



AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 **Approval of Minutes**
- * (a) February 24, 2020 (Regular Board)
 - * (b) March 9, 2020 (Committee of the Whole)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) 2019-20 Grand Erie’s Student Achievement Plan: Success for Every Student Mid-Year Update L. De Vos
D. Martins
L. Thompson
R. Wyszynski
 - * (b) Community Use of Schools Position
- D – 1 **Director’s Report**
- E – 1 **Student Trustees’ Report**
- * (a) COVID-19 – Response from Students Z. Garbaty
- F – 1 **Committee Reports**
- * (a) Committee of the Whole – March 09, 2020 C.A. Sloat
- G – 1 **New Business**
- * (a) Major Construction Update R. Wyszynski
 - * (b) International Students – Fee Structure R. Wyszynski
 - * (c) Education Week 2019 B. Blancher
 - * (d) Learning Plan Leveraging Digital Update L. Munro
 - * (e) Summer School Report L. Munro
 - * (f) Before and After School Programs 2020-21 L. De Vos
- H – 1 **Other Business**
- * (a) Summary of Accounts -February 2020 R. Wyszynski
 - * (b) Special Education Advisory Committee Minutes – January 16, 2020 L. Thompson
 - * (c) Joint Occupational Health & Safety Committee Minutes - February 20, 2020 R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting
 Monday, March 30, 2020
 Board Room, Education Centre

- * (d) Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) – February 25, 2020 R. Wyszynski
- * (e) Grand Erie Parent Involvement Committee Minutes (Draft) – March 5, 2020 B. Blancher

I – 1 **Correspondence**

J - 1 **Adjournment**

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

Committee of the Whole	April 6, 2020	7:15 PM	Board Room
Budget Review Meeting	April 21, 2020	5:30 PM	Board Room
Indigenous Education Advisory Committee	April 23, 2020	6:00 PM	Board Room
Chairs' Committee	April 27, 2020	5:45 PM	Norfolk Room
Board Meeting	April 27, 2020	7:15 PM	Board Room
Committee of the Whole	May 11, 2020	7:15 PM	Board Room
Safe and Inclusive Schools Committee	May 14, 2020	1:00 PM	Board Room
Privacy and Information Management Committee	May 14, 2020	3:00 PM	Norfolk Room
Special Education Advisory Committee	May 14, 2020	6:00 PM	Board Room
Grand Erie Parent Involvement Committee	May 14, 2020	6:30 PM	Dogwood Room, Norfolk SSC
Budget Review Meeting	May 20, 2020	5:30 PM	Board Room
Student Trustee Senate	May 22, 2020	10:30 AM	Grand River Hall, JBLC
Chairs' Committee	May 25, 2020	5:45 PM	Norfolk Room
Board Meeting	May 25, 2020	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 26, 2020	9:00 AM	Norfolk Room
Budget Review Meeting	May 27, 2020	5:30 PM	Board Room

SUCCESS for Every Student



MINUTES

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

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

Regrets:

Trustees: B. Doyle
Administration: Nil

A - 1 Opening

(a) **Roll Call**

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

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

Nil

(c) **In Camera Session**

Moved by: S. Gibson

Seconded by: J. Richardson

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

Carried

(d) **Welcome to Open Session**

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

(e) **Memorials**

Nil

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

G. Anderson requested the addition of item H-1-e: Haldimand Huskies Basketball Association. D. Werden requested the addition of item H-1-f: OPSBA Report

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Agenda be approved, as amended.

Carried



(g) **In Camera Report**

Moved by: C.A. Sloat

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approve D-1-b.

Carried

(h) **Presentations**

Nil

(i) **Delegation**

Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – January 27, 2020**

Presented as printed.

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Minutes of the Regular Board Meeting, held January 27, 2020 be approved.

Carried

(b) **Committee of the Whole Board – February 10, 2020**

Presented as printed. R. Collver noted under the D-1-a Pride of Place and Community Partnership Incentive Plan Report the 2nd motion should include “for the Community Partnership Incentive Plan”.

R. Collver requested that her statement in to support of Young Canada Day as the first day of the Norfolk County Fair be added to the minutes.

D. Dean requested a minor revision to his comment under E-1-a – location of staffroom to be centrally located.

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the Minutes of the Committee of the Whole Board Meeting, held February 10, 2020 be approved, as amended.

Carried



(c) **Special Board Meeting – February 10, 2020**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the Minutes of the Committee of the Whole Board Meeting, held February 10, 2020 be approved.

Carried

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

Nil

D - 1 **Director's Report**

Director's highlights:

- **Summer Learning Programs** - Late last week all Directors of Education received an email from Tony Pontes, Executive Director of CODE. Tony is optimistic that the Summer Learning Program – what we in Grand Erie call Camp SAIL, will continue this summer but he can't confirm approval or funding at this time. Tony has suggested, similar to last year this time, that boards may wish to make tentative plans for Summer Learning Programs based on 2019 funding – which as Trustees are aware was cut in half from what we had received previously. Boards have been cautioned that while tentative planning can begin, we are not to create any communication plans about the programs.
- **Pink Shirt Day** – Also known as Anti-Bullying Day, is on February 26. It is a day when people come together by wearing pink shirts to school or work to show they are against bullying. The focus for 2020 is "lift each other up."
- **French Immersion Capping** – B. Blancher asked L. De Vos to speak to this item
 - L. De Vos provided Trustees with an update on the FI Capping Process noting registration opened on January 6, 2020 and closed on February 7, 2020. L. De Vos stated there are 3 entry points – JK, SK and Grade 1. L. De Vos noted that Lakewood is the only school that was below cap, and all other schools were part of the randomized process and on February 18, 2020 families were notified. L. De Vos reviewed the cap number and waitlist numbers:
 - Burford – 1 JK student on waitlist
 - Caledonia Centennial PS – 7 JK students on waitlist
 - Ecole Confederation – 19 JK students on waitlist
 - Ecole Dufferin – 16 JK, 2 SK, 5 Grade 1 students on waitlist
 - Walsh – 1 JK student on waitlist



Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of February 24, 2020 as information.

Carried

E - 1 Student Trustees' Report

(a) SHSM Hackathon

Z. Garbaty referred to the Student Trustee Report on SHSM Hackathon providing a high-level overview.

(b) OSTA-AECO Conference

A. Hauser referred to the Student Trustee Report on OSTA-AECO providing a high-level overview.

R. Collver thanked each Student Trustee for their report and ask if we are considering a Virtual Reality model and how much it would cost? L. Munro responded that we are exploring the option.

S. Gibson commented that she also enjoyed the SHSM report and added that Virtual Reality is being used with palliative care patients.

Moved by: J. Richardson

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Student Trustees' Reports of February 24, 2020 as information.

Carried

F - 1 Committee Report

(c) Committee of the Whole Board – February 10, 2020

Moved by: S. Gibson

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the recommendations from the Committee of the Whole Board dated February 10, 2020 as follows:

1. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of February 10, 2020 as information.



2. Pride of Place and Community Partnership Incentive Plan Report

a) THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2019-20.

b) THAT the Grand Erie District School Board supports Sr. Administration's recommendation to use \$72,996 in the Facility Renewal Grant.

3. Draft School Year Calendar 2020-21

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report Draft School Year Calendars 2020-21.

4. Ad Hoc Committee – Modified School Year Calendar

THAT the Grand Erie District School Board strike an Ad Hoc Committee, as amended, to explore the creation of a modified school year calendar for Grand Erie and report back to the Board in September 2020.

5. Mileage Remuneration Review

THAT the Grand Erie District School Board approve the mileage rate of \$0.59 per kilometer for the first 5,000 kilometers, and \$0.53 per kilometer, subject to Budget approval, effective September 1, 2020.

6. Special Education Advisory Committee (SEAC) Membership

THAT the Grand Erie District School Board approve the addition of Tara Buchanan, representing Community Living Brant as an Agency Representative to the Special Education Advisory Committee.

7. Literacy Intervention Report

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

8. Employee Assistance Program Report – 2018-19 School Year

THAT the Grand Erie District School Board receive the Employee Assistance Program Report 2018-19 as information.

9. Climate Change Leaders Initiative

THAT the Grand Erie District School Board receive the Climate Change Leaders Initiative report as information.



10. FT2 New School Construction Projects

THAT the Grand Erie District School Board forward Policy FT2 New School Construction Projects to all appropriate stakeholders for comments to be received by April 1, 2020.

11. FT3 Naming of Schools

THAT the Grand Erie District School Board forward Policy FT3 Naming of Schools to all appropriate stakeholders for comments to be received by April 1, 2020.

12. FT4 Community Use of Schools

THAT the Grand Erie District School Board forward Policy FT4 Community Use of Schools to all appropriate stakeholders for comments to be received by April 1, 2020.

13. FT15 Safe Work Practices

THAT the Grand Erie District School Board approve Policy FT15 Safe Work Practices.

14. SO12 Code of Conduct

THAT the Grand Erie District School Board approve Policy SO12 Code of Conduct.

15. SO16 Voluntary Indigenous Self-Identification

THAT the Grand Erie District School Board approve Policy SO16 Voluntary Indigenous Self-Identification.

16. SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals

THAT the Grand Erie District School Board approve Policy SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals, as amended.

17. Bylaw 8 Committees of the Board

THAT the Grand Erie District School Board approve Bylaw 8 Committees of the Board.

18. F106 Receipt of Charitable Donations

THAT the Grand Erie District School Board forward Procedure F106 Receipt of Charitable Donations to all appropriate stakeholders for comments to be received by April 1, 2020.

19. FT107 Asbestos

THAT the Grand Erie District School Board receive Procedure FT107 Asbestos as information.

20. HR104 Employee Safety Protocol at Non-Board Locations

THAT the Grand Erie District School Board receive Procedure HR104 Employee Safety Protocol at Non-Board Locations as information.



21. HR114 Confidentiality of Medical Records

THAT the Grand Erie District School Board receive Procedure HR114 Confidentiality of Medical Records as information.

22. HR115 Employee Absenteeism

THAT the Grand Erie District School Board receive Procedure HR115 Employee Absenteeism as information, as amended.

23. HR116 Workplace Accommodation and Return to Work Program

THAT the Grand Erie District School Board receive Procedure HR116 Workplace Accommodation and Return to Work Program as information.

24. P103 Learning Resource Selection

THAT the Grand Erie District School Board forward Procedure P103 Learning Resource Selection to all appropriate stakeholders for comments to be received by April 1, 2020.

25. P105 Prior Learning Assessment Recognition (PLAR)

THAT the Grand Erie District School Board forward Procedure P105 Prior Learning Assessment Recognition (PLAR) to all appropriate stakeholders for comments to be received by April 1, 2020.

26. P107 Home Schooling

THAT the Grand Erie District School Board receive Procedure P107 Home Schooling as information, as amended.

27. SO101 Pediculosis (Head Lice)

THAT the Grand Erie District School Board receive Procedure SO101 Pediculosis (Head Lice) as information.

28. SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques

THAT the Grand Erie District School Board receive Procedure SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques as information.

29. SO124 Use of Service Dogs

THAT the Grand Erie District School Board rescind Procedure SO124 Use of Service Dogs.

30. Correspondence

THAT the Grand Erie District School Board receive the correspondence as information.



R. Collver requested Recommendation #2b be divided.
C.A. Sloat requested Recommendation #22 be divided.

A vote was taken on Recommendation #1 to 2 (a) and #3 to 21 and 23 to 30. **Carried**

R. Collver stated that recommendation #2 (b) should include “for the Community Partnership Incentive Plan.”

Vote was taken on the Recommendation #2 (b) as amended. **Carried**

C.A. Sloat spoke to HR115 employee Absenteeism and would like to see a piece about abuse of sick leave. S. Sincerbox responded if it is the will of the board, but noted that the two procedures are separate.

C.A. Sloat further added that she would request even having HR119 added as a reference at the end of the document.

Vote was taking on the existing motion for Recommendation #22. **Carried.**

G - 1 New Business

(a) Student Census Report

W. Baker invited G. Rousell, System Research Leaders and C. Bibby, to the table. W. Baker referred to the Student Census Report – Count Us In! and turned it over to G. Rousell to discuss the report. G. Rousell reviewed a PowerPoint presentation to support a high-level overview of the results/data of the 2019 Student Census School Experience.

C. VanEvery-Albert asked for clarity on Indigenous Spirituality. G. Rousell responded that these categories were determined by the Ontario Anti-Racism Data Standards.

C. Speers ask how we are supporting our schools in understanding the data.
C. Bibby responded that we will be working with our schools and providing support.

R. Collver asked C. Bibby if there are concerns developing school culture. C. Bibby responded that conversations are ongoing, and this helps identify that subgroups that are feeling left out.

R. Collver asked if the neither agree or disagree category skews the results? G. Rousell responded that there is no impact.



C.A. Sloat stated that part of the requirement is to post census results on our website and is this going to be posted. G. Rousell responded yes this will be posted and that he is working with the communication team. K. Newhouse, Manager of Communication and Community Relations added that a media release on this specific report will be sent out on Tuesday, February 25, 2020.

R. Collver asked if this data can be used for anything else i.e: attendance. G. Rousell responded that this is possible and part of the plan to link to attendance and achievement; at this point development is still in progress.

Moved by: D. Werden

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Student Census Report – Count Us In as information.

Carried

(b) **Workforce Report**

S. Sincerbox referred to the Workforce Report that is received three times a school year and provides totals by employee group/position, relative to budget and also includes retirements and resignations.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Workforce Report with data as of January 31, 2020.

Carried

H - 1 **Other Business**

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

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of January 2020 in the amount of \$12,316,869.31 as information.

Carried



- (b) **Privacy and Information Management Committee Minutes (Draft) – February 13, 2020**
Presented as printed.

Moved by: R. Collver

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Privacy and Information Management Committee Minutes (Draft) - February 13, 2020 as information.

Carried

- (c) **Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) – January 28, 2020**
Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) - January 28, 2020 as information.

Carried

- (d) **Joint Occupational Health & Safety Committee Minutes (Draft) – January 16, 2020**
Presented as printed.

Moved by: R. Collver

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Joint Occupational Health & Safety Committee Minutes (Draft) - January 16, 2020 as information.

Carried

- (e) **Haldimand Huskies Basketball Association**

G. Anderson informed Trustees that a meeting will be set up involving the Chair of the Board, Superintendent of Business, representatives from Haldimand County Council and representatives of the Haldimand Huskies to discuss the Huskies' continued request for use of McKinnon Park gymnasium. G. Anderson further noted this meeting will be scheduled in the next two weeks and minutes will be taken.

- (f) **OPSBA Report**

D. Werden provide a verbal report noting that all MPPs and Directors of Education received an email on February 14 from Rusty Hick, Executive Director of OPSBA regarding **Take Your MPP to School Day**. As part of OPSBA's ongoing and increased government relations advocacy, OPSBA is asking school board trustees to participate in an upcoming initiative



called, "Take Your MPP to School Day." The objective is to raise the awareness among MPPs of the role of trustees and to show the local realities of education in their communities. It is also an opportunity to build relationships with decision makers. Based on feedback with staff from political parties, OPSBA Board of Directors agreed that these visits occur during the MPP's April constituency week that follows Easter Monday. Also, instead of a single day for school visits, OPSBA is suggesting visits be scheduled anytime over the four days between Tuesday, April 14 and Friday, April 17, 2020.

D. Werden noted that for Grand Erie we do not want to put more on our Principals at this time and will schedule these MPP visits at a more appropriate time.

Moved by: S. Gibson

Seconded by: D. Werden

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

Carried

I - 1 **Correspondence**

(a) **Brantford & District Labour Council – January 21, 2020**

Presented as printed.

R. Collver commented that they need to be aware that negotiations are private.

Moved by: R. Collver

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the correspondence as information.

Carried

J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 8:23 p.m.

Carried

Board Chair, G. Anderson



MINUTES

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

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

Regrets:

Trustees: S. Gibson – Committee Chair, E. Dixon, D. Werden
Administration: D. Martins

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Vice-Chair, C.A. Sloat 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 into In Camera Session to discuss personnel, legal and property matters at 6:30 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Vice-Chair, C.A. Sloat at 7:15 p.m.

(e) Agenda Additions/Deletions/Approval

Presented as printed. C.A. Sloat noted that Item D-2-b will be presented before the C-1 Director's Report.

Moved by: J. Richardson

Seconded by: D. Dean

THAT the Agenda be approved, as amended.

Carried



(f) **In Camera Report**

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board confirms the Director's Interim Performance Appraisal has been completed.

Carried

(g) **Student Showcase**

Six students from three Grand Erie secondary schools were showcased and recognized for their first-place, third-place and runners-up categories in the Laurier Stedman creative writing competition. The competition is run by Wilfred Laurier University's Faculty of Liberal Arts' English program.

Congratulations were given to:

- Sovai DiVeto, Stephanie Pugh and first-place overall winner Samiha Sanjida of Brantford Collegiate Institute and Vocational School.
- Sam Earls and Cassidie Kent of Waterford District High School
- Chloe Schaefer of Paris District High School

Trustee G. Anderson, Trustee R. Collver and Director Blancher presented all recipients with a certificate signed by Director Blancher and G. Anderson, Chair of the Board.

The recipients in attendances were congratulated by the Trustees and responded to questions and comments.

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

(a) **Haldimand-Norfolk French Immersion Secondary School Program Enrolment Status**

L. De Vos referred to the Haldimand-Norfolk French Immersion Secondary School Program Enrolment Status report and provided a high-level overview on the background. L. De Vos reviewed the 2020-21 preliminary enrolment numbers for the French Immersion program at Simcoe Composite School (SCS) and noted, given the challenges with class cap size, running a 10-credit French Immersion Program will severely compromise the offering of other course selections at SCS. L. De Vos stated with declining enrolment and uncertainty around class size caps, Sr. Administration recommends exploring changing the program designation at SCS from French Immersion (10-credit program) to Extended French (7 credit program) to retain our market share of students. L. De Vos reviewed the next steps.

D. Dean asked how do the numbers in the current grade 8 class, compare with the Grade 6 and 7 classes. L. De Vos responded that when the survey was completed last year, the current



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grade 8 class was in Grade 7. Of the 23 Grade 7 students, only 17 indicated they would attend SCS. Of the 15 Grade 6 students at the time, only 10 would attend a program at SCS.

Moved by: R. Collver

Seconded by: G. Anderson

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

Carried

C.A. Sloat asked about lack of staffing and should the Board consider reviewing our current French Immersion program for Kindergarten and siblings. L. De Vos responded that she would be happy to take that away and bring back a report to Board in November 2020.

Moved by: R. Collver

Seconded by; J. Richardson

THAT the Grand Erie District School Board approves a review of the Kindergarten and sibling French Immersion program for a report back at the Committee of the Whole Meeting in November 2020

Carried

D-2-b Student Trustee Selection 2020-21

B. Blancher referred to the Student Trustee Selection Report noting the North Student Trustee was re-elected and the Indigenous Student Trustee was acclaimed and introduced the new acclaimed Student Trustee for 2020-21 from the South, who was in attendance at the meeting.

Moved by: C. VanEvery-Albert

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2020-21:

Grand Erie North: Zachary Garbaty

Grand Erie South: Ava Burtis

Grand Erie Indigenous: la'teieka:nereh Doxtader-Swamp

Carried



C - 1 **Director's Report**

Director's highlights:

- **Brightspace Presentation** – Director Blancher asked L. Munro to provide Trustees with a quick overview on Brightspace
 - L. Munro provided Trustees an overview on Brightspace and how it is linked with the Parent Portal
 - C. Speers asked if a parent will be able to see the curriculum? L. Munro responded that not the curriculum, only course lesson plans or assignments.
 - C. VanEvery-Albert asked how the use of this application is communicated with parents. L. Munro responded that communication occurs via a letter sent home to families which provides instructions on how to access etc.
- **Trustee Interviews re: Multi-Year Plan (MYP)**– As a follow-up to the message Director Blancher sent to Trustees on March 6th regarding the opportunity to share your feedback about our current Multi-Year Plan as part of information that will assist in the development of a renewed plan. As noted in OPSBA's *Guide to Good Governance, 2018-2022, A thoughtful and robust strategic plan reflects what has been learned from the past, not what has been done in the past.* As Trustees are aware, one of Director Blancher's Goals this year is:
 - To collect and consolidate data during the last year of our current MYP in an effort to effectively inform the development of the next MYP.
 - Voluntary interviews Trustees can be scheduled with Greg Rousell, our System Research Lead in April and May – at your convenience, which can include evenings or Saturdays should that be your only availability. Interviews will take approximately 30 to 60 minutes and can be conducted at the Ed Centre or another site that works best for each Trustee.
- **Bylaw 8 Committees Impacted by Job Action** – the Chairs' Committee requested an update on how Committees of the Board are being impacted by job action. The 5 Statutory committees are continuing to meet; however, 3 of the 10 Standing Committees are not meeting due to the prevalence of members who are either ETFO or OSSTF staff and who according to their sanctions are unable to attend meetings unless scheduled during the instructional day. The Indigenous Education Advisory Committee is not currently meeting nor is the Native Advisory Committee and also the Safe and Inclusive Schools Committee is not meeting.
- **Bullying in Schools Survey** - on February 26th, the Minister of Education announced the launch of an online survey to hear from students, parents, guardians, and school staff about experiences with bullying in Ontario schools. The goal is to determine how bullying manifests itself in classroom settings to assist in framing the problem to develop programs and interventions to keep students safe. Students, parents and guardians and school staff are encouraged to participate in the survey, which is posted at



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- <https://www.ontario.ca/page/consultation-bullying-ontario-schools> and *Information for Parents/Guardians about Ontario's Survey on Bullying* is also [available online](#).
- **Next Week is March Break** – schools are closed for this holiday week.
 - **Update on the Lakewood Elementary School Track** – Director Blancher asked R. Wyszynski to provide an update
 - R. Wyszynski stated that a report was brought in June 2019 regarding the fundraising plan at Lakewood and to provide a quick background which required the School Council to raise \$150,000 and \$50,00 covered by the school Budget, with the Board contributing \$50,000 towards the project.
 - R. Wyszynski was pleased to announce School Council has raised \$220,000 and noted the project will proceed and there may be some enhancements
 - R. Wyszynski noted the next steps will be to put together the construction plan and send out for tender by the end of March
 - R. Collver shared her appreciation to the Principal and staff, parent council at Lakewood for their work and commitment and noted she was not surprised that they exceeded their \$150,000 fundraising requirement

G. Anderson took a moment to acknowledge the overwhelming number of emails Trustees have received to date from Grand Erie staff as a result of ongoing job action. G. Anderson noted that while he and the rest of the Trustees were unable to respond to them, he did think that everyone involved wanted a fair and equitable deal so that we can all move forward together. G. Anderson also stated that Grand Erie Teachers and Support Staff do a fantastic job for students on a day-to-day basis and have a positive impact on so many lives in our school communities.

Vice-Chair Rita Collver also took a moment to thank Grand Erie's Principals, Vice Principals and the Senior Administration team for their tremendous efforts and work during job action. R. Collver noted this was a challenging time for all involved and congratulated them on their work to keep the needs of students top of mind and for always ensuring student safety and well-being.

Moved by: D. Dean

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Director's Report of March 9, 2020 as information.

Carried



D - 1 New Business – Action/Decision Items

(a) Allocation of Self-Contained Classrooms for 2020-21

L. Thompson referred to the Allocation of Self-Contained Classrooms for 2020-21 report stating Grand Erie provides self-contained classroom placements in a variety of locations throughout the board to provide alternative options for students in which they have the most enabling environment for them to meet their program goals in a smaller class setting with a higher staff to student ratio. L. Thompson noted that feedback/consultation was received from Grand Erie's Special Education Advisory Council (SEAC), elementary and secondary school administrators, and system special education staff. L. Thompson further stated that as in previous years, attempts have been made to minimize changes for the 2020-21 school year, but some changes are required as students move from elementary to secondary and as profiles of students change.

L. Thompson reviewed the recommended changes for the 2020-21 school year for Elementary and Secondary, additional information, budget implications and the next steps.

R. Collver thanked L. Thompson for the thinking behind this report and asked for further explanation around the Tier support. L. Thompson responded that Tier 1 support is available to all students in the classroom, stating it is necessary for some but good all. Tier 2 strategies become more intensive and student may require more attention and support. Tier 3 support are very intensive supports and can be offered best in a self-contained classroom.

C. Speers asked what are the rights of a Tier 3 student and parent in a non self-contained environment? L. Thompson responded that we strive to work with the family to have a plan that best meets the student's needs and if there are disagreements, we work to address those on a case by case basis.

L. Thompson continued and provided an overview on the Complex Behaviour Intervention Team (CBIT), noting that moving into 2020-21 the support of the CBIT will be expanding. L. Thompson noted the new model will see the CBIT work more closely for the students that are being considered for our Strategies classrooms.

The CBIT has proven to help many students with behavioural challenges meet with greater success. L. Thompson shared that moving forward Strategies classrooms will focus on providing support for students in the late junior and intermediate grades.

C. Speers asked if the staff are made aware of changes. L. Thompson responded they are.

D. Dean referred to Projected Elementary Self-Contained chart and requested further information for the decreased capacity use in the Gifted classroom. L. Thompson responded



that gifted is capped at 25 per Ministry requirements and further noted that students who typically attend to receive modified or alternate programs are able to find their needs can be met in the regular classroom setting. Also, some students don't want to leave their social circle in their home school location.

C. Speers asked what do you do if a parent rejects the self-contained dedicated spot? L. Thompson responded that placement in self-contained classrooms is done through the IPRC and we strive to have all stakeholders on board before the student is brought to the IPRC.

Moved by: B. Doyle

Seconded by: R. Collver

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

Carried

(b) **Board Approval Transportation Review**

R. Wyszynski invited P. Kuckyt, Manager of Transportation Services to the table. P. Kuckyt referred to the Board Approved Transportation Review report providing background, additional information and an overview on the following items and highlighted key changes:

- Background
- Out of Boundary Students
 - Norfolk Secondary
 - Oakland-Scotland to Waterford District High School Express Route
 - Caledonia to Cayuga Secondary Express Route
 - Students attending River Heights
 - Out of Boundary Students attending Houghton Public School
- Out of District Students
 - Norwich/Otterville/Burgessville students attending Delhi District Secondary School
 - Princeton/Drumbo/Wolverton students attending Paris District High School
 - Tillsonburg students travelling through Courtland Public School Transfer
- Specialized Programs
 - Section 23 Students – Woodview Program

R. Collver asked if the transportation cost for Norwich/Otterville students to Delhi District was offset by the additional enrollment revenue gained by the Board through the Grant For Student Needs? R. Wyszynski responded that it is.

R. Collver further inquired how the out-of-boundary Houghton students had zero additional cost associated with the service. P. Kuckyt responded that there isn't any additional costs at



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this time as the students ride on the same express routes that transport Valley Heights students to their placements at the Annex building, which is on the same property as Houghton Public School; express routes for the Valley Heights students currently start at Valley Heights and Langton Public School.

C.A. Sloat referred to the Oakland-Scotland to Waterford District High School Express Route and asked if Trustees believe that a boundary review was warranted? G. Anderson responded that there is risk to limiting the options to students who attend Oakland-Scotland as they do have the option to go to Assumption for their high school years.

C.A. Sloat asked about the transportation exception for Bobby West street. G. Anderson responded that he wrote a letter to the County which has been forwarded to the Public Works Department who will investigate. G. Anderson noted that Brant County does not plan to make any changes for September 2020.

R. Collver asked if the Board pays for mid-day services? P. Kuckyt responded that there is a regularly scheduled magnet bus service for Brantford and Brant County secondary schools to Tollgate and that any student on a modified day program, as identified in their Individual Transportation Plan, is also accommodated with Board funded services.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2020-21 School Year

Carried

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

(a) **Transportation Consortium Annual Report**

R. Wyszynski requested P. Kuckyt, Manager of Transportation to present and review the Student Transportation Services of Brant Haldimand Norfolk (STSBHN) – Annual report which consisted of and identified any variances:

- Background
- Route and vehicle information
- Route costs
- Rider's aides
- Vehicles utilization
- Transported students of the Board
- Courtesy Transportation
- Student Ride Time



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- Goals Updates: Board of Directors Goals and Objectives & STSBHN internal Goals and Objectives
- Going Forward: Contracts, Technology & Safety

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk (STSBHN) Annual Report as information.

Carried

(c) **Information Technology Services Annual Update**

L. Munro referred to the Information Technology Services Annual Update Report providing a high-level overview on background, additional information, ITS Milestones 2019-20 and the ITS Initiatives for 2019-20. L. Munro further reviewed the budget implications and next steps.

C. VanEvery-Albert stated that she is very impressed with the report.

J. Richardson asked how many of our schools still have slow wireless connection. L. Munro responded that Oneida is our only school with challenges and that we are close to a solution.

J. Richardson asked when the Mobile app will be operational? L. Munro responded that we do not have a deadline.

D. Dean asked about budget implications. L. Munro responded that some of these items are already in the budget and some items will be part of the 2020-21 budget discussions.

Moved by: C. VanEvery-Albert

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Information Technology Services Annual Update Report as information.

Carried



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

(a) FT9 Transition Committees

R. Wyszynski noted Policy FT9 Transition Committees has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: R. Collver

Seconded by: D. Dean

THAT the Grand Erie District School Board forward Policy FT9 Transition Committees to all appropriate stakeholders for comments to be received by May 1, 2020.

Carried

E – 2 Procedure Consideration – Information Items

(a) HR111 Personal Protective Footwear

R. Wyszynski noted Procedure HR111 Personal Protective Footwear has been identified for review, will be going out for comment and reviewed the suggested revisions.

Moved by: G. Anderson

Seconded by: B. Doyle

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

Carried

(b) HR119 Progressive Discipline

S. Sincerbox noted Procedure HR119 Progressive Discipline has been identified for review, will be going out for comment and noted there are no suggested revisions.

Moved by: C. Speers

Seconded by: J. Richardson

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

Carried

(c) FT105 Playground Equipment

R. Wyszynski referred to the FT105 Playground Equipment report noting when recently working with one our partners, it was discovered that a section of the procedure is dated and needs to be revised. R. Wyszynski reviewed the request and noted modifications are required and noted that FT105 Playground Equipment is scheduled for a full review in Fall 2020. R. Wyszynski requested Trustees support the direction to make the minor revisions at this time and continue with the regular review schedule.



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Moved by: R. Collver

Seconded by: D. Dean

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

Carried

Moved by: G. Anderson

Seconded by: J. Richardson

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

Carried

(d) **SO113 Extreme Weather**

R. Wyszynski referred to the SO113 Extreme Weather report noting this is a new procedure which outlines the guidelines how to handle extreme weather conditions (hot/cold) in schools that are compliant with provincial and municipal health and safety requirements.

Moved by: R. Collver

Seconded by: C. VanEvery-Albert

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

Carried

F - 1 **Other Business**

(a) **OPSBA Report**

C.A. Sloat referred to the OPSBA Report and provided a high-level overview.

Moved by: B. Doyle

Seconded by: G. Anderson

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

Carried

G - 1 **Correspondence**

Nil



H - 1 Adjournment

Moved by: G. Anderson

Seconded by: R. Collver

THAT the meeting be adjourned at 8:42 p.m.

Carried

Committee of the Whole Board Vice-Chair, C.A. Sloat



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blanche, Director of Education & Secretary

FROM: Linda De Vos Superintendent of Education
Denise Martins, Superintendent of Education
Liana Thompson, Superintendent of Education

RE: **2019-20 Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update**

DATE: March 30, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update as information.</p>

Background

At the October 28, 2019 Board Meeting, Grand Erie's Student Achievement Plan: Success for Every Student was presented. The plan was shared with Ministry personnel through the Student Achievement Division on October 31, 2019.

The Student Achievement Plan is a living document. The committee meets to monitor and measure where we are and shares the ongoing progress with Executive Council and with administrators at Director's Meetings. The current Student Achievement Plan can be found on the Grand Erie website under the Board tab or by following the link below.

https://www.granderie.ca/application/files/4615/7437/1744/GE_Student_Achievement_Plan_2019-20.pdf

Additional Information

In the Spring of 2019, the Ministry of Education announced a new four-year math strategy to ensure students have a strong understanding of the fundamentals of math and how to apply them. This strategy will:

- Improve student performance in math
- Help students solve everyday math problems, and
- Increase students' employability into the jobs of tomorrow.

The math strategy will be supported by strengthening math teaching and fostering learning environments that will lead to improved student performance for all students, including students with special education needs. In support of the math strategy the goals are to:

- Effectively prepare for the implementation of the math curriculum;
- Increase the performance of students in targeted schools;
- Continue to build educator content knowledge and pedagogy on the fundamentals of math to ensure that students are prepared for success in the classroom and in their future;
- Ensure that students, parents, teachers, as well as schools and school board leaders have the supports, tools and resources they need to advance student learning and confidence in math; and,
- Continue to respect parents and families and ensure that they are aware of what their children are learning in school.

ELEMENTARY PROGRAM

Numeracy

School Team Learning - How Will We Get There?

The 2019 EQAO results indicate Mathematics in the Junior Division continues to be our area of greatest need. Although, multiple choice answers that assessed knowledge are a relative math strength, the results clearly indicate that thinking and application skills are an area of need in the Primary and Junior Division. As a result, our students need more opportunities and experiences to develop reasoning skills through math tasks that allow for the use of a variety of tools, models and multiple ways to solve the problems. Therefore, our system learning goal is to continue to build our capacity as educators of mathematics by deepening our understanding of Operational Sense in order to recognize, respond to, and develop this thinking in all learners. Additionally, all Elementary School Achievement Plans continue to be focused on mathematics. Support was provided to Elementary Administrators with respect to the content of school plans and the methods for monitoring and measuring progress and growth.

In the 2019-20 school year, professional learning in numeracy was planned to be offered in various formats: consultant/facilitator in-class support; release time; lunch and learns; after school workshops; the Virtual Learning Environment; and, a monthly Elementary Program Numeracy newsletter focused on increasing staff understanding of effective instruction and assessment.

Elementary Administrators

An anonymous survey was completed by 54 Elementary Administrators to collect data and determine trends and patterns with respect to: their learning needs; observable instructional practices happening in math at their school; and, the implementation of tools and resources that have been provided to their schools by the program department.

Support for Elementary Administrators

In 2019-20, the plan was to immerse Elementary Administrators in a monthly professional learning structure to enhance their facilitation skills for instructional leadership of mathematics on Professional Activity Days, during monthly staff meetings and, for monitoring and measuring student achievement.

Elementary Administrators were also provided with a copy of *"The School Leader's Guide to Building and Sustaining Math Success"* by Marian Small/Doug Duff, as a part of their expected professional reading and learning in between monthly Director's meetings. Chapters were to be assigned and discussed in small groups facilitated by Math Consultants and Math Facilitators with connections being made to their individual School Achievement Plan learning. Elementary Administrator learning groups were to be mixed, consisting of all three geographical areas of the Board, experienced and new Elementary Administrators, as well as Ministry identified schools and non-identified schools.

In addition, specialized afternoon Elementary Administrator sessions were planned to respond to specific instructional leadership needs. Administrators were encouraged to attend and learn alongside their educators at professional learning sessions. Many administrators were working closely with math consultants or math facilitators to plan the learning for staff meetings, and model being a co-learner of mathematics.

Indicators of Success – How We Will Know?	Monitoring Indicators of Success – How We Are Doing?
Administrators will <ul style="list-style-type: none"> participate in differentiated professional learning in mathematics to support their leadership needs. 	<ul style="list-style-type: none"> 54 Administrators report participating in professional learning The type of professional learning in Math that Elementary Admin reported participating in most frequently are <ul style="list-style-type: none"> working with the Math Consultant or Math Facilitator 1:1 or in a small group; attending afternoon Elementary Administrator learning sessions; and, using electronic resources prepared for them to use with their staff.
Administrators will <ul style="list-style-type: none"> include math professional learning at staff meetings 	<ul style="list-style-type: none"> 70% of Elementary Administrators report that they include professional learning in math at monthly staff meetings. An additional 12% report that they include professional learning in math, at staff meetings every 2-3 months
Administrators will <ul style="list-style-type: none"> monitor, during walk-throughs of the math classroom: student learning; use of professional and GEDSB resources; to understand the strengths, needs and next steps within the school. 	<ul style="list-style-type: none"> 83% of Elementary Administrators do “walk-throughs” on a regular basis,
Administrators will <ul style="list-style-type: none"> observe educators using the GEDSB created resources (Concept of Quantity Bookmark or Waterfall Poster) 	<ul style="list-style-type: none"> 55% of Elementary Administrators notice educators in their school using GEDSB created resources (or the language from them) when discussing student understanding in math.
Administrators will <ul style="list-style-type: none"> observe educators including the use of tools and models in their lesson planning; and, observe students accessing tools and models during math class 	<ul style="list-style-type: none"> 95% of Elementary Administrators report seeing that students have access to math tools(manipulatives) and models either frequently or sometimes in their classrooms According to this data, educators are incorporating the materials purchased into their programs.
Administrators will <ul style="list-style-type: none"> observe students discussing, justifying, explaining, questioning and reflecting on the math they are learning in the math class. 	<ul style="list-style-type: none"> 86% of Elementary Administrators report seeing/hearing students discussing, sharing, questioning, or reflecting on the math they are learning.

Elementary Educators

To collect elementary educator data, an anonymous survey was sent to elementary teachers regarding their math learning needs, their pedagogical practices in math, as well as their math knowledge and understanding. There was a high participation rate with 851 elementary teachers providing their anonymous feedback about their math learning needs. The intention was to collect this data, respond to the data through coaching support for the educator learning (content and pedagogy) in the classroom, and then re-assess the learning needs, and respond with appropriate next steps for learning with the teachers in a cyclical pattern.

Support for All Elementary Schools

Math Consultants and/or Math Facilitators were assigned to all schools.

At non-targeted schools, Math Consultants and Math Facilitators offer Lunch and Learn workshops, as well as after school math professional learning sessions. In addition, Consultants and Facilitators offer NTIP Professional Learning sessions, NTIP classroom support. Math carousels at LRT sessions and LRT math support as requested. Classroom teachers were offered math support as requested for classroom instructional planning, classroom practice, math assessment, and next steps for student learning. Consultants and Facilitators were also available to support staff meeting professional learning as requested.

Intensive Support for Targeted Schools

Math Consultants and/or Math Facilitators were each assigned two targeted schools.

Targeted and strategic support was planned for 19 schools identified by the Ministry of Education and 7 additional schools identified by Grand Erie DSB. The model for these 26 targeted schools involved Math Consultants and Facilitators immersing themselves in the classrooms as a learning partner and “knowledgeable other” for the grade 3 and grade 6 teachers. In this model Consultants and Facilitators co plan, co teach and co reflect, with the classroom teacher on an intensive basis. This learning model ensures a differentiated approach to meet teachers where they are, as well as values individual teacher learning needs and readiness, to ensure meaning and relevance for classroom impact and sustainable change.

Using *Nelson’s Math Pre-Assessment Grade 3 or Grade 6*, Consultants and Facilitators modelled and supported classroom teachers, on how to complete math assessment tasks which included conversational interviews and observations of students. Consultants and Facilitators then reflected and debriefed with teachers about learning need trends in their classroom, and individual next steps for small groups of students or individual needs. Co planning with the classroom teacher, co teaching in the classroom and co reflection for next day’s learning was then implemented based on student work. Intensive learning support for the teacher and the students in grade 3 and grade 6 classrooms of targeted schools has continued to be the focus of the Consultant and Facilitator work.

Indicators of Success – How We Will Know?	Monitoring Indicators of Success – How We Are Doing?
Educators will <ul style="list-style-type: none"> • articulate which math professional learning best meets their needs. 	<ul style="list-style-type: none"> • 831 Elementary teachers responded to the survey and are now able to identify focused math topics that they want to learn more about. • 24% of Elementary teachers now want to learn more about identifying Thinking Strategies used by their students, and • 24% want to learn more about Quantity Relationships and Operational Sense.

<p>Educators will</p> <ul style="list-style-type: none"> recognize, and name strategies students use in their work to demonstrate mathematical thinking and respond to that thinking with appropriate next steps. 	<ul style="list-style-type: none"> 36% of Elementary teachers responded that they have a thorough understanding of how counting, additive and multiplicative thinking develops. Knowing this information impacts that way that teachers can respond to individual students, or small groups of students to move their thinking forward.
<p>Educators will</p> <ul style="list-style-type: none"> understand key thinking strategies and their progression toward sophistication and efficiency, as referenced in the GEDSB “Developing Operational Sense” (Waterfall) document by applying them to their classroom practice. 	<ul style="list-style-type: none"> 44% of Elementary teachers are now able to identify a range of thinking strategies used by their students

Literacy

School Team Learning – How will we get there?

The 2019 EQAO results for reading in both the primary and junior assessments indicated that responding to open response questions that ask students to make an inference or make a connection; and, read for meaning and understand how form and style of text helps communicate meaning is our area of greatest need. In writing, our students struggle to develop and organize content and, use their knowledge of form and style, on short or long, open response questions.

As a result, we will continue with our multi-year system literacy plan goal is to continue to increase staff understanding of effective instruction and assessment in literacy.

In the 2019-20 school year, professional learning in literacy was planned to be offered in various formats: consultant/facilitator/itinerant in-class support; release time; after school workshops; the Virtual Learning Environment; and, a monthly Elementary Program Literacy newsletter identifying and clarifying specific comprehensive literacy components.

Support for Early Years Educators

After school workshops were offered on effective initial assessment practices for educators new to kindergarten; self-regulation for Kindergarten educator teams; and, a provocation workshop for all French Immersion kindergarten educators.

Four full days of professional release were allocated for collaborative team learning with Kindergarten educators, an Apple representative, and, the Early Years Consultant to explore iPad/iPod devices with the purpose of capturing student thinking and pedagogical documentation during outdoor play.

Partnering with Ed Tech, Kindergarten Apple Device Training was released to all Kindergarten educators on the Ed Tech Virtual Learning Environment (VLE) for administrator and educator learning.

Indicators of Success – How We Will Know?	Monitoring Indicators of Success – How We Are Doing?
<p>Early Years Educators will</p> <ul style="list-style-type: none"> • acquire content knowledge; an understanding of Kindergarten Cumulative Student Assessment Portfolios (KCSAP); be able to implement print rich environments; collect documentation of literacy behaviours; facilitate small group instruction based on assessment; and, use developmental continuums to notice and name early literacy behaviours. • use iPads/iPods to capture student thinking and pedagogical documentation during outdoor play. • develop vocabulary building strategies in a French Immersion (FI) rich print environment and, provide intentional learning centers in literacy and numeracy 	<ul style="list-style-type: none"> • 6 Kindergarten educators participated in the New to Kindergarten KCSAP workshop • 91 educators have completed the Kindergarten Apple Device training through the VLE. • One full day of collaborative school team learning with Apple was completed in two Kindergarten classrooms in November 2019 • 7 French Immersion kindergarten teachers and one Designated Early Childhood Educator (DECE) attended the after-school provocations workshop

Support for Primary/Junior Educators

One full day of comprehensive literacy professional learning was offered in October 2019 to all grade 1, grade 1/2, and SK/1 educators. At those sessions, grade one educators received the *Bold Print Inquiry* resource for their school (one kit for every two teachers. The kit included 200 student books and 5 teacher manuals) and a copy of *Multiple Pathways to Literacy*. A second session will be offered in the Spring and educators will learn how to integrate Science and Social Studies into Literacy, and how to pedagogically document this learning. Participants will receive a copy of the *THINKQ 1-3 Inquiry Based Learning in the Primary Classroom* to compliment the *Bold Print Inquiry* and *Multiple Pathways to Literacy* resources.

Six half day sessions on the *Benchmark Assessment System* (BAS) were offered to teachers new to grade one and, all grade two teachers. More sessions will be offered in the Spring 2020. Two after school workshops were also offered for junior teachers.

Indicators of Success – How We Will Know?	Monitoring Indicators of Success – How We Are Doing?
<p>Primary/Junior Educators will:</p> <ul style="list-style-type: none"> • Continue to develop a shared understanding of comprehensive literacy as it relates to Ministry of Education documents; professional support resources; and, cross-curricular connections • Have a much clearer and precise understanding of student strength and needs in reading behaviours; reading levels; processing strategies; fluency and comprehension; for planning next steps to address learning gaps. 	<ul style="list-style-type: none"> • 93 Grade 1 educators attended the Comprehensive Literacy workshop offered in October 2019. Exit card responses indicate that educators recognize the importance an effective comprehensive literacy program and their need to continue learning about best comprehensive literacy pedagogy. • 26 Grade two teachers were in attendance over three BAS workshop sessions offered • 7 Junior teachers attended the BAS afterschool workshop

Support for FSL- French as a Second Language Educators

After school workshops were offered to French Immersion educators on provocations in Early Years; using the *JB+* (BAS in French) assessment in grades 1-8; and, guided practices to address struggling reading and writers with author Renee Bourgoin. Participants attending the Early Years workshop received two *EDITIONS CFORP* resources, one literacy resource and one math resource. Participants attending Guided Practices in Literacy Comprehension received a copy of Renee’s book *Soutenir Les Lecteurs En Langue Seconde*.

One full day of comprehensive literacy professional learning was offered in October 2019 to all grade one French Immersion educators. All grade one educators received the *Bold Print Inquiry* resource for their school (one kit for every two teachers. The kit included two hundred student books and five teacher manuals; and, a copy of the *Multiple Pathways to Literacy*. In addition, French Immersion educators received the guided reading resource *Frimousse*, one teacher guide; and, a five-year online subscription for over eighty French level student readers. A second session will be offered in the Spring to discuss integrating literacy into Science and Social Studies, and how to document learning through pedagogical documentation.

Annually, Core French/French Immersion educators in the New Teacher Induction Program are released for a half day of support that focusses on program planning, the curriculum, resources and available support.

In collaboration with the London Region Common European Framework of Reference (CEFR), two intermediate and two secondary Core French teachers were released for two of five days to collaborate with the co-terminus board to identify effective teacher practices that enhance student engagement with oral/written skills. Additionally, all secondary Core and French Immersion department heads were released for one full day of French as a Second Language (FSL) CEFR. The plan is to also offer four days of DELF teacher training this spring. The Virtual Learning Environment (VLE) FSL Tool Kit on-line learning module released to all grade 4-8 FSL/FI teachers in January 2020.

Indicators of Success – How We Will Know?	Monitoring Indicators of Success – How We Are Doing?
<p>FSL Educators will</p> <ul style="list-style-type: none"> • Have a much clearer and precise understanding of student strength and needs in reading behaviours; levels; processing strategies; fluency and comprehension; for planning next steps to address learning gaps • Continue to develop a shared understanding of comprehensive literacy as it relates to Ministry of Education documents; provided professional support resources; and, cross-curricular connections • Use the VLE FSL training tool 	<ul style="list-style-type: none"> • 4 Core/FI educators attended the GB+ after school workshop • 6 grade one FI educators attended the Comprehensive Literacy workshop. Educators understand the importance an effective comprehensive literacy program and their need to continue learning about best pedagogy. • 15 FSL educators participated in the NTIP workshop and received support from the system consultant • 4 educators have accessed the VLE FSL training tool module

Support for Educators with English Language Learners (ESL/ELL)

Six elementary ELL itinerant teachers support all teachers with Steps to English Proficiency (STEP 1 to STEP 6) students, however collaboration blocks are organized, and priority is given to those educators that have STEP 1 and STEP 2 students. There are 28 to 30 educators (that have STEP 1 and STEP 2 students) for each teacher itinerant and collaboration blocks are planned equitably. During block visits itinerants use the co-planning, co-teaching, co-reflecting classroom support model in

order to gradually release content and strategies to the classroom teacher. Additionally, there are four elementary schools have been offered whole school professional developmental learning, with their ELL itinerants, which include professional development during Lunch and Learns, and staff meetings

One ESL/ELD consultant supports all secondary teachers with STEP 1 to STEP 6 students enrolled in 13 Secondary Schools in Brantford, Haldimand and Norfolk. The ESL/ELD consultant collaborates with individual classroom teachers upon request. Whole school professional development is also offered in the form of after school workshops, staff meeting learning, lunch and learns and Professional Activity day learning.

One day of NTIP training, with our ELL consultant, running an ELD/ESL station to support new educators to GEDSB on the ESL/ELD tool was offered. Additionally, two half days and one full day release for 10 lead educators to participate in a collaborative work model to build capacity with STEP, the Plug-in tool and ESL/ELD planning tool. Ten lead educators were selected from our schools that have the highest ELL populations.

Indicators of Success – How We Will Know?	Monitoring Indicators of Success – How We Are Doing?
<p>Educators with ELL students will:</p> <ul style="list-style-type: none"> • Have a clear understanding of the OLLB/OLB STEP continuum and how it interacts with the Ontario curriculum in order to plan effectively for ESL/ELD students • Clearly understand how to use the ESL/ELD planning tool or a tracking/monitoring tool of their choice for effective ESL/ELD student planning and progression on the OLB/OLLB STEP continuum. • Collaborate by using the co-planning, co-teaching, co-reflecting support model 	<p>Itinerant observational data indicates that teachers of ELL students are in the beginning stages of learning content and that their most urgent learning needs are:</p> <ul style="list-style-type: none"> • Using a planning tool for ESL/ELD students • Understanding how modifying curriculum to plan for ELL programming • Understanding the OLB/OLLB STEP continuum in relationship to the Ontario curriculum to develop effect planning and classroom pedagogy.

SECONDARY PROGRAM

Improving Student Performance in Math (ISPM)

A Secondary Math Facilitator directly supports the four Ministry identified secondary school math teams requiring intensive support on a weekly basis. The four identified schools are Brantford CIVS, Dunnville SS, Hagersville SS and Waterford District HS. The team is comprised of a Principal as lead learner for MFM1P teacher(s), and a School-Based Math Facilitator. The focus of the work is to better understand the progression of math learning and how to identify where students are and how we can support them in moving through the progression. Developing an understanding of where a student is on the progression allows teachers to make a more informed decision on the next steps that will best support the student's learning. The focus on progression also supports staff discussion and learning around differentiated instruction (DI). The goal for students is to have them become more confident having math conversations and supporting their own thinking.

In addition, Student Success coordinates professional learning opportunities for all school math teams to understand the math learning progression and how to best support their students. To increase the use of observations, conversations and products, in assessing students' strengths and needs, teachers were provided opportunities to try different instructional strategies including the use of models and multiple representations. Teachers learned multiple ways to track different forms of assessment. We continued to focus on a three-act math lessons and how to support student critical thinking and reasoning mathematically. The Secondary Math Facilitator supported all other schools on a monthly basis and additionally upon request.

How are we doing?

- Grand Erie's semester one pass rate in MFM1P was 90.3% for all students. The intensive support schools had a pass rate of 93.8%.
- Grand Erie's semester one levels of achievement for MFM1P included 51.7% of all students at level 3 or level 4. The intensive support schools had 49.5% of students at level 3 or level 4.
- The four intensive support schools piloted a new pre-assessment that focused on linear relations and number sense in order to establish a baseline of where students are on the learning progression and identify skill gaps for individual students.
- A mid-semester assessment was administered focusing on linear relations and number sense in order to measure growth and determine next steps for instruction to continue moving students along the progression. This also supported continued conversations between math teams and the Secondary Math Facilitator.
- There was continued refinement of instructional strategies by professional learn teams to support numeracy skills in MFM1P, other mathematics courses, and cross-curricular planning. Math teams continued use of engagement strategies (notice and wonder, three-act math lesson) to improve student confidence in mathematics and use of varied assessment strategies to capture student learning and inform instructional decision making

How will we get there?

- Deeper interventions for student learning needs as aligned with learning progressions occurred in the intensively supported secondary schools.
- Increased implementation of erasable white boards to further support accommodations with problem solving and engagement for all students.
- Through co-planning and co-teaching opportunities in MFM1P, teachers are supporting all students with instructional strategies for success in mathematics.
- Collaborated with Grand Erie's Education Technology team to efficiently document the conversations, observations and products of assessments to help make learning visible.

- Increased focus on staff understanding of the math progression, identifying where students are and the thinking strategies and tools students need to move along the progression. As well, this also supports instruction aligned with student well-being and self-efficacy in mathematics.
- Our next step is to increase the opportunity for student voice as an ongoing measure within the monitoring of the school-based learn teams and responsive adjustments to instructional practice.

Literacy Support Plan

A cross-curricular pre-assessment was created and distributed to all secondary schools. The pre-assessment identified reading and writing skill gaps across the different curriculum areas and supported individual teachers with strategies to close identified literacy gaps. Supports have been provided to individual administrators and teachers upon request. The Student Success team continues to focus on culturally responsive pedagogy, DI, and the triangulation of assessment data when working with staff.

How are we doing?

- Students are making cross-curricular connections with information and ideas in reading and personal experiences.
- Increased achievement, equity, and well-being supports for all learners through culturally responsive pedagogy.
- Deeper capacity building with sub-skills in reading as outlined in the Ministry of Education Student Achievement Literacy Planning Resource: Grades 7-12.
- Increased use of DI and triangulation of data.

How will we get there?

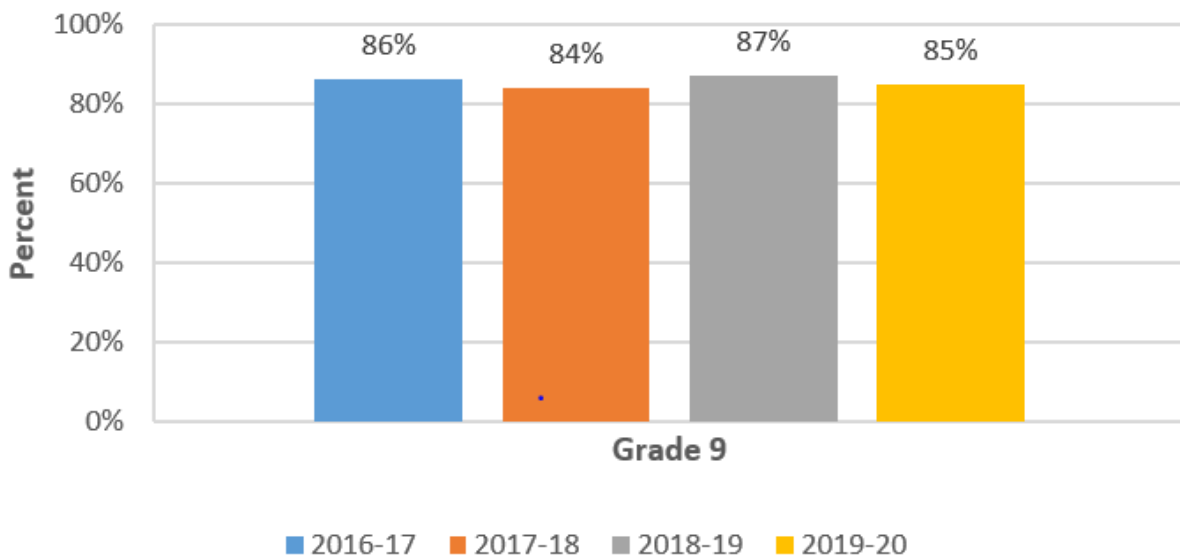
- Further supports for classroom-based assessments to monitor evidence of student learning.
- Deeper implementation of Grade 9 and Grade 10 cross-curricular reading tasks aligned with sub-skills in reading explicit and implicit information and making connections.
- Increased alignment of curricular learning goals with short-term literacy support planning.
- Continued collaboration of cross-curricular literacy instruction.
- Supporting all subject teachers with smaller subject-specific literacy pre-assessments.

Credit Accumulation

A key indicator of student success and progress towards graduation is credit accumulation. The benchmarks of achieving 8/8 credits in Grade 9 and 16/16 credits in Grade 10 help inform successful transition planning for students and are a strong correlation to graduation. A mid-year review of 4/4 credit accumulation in Grade 9 and 12/12 credit accumulation in Grade 10 occurs at the system and school level. Credit recovery sections in semester two and summer school programming are two Student Success interventions that help students to recover credits and stay on track for graduation.

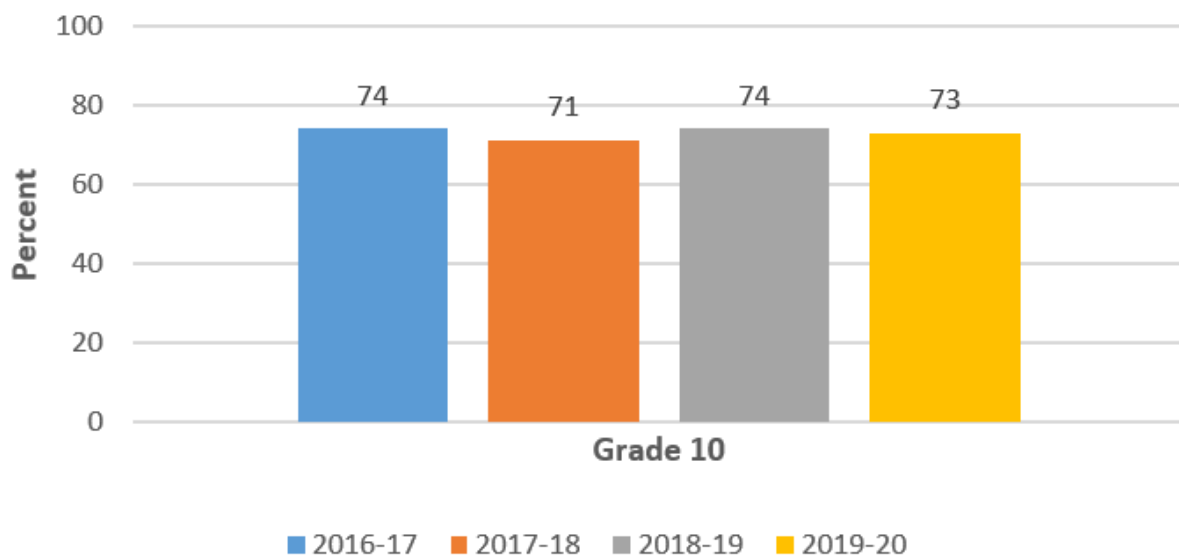
The data for the Grade 9 and 10 credit accumulation excludes students in fully self-contained classes.

Grand Erie Semester 1 Credit Accumulation Grade 9 2017-20



The bar graph above illustrates credit accumulation for Grade 9 (4/4) from 2017 to 2020.

Grand Erie Semester 1 Credit Accumulation Grade 10 2017-20



The bar graph above illustrates credit accumulation for Grade 10 (12/12) from 2017 to 2020.

Intermediate Collaborative Learning

Intermediate Collaborative Learning (ICL) with a focus on literacy and numeracy is offered to every elementary school and compliments targeted mathematic and literacy support plans. In Brant/Brantford these sessions were postponed due to job action. Norfolk schools were able to attend the series of professional learning sessions while Haldimand was only able to attend the kick-off session. Schools are organized based on a secondary school and their respective feeder schools.

Participants discussed student needs based on the Ontario Comprehension Assessment (OCA) for elementary and a sample of a pre-assessment they use in secondary. Learning cycles are used to deepen professional content knowledge and improve student achievement. The goal for literacy was to increase staff understanding of effective instruction and assessment in literacy for greater success in student output and achievement.

For numeracy, ICL was planned for the four intensive support secondary schools identified by the Ministry and their feeder schools as well as sessions offered for all intermediate staff. The intent was to build responsive professional development based on the progression of learning of a student and the needs as identified by staff. These sessions have been postponed at this time.

How are we doing?

- Cross-panel professional development for lead Grade 7 and 8 teachers with their secondary school colleagues.
- Opportunities for teachers to share a continuum of instruction across the intermediate panel.
- Informed literacy instruction through the use of pre-assessments and moderated marking to determine skill gaps among students.
- Professional development aligned with the Board Student Achievement Plan.
- Continue to work with Six Nations and Mississaugas of the Credit intermediate teachers to support student learning needs and transitions into Grand Erie secondary schools.

How will we get there?

- Student Success team members modeled the delivery of DI and incorporated the triangulation of data in their professional development sessions.
- Additional professional learning to provide opportunities for further collaboration was offered to all.
- Continue cross-panel Collaborative Inquiry Learning Model.
- Further supports for monitoring and measuring evidence of success to inform next steps was offered following the cross-panel.
- Continue collecting teacher voice to inform future professional learning opportunities.

School Support Visits

As a team, Student Success has aligned their work with the IBM audit from 2018-19 across all the portfolios. We continue to build upon culturally responsive classrooms and support principals and teachers with DI and the triangulation of data to meet students' needs. A resource for DI was shared with all principals at the Secondary Director's meeting and three learn sessions were held to build capacity with understanding DI, what it is, what can be differentiated, which instructional strategies support DI, and how to implement DI in all curriculum areas. In September, the Principal Lead and Program Coordinator met with all principals to share school data and review the strategic alignment of their School Improvement Plan (SIP) with the Grand Erie Student Achievement Plan. SIP templates have three areas of focus: Student Achievement, Promoting Well-Being, and Ensuring Equity.

Large group sessions could not occur this semester and support has been with individual schools as requested. The Student Success team has offered small scale support as requested and we plan to build on our work next year.

District Support Visits

The School Effectiveness Framework (SEF) revised by the Ministry of Education in 2013 and implemented in the 2013-14 school year includes a process for systematic school reviews. It was developed as a resource to assist schools to plan for and undertake precise and intentional school

improvement focused upon the achievement of all students. It also guides the process whereby schools examine the implementation of their strategies for school improvement to determine areas of strength and identify next steps for refinement.

The process includes a pre-visit and a post-visit where the Principal Leader of Student Success meets with the Principal and School Improvement Team. The pre-visit focuses on improvement efforts that have occurred since the last visit and preparations for the current visit. The post-visit discusses in more detail the outcomes and next steps for continued school improvement.

Schedule of Visits – Secondary

2019-20		2020-21
Semester 1	Semester 2	
<ul style="list-style-type: none"> • Brantford Collegiate Institute and Vocational School • Valley Heights Secondary School 	<ul style="list-style-type: none"> • Dunnville Secondary School • Grand Erie Learning Alternatives 	<ul style="list-style-type: none"> • Paris District High School • Pauline Johnson Collegiate and Vocational School • Simcoe Composite School • Tollgate Technological Skills Centre • Waterford District High School

SPECIAL EDUCATION

The focus is on implementation of the renewed model in special education. The renewed model brings supports and strategies closer to the classroom. Learning Resource Teachers coach, co-teach and co-learn with classroom teachers to build capacity for all staff members to meet the needs of students with special education needs.

How will we know?

There will be a focus on fulsome implementation of Tier 1, in-classroom or close-to-the classroom strategies and supports.

How are we doing?

School Administrators were asked:

What evidence do you have of Tier 1 strategies being implemented in your classrooms?	<p>Conversation</p> <ul style="list-style-type: none"> • communication between principal and the LRT • having conversations with staff members about their pedagogy • asks teachers directly about the use of tier 1 strategies • reinforcement of the idea of not being able to move beyond tier 1 if we haven't fully implemented these strategies • teachers are coming to School Team meetings and asking questions like "what do I do here" rather than "what can you do for me"
	<p>Observation</p> <ul style="list-style-type: none"> • observe challenging behaviours in gr 6,7,8 being addressed more by tier 1 supports • seeing the use of break cards • the use of the placemat is happening at School Team • www.pbis.org used more often • peer supports for self-regulation at recess and in class • language supports (Lexia – 50 students) • in class supports - LRT working with grade 2 teacher • coordinated language block in primary to support based on reading characteristics • use of student profiles • can see the use of SEA equipment • LRT is the first go to by teachers • LRT is working with teachers to share and implement new strategies • Decrease in request for supports • EAs have been very busy putting together modified and alternative programs • teachers are using the strategies from the placemat
	<p>Product</p> <ul style="list-style-type: none"> • relative improvement in student behaviour • evidence in plans • using ABC charts, collecting anecdotal data • less screaming, students on modified days extending their days • students much better able to regulate themselves, much better able to take coaching to regulate themselves • guided reading is happening in primary and junior • noticing that kids are not being sent out as much in the classrooms that are implementing Tier 1 strategies

Learning Resource Teachers shared:

Elementary School Tier 1 Placemat as a Fillable Form

The LRT modified the placemat to a form which includes checkboxes that teachers can use to track strategies they have implemented. Includes links so that teachers can move quickly through the lengthy form. They bring this tool to In School Team and Resource Team.

Challenges to consider:

- the length of list
- will teachers use it?

If using this idea, be sure to document strategies in the Student Profile, too.

How will we know?

Elementary Learning Resource Teachers will participate in intensive professional learning to build their capacity to support classroom teachers to meet the needs of students with exceptionalities in the classroom. Secondary Learning Resource Teachers will participate based on their interest and availability.

How are we doing?

All elementary LRT's and approximately a third of the secondary LRTs have participated in seven full days of professional learning. Professional learning opportunities have had a focus on the following areas:

1. Instructional Leadership - coaching habits, collaboration, Ontario Human Rights Commission
2. Program - alternative curriculum planner, BeSafe plans, Applied Behavioural Analysis methods, differentiation
3. Process - special education reporting, IEP's, IPRC's, eLITE
4. Mental Health - Safe Talk

Learning Resource Teachers shared:

Secondary School Third Point of Communication

During IPRC's, the Report of the IPRC or the IEP is projected for all participants to reference.

A graphic the LRT created also serves as a 3rd point of reference during meetings. A copy of the graphic is attached.

The 3rd point of reference works for challenging conversations. During the presentation, examples were shared.

Connect with LRT at the school if you want to learn more about ways to use the third point of communication.

How will we know?

The classroom teachers will design and implement the student's program with the support of the Learning Resource Teacher, in the classroom.

How are we doing?

LRT's are expected to provide support within the classroom alongside classroom teachers.

School Administrators were asked:

<p>How are you supporting learning and coaching conversations between your Learning Resource Teacher and classroom teachers?</p>	<p>Successes</p> <ul style="list-style-type: none"> • LRT is doing some co-teaching in classrooms – early literacy • focus on spec ed at every staff meeting and on PD days • when classroom teachers come to administrator, redirects to LRT to support • modelling for the LRTs and then supporting them with challenges in the classroom • LRT and principal are skimming placemat to use targeted and focused questions • will bring in supply teacher so teachers don't have to rush away from collaborative conversations • provides opportunities for LRT to take the lead on math intervention support • ensures that the LRT is regularly in and out of classrooms • reinforced with the staff that the LRT does not provide withdrawal support • LRT took the lead to support staff to create student portfolios • Provide LRT time to do lunch and learns • create a schedule of support in all classrooms • principal has gone through the renewed model with staff so they understand the role of the LRT • have been able to take PD from LRT and embed in staff meetings
	<p>Challenges</p> <ul style="list-style-type: none"> • LRT is new to the role – a lot of learning • LRT is acclimatizing to a new school • LRT still learning about the right questions to ask – there has to be intent behind the questions • classroom teachers are struggling to understand the role of the LRT • the LRT is resistant to the renewed model

Learning Resource Teachers shared:

Elementary School Capacity Building - Lunch and Learns

As staff came forward with student concerns, the LRT's, in collaboration with the Administrator, identified the areas of biggest need and what learning would benefit the teachers in meeting the students' needs.

They offered two models of delivery:

1. Stand Alone – learning about implementing the Differentiated Instruction Hierarchy.
2. Series – ABA strategies

Engagement – The lunch and learn sessions were offered for 20-25 minutes during both nutrition breaks to ensure access to learning by all staff, including DECE's and EA's. The staff were invited to join and the messaging is around the benefits to the teacher. At In-School Teams and during the casual discussions, personal invitations were also extended. It is shared that they will leave with something to take away and use.

Focus of Delivery – Each session begins with a short instructional element followed by a teacher action plan, addressing their specific needs for a student in their class. Follow up support was provided and, of course, a celebration of the successes.

The benefits are the collaboration in problem solving and identifying action plans, the sharing in learning, and the contagious enthusiasm for implementing the strategies.

Elementary School Tier 1 in Kindergarten Classes

The Kindergarten Team at the school meets on Friday mornings at 8:00 a.m. to build the team and achieve objectives. The meetings are an open opportunity to come together, reflect on progress and help each other. These meetings help improve the general performance of the team and productivity of individual members. It provides a time to share, laugh, discuss, and learn from one another.

Members of the team include the Administrator, LRT, Classroom Teacher, Educational Assistants, and Designated Early Childhood Educator.

As there is more than one kindergarten class at the school, they have switched between classrooms to provide the opportunity to highlight each team's work. They plan to meet one week in the library to access other resources. The staff room is an option as there is a SmartBoard located in the room and they could show presentations and training videos. The Resource room is another location that could provide access to new and diverse tools to support student learning. The Gymnasium could be used with a focus on physical activities for students. Community locations are also on the list of future meeting sites.

The meeting agendas include, but are not exclusive to the following format:

- Always begin with positives that are happening in "kinder-land"
- Behaviour strategies that are working or not working for students.
- In-school team (are there any students who need to be on the agenda for further discussion.
- Routines and Transitions – are they working, do they need to change anything.
- Curriculum updates – what are the students learning
- Up-coming events
- Sharing of resources (books, videos, websites, manipulatives, etc.)
- Goals that the team want to accomplish in the areas of home/parent communication, colleague support, and personal wellness
- Set a goal, identify roles, and set a date for completion
- In the future, they hope to invite guest speakers
- Provide an opportunity for questions and/or comments
- Set a date/time for the next meeting with expectations.

Must haves for each meeting include a timer, an agenda to keep the team focused, visuals, and, of course, snacks!!

How will we know?

Establishment of clear expectations regarding In-School Team and Resource Team processes.

How are we doing?

Training for LRT's has focussed on the process for in school team and resource team. The information shared with LRTs was also shared with school administrators so there was a common understanding of the function of the school team and the resource team.

Learning Resource Teachers shared:

Elementary School Teachers Attending In-School Team and Resource Team

In-School Team is held twice a week. The school is flexible with their planning so that teachers can attend before school, during their prep, or during class time with short-term coverage being provided by an EA when possible.

Teachers are bringing data and tracking with them to share with Resource Team to help facilitate the collaborative problem solving.

Student Profiles are being projected during Resource Team as a reference for strengths and needs, assessment data and intervention strategies.

Group Discussion and Questions

Challenges with In-School Team:

- how are schools running IST meetings and managing coverage for teachers to attend?
- how often are schools having IST?

Challenges with Resource Team:

- -how do you encourage and prepare a teacher to come to RT?
- -how much information or history should be shared with the RT?

How will we know?

Dedicated multi-disciplinary teams in schools to attend Resource Team meetings.

How are we doing?

- Dedicated and consistent Resource Teams were established in September 2019 and meet on a 6-week cycle
- Support staff consistently report that their work in schools has been strengthened because team members have gotten to know each other well and they are learning from each other
- The quality of Resource Team discussion continues to develop, and staff are positioned to direct referrals for Tier 3 interventions in a more targeted way (e.g., school concern about behaviour appears to be tied to unmet communication need and would be best addressed by Speech Language intervention)
- Deeper discussions about program are occurring in some schools, some of the time
- Intensity of Resource Team cycle with 2 meetings, 3 days a week is draining and has changed the windows of time to manage other demands (e.g., Speech Language Pathologist setting up case load for Communicative Disorders Assistant; Teacher Consultants responding to requests from other schools; scheduling of other meetings such as case conferences, Identification Placement and Review Committees)
- Agenda items from secondary school are not always relevant to all staff because the focus is on mental health concerns and very sensitive information is being shared

How will we know?

Shifts in System and Professional Support Staff roles to align with the renewed focus of Tier 1, in-classroom or close-to-the-classrooms supports and strategies.

How are we doing?

- Interest in phonological awareness and narrative language skills development is growing in Early Years/Primary Grades classrooms; Communication Services staff are supporting educators to use resources like Sound Bites as well as instructional strategies related to oral

language/early literacy development for all learners; requests for classroom presentation and co-teaching with Communication Services staff have increased

- Professional Support Staff are providing resources and supports in response to specific learning goals set by classroom teachers
- In person participation of classroom teachers at Resource Team is low
- Behaviour Counsellors are providing consultations around Tier 1 behaviour supports as part of supporting educator understanding of Tier 1 behaviour interventions at the school
- Reinforce the importance of implementing Tier 1 interventions prior to individualized behaviour support planning- good for all, class wide strategies
- LRT's have been provided with behaviour support tool kits at training, and Behaviour Counsellors have followed up with half the schools providing a lunch and learn session at schools on the items in the kit and rationale for using each of the tools in it. Ex. Visuals, reinforcement, etc.

Learning Resource Teachers shared:

Elementary School Resource Team Agenda Adaptations

The agenda format was adjusted to provide an estimated time for discussion of each student's needs and to help keep the meeting on track, making effective use of the time allocated for the meeting.

The subheadings were added to help provide focus to the meeting. Extensive needs, Strategies used, and Teacher would like to learn. are used to provide information and establish next steps. Samples of the resources used are shared, if appropriate to bring. This brings the focus back to the teacher with support from the Resource Team through a variety of means.

A sample of the agenda is attached for your review.

During discussion, consideration was given as to where to document Next Steps but for sure, they should be recorded in the Student Profile.

Some of the other ideas were how to share the results after RT discussion:

Some schools:

- write next steps directly into the agenda using a different font colour
- use OneNote to copy next steps
- next Steps added to the Student Profile

High schools:

Next steps are a personal conversation between LRT and classroom teacher

Next Steps are logged into PowerSchool Log entries: example: *RT discussion* (avoid adding confidential info).

How will we know?

Continued focus on role of Educational Assistant as a resource that adds value to teacher programming goals for independence for students, how is the EA adding value to teacher programming

How are we doing?

Conversations with staff regarding allocation of Educational Assistants focus on how the EA is adding value to the teacher's program. Lead EAs are focusing on supporting classroom EAs to implement the teacher's program. Continuing to reinforce with the classroom EA that it is the teacher's role to

program for students. A three-part professional learning series for Educational Assistants has been created for interested EAs to access for their own personal learning.

How will we know?

A continued focus on more targeted methods to monitor outcomes for students with special education needs that cannot be measured through traditional academic assessments will be a focus for the 2019-20 school year.

How are we doing?

To date we have not made this an area of focus so that we could measure progress.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Linda De Vos, Superintendent of Education
Denise Martins, Superintendent of Education
Liana Thompson, Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Community Use of Schools Position**
DATE: March 30, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Community Use and Partnerships Officer position plan as information.

Background

The Grand Erie District School Board believes in supporting its communities by making school board facilities available to the public and supports the Community Use of Schools (CUS) Program that fosters partnerships and community relationships. This statement, which is found in the introduction of the Board's policy (FT4) on Community Use of Schools, is important as the Board looks to move forward to balance community partnerships, asset and capacity management, financial viability and operational effectiveness.

Currently, the management and administration of this significant portfolio is handled by the Executive Assistant to the Superintendent of Business & Treasurer along with clerical support at the facilities level. The typical workflow that is generated from managing the Community Use of Schools portfolio is not limited to:

- Maintaining of all Grand Erie facility rentals and permits using specialized computer programs.
- Visiting board facilities to analyze and adjudicate issues and problems with school and facility staff, community groups and municipal partners.
- Reporting to the Ministry with respect to Community Use of School data collection and research.
- Preparing system memos and communication briefs.
- Communicating with community groups and the Ministry of Education, regarding policy changes, new visions, current challenges and programs.
- Preparing, updating, communicating and implementing new policies and procedures for use of all programming spaces not limited to gyms, libraries and sports fields.
- Communicating and liaising with provincial Community Use of School Coordinators on a regular basis for information sharing, benchmarking practices and best practices sharing as mandating by the Ministry of Education.
- Reviewing and negotiating Reciprocal Agreements for Joint Use of Facilities with multiple municipalities.
- Providing training, refreshers and ongoing communication to school administrators on policy and software.

Additional Information

When reviewing the CUS portfolio, the Board's existing partnerships and leases, the structures of similar-sized boards, the distribution of work, and the potential for the generation of additional revenue, it would appear that Grand Erie would benefit from the creation of a role dedicated to not only CUS but also to enhance the asset management from a financial and operational perspective. Most boards of Grand Erie's size have a dedicated Community Use of Coordinator position. This list includes: Waterloo Catholic DSB, Upper Grand DSB, Hamilton-Wentworth Catholic DSB, Niagara Catholic DSB, Simcoe County DSB, Lambton-Kent DSB.

In addition, the current workload required of the CUS portfolio plus the other regular duties of the Executive Assistant to the Superintendent of Business far exceeds the time allotted to complete the work. This has resulted in the completion of work in haste and, in some cases, work temporarily reassigned to other staff. The complexities of managing the constantly increasing number of permits and use have increased over the years as different types of groups wish to obtain varying levels of access to our many different programmable spaces. This is occurring simultaneously with the changing needs of the Board's Joint-Use Agreements all while balancing the space availability against minor and major construction and renovations.

Listed below are the advantages of the creating the Community Use and Partnerships Officer position that would highlight initiatives that exceed the existing CUS position:

- Streamlining of many facility/planning/community information that is currently segregated into many functions (coordination of construction schedules vs permit approval)
- Revenue generation – many of our users are in our schools at no-cost. For example; implementing a structure that will charge out the current 40,000 free hours at a rate that will not only generate cost-recovery revenue but will support this new role in a cost-neutral or better model.
- Maintaining current relationships with tenants through regular visits and annual updates to lease agreements.
- Managing and tracking of current users in schools including the development of dynamic inventory of partnerships for use with planning department to establish live database of building usage.
- Assisting with real estate transactions and inquires (regulation 444/98).
- Legal agreement updating and coordination (Joint Use Agreements, lease agreements, child-care agreements, rental agreements, etc.)
- Soliciting feedback from current tenants, including the coordination of requests regarding major and minor capital as well as financial.
- Development and annual maintenance of master cost recovery template that will determine what each space should charge per square foot for each type of rental (gymnasium, classroom, library, etc...)
- Lead the planning and implementation of partnership development including exploration of partnership opportunities, developing proposals, establishing and managing partnership agreements as required.
- Coordinate the Annual Community Partnership meeting and Annual Community Use of Schools meeting.
- Employ Active Outreach Strategies to ensure community support at the local school level, working with area schools to determine schools and community capacity to deliver and manage programs
- Managing of community partnership data on an ongoing basis in order to effectively document and report on data relevant to the accommodation review process such as community interaction, non-school programs, co-located services and any related revenue.
- Community Partnership Coordination (Filming Production inquiries, Tourism Brantford, Provincial and Federal Community Athletic Events)

- Coordination of elections (Municipal, Provincial, Federal)
- Promote and maintain relationships with partners in our facilities
- Plan, prepare and conduct outreach workshops, seminars and other training sessions for users and custodial staff
- Advertising or surplus space and coordination of under-utilized assets; provide tours to potential tenants
- Liaise with other members of the Senior Team to align space needs with portfolios.
- This role will absorb a great deal of the work the current Executive Assistant to the Superintendent of Business performs, releasing hours that will be focused on areas of the portfolio that would also benefit from an enhancement such as:
 - Legal support for other departments and Academic staff
 - Budget and financial support
 - Risk management
 - Insurance inquiries
 - Managing of other agreements
 - Process and work-flow optimization and documentation

Next Steps

A job fact sheet will be created to identify duties and responsibilities. We anticipate that compensation requirements will fall within a range from \$65,000 to \$85,000.

The position will commence in September 2020 and report directly to the Superintendent of Business. A priority would be working on transitioning of associated duties from the Executive Assistant.

Grand Erie Multi-Year Plan:

This position supports the Community indicator of Success for Every Student and the following statement: Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

This position also supports the Environment indicator of Success for Every Student and the following statement: make the best use of the space in schools.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Zachary Garbaty, Student Trustee
RE: **Student Trustee Report – COVID-19 Reaction from Students**
DATE: March 30 , 2020

On March 12th, 2020, at roughly 4:00 pm, news broke that students would be receiving an additional 2 weeks of school closure on top of their already scheduled 1 week long March Break.

When I received the news about the closures, I was still at school working through calculus homework with a group of classmates when the teacher notified us of the recent development. The 6 of us initially could not believe it, and looked forward to a “mini vacation”, however since then we have learned this is situation is far from our originally anticipated “mini vacation”.

Through talking to students across high schools here in Brantford, the common question on all students minds right now is “what exactly does this closure mean for us?”, and the answer to that is no one really knows. With this situation evolving so fast, it is impossible to know for sure what is going to happen next. When talking to student’s I specifically asked for their opinion on the current circumstances, 3 of which I have included:

“I think that it’s unfortunate that we are missing so much school (especially since I am missing out on special field trips and certifications in e3), but closing schools slows down the spread of the virus so it has to be done. It would be really nice if the school board would come up with a plan for what will happen after March Break ends so students can know what to expect in regard to eLearning.”

-Erin Gibson, North Park Collegiate, Grade 11

“It’s an unfortunate situation when it comes to prom and sports since it’s our last year. Also, the fact that students require these credits to go off to post-secondary is an issue. As much as this is a problem, I do believe it’s necessary despite how behind we may get in classes.”

-Isabel Jacklyn, Brantford Collegiate Institute, Grade 12

“I’m glad they’ve implemented the extended March Break as I would feel safer returning to school. However, the increase of probable cases, as well as the 1 confirmed case so far of COVID-19 within the area does creates some worry regarding the return to school.”

-Hunter Schulz, Pauline Johnson Collegiate, Grade 12

As we all move through these untelling times, all we can do is prepare ourselves, and provide the students with reassurance that their concerns are being heard.

Respectfully submitted,

Zachary Garbaty
Student Trustee



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Susan Gibson, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: March 30, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the March 9, 2020 Committee of the Whole Board meeting as follows:

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

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

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

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

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

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

THAT the Grand Erie District School Board forward Policy FT9 Transition Committees to all appropriate stakeholders for comments to be received by May 1, 2020.

8) HR111 Personal Protective Footwear

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

9) HR119 Progressive Discipline

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

10) FT105 Playground Equipment

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

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

11) SO113 Extreme Weather

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

12) OPSBA Report

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

Respectfully submitted,

Carol Ann Sloat, Vice-Chair
Committee of the Whole Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
 RE: **Major Construction Project Report**
 DATE: March 30, 2020

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

Background

Following is a status update for the Major Construction Projects.

Mapleview Elementary School

Project Scope:

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

Space: New Construction

Gross Square Feet: 44,740

Total Project Budget: \$11,388,529

Funding Source: Capital Priorities Grant

Total Project Cost to Date: \$12,279,702

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

Architect: Salter Pilon

General Contractor: JR Certus

Timeline:

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

Status:

The project is complete

Summary:

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

Budget Summary:

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

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

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

Project Scope:

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

Space: Renovation

Gross Square Feet: 3,445

Total Project Budget: \$786,506

Funding Source: Capital Funding

Total Project Cost to Date: \$69,246

Total Project Forecast Cost: \$ TBD

Architect: Grguric Architect Inc.

General Contractor: Platinum Construction Corp.

Timeline:

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

Status:

The preliminary construction kickoff meeting was held on January 15, 2020 and renovations began February 2020.

Child Care Addition at Central Public School

Background:

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

Project Scope:

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

Space: Addition

Gross Square Feet: 5,673

Total Project Budget: \$2,056,000

Funding Source: Capital Funding

Total Project Cost to Date: \$140,207

Total Project Forecast Cost: \$ TBD

Architect: Grguric Architect Inc.

General Contractor: Abcott Construction

Timeline:

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

Status:

The preliminary construction kickoff meeting was held on March 5, 2020 and construction is anticipated to start in March.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **International Students – Fee Structure**
 DATE: March 30, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the 2020-21 Tuition Fees for International Students.

Background

Grand Erie receives several applications from students outside of Canada to attend our schools each year. International student enrolment at Grand Erie secondary schools over the past five years is detailed in the table below.

International Tuition Fees - Summary of Students Enrolled [2015-16 to 2019-20]

School Year	Secondary Tuition Fee	ADE - School Year Enrolment							Total by Year
		WDHS	PJCVS	NPCVS	SCS	BCI	PDHS	CSS	
2015-16	\$12,655	-	-	2.0	-	1.0	1.0	-	4.0
2016-17	\$12,655	-	1.0	-	-	2.0	1.0	-	4.0
2017-18	\$12,840	-	2.0	2.0	1.0	4.0	-	0.5	9.5
2018-19	\$13,030	1.0	-	2.0	-	1.0	-	-	4.0
2019-20	\$13,030	-	2.0	1.0	-	3.5	-	-	6.5
Total by school		1.0	5.0	7.0	1.0	11.5	2.0	0.5	28.0

Budget Implications/Funding Source(s)

It is recommended that the fee structure for international students be developed to ensure that additional supports required for these students are considered and funded without redirecting resources from the funding provided by the Ministry for the pupils of the Board. The \$275 non-refundable portion of the fee provides some revenue to offset the costs of administrative support to prepare the required letters of acceptance for applicants. Additional costs to provide English as a Second Language (ESL), initial assessments and other required supports for international students have been considered when setting the fees.

For comparison, the secondary fee per pupil as calculated in “Appendix B – Calculation of Fees” for 2019-20 is \$11,223 (\$11,452 in 2018-19). We expect this fee to include modest increases for 2020-21 as the collective agreements have expired and salary increases are anticipated.

Elementary fees are proposed to remain stable year-over-year with the estimated per pupil amount provided by Provincial Grants for pupils of the Board plus an administration fee of \$275. The elementary fee per pupil as calculated in “Appendix B – Calculation of Fees” for 2019-20 is \$10,430 (\$10,518 in 2018-19).

The full proposed fee schedule for 2020-21 is as follows:

Secondary	Base Fee	Application Fee*	Total 2020-21 Proposed Fee	2019-20 Fee
a) Full School Year (two semesters – 8 credits)	\$12,880	\$ 275	\$13,155	\$13,030
b) Half School Year (one semester – 4 credits)	\$ 6,440	\$ 275	\$ 6,715	\$ 6,655
c) Summer School (July – 1 credit)	\$ 1,820	\$ 100	\$ 1,920	\$ 1,900
d) Additional credits (1 credit to complete requirements)	\$ 2,290	\$ 100	\$ 2,390	\$ 2,370
e) Additional credits (2/3 credits to complete requirements)	\$ 5,720	\$ 275	\$ 5,995	\$ 5,945
f) ESL Program fee per class (non-credit – Joseph Brant Learning Centre)	\$ 43	\$ -	\$ 43	\$ 43

*(non-refundable application fee)

Elementary	Base Fee	Application Fee*	Total 2020-21 Proposed Fee	2019-20 Fee
a) International Student	\$10,500	\$ 275	\$10,775	\$10,775

*(non-refundable application fee)

Next Steps

Agencies that facilitate International Student placements will be informed of the fee change for 2020-21. The new fee table will be posted on the Board's website.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Education Week 2020**
DATE: March 30, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Education Week 2020 Report as information.

Background

Education Week is an annual event that is celebrated across the province and within Grand Erie District School Board. In 2020, Education Week will take place between Monday, May 4 and Friday, May 8.

Education Week 2020 will look very different than years past. With COVID-19 closures, the annual Grand Erie Education Week Gala, held at the Sanderson Centre, has been cancelled. The event, which typically served as a preview to Education Week, was hosted by Grand Erie's Student Trustees and featured student performances from across the Board.

At the end of April, should Education Week events proceed at schools across the Board, they will be shared with Trustees and posted on the board's website for the community.

Grand Erie Multi-Year Plan

This report supports both the Achievement and Well-Being indicators of *Success for Every Student*. It supports Achievement through the following statement: "We will set high expectations for our students and staff." It also supports the following goal for Well-Being: "Staff, students and parents will promote health and well-being and will know how to access supports when needed."

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **Learning Plan Leveraging Digital Update**
DATE: April 6, 2020

Background

The Educational Technology Plan has been an annual report in April to Trustees since 2011. This report has provided Educational Technology details including hardware deployment, a summary of professional development, and next steps within the portfolio. Also contained within the report was a section on budget implications. The budget implications were general in nature, indicating that funding for the next school year would be part of budget deliberations in the spring.

The Learning Plan Leveraging Digital (LPLD) Report was shared with Trustees on January 27, 2020. This report is intended to provide the details of how educational technology will be purposefully and seamlessly integrated to enhance the learning environment and student achievement, going forward. The LPLD report outlined the top recommendations from the IBM Learning Plan Leveraging Digital report, the specific actions taken thus far to address the recommendations and timelines for the completion. Additionally, the report outlined the establishment, mandate and membership of a Learning Council for LPLD that was established in October 2019, as per the IBM recommendations. The LPLD report also highlighted a 3-year lease agreement with Compugen that was approved by the Board of Trustees in September 2019 for the acquisition of devices for staff and classroom to support Educational Technology. In December 2019, the device refresh for 1/3 of all classrooms and educators was completed. Professional development that has happened this year was detailed within the report. No further professional learning is occurring at this time due to the current status of job action.

Given the duplication of the information provided within the Learning Plan Leveraging Digital Update and the prior Educational Technology Annual Report this is a nil report.

Next Steps

The Learning Plan Leveraging Digital Update will be reinstated as an annual report for April 2021.

Respectfully submitted,

Lisa Munro
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **Summer School Report**
DATE: March 30, 2020

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

Background

In 2019, summer school students experienced a high level of success as 91.3% (this includes in-class, eLearning and Coop credits) of attempted credits were achieved. This may be attributed to students' intense focus on one course over the span of a day. As well, there may be increased student motivation due to the commitment made to a course during the summer.

eLearning registrations continued to outnumber in-class registrations during Summer School 2019. There were 1231 eLearning credits attempted compared to 565 in-class credit attempts. This indicates that students appreciate the flexibility and variety of summer school programs provided.

In 2020, summer school will be held in two locations: Brantford Collegiate Institute (BCI) and McKinnon Park Secondary School (MPSS). Both locations will offer full credit, reach ahead credit, and credit recovery courses. Full credit courses will also be available to students through eLearning.

Summer school programs offer students the opportunity to make up for unsuccessful credit attempts in regular day school or to upgrade their mark. In addition, summer school provides an opportunity for students to achieve additional credits on their path to graduation.

Key Elements of the 2020 Program

1. A Principal has been hired to oversee the summer school program. Three Vice-Principals have been hired and will be assigned to BCI, MPSS, and eLearning.
2. eLearning courses will be offered to students again this summer. In 2020, students will have a choice of approximately 50 courses available at the time of registration. eLearning courses can run with smaller numbers than face-to-face classes, allowing students to take courses they may not have access to in day school.
3. Cooperative Education will again be offered in all areas within Grand Erie. As well, a two-credit coop will be offered to support students enrolled in the Specialist High Skills Major program who have difficulty acquiring their coop requirement during the regular day school.
4. The Student Biz program is a community partnership between the Brantford-Brant Business Resource Centre, Brant Haldimand Norfolk Catholic District School Board (BHNCDNB), and the Grand Erie District School Board. The program is designed to provide an opportunity for students to learn skills that will enable them to be successful entrepreneurs in a hands-on learning environment and potentially earn coop credit(s). This program will run in conjunction with summer school pending student interest.
5. Summer school will again offer Literacy & Numeracy Programs for Grade 6, 7, and 8 students in both Brantford and Caledonia.

6. Reach ahead opportunities will be provided to Grades 7 and 8 students who wish to acquire a secondary school credit prior to their official enrolment.
7. Dual Credit opportunities will be identified for 2020 once the number of available Dual Credit seats is determined.
8. Pending approved funding, the Focus on Youth program may once again provide students the opportunity for summer employment in partnership with various community organizations. Students will gain valuable leadership skills, make connections within their home communities, and develop employment skills. Coop credits may also be earned.

Summer School Challenges

1. Summer school registration happens in a short time frame and the creation of classes and hiring of teachers generally takes place in two to three days. Although prospective teachers are interviewed in early May, finalized enrollment and staff requirements is not known until a few days before summer school begins. Several reasons for unknown enrollment numbers include: the outcome of June exams, students who pre-register do not attend, students register at the last minute, and/or students attend without registering.
2. Summer school staff will again be using PowerSchool as their Student Information System. Continued support from the Information Technology (IT) department will be necessary to identify and problem solve issues as they arise. IT will accommodate the PowerSchool year end process until after summer school administrative tasks are completed and report cards are mailed.
3. The BHNCD SB has tentatively confirmed their summer school course offerings for 2020. At this time their courses will be offered internally only.
4. A 2018 vote by the Ontario eLearning Consortium (OeLC) prohibits school boards to directly enroll students from a non-OeLC board or school. This information will be clearly communicated on the board website and in Summer School registration packages. Students from all boards/schools are welcome to register for any face-to-face classes.
5. Based on the current COVID-19 situation, it is anticipated that there may be an increase in demand for summer school registration, both through eLearning and in class learning. As such, programming locations, staffing and course offerings will need to be responsive to potential increases in student numbers and course needs.

Summary

The focus of summer school is no longer entirely on secondary school-aged students recovering credits. Summer school is designed to meet various student needs, including transition supports for intermediate students. Summer school provides both interest-based and needs-based educational opportunities to support more students as they progress toward graduation.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Lisa Munro
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Before & After School Programs Kindergarten – Grade 6, 2020-21**
DATE: March 30, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Before and After School Programs 2020-21 as information.</p>

Background

School boards are required under the Ministry of Education's *Before-and-After School Programs Kindergarten – Grade 6 Policies and Guidelines, revised September 2016* to ensure the provision of before-and-after school programs in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand and/or viability.

Before-and-After School Programs must be available on every instructional day and, may operate on non-instructional days if there is a need required by families within the community. Joint board/local service system manager/third-party provider meetings continue to occur frequently throughout the year to ensure a consistent approach to the provision of before-and-after school care for families across the community.

Additional Information

School boards were always able to directly operate or enter into an agreement with a third party that was either:

- A licensed not-for-profit third-party childcare center that is eligible to receive fee subsidy payments for children enrolled in the program, and/or
- An authorized recreational and skill building program for after school programs (Grade 1 to Grade 6)

Under the revised guidelines, school boards may now enter into agreements with a third party that is a for-profit provider, and, authorized recreational and skill building after school programs, can now include Kindergarten students.

In accordance with the Act and regulations, two or more school boards may enter into an agreement together for one of the school boards to directly operate or enter into an agreement with a third party to operate a before and/or after school program or authorized recreational and skill building after school program in a school of the board, for students in another school board. We currently provide seven joint programs that are of benefit to our school communities.

Although the regulatory requirement to survey every parent annually was removed, in January the survey was distributed to families at the school sites where Before and After School Program care does not exist within the school or at a close offsite location. Along with our coterminous board and CMSMs, planning to support families where the data has determined a viable need will be our next collaborative step in the process.

Due to the shortage of Early Childhood Educators across the province, providers continue to struggle to retain and recruit new staff. Although providers are not to have waitlists, this shortage has impacted this requirement. The joint board/local service system manager decision to prioritize current before-and-after school programs that have waitlists prior to initiating new programs at new sites will continue. On March 19, 2020 our childcare partners who currently provide programs in our schools were emailed to obtain their program waitlist status and, to confirm their interest in continuation of their programs.

To date, third-party providers have confirmed the continuation of before-and-after school programs as listed below. It is important to note, however, that based on changing viability numbers there is the possibility that in collaboration with community partners a Before and After School program or Recreation Third Party Provider program will not run due to low numbers between now and September.

Before and After School Care Program Status – as of March 30, 2020

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Agnes Hodge			Attend Kiddy Korner Daycare (Boys and Girls Club)
Banbury Heights	Boys and Girls Club		
Bellview	YMCA		
Bloomsburg	Surveyed to determine need. Determining next steps.		
Boston	Today's Family		
Branlyn Community	YMCA		
Brier Park	YMCA		
Burford District Elementary	Burford Co-Op	County of Brant Kids Zone	
Caledonia Centennial	CYPRES		
Cedarland	Surveyed to determine need. Determining next steps.		
Centennial-Grand Woodlands	Surveyed to determine need. Determining next steps.		
Central, Brantford	Surveyed to determine need. Determining next steps.		
Cobblestone	Paris Childcare	County of Brant Kids Zone. <i>Includes students from Sacred Heart</i>	
Ecole Confederation	YMCA		
Courtland			<i>Attend the YMCA Program at Our Lady of Fatima</i>
Delhi	Surveyed to determine need. Determining next steps.		
École Dufferin	YMCA		
Echo Place	YMCA		
Elgin Ave.	Surveyed to determine need. Determining next steps.		
Glen Morris Central		County of Brant Kids Zone	
Graham Bell-Victoria	Surveyed to determine need. Determining next steps.		

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Grandview	YMCA		
Greenbrier	YMCA		
Hagersville Elementary			Attend Koala T Care and Attend Today's Family Program at St. Mary's
Houghton	Surveyed to determine need. Determining next steps.		
J. L. Mitchener	CYPRES <i>Includes students from St. Stephens</i>		
James Hillier	YMCA		
Jarvis	Parkway		
King George	Surveyed to determine need. Determining next steps.		
Lakewood	Today's Family <i>Includes students from St. Cecilia's</i>		
Langton			Attend Norfolk Little People's Daycare at Sacred Heart
Lansdowne-Costain	YMCA		
Lynndale Heights	Today's Family		
Mapleview	YWCA		
Major Ballachey		Boys and Girls Club	
Mt. Pleasant	YMCA		
North Ward	Paris Child Care		
Oakland-Scotland			Just 4 Moms & Kids
Oneida Central	Surveyed to determine need. Determining next steps.		
Onondaga-Brant	YMCA		
Paris Central	Surveyed to determine need. Determining next steps.		
Port Rowan			Calvary Daycare
Prince Charles	YMCA		
Princess Elizabeth	Surveyed to determine need. Determining next steps.		
Rainham Central			
River Heights	CYPRES		
Russell Reid	YMCA		
Ryerson Heights	YMCA		
Seneca Central			Riverside Christian Montessori in York
St. George-German			St. George Children's Centre
Teeterville	Surveyed to determine need. Determining next steps.		
Thompson Creek			Students are bussed to Mapleview YMCA
Walpole North	Parkway		
Walsh	Today's Family		

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Walter Gretzky	YMCA		
Waterford	Today's Family <i>Includes students from St. Bernard's</i>		
West Lynn	Today's Family		
Woodman-Cainsville	YMCA		

Next Steps

1. As outlined in regulation, school boards are required to provide information to parents in writing and on the board's website by the beginning of May of each year. This information can be changed at any point as viability of programs change.
2. School Boards are required to report to the Ministry by the end of each school year.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – February 2020**
DATE: March 30, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of February 2020 in the amount of \$8,719,885.96 as information.</p>

Rationale/Background

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



MINUTES

SEAC Members

Present: L. Boswell, P. Boutis, C. Brady, B. Caers, M. Carpenter, C. Clattenburg, L. DeJong, S. Gibson, K. Jones, W. Rose, C.A. Sloat, J. Trovato, T. Waldschmidt, T. Wilson, R. Winter.

Regrets: R. Collver, N. Schuur, L. Scott, C. Speers.

Resource Staff

Present: L. Thompson, K. Mertins.

Regrets: P. Bagchee, L. Boudreault, L. Sheppard, J. White.

Recorder: P. Curran.

Guests: R. Wyszynski.

A-1 Opening **L. Thompson**

(a) Welcome L. Thompson

L. Thompson welcomed everyone, called the meeting to order and read the Land Acknowledgement Statement.

As there are two new members to SEAC, she asked everyone to introduce themselves and note their affiliation.

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

i. Add G-1 Information Items (a) Minister’s Advisory Committee on Special Education) – L. Thompson

Moved by: C. A. Sloat

Seconded by: C. Brady

“THAT the SEAC 19-05 Agenda for January 16, 2020 be approved as amended.

Carried

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

(a) Election of the Chair and Vice-Chair L. Thompson / P. Curran

Superintendent Thompson conducted the election in accordance with Grand Erie DSB Bylaw 8 SEAC Committee Terms of Reference.



H-1-b Special Education Advisory Committee SEAC 19-05

Education Centre – Board Room
Thursday, January 16, 2020 – 6:00 p.m.

i. SEAC Chair

Nominations from the floor for the position of SEAC Chair were called for three times.

T. Waldschmidt accepted his nomination from the floor.

As no other candidates were forthcoming T. Waldschmidt was declared SEAC Chair for the 2020 calendar year.

ii. SEAC Vice-Chair

Nominations from the floor for the position of SEAC Vice-Chair were called for three times.

W. Rose accepted her nomination from the floor.

As no other nominations were forthcoming, W. Rose was declared the SEAC Vice-Chair for the 2020 calendar year.

Superintendent Thompson congratulated both members and thanked them for their willingness to participate in leadership of the Committee.

T. Waldschmidt assumed the duties of chair for the remainder of the meeting.

(b) Financial Update – 2019-20 Special Education Funding,
Grants, Expenditures and Reserves

R. Wyszynski

i. Special Education 2019-20 Budget Review

Education funding provided to Grand Erie for the 2019-20 school year is \$37.6 million.

Funding is provided through the GSN – Grants for Student Needs which is comprised of a Pupil Foundation Grant, a School Foundation Grant and thirteen (13) special purpose grants.

Additional funding is provided to school boards through the Special Education Per Pupil Amount (SEPPA), the Differentiated Special Education Needs Amount (DSENA), the Special Equipment Amount (SEA) Allocation, Special Incidence Portion (SIP) Allocation Care, Treatment, Custody and Correctional Amount (CTCC) Allocation and a Behaviour Expertise Amount (BEA).



H-1-b Special Education Advisory Committee SEAC 19-05

Education Centre – Board Room
Thursday, January 16, 2020 – 6:00 p.m.

The Special Education Grant may only be used for special education. Any unspent funding must be treated as deferred revenue for special education.

New this year is the Priorities and Partnerships Fund (PPFs) grant which replaces the Educational Programs Other (EPO) grants.

PPF grants align with Ontario's new vision for education and is intended to prioritize education funding on high impact initiatives that directly support students in the classroom.

PPF grants are typically one year in length and must be spent on initiatives outlined in transfer payment agreements and are not guaranteed year-to-year.

For the 2019-20 school year, Grand Erie received grants for Mental Health and Well-Being \$39,367, Mental Health Workers in Schools \$338,331 and After School Skills Development Program \$80,710.

Special education expenditures for 2019-20 are expected to exceed the projected budget resulting in a deficit of \$600,000 in Special Education. These dollars are found in other areas of Grand Erie's budget (i.e. facilities, transportation).

ii. 2020-21 Budget Process

Planning begins in December; with pre-budget meetings starting in January. GSN release is provided to the board in March or April and balancing of the budget begins in May so a proposed budget may be filed with the Ministry in June.

The board appreciates stakeholder input through SEAC, a budget survey and trustees.

Chair Waldschmidt thanked Superintendent Wyszynski for the informative presentation.

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

(a) Ratification of Minutes December 12, 2019 SEAC Meeting T. Waldschmidt

i. L. Thompson requested amendments to D-1 New Business (c) Self-Contained Programs in Grand Erie 2020-21 Consultation

Moved by: L. Boswell

Seconded by: R. Winter

"THAT the SEAC 19-04 Minutes of December 12, 2019 be approved as amended.



H-1-b Special Education Advisory Committee SEAC 19-05

Education Centre – Board Room
Thursday, January 16, 2020 – 6:00 p.m.

Carried

- (b) The Ontario Roadmap for Children with Special Needs – SEAC Working Committee L. Thompson

L. Thompson reminded members we had previously discussed developing an Ad Hoc committee to work on a Grand Erie model.

Members determined that it is an important document and requested the special education management team create a draft to bring to a future SEAC meeting.

D-1 New Business

- (a) Special Education Plan Standard 5 – The IPRC Process and Appeals L. Thompson

L. Thompson reviewed Standard 5, which outlines the function of and scope of the Identification, Placement and Review Committee.

Appendix E is a roadmap guiding parents through the IPRC process, meetings and appeals.

Appendix F is the parent guide to the Individual Education Plan (IEP) and provides parents with information on the IEP and what to expect from the school.

All documents are included in the Special Education Plan and are posted to the board's public website.

Member discussion resulted in requests for a number of punctuation additions or changes and formatting revisions to Appendix E.

Members would also like more clarification in Appendix F to help parents better understand who will develop the IEP at the school level. One further amendment will clarify the inclusion of accommodations not requiring an IEP.

L. Thompson will return a revised document and appendices for review.

- (b) Retention, Reverse Integration, Acceleration – Input Session K. Mertins / L. Thompson

K. Mertins advised that members of the program team are developing a process for schools on retention and acceleration. Other school boards processes are being reviewed.

- i. Retention



Members identified the words ‘keeping’ and ‘failure’ with the term “retention” and were asked to speculate why retention might be considered for a student.

Reasons for retaining a child include, chronic health problems, diminutive physical size, lower maturation, inability to meet grade level expectations.

Research indicates that retention is not beneficial to most children, and in fact may do them harm.

Research shows that academic gains from retention are usually short-lived and eventually even out. Students may lose classroom contact with peers and friends which can be socially disruptive.

Students who are retained are at greater risk for dropping out, further reducing their opportunities as educational outcomes are determinant of adult life outcomes for many people.

Retention may be beneficial to some students in very specific circumstances.

Members were asked, “From your perspective as parents or community service providers, what considerations would be most important to you in meeting with your child’s school to discuss retention?”.

Members agreed that early and regular communication with parents is key to successful intervention.

Multiple meetings explaining all the options should be offered and when appropriate, the student should be included in the planning discussions.

They also would like evidence-based decisions behind retention options as parents who have been denied a request to retain their child will be able to review the reasons why promotion is in the child’s best interest.

Ms. Mertins explained the solution can be found by discovering what is behind the underachievement and working with the classroom teacher to provide tier one supports in the regular classroom program, being responsive to the development of skills in individual students.

B. Caers noted her board only retains for lack of attendance and this is included in their policy so is never a surprise for parents. Staff work with students in their class regardless of their functioning grade level.

ii. Acceleration



Special Education Advisory Committee SEAC 19-05

H-1-b

Education Centre – Board Room
Thursday, January 16, 2020 – 6:00 p.m.

Members identified the words ‘speed up’, ‘move faster’, ‘go ahead’, ‘bad idea’, ‘skip’ with the term “acceleration” and were asked to speculate why acceleration might be an considered for a student.

Members thought it may be beneficial for students who possess maturity and social skills plus advanced cognitive development.

Their work habits and physical size must be taken into account and students must want to be accelerated.

K. Mertins shared that research includes a caution about the acceleration of very young children who may rely on lower level cognitive processes such as memorization instead of developing higher level cognitive strategies if challenges of acceleration are mismatched with their development.

Members were asked, “From your perspective as parents or community service providers, what considerations would be most important to you in meeting with your child’s school to discuss acceleration?”.

B. Caers noted it is important to let parents know that their child can still be challenged in class even if they aren’t supportive of acceleration. Her board uses peer tutoring and split grades can benefit students as well.

It was also thought that social maturity should be considered before accelerating as acceleration may result in a very young child going off to post-secondary education.

Split classes may be a good temporary measure, but students may be bored the following year. Also, split grades are not available in every school.

Final thoughts were that parents and their child (when appropriate) should be included in all discussions at the earliest opportunity and throughout the process when considering either retention or acceleration. Evidence-based information should be provided to the family and student in order to help inform this important decision.

K. Mertins thanked members for the insightful information which will be very helpful to staff who are developing a process for Grand Erie. She will ask the Recording Secretary to share the slide with them.

E-1

Other Business

T. Waldschmidt

(a)

SO108 Community Service Providers and Schools Working Together

L. Thompson

This procedure outlines how we work with community partners in our schools and is currently out for comment.



H-1-b Special Education Advisory Committee SEAC 19-05

Education Centre – Board Room
Thursday, January 16, 2020 – 6:00 p.m.

Members are encouraged to review and send any comments to lisa.howells@granderie.ca.

F-1 Standing Items T. Waldschmidt

(a) None

G-1 Community Updates T. Waldschmidt

(a) None

H-1 Correspondence T. Waldschmidt

(a) Ltr Durham DSB re Inactive Status of Ministry Advisory Committee on Special Education (MACSE) December 20, 2019. L. Thompson

Members were advised of MACSE's reactivation announcement and a call for membership which will be emailed to the committee.

New member J. Trovato is the current president of MACSE and spoke of meeting schedules and committee composition.

I-1 Future Agenda Items and SEAC Committee Planning T. Waldschmidt

(a) L. DeJong requested Transition and Planning for School Entry on the February 20, 2020 agenda.

J-1 Next Meeting T. Waldschmidt

(a) Thursday, February 20, 2020 | Grand Erie DSB – Board Room | 6:00 p.m.

K-1 Adjournment T. Waldschmidt

(a) The SEAC 19-05 meeting of January 16, 2020 was adjourned at 8:02 p.m.



MINUTES
(Chair – Lena Latreille)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Chair</i>)
Tom Krukowski	Facility Services
Griffin Cobb	Secondary School Administration (Certified Member)

Employee Representatives:

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

Resource:

Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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Regrets:

Cheryl Innes	Elementary School Administration (Certified Member)
Philip Kuckyt	Transportation Services
Denise Kelly	CUPE Facility Services
Valerie Slawich	Non-Union (Alternate)
Janice Wilkie	Health and Safety Officer

2.0 Minutes of Last Meeting

The draft minutes for January 16, 2020 were reviewed.

3.0 Approval of Last Meeting Minutes (January 16, 2020)

The minutes were approved.

4.0 Agenda Additions

- 6.2 Bathroom Doors/Second Hand Vape
- 6.3 Notification of Risk Binders
- 6.4 Behaviour Management Systems Training
- 6.5 Notification of Asbestos Testing
- 6.6 Violence Threat Risk Assessment Notification



H-1-c Joint Occupational Health and Safety Committee

February 20, 2020
Facility Services – Meeting Room

5.0 Unfinished Business – Discussion
None

Indoor Air Quality Reports
None

6.0 New Business

6.1 Ministry of Labour Report- Greenbrier Public School- January 2020

The Ministry of Labour conducted a field visit following a critical injury that occurred to a YMCA staff member (non-Board employee). No orders were issued. This item can be removed from the next agenda.

6.2 Bathroom Doors/Second Hand Vape

A question was raised by a worker member if bathroom doors can be left open for monitoring purposes. The Division Manager of Operations and Health and Safety indicated that it is a fire door/barrier and cannot be left open. In connection with this, a committee member indicated that there is a concern regarding staff members being exposed to second hand vape when they go into the washroom to check on students. The Ontario Smoke Free Act covers this activity and prohibits it on school property, there are steps that schools can take to deal with the use of vaping products in schools. The Division Manager of Operations and Health and Safety will follow up with the Administrator at the school that has the concern. This item can be removed from the next agenda.

6.3 Notification of Risk Binder

A worker committee member brought forward a concern regarding the Notification of Risk Binder. She indicated that confusion still exists. The committee would like to see consistency amongst locations as to where the binder is kept. The Workplace Violence Manual indicates that the binder should be in the main office of the school. The Division Manager of Operations and Health and Safety will send out a reminder to Administrators regarding the use of these forms and the location where they are to be kept. This item will be moved to the chart.

6.4 Behaviour Management Systems Training

A question was raised by a worker committee member regarding staff Behaviour Management Systems training for staff that work regularly with students who have a Be Safe Plan. The committee member inquired if training can be completed without physical holds and restraints and still be deemed to have BMS training. The committee agreed to discuss this in more detail at the Special Education meeting. This item can be removed from the next agenda.

6.5 Notification of Asbestos Testing

A worker committee member inquired about notifications being sent to the committee when asbestos and air testing occurs at schools. The Division Manager of Operations and Health and Safety will follow up with the Health and Safety Officer to ensure these notifications are going to the committee. The members were reminded that sometimes these situations come up with short notice and we forward it to the committee as soon as we are aware. This item can be removed from the next



agenda.

6.6 Violence Threat Risk Assessment Summary

The committee discussed many aspects of the Violence Threat Risk Assessment that was shared with the committee. The Division Manager of Operations and Health and Safety reviewed the parameters regarding when a VTRA is shared with the committee. This item will be discussed in more detail at the Special Education meeting as well as be moved to the chart as an item to review again.

7.0 Information Items

7.1 Bulk Sample PLM Analysis Report- Tollgate Technological Skills Centre –eBase #1068- Project #18554

Samples of 12-inch ceiling tile were taken from eBase #1068 at Tollgate Technological Skills Centre. The samples did not contain asbestos. This item can be removed from the next agenda.

7.2 Bulk Sample PLM Analysis Report- Prince Charles Public School- eBase #18- Project #18537

Samples of drywall compound were taken from eBase #18 at Prince Charles Public School. The sample did not contain asbestos. This item can be removed from the next agenda.

7.3 Bulk Sample PLM Report- Paris District High School- eBase #3029- Project #18517

Samples of plaster were taken from eBase #3029 at Paris District High School. The sample did contain asbestos. This item can be removed from the next agenda.

7.4 Asbestos Abatement Site Report- Paris District High School- eBase #3029- Project #18517

An asbestos abatement was performed at Paris District High School to remove sections of asbestos containing plaster. All work was completed according to regulation. This item can be removed from the next agenda.

7.5 Mould Remediation Site Report- Paris District High School- eBase #3016-3016A- Project #18542

A visual clearance assessment and air monitoring was conducted at Paris District High School following mould remediation in a sink area. Further testing is not required. This item can be removed from the next agenda.

7.6 Bulk Sample PLM Report- Paris District High School- eBase #2092, 2093, 2091- Project #18581

Samples of plaster were taken from #2092, 2093 and 2091 at Paris District High School. The samples did not contain asbestos. This item can be removed from the next agenda.

7.7 Limited Designated Substance Survey Report- Langton Public School- Renovation Areas- Project #18390



H-1-c Joint Occupational Health and Safety Committee

February 20, 2020
Facility Services – Meeting Room

A Limited Designated Substance Survey Report was completed at Langton Public School to identify possible hazardous materials that may be present when doing renovations. This item can be removed from the next agenda.

- 7.8 Bulk Sample PLM Report- Burford Public School- eBase #1060- Project #18518
Samples of plaster were taken from eBase #1060 at Burford Public School. The samples did not contain asbestos. This item can be removed from the next agenda.
- 7.9 Asbestos Abatement Site Report- Caledonia Centennial Public School- eBase #011, 012- Project #18484
An asbestos abatement was performed at Caledonia Centennial Public School to remove sections of asbestos containing floor tile. All work was completed according to regulation. This item can be removed from the next agenda.
- 7.10 Asbestos Abatement Site Reports 1-6- Hagersville Secondary School- eBase #1085, 1086, 1088- Project #18535
Several asbestos abatements were performed at Hagersville Secondary School to remove asbestos containing material. All work was completed according to regulation. This item can be removed from the next agenda.
- 7.11 Asbestos Abatement Site Report 1 & 2- Langton Public School- eBase #20- Project #18486
An asbestos abatement was performed at Langton Public School to remove asbestos containing ceiling finish. All work was completed according to regulation. This item can be removed from the next agenda.
- 7.12 Asbestos Abatement Site Report- Dunnville Secondary School- eBase #1116- Project #18597
An asbestos abatement was performed at Dunnville Secondary School to remove parging cement. All work was completed according to regulation. This item can be removed from the next agenda.
- 7.13 Violence Threat Risk Assessment Summary-Tollgate Technological Skills Centre- December 2019
This document was provided to the committee as an information item. This can be removed from the next agenda.
- 8.0 Review of Reports
- 8.1 Employee Accident Reports Summary – January 2020
Workplace Safety and Insurance Board Reportable – January 2020
Student Aggression Summary Table for January 2019
All reports were reviewed by the committee.
- 8.2 Status of Workplace Inspections Including Non-Academic Sites –January 2020
Reports were made available to the committee for review. All inspections were completed.



H-1-c Joint Occupational Health and Safety Committee

February 20, 2020
Facility Services – Meeting Room

- 8.3 Health and Safety/Facility Services Committee
The minutes from the January 21, 2020 meeting were provided to the committee. The next meeting is scheduled for May 26, 2020. This item can be removed from the next agenda.
- 8.4 Critical Injuries
There have been 27 student critical injuries and 4 employee critical injuries for the 2019-20 school year to date.
- 8.5 Focus Group Meeting Minutes
The next meeting is scheduled for February 20, 2020.
- 8.6 Review of Ongoing Project Items
See chart.
- 8.7 Work Orders
Work order details were made available to the committee for review.
- 9.0 Health and Safety Training
9.1 Health and Safety Training dates for 2019-20 school year:
- First Aid:
- April 15, 2020 – 1 Day Emergency First Aid - FULL
 - May 12, 2020 – 1 Day Emergency First Aid
- BMS:
- Initial Training
 - April 24, 2020 - Haldimand
 - June 5, 2020 - Norfolk
 - June 26, 2020 - Brantford
 - Recertification:
 - April 24, 2020 - Norfolk
 - June 5, 2020 – Brantford
 - June 26, 2020 - Haldimand
- Health & Safety Training:
- March 16-18, 2020 – Facility Services Basic Certification
 - March 19-20, 2020 – Facility Services Hazard Specific Training
 - April 24, 2020 – Facility Services Recertification
- 10.0 Recommendations to Executive Council
None
- 11.0 Adjournment/Next Meeting(s):
Meeting adjourned at 11:45 AM. Next meeting is March 12, 2020 in the Facility Services Meeting Room.



Joint Occupational Health and Safety Committee

January 16, 2020

Facility Services – Meeting Room

As of February 2020:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2019 - October	The Terms of Reference appendices were updated to reflect location and staff number changes. The current Terms of Reference agreement expires in September 2022.	Review September 2021
April 2019	Staff Safety Plan Template	2019 - October	feedback was provided to the committee that this would be the Be Safe Plan or a Unique plan created for domestic violence issues as they have too many variables. This item will be removed from the next agenda.	Review February 2020
December 2019	Health and Safety Eblast	2020- January	February 2020 Topic- Internal Responsibility System March 2020 Topic- "Give it a Go or Hire a Pro" i.e. decorations in classroom, decluttering spaces, etc.	Review February 2020
February 2020	Notification of Risk Binder	2020-February	The Division Manager of Operations and Health and Safety will follow up with Administration to ensure consistency with the location and binder identification for Notification of Risk Map.	
February 2020	Violence Threat Risk Assessment	2020- February	An invitation will be forwarded to Safe Schools to come to the next meeting to provide some information on VTRA's and the threat risk assessment process for the committee.	

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2020 - May	



Joint Occupational Health and Safety Committee

January 16, 2020

Facility Services – Meeting Room

Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	February 2024	October 2020	No revisions or amendments requested by the committee. The Policy was out for comment till November 27, 2019 and is awaiting final approval by the Board
HR5 – Harassment		Board approved September 2015	February 2024	October 2020	No revisions or amendments requested by the committee. The Policy was out for comment till November 27, 2019 and is awaiting final approval by the Board
HR8 – Workplace Violence		Board for approval January 2015	November 2023	October 2020	The updated version of the Policy has been approved by the Board

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

39	Oneida Central	C	C	C	C	C	C	P					
40	Onondaga-Brant	C	C	C	A	C	C						
41	Paris Central	C	C	C	C	C	C	P					
42	Port Rowan	C	C	C	C	A	C						
43	Prince Charles	C	C	C	C	C	C			P			
44	Princess Elizabeth	C	C	C	C	C	C		P				
45	Rainham	C	A	C	C	C	C						
46	River Heights	C	C	C	A	C	C						
47	Russell Reid	C	C	C	C	A	C						
48	Ryerson Heights	C	C	C	C	A	C						
49	Seneca Central	C	C	C	C	C	A						
50	St. George-German	C	C	C	C	C	C	P					
51	Teeterville P.S.	C	C	C	C	A	C						
52	Thompson Creek	C	A	C	C	C	C						
53	Walpole North	C	C	C	C	C	C	P					
54	Walsh	C	C	C	A	C	C						
55	Walter Gretzky Elementary School	C	C	C	C	C	A						
56	Waterford Public	C	C	C	A	C	C						
57	West Lynn	C	C	A	C	C	C						
58	Woodman-Cainsville	C	C	C	C	C	C		P				
Secondary Schools													
59	B.C.I. & V.S.	C	C	C	A	C	C			P			
60	Cayuga Secondary S. (CSS)	C	C	C	A	C	C			P			
61	Delhi District Secondary S. (DDSS)	C	C	A	C	C	C		P				
62	Dunnville Secondary S. (DSS)	C	A	C	C	C	C	P					
63	G.E.L.A. Brantford (Rawdon)	C	A	C	C	C	C	P					
64	G.E.L.A. - CareerLink Eaton Market Square and ALT ED	C	A	C	C	C	C	P					
65	G.E.L.A. - Simcoe	A	C	C	C	C	C		P				
66	Hagersville S.S. (HSS)	A	C	C	C	C	A						
67	McKinnon Park S.S. (MPSS)	C	C	C	A	C	C			P			
68	North Park C. & V.S. (NPCVS)	C	C	A	C	C	C		P				
69	Paris District H.S. (PDHS)	C	C	A	C	C	C	P					
70	Pauline Johnson C.V.S. (PJCVS)	C	C	A	C	C	A						
71	Simcoe Composite School (SCS)	C	A	C	C	C	C	P					
72	Tollgate Tech. Skills Centre (TTSC)	C	C	A	C	C	C		P				
73	Valley Heights S.S. (VHSS)	C	C	A	C	C	C		P				
74	Waterford District High School (WDHS)	C	C	A	C	C	C		P				

Turning Points and Leased Spaces												
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C	C	A	C	C			P		
76	DDSS Turning Point - 145 King Street., Delhi	C	C	A	C	C	C		P			
77	HSS Turning Point - 12 Almas St. Unit 2, Hagersville	A	C	C	C	C	A					
78	HSS New Start - 2319 3rd Line Road, Oshweken	A	C	C	C	C	A					
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C	C	A	C	C			P		
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C	C	A	C	C	C	P				
81	PJCVS Turning Point - Alexandra Presbyterian Church 410 Colborne St., Brantford	C	C	A	C	C	A					
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	A	C	C	C	C	P				
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C	A	C	C	C		P			
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C	A	C	C	C		P			
Support Centre												
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C	C			P		
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C	C		P			
87	Haldimand School Support Centre	C	C	C	C	C	A					
88	Norfolk School Support Centre	C	C	A	C	C	C					
89	Head Office	C	C	C	C	C	C		P			
90	Head Office - Facility Services	C	C	C	C	C	C		P			

Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C	C						
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	C	C	C						
Total Sites		93	93	93	93	93	93	93	93	93	93	93	93
Total Regular Monthly Inspections Completed		88	81	73	80	80	78	-	-	-	-	-	-
Total Annual Inspections Completed		4	11	19	12	12	14	-	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	15	21	8	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	1	1	1	1	1	93	93	93	93	93	93

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

A
C
C+C
NC
P

Minutes

Present:

GEDSB:

Rafal Wyszynski, Superintendent of Business & Treasurer - Director
James Richardson, Trustee- Director

BHNCDSB:

Scott Keys, Superintendent of Business & Treasurer - Director

CSC MonAvenir:

Mario Nantel, Director of Transportation – President

STSBHN Recording Secretary

Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
Kathryn Underwood, Executive Assistant to the Superintendent of Business GEDSB

Regrets:

Brenda Blancher, GEDSB Director of Education, – Director
Mark Watson, BHNCDSB Trustee – Director
Mike McDonald – BHNCDSB Director of Education – Director
Andre Blais, directeur de l'éducation CSC MonAvenir – Director
Dereck Chin, Chief of Business CSC MonAvenir – Director

Recorder: Kathryn Underwood, Recording Secretary

A – 1 Opening

(a) Roll Call

The meeting was called to order at 9:00 a.m.

(b) Agenda Additions/Deletions/Approval

Moved by: S Keys

Seconded by: M Nantel

“That the STSBHN Board of Directors approve the agenda of February 25, 2020 as circulated.”

Carried.

- (c) **Declaration of Conflict of Interest**
None.

B – 1 AGM and Election of Officers

(a) **Appointment of STSBHN Officers**

P Kuckyt advised that as per the corporation's by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations for 2019.

Moved by: S Keys

Seconded by: R Wyszynski

"That the Elections for Officers for 2020 be as follows:

Mario Nantel, Superintendent of Business and Treasurer BHNCDSB - President
Philip Kuckyt, Manager of Transportation, STSBHN-Secretary/Treasurer
Kathryn Underwood, GEDSB Executive Assistant to the Superintendent of Business - Recording Secretary"

Carried.

(b) **Appointment of the 2019-20 Auditors**

P Kuckyt provided a historical overview of the assignment of auditor, the rationale for the selection and the cost implications.

In response to a question, P Kuckyt clarified that the fees for the audited services are included as part of the GEDSB audited services.

Moved by: R Wyszynski

Seconded by: S Keys

"That Millard, Rouse and Rosebrugh be selected to audit the 2019-20 Financial Statements."

Carried.

(c) **2018-19 Financial Statement**

P Kuckyt reviewed the 2019-20 Financial Year End Analysis, ending August 31, 2019. P Kuckyt reported that the analysis is not a separately audited financial statement but indicated that the financial statements are audited as part of process for GEDSB and BHNCDSB annual audit process.

P Kuckyt suggested to change the timing of the AGM to October from February, to better align the fiscal year end and accept the financial statements as part of the AGM. The committee agreed to keep the AGM at its current time and that the financial statement would continue to be presented at the AGM in February and the financial statements would be accepted as information if no changes to the statements occur.

Moved by: M Nantel
Seconded by: R Wyszynski
"The STSBHN Board of Directors accept the minutes as presented."
Carried.

C – 1 Approval and Signing of Minutes

(a) Minutes of October 29, 2019

Moved by: R Wyszynski
Seconded by: J Richardson
"That the minutes of October 29, 2019 be approved as distributed."
Carried.

(b) Minutes of January 28, 2020

Moved by: R Wyszynski
Seconded by: S Keys
"That the minutes of January 28, 2020 be approved as distributed."
Carried.

D – 1 In Camera-Legal Matter

(a) Legal Matters

Moved by: S Keys
Seconded by: R Wyszynski
"That the STSBHN Board of Directors move into In-Camera Session to discuss a Legal Matter at 9:12 a.m."
Carried.

(b) Welcome to Open Session

The Public Session was called to order by President, M Nantel at 9:14 a.m.

E – 1 Business Arising from Previous Meeting

(a) Policy and Procedures Approval: Comments 034-038
P Kuckyt highlighted the proposed changes and directed the committee to the summary page.

Requested on policy and procedure 034, to change are to is.

Moved by: S Keys
Seconded by: R Wyszynski
"That procedures 034-038 be approved as amended."
Carried.

F – 1 Standing Business

(a) KPI's

P Kuckyt highlighted the significant changes in the areas of Financial, Service Performance, Safety, General Ridership and Communication.

Financial-no significant changes

Service Performance-no significant changes. P Kuckyt reported that these figures do not include the number of route cancellations due to job action board cancellations.

Safety-no significant changes. In response to question on whether or not drivers are trained on how to deal with seizures, P Kuckyt reported the procedure outlines the requirements and when rider aids are needed.

General Ridership-No significant changes

Communication-No significant changes. P Kuckyt reported the 100% of schools have now received a face-to-face meetings with STSBHN staff and moving forward the department will be striving to prioritize completion of these meetings in the first 3 months of the school year.

(a) Goals and Objectives-Update and Review

P Kuckyt highlighted the progress to date to meet the short, medium and long-term goals and objectives.

Short Term-Active School Travel Grant-WinterActive Walk to School Day was held on February 5th and was a success. P Kuckyt suggested that the goal relating to student tracking technology be moved to medium term goals while STSBHN focuses its efforts in the coming school year on the implementation of new technology included in the recent procurement process.

Medium Term-no significant changes. P Kuckyt suggested that the expansion of the patroller program be moved to short term goals as Norfolk and Haldimand OPP have approved supporting the program. An email to principals in the two counties has been sent and P Kuckyt is currently gaging interest from the schools.

Long Term-P Kuckyt reported that the Ministry of Education is undertaking the review of transportation consortium. The review has three phases: the first phase is reviewing the funding formula for transportation services, the second phases is reviewing the operations and setup of consortia and the third phase is reviewing how transportation services are procured . P Kuckyt noted that there may be some best practices that come out of the review and any that would benefit STSBHN will be brought forward once the review is complete and the report is made public.

It was suggested that Goals and Objectives be changed to a word document to allow for the full view of the report.

(b) 2019-20 Financial Statement

P Kuckyt highlighted the Financial Statement ending January 31, 2020.

It was reported that an additional column will be included moving forward which will include the forecasted final position for each budgeted item.

R Wyszynski indicated that as part of the strike savings, STSBHN, through its member boards, will need to return to the Ministry any transportation savings. It was also noted, that any additional costs that have been incurred as a result of the strike, can be put against any savings, including staff's time.

M Nantel, indicated that if there is an inclement weather day on a strike day, we will not need to return the funds as the savings would be from an operational event, not due to labour disruption.

G – 1 New Business

(a) Policy and Procedure Review: 039-043

The committee received the Policy and Procedure 039-043 as information only.

The committee agreed to provide feedback on the draft policies and procedures 039-043 to P. Kuckyt on or before May 8, 2020.

(b) Request for Proposals for Home to School Services

P Kuckyt highlighted the outcome of the recent procurement and the communications that have taken place with the successful vendors and that all contracts have been fully executed at this time. He further reported that the current service provider who was not successful was notified and is working closely with the new vendor entering the district to minimize any service disruptions which may have otherwise been experienced.

P Kuckyt noted the importance of keeping as many of the current drivers and smoothly transitioning them to the new operator to mitigate any issues for the end of the current school year and for September 2020.

Staff are looking into which camera systems will be implemented on the buses for September 1, 2020.

H – 1 Adjournment

Moved by: S Keys

Seconded by: R Wyszynski

"That the February 25, 2020 STSBHN Board of Directors meeting be adjourned at 9:44 a.m."

Carried.

Future Meeting Dates, All Meetings, Ed Centre, Norfolk Room:

- Tuesday May 26, 2020, 1:00 p.m. (Please note time change of this meeting)

Draft



MINUTES

Present: Tom Waldschmidt, Nancy Waldschmidt, Tiffany Leegstra-Knight Jenn Smith, Sara Nichol, Yvan Brochu, Barkev Poladian, Kimberly Newhouse, Rita Collver, Brenda Blancher

Regrets: None.

Recorder: Valerie Slawich

A - 1 Opening

B. Blancher

(a) Welcome

- Brenda welcomed everyone.

B - 1 Minutes

S. Nichol

(a) Approval of Minutes

- Nancy Waldschmidt moved, and Jenn Smith seconded approval of the minutes. The spelling of Yvan Brochu will be corrected in the minutes.

(b) Business Arising from the Minutes

- None.

C - 1 Financial Report

B. Blancher

(a) GEPIC Budget

- Budget remained the same

D - 1 Updates from the Board Table

E. Dixon/S. Gibson

(a) On behalf of E. Dixon and S. Gibson, R. Collver shared again the news of Brenda's retirement and that the search for a new Director has commenced. The Board and Senior Administration are busy with pre-budget meetings; preliminary talks include a survey on our website for staff and communities to access. A strong focus remains on student and staff well-being throughout job action.

E - 1 Director's Update

B. Blancher

We are at the point in the school year when planning for the next school year starts to gear up with staffing considerations and budget planning. Some highlights since our last meeting:

(a) Climate Change Leaders Initiative – Grand Erie District School Board has entered into a learning partnership with Mohawk College. It is important for students to understand the impacts of climate change. The Initiative is about activating technology and student experiences through projects; offering learning modules for K-12.

(b) Grand Erie schools and sites participated in Pink Shirt Day – part of an international movement to stand together against bullying and intimidation and other misuses of personal power. Also known as Anti-Bullying Day, this took place on February 26. It is a day when people come together by wearing pink shirts to school or work to show they are against bullying. The focus for 2020 was "lift each other up."



H-1-e Grand Erie Parent Involvement Committee

March 5, 2020, 6:30 pm
Dogwood Room, Waterford District High School, Waterford

- (c) Ontario Bullying Student Survey – on February 26th, the Minister of Education announced the launch of an online survey to hear from students, parents, guardians, and school staff about experiences with bullying in Ontario schools. The goal is to determine, through survey responses, how bullying manifests itself in classroom settings to assist in framing the problem to develop programs and interventions to keep students safe.

Students, parents and guardians and school staff are encouraged to participate in the survey, which is posted at <https://www.ontario.ca/page/consultation-bullying-ontario-schools> and Information for Parents/Guardians about Ontario's Survey on Bullying is also [available online](#).

- (d) Labour Action – we have had a number of school closures due to strike days by both the elementary and secondary teachers' unions – five elementary school closures and two secondary school closures since our last GEPIC meeting. We continue to experience the impact of job sanctions on our schools.

Strike Days – OSSTF

December 4
December 11
January 21
February 21
March 5

Strike Days - ETFO

February 3
February 6
February 11
February 13
February 21

F - 1 GEPIC Chair's Update

S. Nichol

(a) PRO Grants

- GEPIC members will follow up with schools to obtain confirmation of event dates and provide support with completion of the appropriate paperwork required by the Ministry of Education.

G - 1 Planning, Discussion and Sharing

S. Nichol

(a) Parent Engagement Video

- S. Nichol met with J. Gladish and Atomic Spark regarding the Parent Engagement video proposal. The plan is do a few stories following families from home to school. The video will demonstrate how easy it is to get involved in your child's school. The goal is to have a first cut ready by summer with the final ready to go in September. Ideas or suggestions can be forwarded to S. Nichol.

(b) School Council Report

- [O. Reg. 612/00](#) Section 24 "Annual Report" states "Every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council." Our annual report is due in August. There was discussion around how valuable this report will be due to job action.

H - 1 Other Business

- None.



H-1-e Grand Erie Parent Involvement Committee

March 5, 2020, 6:30 pm
Dogwood Room, Waterford District High School, Waterford

- I - 1 Adjournment
- Meeting was adjourned at 7:45 pm

- J - 1 **Future Meetings**
- (a) May 14, 2020 at the Ed Centre

Draft