



MINUTES

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

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

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: Susan Gibson

Seconded by: Claudine VanEvery-Albert

THAT the Board move into In Camera Session to discuss legal 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

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Agenda be approved.

Carried

(g) In Camera Report

Moved by: D. Werden

Seconded by: C.A. Sloat



THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice Principal List, effective March 31, 2020.

Carried

(h) **Presentations**
Nil

(i) **Delegation**
Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – February 24, 2020**
Presented as printed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Minutes of the Regular Board Meeting, held February 24, 2020 be approved.

Carried

D. Dean asked if there is any change on the French Immersion enrolment for next year and the year after? D. Martins responded that the report dated March 9, 2020 indicated a recommendation to a move to an extended French Program and a lot of background work was needing to be collected in order to share out with you today but unfortunately given our current situation that background work has not been able to occur and we are aware of a few unhappy families in the Norfolk area.

(b) **Committee of the Whole Board – March 9, 2020**
Presented as printed.

Moved by: D. Dean

Seconded by: R. Collver

THAT the Minutes of the Committee of the Whole Board Meeting, held March 9, 2020 be approved.

Carried



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 referred to the 2019-20 Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update report noting the plan was shared in the Ministry on October 31, 2019 and provided a high-level overview on background, additional information and the four-year Provincial Math Strategy and the five goals in the strategy. L. De Vos noted for all three sections – Elementary, Secondary and Special Education - we have three questions that guide the information within the report:

1. How will we get there?
2. How we will we know?
3. How are we doing?

L. De Vos proceeded to provide an overview of the Elementary Program section which consisted of:

- Numeracy
- Literacy

C. VanEvery-Albert stated that she did not see anything that spoke about support for students from Six Nations who may have been in an immersion program from K-8 and is there going to be any kind of support for Mohawk or Cayuga teachers? L. De Vos responded that support for Mohawk or Cayuga teachers is more of a secondary piece and deferred that to D. Martins. L. De Vos continued that in a conversation with D. Martins we had decided that as well as our student achievement report there is also a separate report where a lot of what happens to support our Indigenous students is included in that report. D. Martins responded that what L. De Vos has outlined is for the elementary based programming and given many factors in our staff model and support model the language programming in elementary for indigenous and native languages is nonexistent. D. Martins further noted it is really focused on secondary program and traditionally we have not included the indigenous update in the Student Achievement Plan because we have the Board Action Plan that clearly articulates that and was submitted in the fall to the Ministry. D. Martins indicated there is no account as per your request in this mid-year Student Achievement Report unfortunately. C. VanEvery-Albert stated that is very unfortunate and would like to discuss that more with D. Martins to see where we go from here.

R. Collver congratulated L. De Vos and noted there is some hope and liked the focus on supporting our teachers in the classroom and think we are really going to see an impact.



C. Speers asked a question about math manipulatives and would like to know what kind of math manipulatives we use for memorization techniques, do you have any references you can point me to in this chart about the portion of learning about math and is there any teacher training around the memorization? L. De Vos responded that there would be nothing specific in this board report but could share resources with C. Speers separately that are used and we try encourage a lot of our facilitation with classroom teachers in helping them to facilitate the learning so that students are using tools to represent the facts and that way students can visually see and understand what is meant by the facts; memorization and recall is important but we want to students to have the conceptual understanding.

D. Martins provided an overview of the Secondary Program section which consisted of:

- Improving Student Performance in Math (ISPM)
- Literacy Support
- Credit Accumulation
- Intermediate Collaborative Learning
- School Support Visits
- District Support Visits.

C. Speers stated that she would like understand better those students that have dropped out from high school and try to do the equivalency to get their high school diploma, how do we reach out to reengage and get them back on track for their graduation when they are out of the system? D. Martins responded that most of the information you are looking for is indicated in our annual Graduation Rate Report about our activities with respect to students who have disengaged from education either by their age or by nonattendance, all the data is there as well as the supports we have place. D. Martins noted that in last year's mid-year student achievement report we did indicate the work of our reengagement team which included the Reengagement Teacher and Indigenous Support Teacher, however, that funding was cut by the Ministry in our allocations for this year. D. Martins noted we have been working very closely with our Attendance Counsellors who get the referrals and really focusing our support with Guidance Counsellors, Student Success Teachers and Transition Teachers to keep those students engaged to get them back into to school or stay in school with some of the programs we are offering.

C. VanEvery-Albert referred to the Intermediate Collaborative Learning section and specifically the place where D. Martins spoke about the transition for Six Nations and Mississaugas of the Credit students and noted that this has come a long way and believes there is still room but it is very successful in terms of those students from the First Nations and wanted to let D. Martins and her team know that she thinks it is very successful.



D. Dean directed his question to L. De Vos and stated that he is really pleased to see the excitement from the teachers that they feel what they are getting from the top level is good stuff and they are enjoying using it and have significant success. D. Dean asked how do we know that translates to students, do we have any measurement for that or not? L. De Vos responded that we had hoped to have measurement for that, we assessed all grade 3 and 6 students in targeted schools in September and the consultants and facilitators helped the teachers and looked at the data and planned lessons from there. Students were interviewed, they observed work, that process was to be replicated again in December and together with our system team and principal leaders we were to analyze data but unfortunately, we were not able to do that due the job action situation. Going forward that will continue to be our plan, and the plan was also to pull data in April. We definitely will pick this back up in the fall as we know how well received it was.

L. Thompson provided an overview on the Special Education section which consisted of:

- Implementation of the renewed model in special education
- Elementary School – Tier 1 Placement as a fillable form
- Secondary School – Third Point of Communication
- Elementary School – Capacity Building Lunch and Learns
- Elementary School – Tier 1 in Kindergarten Classes
- Elementary School – Teachers attending in School Team and Resource Team
- Elementary School – Resource Team Agenda adaptations

C. Speers noted that L. Thompson had made mention that LRTs can take a student out of the class, but it was her understanding that students would stay in the class with the Teacher and the LRT and asked how that works? L. Thompson responded that is exactly how we want things to operate, in the past LRTs did take students out of the classroom for maybe smaller learning groups or for intensive support in reading and math. L. Thompson continued that this year we have really pushed the LRTs to not do that but instead to go into the classroom and work with the classroom teacher to co-teach and co-learn to support the student.

C. VanEvery-Albert stated that classroom teachers have a daybook that lays out what they are going to do and what they have done and asked does the LRT keep any kind of record that can potentially be shared with parents or with the classroom teacher. L. Thompson responded that the role of the LRT is a little different in that they directly support the classroom teacher and their day planning book would be more supporting the teacher. L. Thompson responded that they would not share that with a family and teachers would not share their daybook. C. VanEvery-Albert further commented that the LRTs are under the direction of the classroom teacher and don't they go over plans. L. Thompson responded that LRTs are under the direction of the school administrator and they need to support the classroom teacher in their area of need and learning, which is new as of this year.



Moved by: D. Dean

Seconded by: D. Werden

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.

Carried

(b) **Community Use of Schools Position**

R. Wyszynski referred to the Community Use of Schools Position providing an overview on background and the management and administration of the Community Use of Schools Program portfolio. R. Wyszynski noted that most boards of Grand Erie size have a dedicated Community Use of School position and listed the advantages of creating a position at Grand Erie. R. Wyszynski reviewed the next steps.

S. Gibson asked what is the timeline you would expect for it to become a cost neutral position? R. Wyszynski responded the goal would be by the end of year one, so the end of the 2020-21 school year if the position began its efforts in September 2020.

C.A. Sloat shared her concern that we have a budget process which is starting very soon and usually staffing, as outlined in our board bylaw, goes to the Board Budget process and is concerned that we had a whole list of items that were important to the board and don't know if this is fair. C.A. Sloat stated that the budget is passed by June 30 and believes there is plenty of time to do all the other work if started by July. C.A. Sloat further stated there are so many other competing issues that we want to talk about and this could become a political issue if changing the rate for 40,000 community hours that we have never charged for, that would take time to deal with the backlash but does realize we need to make decision. R. Wyszynski responded that we felt having this position not go through budget was strategy that we took because of the cost neutrality of the role. R. Wyszynski further commented that he mentioned why this is important and we need it as soon possible and if we wait for the budget process and it does not get approved for whatever reason, it will just delay it and we will continue to miss out on potential revenue. R. Wyszynski further noted the big piece that he wanted to emphasize is that this position will allow himself and his Executive Assistant to focus on much larger things than Community Use and is also intended to generate revenue so that it is not putting pressure on the budget.

C.A. Sloat shared an additional concerns of what will happen if it doesn't become revenue neutral, what do we do then, and that we are adding more staff at the administrative level and have request for more administrative people and has real concerns and feels it does fall within Bylaw 2.



R. Collver thanked R. Wyszynski as he had answered her question regarding why he is doing this now and understands it is to speed up the process. R. Collver further noted that Trustees did talk favourably about the position during our pre-budget meetings.

D. Werden commented when we look at what is being proposed here that we are being told this position is going to happen and we are just receiving this as information and is glad to see that there is a revenue neutral point within the year. D. Werden further commented on the 40,000 hours that many of those hours are used by non-profit youth organizations like scouts, guides and we always had in our policy that if they are there when caretakers are in the building there is no charge. D. Werden asked are we planning on charging all groups a nominal fee of some type because they are using it for no charge at all? R. Wyszynski offered some clarity that there are much more than 40,000 hours that we offer at no cost, the 40,000 hours mentioned in the report are specific to Before and School program and EarlyOn centres and because the non-profit youth groups fall under Policy FT4, we would not be able to charge them a rate unless Board approved the change to Policy and that rate would continue to be fully subsidized. R. Wyszynski further noted that the 40,000 hours speaks to the actual hours that have an opportunity to be charged an hourly rate.

J. Richardson commented that he understands that we need to get our community use under control or figured out, but he does not support moving ahead with this before the budget process.

C. Speers asked if anyone foresees the after-school programs being affected where rates go up and people might not register for the program and further noted that she does support it and is pleased to see the possibility to generate revenue. L. De Vos responded that many boards around us do charge their third-party childcare providers including before and school programs and EarlyOn centres and that we have had preliminary discussions with our Consolidated Municipal Service Managers because they are also well aware of this and in many boards this does provide funding for a position. L. De Vos further noted that there has been discussion that we don't charge them so much that it actually puts them out business, aware that it is a balance, understand families need care and support and we don't want to lose the partnership with our providers.

R. Collver noted that she did mean to mention that the motion is not correct as this is a budget item, this cannot be received as information and don't know how other Trustees feel but this needs to have a formal motion on it. G. Anderson asked in what way R. Collver? R. Collver noted that we approve the hiring of the position. G. Anderson responded that is not what is stated. G. Anderson asked C.A. Sloat regarding her comment that she had concerns that this should come through the Budget process? C.A. Sloat responded that she does not support this anyway and believes the motion needs to be an action of the Board and stated



if does not become a revenue generator, it will become a cost to the board and the Board has to understand that as part of the budget that we need to balance.

B. Blancher added that when this was discussed at the Sr. Administration table, there was a different motion and felt that it was really being brought for information to set up a scenario because this is quite a bit different from most things that we have go through budget. In terms of the fact that there is an opportunity for this to be revenue generating and cost neutral, we felt that it was better to bring it as a motion to receive as information. B. Blancher stated that she completely understands what is being said about the budget piece and will likely end up being a budget piece, and there were some concerns with us bringing a position for approval at this time as we are just entering into the budget process.

C.A. Sloat stated that according to Bylaw 2 staffing belongs to the Board and this is staffing, we receive workforce reports and we set how many staff we have and the only time it changes is when we have contractual obligations for classes and it needs to be an approval motion.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Community Use and Partnerships Officer position plan as information.

Carried

G. Anderson stated that Trustees need to look at whether we need a second motion and asked C.A. Sloat if she would like to put that motion on the table. C.A. Sloat respectfully declined stating that she cannot as she does not support at this time, but she understands the need for the motion but cannot put it on the floor and vote against it.

Moved by: R. Collver

Seconded by: C. Speers

THAT the Grand Erie District School Board support and approve the Community Use and Partnerships Officer position.

C. Speers asked if language be added that this is subject to some kind of annual review? G. Anderson voiced his difficulty with this and agreed with C.A. Sloat concerns and is a little uncomfortable that this is just coming to us to make a decision at this time.

B. Blancher responded that we have had conversations about Bylaw 2 in the past and shared her perspective of what is stated in Bylaw 2 is that it is the role of the board to approve staffing levels during the annual budget process and asked what is actually being said here



is that we are never be able to add staff in year after the budget process has been done because we have done that. R. Collver asked for an example? B. Blancher responded when we get things through TPAs and we have added staff. R. Collver responded that is dedicated funding and the funding matches the position. B. Blancher stated that is true but does not think Bylaw 2 matches here, yes it is outside of the budget process which why we brought it for information and realized that is different than what has been done in the past but that there are times that we need to do things a little bit differently.

G. Anderson stated that we have received this report and asked is it critical that a decision is made tonight? R. Wyszynski responded we were hoping this so that we could move ahead with the job fact sheet and the ability to identify the duties and responsibilities as setting the compensation at the correct level could take months.

D. Werden stated that he recalls that early in the year Administration brought to us a suggestion that if we had extra money that they were looking for this position at that time.

C.A. Sloat shared her concerns in response to Director Blancher's statement about in year staffing and noted that is all temporary but this is a permanent position which is a completely different item and sometimes we do need to hire when it comes to union contracts and there is no way to bring this back for annual review as much as I thought a one year would be better and what do we do if this job does not become a revenue neutral position. C.A. Sloat agreed with C. Speers concerns with regards to the potential impact for our third-party providers and families.

D. Dean stated that he is uncomfortable in receiving as information and then being asked to vote to either accept or reject. D. Dean further stated that there is a lot of merit in the position that is being discussed but it needs to be done in the proper order, received, time to think about it and approve at the appropriate time during the budget process.

R. Wyszynski added that if this position went through the budget process, it is likely that the budget will not be approved until the very end of June and we will miss that window for having this position start in September and missing out on potential revenue. R. Wyszynski stated that he had stressed that this is going to be a very difficult budget year going forward and by creating a position that could potentially generate more revenue than the position actually costs could be an opportunity that we could miss out on. Secondly he wants to emphasize the current CUS portfolio is a burden on both himself and his Executive Assistant as it currently stands and there a lot of other things that they could be working on, other than CUS permits and request from organizations requesting access during non school time. R. Wyszynski stated that we have always considered bringing it up at budget time however always felt we have exhausted that avenue and would like to say 100% it will generate



revenue in 2020-21 above what it costs but if it does not there are mechanisms that we can support this and we have a strong budget monitor system where we make cuts elsewhere in our portfolios to make this position work. R. Wyszynski stated he needs to be able to move this work so that we continue the good work not only in facilities and other areas that we want to work on that just can't happen because of the amount of the work spent on CUS. R. Wyszynski stated that many boards our size have a dedicated position for this role and is seen as best practice.

S. Gibson asked if we could do the work and post the job subject to budget approval or alternatively look at doing a shorter term, hiring for 1 year and then reassessing after that? R. Wyszynski responded that the only concern is your recruitment pool would be affected as people would not necessarily apply for temporary jobs or leave a permanent position. S. Gibson asked what about posting job to budget approval. R. Wyszynski responded that budget approval piece wouldn't happen until the end of June and it would be a very delicate balance however, it could work but again the goal is to make this position not affect the budget in anyway.

D. Werden stated that we are discussing a prime example of challenges with something coming to the board that has not come through Community of the Whole. D. Werden really agrees with what Administration is doing here and this is a position that is needed but is uncomfortable approving on just short notice as it is an ongoing long-term position. D. Werden asked if we refer to the end of April and dealt with it at the April Board meeting would that mean we would not be able to put anyone in place in September? R. Wyszynski responded that the window for doing the job fact sheet etc. would tighten.

G. Anderson stated that D. Werden and D. Dean echoed his concerns with respect to timing.

R. Collver withdrew the motion.

Moved by: D. Werden

Seconded by: S. Gibson

THAT the Grand Erie District School Board refer the Community Use and Partnerships Officer position to the Committee of the Whole Board Meeting on April 6, 2020 for further discussion.

Carried



D - 1 Director's Report

Director's highlights:

- **School Nutrition Programs** – Superintendent W. Baker has taken the lead on this as we were getting lots of questions from schools. W. Baker has been in communication with the Haldimand-Norfolk Children's Nutrition Network and Brant Food for Thought. Direction that was provided to school administrators stated that, any school resource related to the food programs sponsored by the Haldimand-Norfolk Children's Nutrition Network and Brant Food for Thought need to be taken to the nearest food bank. This includes food items, gift cards and some food vouchers (depending on the donor).
- **Personal Protective Equipment and Other Supplies** – As Trustees have heard about the need for supplies within the Health Care sector. Grand Erie staff have reached out to see what Grand Erie were doing in terms of sharing supplies with healthcare. School boards were asked by the Deputy Minister to create an inventory of what we have centrally in terms of PPE and other supplies like hand sanitizer and were sent a template. The template was completed last week and submitted – the goal is to ensure that supplies are reallocated where needed most. At that time, we did not include gloves as they were not asking for non-medical grade gloves. In the meantime, in the face of a global shortage, there is a reconsideration about the use of non-medical gloves – such as those used for food service and cleaning be redeployed. Grand Erie staff are doing everything they can to ensure that we are sharing what we can, where we can
- **Timelines impacted during the COVID-19 Crisis** – CODE has been exploring the impact of our current situation on timelines related to issues such as suspension and expulsions. A legal opinion was sought, and the Ministry agrees with this opinion. Earlier today, Director Blancher provided a detailed summary of the opinion to Trustees. The suspension of timelines for proceedings under the authority of school boards include:
 - Trustee Code of Conduct
 - Vacancies on the Board of Trustees or Committees
 - Teacher terminations as a result of a performance appraisal
 - Suspension Appeals
 - Referrals for Expulsion

Timelines for conducting IPRC's are also impacted.

- **Continuity of Learning** – as Trustees are aware, Grand Erie's program teams under the leadership of the Superintendents are developing plans in anticipation of an extension of the school closure order. There is also a provincial Ministry Working Table of Directors. The planning table met again today – waiting for a summary of their work which will come in a memo of guidelines to assist with our continued planning.
 - the government must get provincial union agreement or buy-in is critical to avoid local misunderstandings and conflict.
 - the framework that is being considered looks at the **minimum** number of hours of student learning that teachers must develop, broken down by grade



- there needs to be clarity that Phase 1 is student independent work using the Ministry's website, *Learn at Home*, *TVO/TFO* with some teacher contact of students/parents, teacher review of curriculum yet to be covered, staff training, etc. Phase 2 will begin on April 6, subject to an extension, and will be teacher led instruction and learning
- Ministry memo needs to clarify role of EA's, ECE's, support staff, non-core teachers in elementary, non-subject teachers in secondary
- *Learn at Home site*, *TVP/TFO*, *ILC* will continue to be resources for students beyond time expectations in memo
- boards need expectations for assessment, evaluation and reporting. The table recommended feedback only in Grades K-6 and then increasing focus on evaluation Grades 7-12
- ministry is looking at culminating tasks in place of examinations
- a key to success of Continuity of Learning will be clear language regarding equity - that boards will do everything possible to support all students but recognizing that there may be some challenges and that there is a "shared responsibility", with everyone having a role to play in the success of students in these difficult times
- reliable and affordable internet service is still an issue of equity
- **Reaching out to Families** – under the leadership of Superintendent L. Munro and in consultation with Greg Rousell, System Research Lead, a process has been set up to reach out to all Grand Erie families with a survey, using Snap Surveys, regarding access to technology in the home and considerations around learning resources – online, emailed packages, Canada Post. This information will help Grand Erie in determining how best to support all of our students.
- **Access to Schools to Pick-Up Devices and Resources** – we are currently working on a plan to allow staff into buildings to access devices and/or resources that will support them with the continuity of learning plan. Grand Erie's access plan will follow all stated protocols around social distancing etc., and we are basing the plan on a model that TDSB has shared. Director Blancher has been in contact with our 2 local Medical Officers of Health and they have both given their approval to this plan. Director Blancher further noted S. Sincerbox has also reached out to union leaders.
- Chairs and Directors were sent an invitation to another teleconference with the Minister of Education at 9 am on Tuesday, April 1st.

R. Collver asked how we take attendance; how do we ensure every student is being instructed and are we really going to try provide formal education? B. Blancher responded until she sees the guideline from the Ministry, she could not answer but is aware that is a number of things they are working on through the Continuity of Learning Plan.



C. Speers asked can we find out as Trustee how people want to receive this information. B. Blancher responded that we don't have the information as it will take some to go through it and if we have something, she will provide a verbal report during next week's Director's report

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Director's Report of March 30, 2020 as information.

Carried

E - 1 Student Trustees' Report

(a) COVID-19 Reaction from Students

Z. Garbaty referred to the COVID-19 Reaction from Student report and provided a high-level overview.

A couple of Trustees thanked Z. Garbaty for this well written report.

C.A. Sloat asked if the Red Seal has been part of discussion during the Directors' Deputy Ministers calls? B. Blancher responded it has been surfaced and that the post-secondary admission is top of mind for our Ministry of Education officials, and the colleges and universities are very receptive and completely understand the position that everyone is in.

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Student Trustees' Report of March 30, 2020 as information.

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – March 9, 2020

Moved by: C.A. Sloat

Seconded by: C. Speers

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.

R. Collver requested that Recommendation #1(a) be divided.

J. Richardson requested that Recommendation #3 be divided.

A vote was taken on Recommendations #1(b), 2, 4 to #12. **Carried**

R. Collver spoke to Recommendation #1(a) and understanding that we may have delegations at the April 6, 2020 Committee of the Whole Board so she would recommend this be referred until that meeting.

Moved by: R. Collver

Seconded by: D. Werden

THAT the Grand Erie District School Board refer recommendation #1(a) to the April 6, 2020 Committee of the Whole Board Meeting.

Carried

J. Richardson spoke to Recommendation #3 stating that he has received a number of phone calls in the last few days from former teachers and teachers of self-contained classrooms with, and it is apparent, they are little caught off guard or they didn't know this was coming and we need to listen to our front-line workers. J. Richardson shared his concerns and echoed the concerns from others that we may be putting students at risk when these some of students are physically



dangerous, and it seems that some would be better off in self-contained classrooms rather than integrated into the regular classrooms. J. Richardson indicated that there is some information that we don't know, what is the cost of keeping these classrooms open, how often are some of these classrooms evacuated and disruption to the entire school by putting these kids into the regular classroom. J. Richardson stated the he supports inclusion but how is that going affect the other 25 students. J. Richardson shared his thought and echoed others.

D. Werden asked if delaying would affect staffing? B. Blancher responded that we were not prepared that this was going to be divided tonight, we could have had a little bit of background if we had known. S. Sincerbox responded that the timeline would not impact staffing. S. Gibson noted that a number of Trustees received a number of calls this evening just before the meeting and that she had connected with L. Thompson.

B. Blancher asked why this being referred back and are Trustees asking us to bring another report? J. Richardson responded that he is not convinced that it is the right direction to go and realizes strategy classrooms are meant to be short term interventions with the goal of moving students back into regular classes, but are the students that are put in those classrooms are they going be supported to the extent that education is going to happen for all? L. Thompson responded that strategy classes were never intended to be long term classes, strategy classes were for students with behavioural needs to learn strategies so that they could integrate back into their home school/home classroom. For several of the students in many of the strategy classes, they are transitioning back to their regular classrooms. L. Thompson noted concerns that today there was an influx calls to trustees and thanked Trustees for sharing. L. Thompson further noted we do this process every single year with all sort of classes and need to balance out where we can provide support with the funding that we have in the most fiscally responsible manner and looking at where we can shift our support and knowing that we have the Complex Behaviour Intervention Team which has demonstrated success with our most needy students with behavioural challenges, we believe we can shift our supports to have those students with those needs in their regular classroom settings with a different type of support. L. Thompson appreciated Trustees sharing their questions with her today but is unclear why this didn't come up three weeks ago when the report first came out?

C. Speers commented that she did bring up some questions a few weeks ago, and that she had someone come to her asking about the situation and it is not necessarily safe for those students to be in classroom and trying to understand how that works. C. Speers further stated that she is facing some dichotomy in between what is right for the student that we are integrating and what is right for the remainder of the classroom, the safety for everyone including the Teacher and teaching staff. C. Speers further stated that she is ready to wait a little more and try to understand before we continue and supports J. Richardson's statement.



R. Collver commented that we have an orchestrated effort going on in the system and wonder who and why but indicated that she does sit on SEAC and she does not believe for one minute that L. Thompson and her team that sits around that table would put any students safety at risk. R. Collver further noted that she encourages all Trustees to go back to the March 9 report that was provided and on page 3 it describes very well what that Special Team is going do and how they are going support students in their homeschool in the classroom. R. Collver continued to encourage Trustees, if this is referred to April, to review that report and it is laid out there very nicely how we are transition students from the strategies class.

C.A. Sloat agreed with R. Collver that this is an orchestrated effort, many people have been calling many people today, which is their right to do and why we have time in between a Committee of the Whole and Regular Board meetings to hear questions. C.A. Sloat further stated if this is passed to come back, it may be worth it to understand how many students have only stayed two years in a strategy class and gone back, are some students moved from primary classes to junior classes and to intermediate classes and when you take 6-8 students in a class and putting them back into 6-8 different schools and what is the plan to support them, the teachers and everyone else in the class. C.A. Sloat stated that she realizes we have the CBIT, obviously there seems to be concerns in the system and it is our job to listen to those concerns.

B. Blancher stated that she still does not know what we are to bring back on April 6, is the goal just to give Trustees an additional week to think on whether they are not going to approve? S. Gibson responded that she was not at the last meeting and she only heard issues from staff about 30 minutes before this meeting and referred them to speak with L. Thompson to share their concerns. S. Gibson suggested that we give for those staff members the opportunity to share their concerns with L. Thompson and reassure them there are other supports.

G. Anderson stated that obviously this affects staffing and where teachers are placed but if this is to come back next week and decision was made, would we be still okay considering there is no school at this time, maybe we have further discussion on this topic? G. Anderson asked B. Blancher to respond. B. Blancher responded that she is still unclear of what we are being asked to do, and noted that it was an excellent report that L. Thompson brought and her team has done an incredible job looking at all of the factors and it sounds like there are some staff that are not happy with the report and decided to lobby the Trustees about this, which she understands is their right to do, but she is not sure what Trustees would like us to bring back. If this is just about giving staff the opportunity to contact L. Thompson, she is not sure what is going to change there. B. Blancher further stated that all Trustees understand how crazy the last two weeks have been, one of those being March Break, that all of her staff was in working and the number of things we are dealing with, she is not sure what priority we are going to be able to give to staff who want to complain about a report, or maybe not the report because they haven't read the report, but their concern is that two strategy classes are closing and those students are going to be



dispersed back into schools, but as C.A. Sloat pointed out, they are not all going back to the same class or school. B. Blancher noted we can always ensure people have read the report and if they still have concerns obviously they are able to voice their concerns, if that is all this week is for, we have back to back meetings, gives us very few days before this report is coming back.

G. Anderson stated that he is hearing from B. Blancher very clearly if there is not much more information from the floor what else can staff bring back and is hearing that staff are upset about a situation and may not have all the details. G. Anderson stated the other options is not to refer and vote on the existing motion.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board refer the approval self-contained classroom to April 6, 2020 Committee of the Whole Board.

Motion was defeated.

Vote was taken on the original recommendation #3. **Carried**

G - 1 New Business

(a) Major Construction Project Report

R. Wyszynski referred Major Construction Project report providing a status update on the Major Construction Projects which are:

- Mapleview Elementary School
- Child Care Renovation at Hagersville Secondary School
- Child Care Addition at Central Public School

J. Richardson asked for Mapleview, what is the extent of the repair work to the playground and what is the timeline. R. Wyszynski responded that we are hoping for the spring/summer timeframe and ready for September 2020. J. Richardson stated that he hopes they don't try to plant grass on sand as it requires more structure to the soil to grow well. R. Wyszynski stated he will make note of that and will share with Facilities.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Carried



(b) **International Students – Fee Structure**

R. Wyszynski referred to the International Students – Fee Structure report that is presented annually and consisted of:

- International Tuition Fees – Summary of Students Enrolled 2015-16 to 2019-20
- Budget Implications/Funding Source(s)
- Proposed fee schedule for 2020-21
- Next Steps

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the 2020-21 Tuition Fees for International Students.

Carried

(c) **Education Week 2020**

B. Blancher referred to the Education Week 2020 Report noting that Education Week will take place between May 4 to May 8 and that it will look very different than years past. Grand Erie's Annual Education Week Gala has been cancelled due to job action and COVID-19. B. Blancher informed Trustees should Education Week events proceeds at schools across the Board, they will be shared and posted on the board's website for the community at the end of April.

B. Doyle asked with the event cancelled, are we on the hook to pay for the Sanderson Centre. B. Blancher responded we are not. Z. Garbaty asked if schools remain close, would be it rescheduled. B. Blancher responded that most likely not.

Moved by: C. VanEvery-Albert

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Education Week 2020 Report as information.

Carried

(d) **Learning Plan Leveraging Digital Update**

L. Munro referred to the Learning Plan Leveraging Digital Update report noting that a report was shared in January 2020 with Trustees that provided details on how educational technology will be purposefully and seamlessly integrated to enhance the learning environment and student achievement. L. Munro noted due to current status of job action, not further activities have occurred and no update available at this time.



Moved by: R. Collver

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Learning Plan Leveraging Digital Update Report as information.

Carried

(e) **Summer School Report**

L. Munro referred to the Summer School Report noting in 2019 summer school students experienced a high level of success as 91.3% of attempted credits were achieved. L. Munro noted for 2020, summer school will be held at Brantford Collegiate Institute (BCI) and McKinnon Park Secondary School (MPSS) and reviewed the key elements of 2020 program and summer school challenges. L. Munro further noted that due to COVID-19 there may be an increase and demand in summer school registrations as such we may need to agile with staffing and course selections.

E. Dixon asked why there is no location in Norfolk? L. Munro responded that we usually do not have enough registration to offer programs in both counties and it has been very challenging to find a location that is large enough with air conditioning and community use and landed on McKinnon Park.

C. VanEvery-Albert referred to the Reach Ahead section and asked what discussions have occurred with Six Nations and Mississaugas of the Credit, if any? D. Martins responded that this is part of our annual transition process that we do with Six Nations and Mississaugas of the Credit and we have strengthened those relationships and do believe we will see an increase in our summer school registrations and that would be open and encouraged with our Indigenous students. C. VanEvery-Albert would like to put a thought forward if there is a large request for summer school, particularly the Reach Ahead, would there be consideration to conduct some of those programs at Six Nations.

B. Doyle stated he is concerned, what happens if we limit of five people in a class, do we cancel summer school? L. Munro responded that there are still a lot of questions up in the air at this time and we have to be agile but that is a consideration.

Moved by: C. VanEvery-Albert

Seconded by: J. Richardson

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

Carried



(f) **Before & After School Programs Kindergarten – Grade 6, 2020-21**

L. De Vos referred to the Before and After School Programs Kindergarten – Grade 6, 2020-21 report noting under the Ministry of Education, school boards are required to ensure provision of before-and-after school programs where there is sufficient demand and/or viability. L. De Vos noted providers continue to struggle to retain and recruit new Early Childhood Educators due to a shortage across the province. L. De Vos provided a high-level overview of steps taken to mitigate the situation moving forward and reviewed the Before and After School Care Program Status as of March 30, 2020 and next steps.

R. Collver asked about Courtland and Langton, how are children getting there and what is the program offering. L. De Vos responded that they offer before and after program and either walk across or have shared busing.

C. Speers asked what it would take to get funding for a before and after school program so that the minimum amount of registration is not required. L. De Vos responded that the funding flows through the Municipal Service Managers and a lot of that funding is a bigger pot and at the Municipality level; they sort it out and each Municipality works differently.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the report on Before and After School Programs 2020-21 as information.

Carried

H - 1 **Other Business**

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

Presented as printed.

Moved by: D. Dean

Seconded by: E. Dixon

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.

Carried



(b) **Special Education Advisory Committee Minutes – January 16, 2020**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – January 16, 2020 as information.

Carried

(c) **Joint Occupational Health & Safety Committee Minutes – February 20, 2020**

Presented as printed.

Moved by: C. Speers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – February 20, 2020 as information.

Carried

(d) **Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) – February 25, 2020**

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) - February 25, 2020 as information.

Carried

(e) **Grand Erie Parent Involvement Committee (GEPIC) Minutes (Draft) – March 5, 2020**

Presented as printed. S. Gibson noted that she was

Moved by: S. Gibson

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) Minutes (Draft) - March 5, 2020 as information, as amended.

Carried

I - 1 **Correspondence**

Nil



Regular Board Meeting
Monday, March 30, 2020
Microsoft Team Virtual Meeting

J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the meeting be adjourned at 9:48 p.m.

Carried

Board Chair, G. Anderson