficit - i.e., the need to cut permanent staff to achieve a balanced budget - which is created by shortfalls in the GSN. This will impact student learning and mental health for the future as well as student programs and supports for special education, as the funding shortfall continues to increase every year.

Sincerely,



Margo Shuttleworth
Chair

Cc: Effie Triantafilopoulos, MPP
Natalie Pierre, MPP
Parm Gill, MPP
Stephen Crawford, MPP
Ted Arnott, MPP
Cathy Abraham, President, Ontario Public School Boards' Association
OPSBA Member Board Chairs



June 16, 2023

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

Dear Minister Lecce,

On April 24, 2023, the Toronto Youth Cabinet, supported and endorsed by 9 other provincial organizations, shared a letter with Minister Lecce which highlighted the importance of continued investments in mental health supports and initiatives in Ontario schools to address the rising mental health crisis facing Ontario students.

The recommendations shared by this group, which have been researched, tested, and used in other jurisdictions with proven positive student mental health outcomes, are as follows:

- Mandatory mental health literacy, K-12, to be embedded within the curriculum
- Designation of Mental Health Days, for mental health or behavioral reasons, as a legally excused student absenteeism reason, without the requirement of a doctor's note
- Additional mental health staff, at every category, to establish lower student-to-mental health staff ratios and increase culturally-appropriate access across all Ontario schools
- Provincial data collection system to track mental health supports and services in schools along with mental health outcomes for students, and
- Culturally-appropriate socio-emotional screening of students in all grades and conducted throughout a student's education

At our **Jun 1, 2023** , the following motion was passed:

Be it resolved that the Chair correspond with the Minister of Education to highlight HDSB's continued commitment to mental health and well-being of students and to indicate full support of the HDSB Board of Trustees for the student-led advocacy which aims to address the rising mental health crisis facing Ontario students.

Although Student Trustees do not have the authority to move and second motions, our board recognizes the importance of hearing their voices in matters concerning student health and well being.

Halton District School Board's (HDSB) Student Trustee Ethan Ruggiero stated, "From speaking with students across the region, it is clear that students feel the impact on their mental health in the

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post-COVID world. From visiting schools across the system students are articulating their concern about accessing mental health resources due to the backlog of requests for social workers, being negatively affected by the stigma present within the classroom and feeling intimidated by the process to access support within the community and the school board. Although the school board is working diligently to respond to the demand of mental health support we could do better with more support from the Ministry of Education through increased funding for mental health workers, adding mental health literacy in the curriculum and mental health days for students.”

Student Trustee Cindy Wang added, “Schools, as the place where youth go to gain knowledge and form some of their most special memories, must do more to enable them to learn more about mental health and support them in taking care of their well-being. Students have been demanding action like incorporating Mental Health Days, bringing in culturally appropriate mental health screening, and increasing mental health literacy for a long time, because we know that there's no way around destigmatizing mental health without these changes being made. It's time that we start seeing these changes because every student has mental health, every student deserves it, and every student will thrive from it.”

We encourage the Ministry to consider the voice of the HDSB students in recognizing that mental health and well-being should be considered a top priority, as good mental health is fundamental to a student’s ability to learn and to succeed at school and in life.

Sincerely,

Margo Shuttleworth
Chair

Joanna Oliver
Trustee, Oakville Ward 4
Student Trustee Mentor

Ethan Ruggiero
Student Trustee

Cindy Wang
Student Trustee

CC: Effie Triantafilopoulos, MPP
Natalie Pierre, MPP
Parm Gill, MPP
Stephen Crawford, MPP
Ted Arnott, MPP
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