



Regular Board Meeting

September 27, 2021

Board Room, Education Centre / MS Teams Virtual Meeting

AGENDA

| | | |
|-------|--|--|
| A - 1 | <p>Opening</p> <ul style="list-style-type: none"> (a) Roll Call (b) Declaration of Conflict of Interest (c) In Camera Session (6:30 p.m.) <ul style="list-style-type: none"> (i) Personnel 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 | Chair |
| B - 1 | <p>Approval of Minutes</p> <ul style="list-style-type: none"> * (a) August 30, 2021 (Regular Board) * (b) September 13, 2021 (Committee of the Whole Board) * (c) September 13, 2021 (Special Board) | Chair |
| C - 1 | <p>Business Arising from Minutes and/or Previous Meetings</p> | |
| D - 1 | <p>Director's Report</p> <ul style="list-style-type: none"> (a) Director's Highlights (b) Leading and Learning in a Pandemic | J. Roberto |
| E - 1 | <p>Student Trustees' Report</p> <ul style="list-style-type: none"> * (a) Student Trustee Governance | Student Trustees |
| F - 1 | <p>Committee Reports</p> <ul style="list-style-type: none"> * Committee of the Whole –September 13, 2021 | R. Collver |
| G - 1 | <p>New Business</p> <ul style="list-style-type: none"> * (a) Board Improvement Plan - Student Achievement and Well-Being - Annual Learning and Operation Plan <ul style="list-style-type: none"> (i) 2020-21 Outcomes (ii) 2021-22 Plan * (b) Major Construction Projects – Final Report * (c) Strategic Communication Plan Update * (d) Summer Learning Report * (e) HR106 COVID-19 Immunization Disclosure (I) | Senior Team R. Wyszynski J. Roberto L. Munro A. Smith L. Thompson J. Tozer |
| H - 1 | <p>Other Business</p> <ul style="list-style-type: none"> * (a) Joint Occupational Health & Safety Committee Minutes - August 24, 2021 (b) Special Education Advisory Committee (SEAC) Minutes – June 17, 2021 | R. Wyszynski L. Thompson |
| I - 1 | <p>Correspondence</p> | |





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J - 1 **Adjournment**

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

| | | | |
|--|--------------------|---------|-------------------------------|
| Quality Accommodation Committee | September 30, 2021 | 2:00 PM | MS Teams Virtual Meeting |
| Safe and Inclusive Schools (SIS) | October 14, 2021 | 1:00 PM | MS Teams Virtual Meeting |
| Native Advisory Committee (NAC) | October 19, 2021 | 1:00 PM | MS Teams Virtual Meeting |
| Indigenous Education Advisory Committee (IEAC) | October 21, 2021 | 1:00 PM | MS Teams Virtual Meeting |
| Special Education Advisory Committee (SEAC) | October 21, 2021 | 6:00 PM | MS Teams Virtual Meeting |
| Grand Erie Parent Involvement Committee (GEPIC) | October 28, 2021 | 6:30 PM | MS Teams Virtual Meeting |
| Student Transportation Services Brant Haldimand Norfolk (STSBHN) | November 2, 2021 | 9:00 AM | MS Teams Virtual Meeting |
| Audit Committee | November 2, 2021 | 4:00 PM | MS Teams Virtual Meeting |
| Privacy and Information Management Committee (PIM) | November 11, 2021 | 3:00 PM | Norfolk Room or Virtual (TBD) |
| Safe and Inclusive Schools (SIS) | November 18, 2021 | 1:00 PM | Norfolk Room or Virtual (TBD) |
| Special Education Advisory Committee (SEAC) | November 18, 2021 | 6:00 PM | TBD |



Regular Board Meeting

Monday, August 30, 2021

Microsoft Team Virtual Meeting

MINUTES

Present: Board Chair, G. Anderson, Board Vice-Chair, S. Gibson, R. Collver, D. Dean, E. Dixon, B. Doyle, J. Richardson, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, D. Werden, S. Green (Student Trustee), R. Mitchell (Student Trustee), C. Kitchen (Student Trustee)

Administration: Director – J. Roberto, Superintendents: W. Baker, K. Graham, L. Munro, A. Smith, L. Thompson, J. Tozer, 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: T. Waldschmidt

Seconded by: B. Doyle

THAT the Board move into In Camera Session at 6:30 p.m.

Carried

(d) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 7:15 p.m.

(e) **Memorials**

Nil

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

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Agenda be approved.

Carried

(g) **In Camera Report**

Nil

(h) **Presentations**

Nil



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B - 1 Approval of Minutes

(a) Regular Board Meeting – June 28, 2021

Presented as printed.

C.A. Sloat recommended some revisions and requested that Committee Whole Report portion of the minutes contain the motions from the meeting.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Minutes of the Regular Board Meeting, held June 28, 2021 be approved, as amended.

Carried

(b) Special Board Meeting – July 9, 2021

Presented as printed. R. Collver requested to be added to in attendance.

Moved by: T. Waldschmidt

Seconded by: R. Collver

THAT the Minutes of the Special Board Meeting, held July 9, 2021 be approved as amended.

Carried

(c) Special Board Meeting – July 28, 2021

Presented as printed. R. Collver requested to be added to in attendance. D. Werden requested it be noted that he joined late.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Minutes of the Special Board Meeting, held July 28, 2021 be approved as amended.

Carried

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

Nil

D - 1 Director's Report

(a) Director's highlights:

- Welcomed everyone back and very excited for the start of a new school year and the implementation of year one of the Multi-Year strategic Plan
- Welcomed new Superintendents J. Tozer and K. Graham and Manager of Communication D. Smouter and Manager of Human Resources, D. De Vos
- Thanked the Sr. Team for their outstanding start up efforts and ongoing leadership
- Welcomed three new Student Trustees and look forward to their contributions through-out the year



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- Secondary school registration and orientation begin this week and all schools have ensured safety protocols are in place
- August 11 held an Indigenous Round Table discussion with Chief L. Hill, Chief M. Hill, Chief Davis, Indigenous team members, Safe School team members and was led by R. Staats, Principal Lead,
- On September 2 schools will hold their first professional day which will focus on health and safety, reopening protocol, math curriculum and focus on well-being
- Summer Learning – a high level overview of the elementary, secondary, and special education summer learning
- Ontario College of Teacher announced on Aug 16 is seeking qualified and dedicated individual to govern the teaching profession in the public interest. This is a part of the College's legislated transition to a new governance structure that will streamline its operations, enabling it to operate more effectively and efficiently.
- PPM 151 Professional Activity Days devoted to provincial education priorities was revised and is currently be reviewed by Superintendents
- The Welcome Video was presented

(b) **Leading and Learning in the Pandemic**

- Reopening presentation was presented and each Superintendent reviewed specific areas
- L. Latreille, Division Manager, Operations & Health Safety was invited to meeting to review the COVID-19 information.

C.A. Sloat asked what the definition of essential visitor is. W. Baker responded that food program will be priority and until we understand the attestation process no parents will be allowed into schools. It is recommended if Trustees feel that your visit to a school is essential then they should speak with the Superintendent.

C.A. Sloat commented that she had received a call from a family to change learning to virtual and this may be first of many, how we will be handling this? L. Munro responded that survey went out in late May and declaration back in June, at this time we not promoting switching between learning models. However, we do recognize there are some significant circumstances and asking families to work with their Principal and Family of School Superintendents and those names will be added to a waitlist and we will assess our next steps in the near future. W. Baker that the compelling reason cases will be priority if space available.

D. Dean and C. VanEvery-Albert requested that the slide presentation be shared with Trustees. J. Roberto responded that it will be shared.

S. Gibson asked about the attestation and if that could be adapted so Trustees can complete them. J. Roberto responded that we ensure there is a component to include Trustees, but we are still in the development phase.



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Student Trustee R. Mitchell asked if there is definition of rational reasoning to switch learning models? W. Baker responded that is a subjective term but there are some that will obviously more compelling than others. Our and Administrators are solid in judging the difference in importance of some of the request that we may get.

R. Collver stated that she has received a number of questions on ventilation and we have to publicly report, and asked will that be ready for the start of school? R. Wyszynski responded that will be posted on the website by this Friday to allow the parents to select the school and will reveal the update and ventilation improvements at that school.

C.A. Sloat asked a follow up question on the switching learning model as we would accommodate if they showed up in person, can we not have the same flexibility for those requesting to move to virtual learning to avoid losing families to home schooling? W. Baker responded that you have identified someone new to the system and they would have to be placed and would have request virtual learning in their old board, and we have talked about granting them priority. W. Baker further stated that he will be meeting with Principals who preside over schools where paper packages were a significant issue and was an onerous task. The purpose of this meeting is to discuss where we can support those families to greatest degree, not move to homeschool but also not weigh down our staff. We have a lot of considerations, but we need to wait until count date.

Student Trustee Kitchen asked will all of these new updates be posted on the website and highlighted the opening the third-party cafeteria services as many secondary students rely on this service?

D. Werden shared is concerned regarding the two-week period and believes that some kids will not be schools for the first two weeks. W. Baker responded that at the end of day we make exceptions and if the Principal is comfortable with the risk then they could be considered. L. Munro commented that what we are working on is unprecedented times and we need to be very thoughtful and very intentional with the decisions we make going forward to support our students. L. Munro further stated that there was no additional funding for virtual learning.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director's Report of August 30, 2021 as information.

Carried

(c) **Learning and Governance Caucus Session**

J. Roberto reviewed the Learning and Governance Caucus Session report. G. Anderson noted that the session in October, November and February would occur an hour before a Committee of the Whole Board Meeting. The remaining sessions would be separate sessions.



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R. Collver appreciate this coming to us for discussion and asked if there is any burning mattering the learning focuses could change or be enhanced. R. Collver asked if there any thought about including these in the Committee of the Whole instead of before the meeting as some Trustees may be not be able to participate. J. Roberto responded if that is the will of the Board, we could consider this. R. Collver stated we are learning organization and should be part of the meetings.

C.A. Sloat supports R. Collver recommendation that the Learning Focus be part of the meetings. C.A. Sloat stated the November 22 date is a Board meeting and requested we consider moving to another date. C.A. Sloat asked about the cost of the Governance Focus topics? J. Roberto responded that we still have some PD Governance from last spring that we can carry forward and will be bring the cost of the speakers back to the Board.

B. Doyle would support these learning be part of the meetings.

D. Werden asked if we will have blended meetings, but if in person the early start would not work for all.

C. VanEvery-Albert asked why we don't sit together and figure out what the best dates and is concerned that if included into meetings, they may go long.

R. Collver provided clarity that the Learning Focus is incorporated into meetings, but the Governance Caucus would be a standalone session.

S. Gibson recommended doing a poll to determine best dates.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the 2021-22 Learning and Governance Caucus Session Reports as information.

Carried

E - 1 **New Business – Action Items**

(a) **2021-22 Committee of the Whole Board and Regular Board Agenda Schedule**

J. Roberto referred to the report providing a high-level overview and provided some rationale for the changes/revisions to the report agenda schedule.

C.A. Sloat thanked J. Roberto for the rationale behind the changes but there are few that concern her and believes we may lose touch of our community. It was mentioned that some of the Special Education reports are included the Special Education Advisory Committee (SEAC) package, however all Trustees don't see the full package. We also try hard not to bring new information to a Board meeting. C.A. Sloat asked about Self-Contained Classroom and how that would be handled? L. Thompson responded that the Self-Contained Classroom Report outlines the number of self-contained classrooms that will be happening for the upcoming year and also provides operational information. The information is shared at the January SEAC Meeting and contained in



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the January SEAC Minutes. The number of self-contained teachers is also provided in the annual budget report and those dictate the number of classrooms. J. Roberto added that all the SEAC meetings are online.

R. Collver stated that this was not unexpected but does have concerns and understand some of the rationale but does not see her voice being heard on this. R. Collver believes we need a fulsome conversation. R. Collver also stated that she can approve in principal as it is a learning journey but is apprehensive and would like to have caucus session on the thinking. R. Collver further commented that Trustees on Committees should be more responsible reporting back to Boards. J. Roberto responded that Senior Administration spent a great amount of time discussing this and that some of the reports will be intentionally included in our Annual Operating Plans (AOPs) including the Board Improvement Plan Student Achievement (BIPSA). J. Roberto stated that Senior Administration is prepared to provide rationale tonight so that Trustees have fulsome understanding of the thinking of the team, which are compelling and thoughtful.

A. Smith offered a few reflections from a learning organization and learning agenda perspective and noted some of her reflection was around the timing, coherence and the alignment of the reports and provided some examples.

L. Munro shared an example of the intentionality behind this direction around Learning Plan Leveraging Digital report with the utilization of technology is reflected in our Information Technology Services (ITS) Annual Report and the support for priorities effectiveness of use of technology as it supports student learning that be reflected in the AOPs/BIPSA report.

W. Baker stated that 10% of the reduction of reports comes from consolidation of 3 reports of his that come into one. W. Baker referred to the Safe School Report which will now include the Suspension, Expulsion and Exclusion reports.

B, Doyle appreciates the discussion and supports the direction of the Senior Administration and we to take this into consideration.

D. Werden agrees with the direction of the timeliness and combining of reports, however the challenge and struggle he has as it was noted that it had a Trustee voice, but we are being told what reports we are going get and there was no Trustee voice.

C.A. Sloat asked when we be getting an enrolment update? R. Wyszynski responded the enrolment numbers are part of the Quarterly Budget reports and what we were finding with the early reports we were issue with accuracy, was not vetted, and contained errors. R. Wyszynski further stated that Enrolment numbers are shared multiple time throughout the year in other reports like the Primary Class Size Report, Revised Estimates and Estimate Budget Process and in the Enrolment vs Capacity Report. C.A. Sloat stated that she is concerned with this direction.



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C.A. Sloat further stated that we have some Board policies that state annual reports required and we need to honour our policies.

J. Roberto stated that at no time would the Senior Administration team not honour Trustees request if information is missing and the really important piece is to ensure staff and workload is respected was set aside.

T. Waldschmidt thanked everyone for the discussion and appreciate all the information that was given to the board for our review. T. Waldschmidt and never understood why we are creating work for our Senior Administration Team when they are busy enough. T. Waldschmidt stated that he is fine that if we need to know something right now consider action item or discussion we need to speak about and provide information that we can use right now. We need to support our Senior Administration team through this.

C. VanEvery-Albert thanked the Senior Administration Team to go through this list of reports and noted that Trustees need work through this system yet and if we need to make changes then we can and will. If we want information, then we every right to request the information and we are beyond the need for further discussion.

D. Werden stated that changes are needed and would have been prime opportunity for a caucus session on how to structure meetings and what we need to know. Individual Trustee should not request information the Board should request information and would have liked to be part of the discussion.

J. Roberto stated that this scheduled is presented annually and many of these reports are for information only. G. Anderson supports approving this in principal and recognizes the Trustees comments about being told and supports C. VanEvery-Albert suggestions.

R. Collver thanked everyone for their comments and the additional rationale provided by the Superintendents.

J. Roberto reviewed the Bylaws, Policies and Procedure schedule and noted an additional policy around Human Trafficking will be added. Senior Administration provided rationale around some items that were moved to different months. C.A. Sloat requested SO25 Visual Identity Manual be added.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Proposed Schedule for the 2021-22 Committee of the Whole Board and Regular Board Meetings.

Carried



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(b) **OPSBA Membership Fee for 2021-22**

R. Wyszynski referred to the OPSBA Membership Fee for 2021-22 Report.

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the 2021-22 OPSBA Membership Fee of \$63,228.02 (\$55,954 plus HST) for payment.

Carried

(c) **SO17 – Guidelines for Student Exemption from Non-Medical or Cloth Masks**

L. Thompson referred to the SO17 Guidelines for Student Exemption from Non-Medical or Cloth Masks which has been updated to align with Ministry directives

Moved by: D. Werden

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board suspend the motion approved at the February 22, 2021 Regular Board Meeting to approve Policy SO17 Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks as amended.

Carried

R. Collver do we need that specific in this policy as this could come back regularly, can we have a general public statement that Grand Erie District School will follow all public health and/or ministry direction? L. Thompson agrees and if this is the wish of the Board, we can look at that. J. Roberts it should be procedure and we need be flexible.

C.A. Sloat stated that we do have motion that all students wear masks but understands R. Collver.

Moved by: D. Werden

Seconded by: T. Waldschmidt

THAT Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating Policy SO17 Guidelines for Student, up to and including Exemption from Non-Medical or Cloth Masks to all appropriate stakeholders for comments.

Carried

Moved by: D. Werden

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Policy SO17 Guidelines for Student up to including Exemption from Non-Medical or Cloth Masks.

Carried



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F - 1 New Business – Information Items

(a) Major Construction Project Report

R. Wyszynski referred to the Major Construction Project Report.

C.A. Sloat asked for an update on the new school in South-West Brantford and the outdoor classroom portables. R. Wyszynski responded that we are continued discussions with our partners and waiting for Letter of Intent from our partners and with regards to the portables, we have not been able to procure.

Moved by: C.A. Sloat

Seconded by: B. Doyle

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

Carried

(b) School Council Report

J. Roberto referred to the 2020-21 School Council Report.

Moved by: E. Dixon

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the 2020-21 School Council Report as information.

Carried

G - 1 New Business – Information Items

(a) Summary of Accounts – June 2021

Presented as printed.

Moved by: J. Richardson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of June 2021 in the amount of \$17,251,249.48 as information.

Carried

(b) Summary of Accounts – July 2021

Presented as printed.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of July 2021 in the amount of \$22,357,061.74 as information.

Carried



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(c) **Joint Occupational Health & Safety Committee Minutes – June 17, 2021**

Presented as printed.

D. Werden asked if we will be doing annual inspections on all sites? R. Wyszynski believes that not all sites require annual inspections, he will confirm with the team and provide a response.

Moved by: J. Richardson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Joint Occupational Health & Safety Committee Minutes for the June 17, 2021 meeting as information.

Carried

(d) **Indigenous Education Advisory Committee Minutes (Draft) – June 17, 2021**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Indigenous Education Advisory Committee Minutes (Draft) for the June 17, 2021 meeting as information.

Carried

H - 1 **Correspondence**

Nil

I - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the meeting be adjourned at 9:15 p.m.

Carried

Board Chair, G. Anderson



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Present: Committee Chair – R. Collver, Committee Vice-Chair – T. Waldschmidt, G. Anderson, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. VanEvery-Albert, D. Werden, S. Green (Student Trustee), R. Mitchell (Student Trustee), C. Kitchen (Student Trustee)

Administration: Director – J. Roberto, Superintendents: W. Baker, K. Graham, L. Munro, A. Smith, L. Thompson, J. Tozer, R. Wyszynski Recording Secretary- L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A - 1 **Opening**

(a) **Roll Call**

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

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

Nil

(c) **In Camera Session**

Moved by: C. VanEvery-Albert

Seconded by: T. Waldschmidt

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 Chair, R. Collver at 7:20 p.m.

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

Presented as printed.

Moved by: J. Richardson

Seconded by: C. VanEvery-Albert

THAT the Agenda be approved.

Carried

(f) **In Camera Report**

Was covered at the end of meeting as Board needs to return to In Camera

(g) **Presentations**

Nil



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(h) **Delegations**

(i) K. Gaudet referred to her delegation regarding School Year Reopening.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

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

Carried

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

Nil

C - 1 **Director's Report**

(a) Director's highlights:

- Grand Erie joined Six Nations Polytechnic and will be offering educators free registration to participate in the First Nation, Métis, and Inuit Children Qualification Course
- Cedarland is up and running today – renovations have been completed.
- W. Baker provided an update on the Balanced School Year Project – four options developed for consideration for the site selection. The next step will be a Town Hall for parents/guardian committee, where information will be shared with a report back to Trustees at the November 8, 2021 Committee of the Whole Board
- Update and high-level overview was given on the September 2, 2021 PD Day that focused on the launch on the new Multi-Year Strategic Plan, review of the Reopening Guidelines and a key-note speaker Dr. Jean Clinton.
- Have reminded our Educators to update their Brightspace shells

G. Anderson asked W. Baker if Catholic board has considered the Balanced School Year or any of our surrounding boards? W. Baker responded not away of Catholic board and it not sure but there are 29 boards that have some version of this calendar in their Boards. G. Anderson further asked what happens or plans if a family does not support a full school year calendar and would they be displaced? W. Baker noted he cannot speak of the recommendation the committee will come up, but one of the recommendations may be to wait for a new school or we may not proceed with a balanced school year based on the feedback.

C.A. Sloat asked about the cost of the Six Nations Polytechnic and where will the funds come from. J. Roberto responded that it would be covered under the Board Action Plan within the professional development.

S. Gibson acknowledged the Senior Team for a great start to the year.



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(b) Leading and Learning in a Pandemic

- Vaccine Disclosure Information for essential visitors and non-board employee that is coming soon.
- Staff Attestation process is in place and will be shared with Trustees
- Essential Visitors are school nurses, regular nutrition partners and volunteers
- Sports – we are still revisiting this with respect to spectators in schools so that we have a consistent message
- Vaccination Clinics in schools – we are just waiting for information from our Public Health Units

C.A. Sloat requested clarification on Attestation process policy and when we and how we handling the gap? J. Roberto responded that a procedure will be coming back to Board shortly. J. Tozer responded we are working through it and waiting for additional information with respect testing and following up on regular basis.

C. Kitchen asked if the vaccination attestation applies to Student Trustees and how we will be receiving information. J. Tozer responded that it may be required or within our mandate for attention from Student Trustees but will get confirmation on that.

R. Mitchell asked J. Roberto if her last response also include the mandatory vaccination? J. Roberto responded yes it does and will share information when available.

J. Tozer provided an update on the rapid antigen testing and we will reach out to those staff who need to complete that.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director's Report of September 13, 2021 as information.

Carried

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

(a) **Schedule of Pre-Budget Consultation and Budget Review Meetings**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board set the dates for Pre-Budget Consultation Meetings as follows:

1. Tuesday, February 1, 2022
2. Tuesday, March 1, 2022

Carried



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Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:

1. Tuesday, April 19, 2022
2. Monday, May 16, 2022
3. Thursday, May 26, 2022
4. Tuesday, June 7, 2022.

Carried

(b) **Contract Award – Multi-Functional Devices**

R. Wyszynski referred to the Contract Award – Multi-Functional Devices report providing high level overview.

C.A. Sloat asked if there is ability to renew the contract? R. Wyszynski responded it will depend on the procurement with the MGCS.

C. Kitchen asked how will students be able to use these devices in schools and what will their limits be? R. Wyszynski responded that this be taken away for further clarification but would be similar to the printer controls in place.

R. Mitchell asked what the change was when we shifted to online and trying refrain from printing? R. Wyszynski responded that we had data to compare between 2018-19 and 2019-20 but will be able to compare with the new devices

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the contract for the supply and lease of multi-function devices for all Board locations from Ricoh Canada Inc. in the amount of an estimated annual cost of \$429,263.77 plus HST.

Carried

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

(a) **SO17 Guidelines for Student Accommodation, up to and including Exemption from Non-Medical and Cloth Masks.**

L. Thompson referred to the Updates to the Resource Package report providing a high-level overview and includes the Human Right Codes.

Moved by: S. Gibson

Seconded by: J. Richardson

THAT the Grand Erie District School Board suspend the motion approved at the August 30, 2021 Regular Board Meeting to approve Policy SO17 Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks as amended.

Carried



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S. Gibson asked if we be tracking the number of students with the exemption? L. Thompson will be tracked at the school level and if they are exempt that will be shared with Transportation if required.

G. Anderson asked if we have received a lot of push back. L. Thompson responded that for her schools we have had some request, but it is individualized.

C.A. Sloat requested that Appendix A contain a logo and should it state copy to: Manager of Transportation if required. J. Roberto responded that some student could be walkers one day and then ride bus and we feel it is important to keep open communication. J. Roberto also noted we took feedback from the August 30, 2021 to be fluent and responsive to support of students.

D. Werden believe this is an excellent document and agree what we are doing but does not support this being posted before these changes were approved.

S. Gibson stated as I am sitting here listening to this discussion and thinking back to the delegation want to acknowledge that there was a report on masking in the Journal of American Medicine that was referenced tonight and through additional research that report was pulled back because it had scientific and validity issues so that our community knows that some of information shared was not accurate scientifically.

R. Collver shared her concerns about moving some the policy into a resource package but wondering if we should state what policies and regulations, we are following

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Policy SO17 Guidelines for Student Accommodation, up to and including Exemption from Non-Medical and Cloth Masks as amended.

Carried

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive as information SO17 Resource Package - Guidelines for Student Accommodation, up to and including Exemption from Non-Medical and Cloth Masks as amended.

Carried



Committee of the Whole Board Meeting

Monday, September 13, 2021

Board Room, Education Centre / MS Teams Virtual Meeting

MINUTES

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

(a) **F7 Reporting of Wrongdoing**

R. Wyszynski referred to F7 Reporting of Wrongdoing which has been rewritten after further review occurred.

D. Werden believes that Trustees should be included in this policy and should not be excluded as Bylaw 28 Code of Conduct only applies between Trustee to Trustee. R. Wyszynski responded that further investigation will be required.

C.A. Sloat stated that the comments that were provided should have been included and stated accountability is missing and F107 should be referenced and believes this not complete and requires more work. J. Roberto responded that this is outstanding policy that reflects governance and wants the Board of Trustees to understand the procedure is the staff component. J. Roberto noted she appreciated D. Werden's comment about the code of conduct and noted there have been discussions around this and there is opportunity to ensure that it is all encompassing in the Code of Conduct.

G. Anderson added that this has been written to employee of the boards and knows that Code of Conduct is being currently reviewed and that would include some of the items in here. C.A. Sloat noted that Bylaw 28 is for Trustees to Trustees only.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward F7 Reporting of Wrongdoing to all appropriate stakeholders for comments to be received by October 28, 2021.

Carried

E – 2 Procedure Consideration – Information Items

(a) **FT101 Smoke-Free Environment**

R. Wyszynski noted this procedure has been identified for review.

Moved by: J. Richardson

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Procedure FT101 Smoke-Free Environment to all appropriate stakeholders for comments to be received by October 28, 2021.

Carried



Committee of the Whole Board Meeting

Monday, September 13, 2021

Board Room, Education Centre / MS Teams Virtual Meeting

MINUTES

(b) **HR102 Working with Blood-Borne Infections, Precautions and Practices**

J. Tozer stated this procedure has been identified for review. S. Gibson stated that washing hands should be priority before gloves. J. Tozer noted that change will occur prior to circulation for comment

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Procedure HR102 Working with Blood-Borne Infections, Precautions and Practices to all appropriate stakeholders for comments to be received by October 28, 2021, as amended.

Carried

(c) **F107 Reporting Suspected Wrongdoing**

R. Wyszynski recommends that this procedure go out for comment to align with F7 Reporting of Wrongdoing.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board forward Procedure F107 Reporting Suspected Wrongdoing to all appropriate stakeholders for comments to be received by October 28, 2021.

Carried

F - 1 **Other Business**

(a) **OPSBA Report**

D. Werden stated there was nothing to report. Next OPSBA meeting scheduled for September 25th.

(b) Director Robert wanted to share another good news item. That all elementary students that had be wait listed for remote learning had been placed in remote.

(c) Director Roberto stated there was a need to call a special Board meeting immediately following this meeting to ratify item D-1-b Contract Award – Multi Functional Devices.

Moved By: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board Suspend bylaw 5 (5c) to call a Special Board Meeting on September 13, 2021.

Carried

G - 1 **Correspondence**

Nil



Committee of the Whole Board Meeting

Monday, September 13, 2021

Board Room, Education Centre / MS Teams Virtual Meeting

MINUTES

In Camera Session

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Board return to In Camera Session at 9:05 p.m.

Carried

Board returned to open session at 9:29 p.m.

A-1-f In Camera Report

Moved by: E. Dixon

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Director's Operating Goals for 2021-22.

Carried

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the renewal and the extension for the CRBE Lease located at 72 Highway 54, Cayuga, ON.

Carried

H - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the meeting be adjourned at 9:35 p.m.

Carried

Committee of the Whole Board Chair, R. Collver



Special Board Meeting

Monday, September 13, 2021

Board Room, Education Centre / MS Teams Virtual Meeting
Following Committee of the Whole Meeting

MINUTES

Present: Board Chair, G. Anderson, Board Vice-Chair, S. Gibson, R. Collver, D. Dean, E. Dixon, B. Doyle, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, R. Mitchell (Student Trustee), C. Kitchen (Student Trustee)

Administration: Director – J. Roberto, Superintendents: R. Wyszynski, J. Tozer, Recording Secretary- L. Howells

Regrets:

Trustees: J. Richardson, D. Werden, S. Green (Student Trustee),

Administration: Superintendents: W. Baker, K. Graham, L. Munro, A. Smith, L. Thompson, J. Tozer,

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 9:31 p.m.
The Land Acknowledgement statement was read.

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

Nil

(c) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 9:31 p.m.

B - 1 **Committee Report**

(a) **Committee of the Whole Board – September 13, 2021**

Presented as printed.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the recommendation from the pick date Committee of the Whole Board Meeting as follows:

1. THAT the Grand Erie District School Board approve the contract for the supply and lease of multi-function devices for all Board locations from Ricoh Canada Inc. in the amount of an estimated annual cost of \$429,263.77 plus HST.

Carried

C - 1 **Adjournment**

Moved by: D. Dean

Seconded by: B. Doyle

THAT the meeting be adjourned at 9:32 p.m.

Carried

Board Chair, G. Anderson



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board

FROM: C. Kitchen, Student Trustee – South
R. Mitchell, Student Trustee – North
S. Green, Student Trustee – Indigenous
E. Dixon – Supportive Trustee

RE: **Student Trustee Governance**

DATE: September 27, 2021

Background

Student Trustees are unable to move and second motions themselves. In order to pass motions, they need to work with a supportive Trustee, so that they would be able to move their motion for them.

Additional Information

Back in 2004-2005, OSTA-AECO released a report called “The Student Trustee: Today and Tomorrow.” This report offered a concise outline detailing the practice of the past Student Trustee legislation, and recommendations for the current legislature to consider, to improve the quality of pupil representation. The Executive Council at the time was able to send recommendations towards the Government of Ontario which ended up building the foundation of the role today.

One of these recommendations was: “OSTA-AECO recommends that new legislation be introduced granting Student Trustees the power to fully participate at the board table including the power to vote and make motions.” Unfortunately, this is a recommendation that has not been mandated by the Government nor was ever focused upon. The ability to move and second motions is a right that we should have been given years ago. We should be able to start the conversations that align with the concerns of our students; we shouldn’t need to worry on whether or not it can be put on the table.

Recommendation/Next Steps

The Chair of the Board sent a letter to the Ministry of Education on behalf of the Grand Erie District School Board requesting the Ministry of Education to push for the recommendation (Amendment to sec. 55(4) of the Education Act.) in allowing student trustees the right to independently move and second motions during board meetings

Grand Erie Multi-Year Plan

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

Respectfully submitted,

C. Kitchen, Student Trustee – South
R. Mitchell, Student Trustee – North
S Green, Student Trustee - Indigenous



Grand Erie District School Board

TO: Trustees of the Grand District School Board
FROM: R. Collver, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: September 13, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the September 13, 2021 Committee of the Whole Board meeting as follows:

1. **Delegations**

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

2. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of September 13, 2021 as information.

3. **Schedule of Pre-Budget Consultation and Budget Review Meetings**

(i) THAT the Grand Erie District School Board set the dates for Pre-Budget Consultation Meetings as follows:

1. Tuesday, February 1, 2022
2. Tuesday, March 1, 2022

(ii) THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:

1. Tuesday, April 19, 2022
2. Monday, May 16, 2022
3. Thursday, May 26, 2022
4. Tuesday, June 7, 2022.

4. **SO17 Guidelines for Student Accommodation, up to and including Exemption from Non-Medical and Cloth Masks.**

(i) THAT the Grand Erie District School Board suspend the motion approved at the August 30, 2021 Regular Board Meeting to approve Policy SO17 Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks as amended.

(ii) THAT the Grand Erie District School Board approve Policy SO17 Guidelines for Student Accommodation, up to and including Exemption from Non-Medical and Cloth Masks as amended.

(iii) THAT the Grand Erie District School Board receive as information SO17 Resource Package - Guidelines for Student Accommodation, up to and including Exemption from Non-Medical and Cloth Masks as amended.

5. F7 Reporting of Wrongdoing

THAT the Grand Erie District School Board forward F7 Reporting of Wrongdoing to all appropriate stakeholders for comments to be received by October 28, 2021.

6. FT101 Smoke-Free Environment

THAT the Grand Erie District School Board forward Procedure FT101 Smoke-Free Environment to all appropriate stakeholders for comments to be received by October 28, 2021.

7. HR102 Working with Blood-Borne Infections, Precautions and Practices

THAT the Grand Erie District School Board forward Procedure HR102 Working with Blood-Borne Infections, Precautions and Practices to all appropriate stakeholders for comments to be received by October 28, 2021, as amended.

8. F107 Reporting Suspected Wrongdoing

THAT the Grand Erie District School Board forward Procedure F107 Reporting Suspected Wrongdoing to all appropriate stakeholders for comments to be received by October 28, 2021.

9. In Camera Report

- (i) THAT the Grand Erie District School Board approve the Director's Operating Goals for 2021-22.
- (ii) THAT the Grand Erie District School Board approve the renewal and the extension for the CRBE Lease located at 72 Highway 54, Cayuga, ON.

Respectfully submitted,

R. Collver, Chair
Committee of the Whole Board



POLICY

SO17

Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks

Board Received: August 30, 2021 Review Date: March 2024

Policy Statement

The Grand Erie District School Board promotes and supports the well-being and safety of all students.

Grand Erie continues to demonstrate due diligence and will expect all students to wear masks subject to reasonable accommodation in accordance with the policy, [Public Health Guidelines](#) and [the Ministry of Education – COVID-19 Health and Safety Measure at Schools Guidelines](#).

Accountability

1. Frequency of Reports – As needed.
2. Criteria for Success – All students will wear masks subject to reasonable accommodation in accordance with the policy and guidelines.



Resource Package:

Guidelines for Student Accommodation, up to and Including Exemption, from Non- Medical or Cloth Masks

September 2021

Background

The Grand Erie District School Board promotes and supports the well-being and safety of all students. As per the Ministry of Education's document "Guide to Reopening Ontario's Schools" released in the fall of 2020, and the Addendum to the reopening guidance document, "Guide to Reopening Ontario's Schools" released in January 2021, mandatory masking will be in place for students in Grades 1 to 12 indoors in school, including in hallways and during classes, as well as on school vehicles. The Grand Erie District School Board has also mandated masking for students in the Kindergarten Program, following the same guidelines as outlined above.

On August 13, 2021, the Ministry released "Covid-19: Health, safety and operation guidance for schools (2021-22)". This document clarifies that students are not required to wear masks outdoors, but distancing should be encouraged between cohorts as much as possible.

Both masks and face shields are types of personal protective equipment (PPE). Measures that are used for *source control* attempt to prevent the spread of infection from the wearer to those around them. Source control can include covering your sneezes and coughs, hand hygiene, and wearing a mask in public. **Masks** are both used for source control and to protect oneself from others (as PPE). Cloth masks are for source control and higher-grade disposable masks are for both for source control and PPE. **Face shields** are considered PPE but are not meant to function as a primary device for respiratory protection. To date, there is no evidence that face shields alone are effective either as source control or as PPE but are effective to augment other more effective PPE.

Public Health Ontario does not recommend the use of face shields as a substitute for cloth face coverings. Although face shields would not replace masks, in some cases, face shields, in combination with other protective measures, may be considered an appropriate accommodation.

The Grand Erie District School Board recognizes that there are some students with medical restrictions that may require the student to attend school without the use of a mask. Reasonable accommodations, up to and including exemptions, will be permitted for some students. Parents/guardians are encouraged to consult their physician for guidance about a mask accommodation/exemption for their child, if necessary, however a physician note is not required for a student mask accommodation/exemption under the following situations that are previously known to the school:

- child with a medical or cognitive condition that prevents wearing a mask (severe sensory processing disorder, cognitive impairment, longstanding agoraphobia, Post Traumatic Stress Disorder triggered by a face covering),
- child unable to apply or remove a face covering without help
- children less than 5 years of age (cognitively or developmentally) who refuse to wear a face covering and cannot be persuaded to
- accommodations under the Ontario Human Rights Code based on the protected grounds of:
 - Age
 - Ancestry, colour, race
 - Citizenship
 - Ethnic origin
 - Place of origin
 - Creed
 - Disability
 - Family status
 - Marital status (including single status)
 - Gender identity, gender expression
 - Sex (including pregnancy and breastfeeding)
 - Sexual orientation.

We note that discomfort or acne would generally not constitute a basis for NOT wearing a mask.

School Procedure

- (a) The parent/guardian contacts the principal/designate to request an accommodation/exemption for their child.
- (b) The parent/guardian completes the Parent Application Form (Appendix A) and returns it to principal/designate.
- (c) The principal/designate reviews the mask accommodation/exemption request with the parent/guardian. (The principal/designate will review if there are any solutions other than a complete exemption such as frequent breaks, only wearing during certain activities, avoiding during exertion, gradual build up to full day masking, if allergy, provide a different one. Such options should be considered before a complete exemption will be considered.) While the request is being considered, the student will be expected to follow the policy laid out by the Ministry of Education or the Board of Trustees.
- (d) The school provides the Principal Response Form (Appendix B) to parent/guardians.
- (e) The principal/designate communicates the mask accommodation/exemption outcome to school staff and transportation services.
- (f) The principal/board reserves the right to ask further questions or request more information and to modify its decision as may be needed for the health and safety of others.
- (g) The school will provide masks to students at school who require them.



Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks

Parent Application Form

This form is to be used when a parent/guardian applies for a mask exemption or accommodation for their child.

Steps for Mask Accommodation/Exemption:

1. A physician note is not required if the medical concern is apparent and known to the school; however, parents/guardians are encouraged to consult their physician for guidance if requesting an accommodation/exemption to wearing a mask for their child.
2. Provide student information, reason(s) for accommodation/exemption and sign the acknowledgement.
3. Return the completed form to the school principal/ designate.

Child's First and Last Name: _____ Grade: _____

Reason for requesting mask accommodation/exemption:

- child with a medical or cognitive condition that prevents wearing a mask (severe sensory processing disorder, cognitive impairment, longstanding agoraphobia, Post Traumatic Stress Disorder triggered by a face covering)
- unable to apply or remove a face covering without help
- children less than 5 years of age (cognitively or developmentally) who refuse to wear a face covering and cannot be persuaded to
- accommodations under the Ontario Human Rights Code based on the protected grounds of:
 - Age
 - Ancestry, colour, race
 - Citizenship
 - Ethnic origin
 - Place of origin
 - Creed
 - Disability
 - Family status
 - Marital status (including single status)
 - Gender identity, gender expression
 - Sex (including pregnancy and breastfeeding)
 - Sexual orientation.

Please include a description of OHRC related protected ground that requires an accommodation:

Parent/Guardian Acknowledgement:

- I understand the potential health risks for my child and to others when a non-medical or cloth mask is not worn during a pandemic.
- I understand, and approve, that my child does not wear a non-medical or cloth mask at school, knowing the inherent health risks to my child if they are not wearing one.
- I give permission for my child to attend school without wearing a non-medical or cloth mask.

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

Email: _____ Telephone: _____

For the safety of all, each school principal will alert the school staff of any students with an approved accommodation/exemption.

At this time, you can opt for remote learning for your child if you feel it would be in the best interest of their safety and wellbeing. If you choose to opt for remote learning, please contact your school principal for more information



Student Accommodation, up to and Including Exemption, from Non-Medical or Cloth Masks

Principal Response Form

Child's First and Last Name: _____ Grade: _____

Outcome:

- Your child is not required to wear a mask. Where a full exemption is granted, other safety measures will be put in place.
- Your child is not exempt from wearing a mask, but the school will make the following other accommodations:

If you wish to have the exemption outcome reviewed, please contact the Superintendent responsible for your child's school.

Principal/Designate
Signature _____ Date: _____

Print Name: _____



PROCEDURE

HR102

Working with Blood–Borne Infections, Precautions and Practices

Board Received: June 26, 2017 Review Date: September 2021

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Appropriate safety precautions are taken.
– Equipment and training provided for all staff.

Procedures:

These procedures outline precautions applying to any staff involved in the care and the handling of individuals when blood and other body fluids are present.

Although the risk of contracting blood-borne infections through occupational exposure is very low, these infections are a reality when dealing with Hepatitis “B” (HBV), Human Immune-Deficiency Virus positive serology (HIV), Hepatitis C Virus (HCV) and other potential infections. Staff who may be exposed to blood and other body fluids should take appropriate precautions to minimize direct contact.

1. Responsibility:

Principals/supervisors have the responsibility to ensure that their staff are aware of the precautions and safe practices regarding blood-borne infections.

2. Precautions:

In order to minimize direct contact with blood and body fluids, the following general precautions are suggested for all situations where blood or body fluids are encountered:

- a) *Hand washing:* Hands (and any skin surface) must be washed thoroughly as soon as practicable. To wash hands, use plain soap and vigorously rub together all surfaces of lathered hands for at least twenty seconds. Rinse thoroughly under a stream of water. Cuts or sores on hands should also be covered with a waterproof dressing.
- b) *Gloves:* New, disposable waterproof vinyl gloves (or nitrile) should be worn when in contact with blood, blood products, other body fluids, open wounds or sores (non-intact skin) and items or surfaces soiled with blood or other body fluids. If gloves are punctured or cut they should be removed as soon as practicable. Schools will provide gloves for all staff who are involved.

Procedures for Using Gloves:

i) Wash Hands

ii) Put on gloves, making sure they cover cuffs if long sleeves are worn.

iii) After using gloves, remove them by hooking gloved fingers of dominant hand into lower outside edge of the other glove. Pull the glove inside out as you remove it and then hold the glove in your gloved hand.

iv) Tuck your ungloved hand into the inside of the remaining glove. Remove that glove by pulling it inside out and encase the other glove as you do so.

v) Dispose of gloves immediately in waste disposal.

vi) Wash hands thoroughly after removal of gloves.

Staff unfamiliar with gloving procedures are advised to contact the Health and Safety Office.

- c) *Pocket Masks or Other Ventilation Devices*: These can be purchased for those settings where the need for resuscitation can be anticipated. However, the risk of infection is so slight that no one should hesitate to give mouth-to-mouth resuscitation if such equipment is not available. Employees must be adequately trained in the use of such equipment.

3. Clean-up of Spills and Contaminated Surfaces:

Spills of blood or other body fluids and contaminated surfaces should be cleaned promptly with detergent and water, using disposable towels. The area should then be disinfected with a disinfectant cleaning product and left to dry. Chemical germicides approved for use as hospital disinfectants can also be used. The Material Safety Data Sheet for the product must be checked before use and all safety precautions followed.

4. Waste Disposal:

- a) Sharp Devices and Glass (needles, syringes, broken glass, sharp devices or instruments):
 - should be placed in disposable, puncture-resistance containers;
 - prior to disposal, puncture resistant containers should be securely sealed and the contents identified with a label or tag;
 - schools may be able to arrange for disposal through hospitals in the community;
 - if in doubt, call the Health and Safety Office.
- b) Solid Wastes (ie. disposable articles and dressings):
 - should be placed in a sturdy impervious (plastic) bag, tied securely with a twist tie and the contents identified with a label or tag;
 - double bagging is necessary only if the outside of the bag is contaminated with blood or other body fluids, or if there is potential for leakage;
 - dispose with regular garbage in a secure sanitary landfill or have incinerated.
- c) Unclotted Blood and Other Body Fluids:
 - dispose into a drain connected to a sanitary sewer and flush with water.
- d) Soiled Clothing:
 - clothing which has been soiled with blood or other body fluids may be washed with regular laundry;
 - soiled linen and clothing should be handled as little as possible;
 - linen and clothing which have been heavily soiled with blood or other body fluids should be transported in bags that prevent leakage, and be tagged indicating the contents.

5. What to do if Exposure Occurs:

- a) where there has been contact or splashes of blood or other body fluids on the skin, the area should be thoroughly washed as soon as practicable with soap and water;
- b) splashes of mucosa membranes such as the lips, mouth, eyes or nose, should be flushed with water as soon as practicable;
- c) clothing which becomes soiled with blood or other body fluids should be removed as soon as practicable;
- d) penetrating wounds such as needle/stick punctures or cuts from sharp objects should be encouraged to bleed and then washed thoroughly with soap and water; medical attention should be sought as soon as possible if exposure to a biological or chemical agent is suspected.

- e) penetrating wounds or splashes onto mucous membrane or non-intact skin should be reported to the employee's principal/supervisor. An Accident Form should also be completed following the incident.
If blood enters an open cut or sore on your hands, etc., wash thoroughly and proceed to the nearest hospital emergency for follow-up for HBV, HCV, and HIV, preferably within one to two hours of exposure
- f) Employees who are exposed should complete an EMPLOYEE INJURY INCIDENT DISEASE REPORT ~~and submit it to Human Resources~~ [through the Staff Portal](#) so that the event can be documented with the WSIB

6. Giving First Aid to Any Person:

- a) Where feasible, wash your hands first.
- b) Always:
 - i) wear disposable gloves, especially if you have any open cuts, sores, etc. on the hands;
 - ii) wash your hands thoroughly with soap and water after giving the first aid;
 - iii) if blood enters an open cut or sore on your hands, etc., wash thoroughly and proceed to the nearest hospital emergency for follow-up for HBV, HCV, and HIV, preferably within one to two hours of exposure;
 - iv) after wiping up spilled blood with a paper towel, etc., wipe the surface with a disinfectant cleaning product and allow to air dry;
 - v) soiled gloves, towels, etc. should be placed in a plastic or paper bag and discarded in the waste disposal.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D. Director of Education & Secretary to the Board
FROM: April Smith, Superintendent of Program K-12 (Teaching and Learning)
Liana Thompson, Superintendent of Education
RE: **Student Achievement Plan Outcomes 2020-21**
DATE: September 27, 2021

| |
|---|
| Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Student Achievement Plan Outcomes 2020-21 report as information. |
|---|

Background

At the October 26, 2020, Board Meeting, the Grand Erie's Student Achievement Plan: Success for Every Student 2020-21 and subsequently a Mid-Year update was presented on March 29, 2021.

Please find enclosed the outcomes of the Grand Erie's Student Achievement and Well Being plan 2020-21

Respectfully submitted,

April Smith,
Superintendent of Program K-12 (Teaching and Learning)

Liana Thompson,
Superintendent of Education



Grand Erie's Student Achievement and Well-Being Plan 2020-21

 **OUTCOMES**



2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

A Message from JoAnna Roberto, Director of Education, Grand Erie District School Board

This report marks the conclusion of the 2020-21 Multi-Year Plan. Over the past five years, students, staff, leadership, the Board of Trustees and our stakeholders have come together to set goals and deliverables to achieve success for every student.

The global pandemic challenged our collective will, and throughout the 2020-21 school year, our school communities have risen to the occasion time and again. The success of this plan, considered alongside other important data collected by schools, demonstrates that our Board is trending upwards in a positive direction. The collaboration, innovative learning experiences, technology supports, community involvement, the commitment to mental health and well-being and Indigenous Education have made a difference, helping students learn and grow in an uncertain time.

As we look towards an end to the pandemic, we're tempted to characterize that as a "return to normal." We believe we have an opportunity to be better than we used to be, an opportunity to aim higher.

We are now transitioning to a new multi-year strategic plan, grounded in a vision to Learn, Lead and Inspire. We are establishing a new set of

goals and strategies to improve math, literacy, graduation rates, inclusivity, Indigenous Education and mental health and belonging.

As a District, we are committed to working together with school communities and stakeholders to build a culture of Learning, Well-Being and Belonging for every learner. Together, we have accomplished great things and I look forward to our continued success.

On behalf of Grand Erie Trustees and leadership team, thank you for all you do to support our students and their learning.

Yours in Education,

JoAnna Roberto, PhD.

**Director of Education, Secretary of the Board,
Grand Erie District School Board**



Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement.

Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them
- Create and promote an enabling environment where all students can participate fully in their education
- Create and promote an enabling environment where all students can participate fully in their education

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

ELEMENTARY PROGRAM

Mathematics Overview

The system learning goal for 2020-2021 was to continue to build educator capacity by deepening their understanding of number and operational sense to recognize, respond to, and develop these thinking strategies in all learners. Elementary Program staff attended virtual ministry webinar sessions to deepen their understanding of the revised Ontario mathematics curriculum. Department staff reviewed Long Range plans and Scope and Sequence resources created by Ministry and other Ontario school boards to inform the creation of a Grand Erie grade 1-8 long range framework which was launched for educators and administrators in June 2021. Support materials for classroom educators and administrators were developed to support the implementation of mathematics curriculum.

Support for Elementary Educators

- All elementary schools were assigned a Teacher Consultant and/or Math Facilitator and in the 2020-21 school year. During periods of remote learning, Program staff worked with teachers in their virtual classrooms to build collaborative efficacy through co-planning, co-teaching and then co-reflecting about the outcomes of their instruction.
- Virtual drop-in office hours for individualized responsive support offered to educators before, after and during the instructional day intentional about the use of manipulatives and digital tools was offered leveraging various formats such as afterschool workshops, office hours and the Grand Erie digital professional learning environment.
- Grade-specific and topic-focused after-school workshops (face to face and virtual) delivered such as “Planning for Instruction and Assessment with the new Math Curriculum,” “Number Talks for Kindergarten” and “Mathematical Modelling”
- Program staff developed a companion resource (Grand Erie Long Range Plan) to support elementary educators in their implementation of the Ontario Mathematics curriculum (Grades 1-8). Grand Erie educators had access to a wide array of resources to support their planning for mathematics instruction for the entire school year. This resource includes lesson ideas to support building engaging, inclusive

mathematics classroom as well as early Assessment for learning tasks to support the gathering of diagnostic information.

Support for Elementary Administrators

- In 2020-21, all Elementary administrators engaged in a virtual professional learning opportunity with Dr. Christine Suurtamm, Professor of Mathematics Education to enhance their knowledge of the development and design and of the new mathematics curriculum and accompanying teacher support resources.
- Program staff also supported Administrators with their planning and delivering of professional learning at monthly staff meetings as requested.

How are we doing?

- In the final reporting period of 2020-21, educators reported that 70% of grade 3 students were achieving at Level 3 or higher, 65% of grade 6 students were achieving at Level 3 or higher, 65% of grade 7 students were achieving at Level 3 or higher and 66% of grade 8 students were achieving at Level 3 or higher.

Next Steps

- Continue to further enhance the Grand Erie long range mathematics framework and accompanying resources and support their use by classroom educators
- Identify professional learning needs for educators and administrators related to implementation of the new mathematics curriculum and implement a responsive professional learning plan focused on numeracy skill development
- Continue to respond to the ongoing educator and administrator professional learning needs pertaining to knowing their learners’ and responding to their individual learning needs.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

ELEMENTARY PROGRAM

Literacy Overview



System support in 2020-21 focused on developing educator understanding of effective instruction and assessment in literacy. Also, in 2020-21 professional learning was offered to elementary educators in the effective implementation of the Benchmark Assessment System, GB+, Steps to English Language Proficiency-STEP), and the implementation of new digital resources (Literacy Pro Library, Je Lis, Je Lis, Big Idea, Echo Pros).

Support for Elementary Educators

- After school workshops were delivered on effective planning and instructional practices for educators new to Kindergarten, Literacy Pro Library and Taking Literacy Outdoors.
- Virtual Office hours and drop-in sessions, as well as individualized support for educators through email, phone and virtual MS Team calls continued throughout the year.
- NTIP (New Teacher Induction Program) Kindergarten educators engaged in professional learning covering pedagogical documentation, provocations, and outdoor education
- After school virtual sessions exploring the effective use of the Benchmark Assessment System was delivered to primary and junior teachers.

- Pilot projects continued throughout the remote learning period to support educator capacity in the use of digital devices to support evidence-based pedagogical approaches in the kindergarten program continued throughout the remote learning period.

How are we doing?

- Final reporting period of 2020-21, educators reported that in reading 62% of grade 3 students were achieving at Level 3 or higher, 65% of grade 6 students were achieving at Level 3 or higher, 70% of grade 7 students were achieving at Level 3 or higher and 70% of grade 8 students were achieving at Level 3 or higher.
- Final reporting period of 2020-21, educators reported that in writing 55% of grade 3 students were achieving at Level 3 or higher, 62% of grade 6 students were achieving at Level 3 or higher, 69% of grade 7 students were achieving at Level 3 or higher and 67% of grade 8 students were achieving at Level 3 or higher.
- Elementary teachers are engaged in a variety of differentiated professional learning opportunities focused on assessment and instruction to support students' literacy skills.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

SECONDARY PROGRAM

Mathematics Overview



A Secondary Math Facilitator provided coaching support for educators of MFM 1P in four Grand Erie secondary schools: Brantford CIVS, Dunnville SS, Hagersville SS and Waterford DHS. The focus of the support was to assist educators in developing their strategies to engage students in mathematics class. The Secondary Math Facilitator also supported teachers to increase their use of observations, conversations, and products in assessing students' strengths and needs. The Secondary Math Facilitator supported all other schools upon request. The November 13, 2020, PD (Professional Development) Day focused on mathematics teaching and learning. Members of the Student Success Team facilitated a virtual session with all secondary educators on data talks and numeracy across the curriculum.

How are we doing?

- Grand Erie's semester one pass rate in MFM1P was 87% for all students. The intensive support schools had a pass rate of 90%. Semester two pass rate in MFM 1P was 87% for all students. The intensive support schools had a pass rate of 88%.

- EQAO piloted the online Assessment of Mathematics in 2020-21. Only Quadmester 1 Grand Erie classes participated in the pilot. School Board and provincial results are not available.

Next Steps

- Continue to increase the opportunity for student voice to influence responsive instructional practice.
- Continue to offer responsive professional learning opportunities to support effective instruction and assessment practices for educators to support their successful implementation of the new de-streamed Grade 9 Mathematics course (MTH 1W).

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

SECONDARY PROGRAM

Literacy Overview



A cross-curricular literacy pre-assessment was 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. Blended and remote learning due to COVID-19 provided the opportunity to build teachers' and students' digital literacy skills. Professional development and other resources focused on building teacher confidence with ministry and board supported platforms and resources, learning more about what each resource/ tool has to offer, and making appropriate choices based on the needs of their students.

How are we doing?

Grand Erie students did not participate in the administration of the OSSLT (Ontario Secondary School Literacy Test) in 2020-21 due to the pressures and constraints of the global pandemic. Students graduating in 2020-21 were exempted from meeting the literacy requirement.

Student Success: 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. 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.)

How are we doing?

Percentage of students achieving 8/8 and 6/8 credits by the end of Grade 9:

- 74% of students accumulated 8/8 credits in Grade 9
- 85% of students accumulated 6/8 credits in Grade 9

Percentage of students achieving 16/16 and 12/16 credits by the end of Grade 10:

- 64% of students accumulated 16/16 credits in Grade 10
- 82% of students accumulated 12/16 credits in Grade 10

The credit recovery program in day school and summer school continued to support options for students who were not meeting with academic success and ensures that students are on track as they progress through their secondary school years.

* Graduation data was embargoed at the time of this report.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

2020-2021 Grand Erie eLearning – Quadmester 3/Quadmester 4

OeLC Asynchronous Course Success Rates – Quadmester 3, 2020-21

| Course | Count Date Feb 25 | Full Disclosure DateMarch 29 | Course End | Success Rate | Course Average |
|---|----------------------|---------------------------------|---------------|-----------------|-------------------|
| BAT4M Principles of Financial Accounting | 27 | 24 | 23 | 100% 23/23 | 82% |
| HHS4U Families in Canada | 30 | 23 | 23 | 96% 22/23 | 77% |
| HRT3M World Religions and Belief Traditions | 28 | 26 | 26 | 100% 26/26 | 85% |
| MHF4U Advanced Functions | 32 | 26 | 25 | 92% 23/25 | 69% |
| PPZ3C Health for Life | 31 | 29 | 29 | 86% 25/29 | 74% |

Internal Asynchronous Course Success Rates – Quadmester 3, 2020-21

| Course | Count Date Feb 25 | Full Disclosure DateMarch 29 | Course End | Success Rate | Course Average |
|--|----------------------|---------------------------------|---------------|-----------------|-------------------|
| GPP30 Leadership and Peer Support | 21 | 21 | 21 | 95% 19/21 | 75% |
| MCV4U Calculus and Vectors | 32 | 27 | 26 | 92% 24/26 | 81% |
| OLC40 Ontario Secondary School Literacy Course | 25 | 24 | 24 | 83% 20/24 | 70% |
| SPH4U Physics | 20 | 17 | 17 | 100% 17/17 | 79% |

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

2020-2021 Grand Erie eLearning – Quadmester 3/Quadmester 4

OeLC (Ontario ELearning Consortium) Asynchronous Course Success Rates Quadmester 4, 2020-21

| Course | Count Date Feb 25 | Full Disclosure DateMarch 29 | Course End | Success Rate | Course Average |
|--|----------------------|---------------------------------|---------------|-----------------|-------------------|
| ENG4U English | 27 | 25 | 25 | 100% 25/25 | 85% |
| HSB4U Challenge and Change in Society | 25 | 24 | 24 | 100% 24/24 | 88% |
| OLC4O Ontario Secondary School Literacy Course | 12 | 12 | 11 | 81% 9/11 | 58% |
| SBI3U Biology | 33 | 32 | 31 | 96% 30/31 | 80% |

Internal Asynchronous Course Success Rates – Quadmester 4, 2020-21

| Course | Count Date Feb 25 | Full Disclosure DateMarch 29 | Course End | Success Rate | Course Average |
|--|----------------------|---------------------------------|---------------|-----------------|-------------------|
| MCR3U Functions | 28 | 28 | 27 | 96% 26/27 | 77% |
| MCT4C Mathematics for College Technology | 25 | 19 | 16 | 93% 15/16 | 84% |

*Note: Out of Board students are reflected in internal course data.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Supervised Alternative Learning (SAL)

While most students will attend, and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school with an alternative learning experience as outlined in Ontario Regulation 374/10. An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving their other educational and life goals. This program helps to maintain a learning connection between the school and student throughout a planned period.



How are we doing?

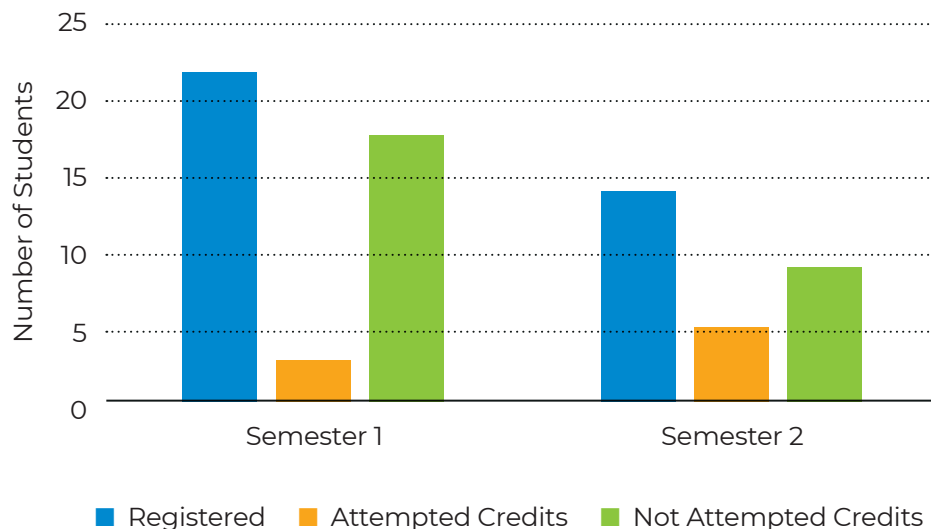
Semester 1:

- 2 Registered
- 1 Declined
- 3 Students Attempting Credits
- 18 Not Attempting Credits

Semester 2:

- 14 Registered
- 0 Declined
- 5 Students Attempting Credits
- 9 Not Attempting Credits

Student Enrolment



2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Supervised Alternative Learning (SAL)

Cumulative Data Summary Analysis

| Description | Sem 1 SAL Sept 2018 - Jan 2019 | Sem 2 SAL Feb - Jun 2019 | Sem 1 SAL Sept 2019 - Jan 2020 | Sem 2 SAL Feb - Jun 2020 | Sem 1 SAL Sept 2020 - Jan 2021 | Sem 2 SAL Feb - Jun 2021 |
|---------------------------------------|--------------------------------------|--------------------------------|--------------------------------------|--------------------------------|--------------------------------------|--------------------------------|
| Number of Successful New Applicants | 63 | 51 | 56 | 14 | 21 | 6 |
| Number of Declined Applicants | 8 | 2 | 6 | 1 | 1 | 0 |
| Ratio Male: Female | 41:22 | 36:27 | 36:19 | 10:5 | 13:8 | 11:3 |
| Credits Attempted | 44 | 42 | 41 | 20 | 4 | 6 |
| Credits Achieved | 21 | 25 | 12 | 14 | 0 | 1 |
| Total Credits Achieved in School Year | 46 | | 26 | | 1 | |

The data above demonstrates a shift in programming for potential SAL students. Many potential SAL students were able to engage in remote learning in the VLA (Virtual Learning Academy) and other school-based learning opportunities that kept them engaged in the school community. This is a result of the combined efforts of families, students, school administrators, student success teams, attendance counsellors, and community agencies in developing appropriate learning opportunities that meet student needs with greater attention and accountability.



2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Secondary – Where are we Now?



- The Intermediate Transition Plan continued to provide proactive, and responsive support for students as they successfully transitioned from Grade 8 to 9. Targeted support was provided to all Grand Erie, Six Nations of the Grand River and Mississaugas of the Credit First Nation schools including the Virtual Learning Academy to ensure connections to secondary schools were made, anxiety was reduced, and students have more confidence in their course selections. Results from the implementation of this plan will continue to be monitored to meet the needs of intermediate students. In the upcoming year, further implementation of my Blueprint will support Individual Pathways Plan (IPP) and Career/Life Planning.
- The Secondary Math Facilitator supported the Grade 9 Math teachers in developing more inclusive teaching practices in preparation for the De-streamed Math course (MTH1W). Effective teaching strategies in a remote environment were explored and implemented to foster learning environments that led to improved student performance. The Secondary Math Facilitator co-planned and co-taught with the Grade 9 Math teachers in face-to-face and remote formats. The Board Math Lead and the Secondary Math Facilitator will continue working with MTH1W teachers to provide opportunities for all students to be successful.
- Professional Learning Environments (PLE's) and virtual after-school support sessions were developed to support staff with assessment and evaluation in a remote class, culturally relevant and responsive pedagogy, assessment for and as learning, and digital resources in a blended/online environment to support teachers with self-directed and on-demand professional learning.
- Team members worked with principals to create responsive professional development for their staff and department heads meetings.

Next steps

Support secondary educators in their understanding of the effective use of assessment for learning data to inform their development and implementation of responsive instruction

Support school teams in tracking individual students and cohorts progress towards successful completion of the Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC) or requirements for successful entry into community life.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Special Education and Mental Health and Well-Being



Practices to support educator understanding of effective differentiated instruction and assessment for students with special education needs in both the face-to-face and virtual learning formats were areas of focus. Students were supported to develop their understanding of effective strategies to support their social-emotional well-being and how to use them. The discontinuation of in-person learning due to the pandemic impacted outcomes. Support continued to be provided directly to students wherever possible, however there was an enhanced focus on supporting educators by building their capacity to meet the strengths and learning and well-being needs of their students.

Educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

School level: Evidence of continued implementation of Tier 1 Interventions and classroom-based strategies before accessing outside supports.

How did we do?

| | Oct. 2020 | Feb. 2021 | June 2021 |
|----------------------------------|-----------|-----------|-----------|
| Working below grade level | 90% | 84% | 57% |
| Working at grade level | 8% | 13% | 35% |
| Working above grade level | 2% | 3% | 8% |

*Data reflects results for students with assigned licenses in Lexia Core5

Lexia Core5 was consistently offered to the 3203 students who received licenses. The data identifies that 38% of students advanced at least one grade equivalent level. This is significant as Lexia is used with our most at-risk students who struggle to advance their reading skills. There was a 33% increase in the number of students who improved skills and achieved success at grade level by the end of the school year. On average, students used Lexia 58 minutes per week, but the minutes of usage was likely impacted by the pivot to remote learning and student engagement while not in direct supervision of teachers. The program sets individual targets for usage based on each student's risk level and performance. On average, students missed their targeted minutes of weekly use by 28 minutes per week.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Special Education and Mental Health and Well-Being

Lexia PowerUp is a personalized literacy learning experience for students in grade 6-12 which supports educators to address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literacy and informational text. Students work online in three different instructional Strands: Word Study, Grammar, and Comprehension.

An embedded, automated assessment feature determines student placement into an appropriate start level and a weekly minutes of usage target within each of the three strands. During the 2020-2021 school year, 599 students used PowerUp as part of their comprehensive literacy program to build automaticity of essential literacy skills.

A total of 271,653 minutes was logged as student use. There were 78,342 units completed. (Mastery of a skill is required to move up levels.) Students demonstrated the greatest increase of skills in the Word Study Strand, followed by Comprehension, and then Grammar. 17% of the participants in the program moved above the foundational skills level.

- Support secondary educators in their understanding of the effective use of assessment for learning data to inform their development and implementation of responsive instruction
- Support school teams in tracking individual students and cohorts progress towards successful completion of the OSSD, OSSC or requirements for successful entry into community life.

We will continue to use Lexia as a targeted intervention tool to that can support a comprehensive literacy program. Teachers continue to be responsible for assessing and monitor reading achievement and delivering direct instruction of these targeted skills, individually or in small groups. We will offer Lexia licenses again in the 2021-22 school year with a focus on students in grade 2-6 who are below grade expectations and some students in grade 7 and 8 who have learning disabilities and have dedicated Special Equipment Amount (SEA) assistive technology.

Strategies to support the delivery of Alternative Curriculum – TeachTown

Despite the pivot in learning platforms last year, many students using TeachTown continued to access this program while learning from home. TeachTown provided another medium for students in the Intensive Support self-contained classes to independently practice and master life skills related to their individual needs.

How did we do?

| TeachTown | Preliminary | As of June 2021 |
|--|-------------|-----------------|
| Number of active students | 96 | 120 |
| Number of active facilitators | 73 | 90 |
| Total hours spent working on the program | 515 | 1,054 |
| Number of passed /mastered lessons | Over 700 | 3,498 |
| Average minutes per student session (goal is 15 minutes) | 8:58 | 9:01 |

At the end of the school year, teachers with licenses were surveyed to identify those who found the program effective and would like to continue to use TeachTown to support student learning of life skills. Other requests for students on alternative curriculum will be considered on an individual basis in consultation with the Teacher Consultant-Intellectual Disabilities. Approximately 140 licenses will be provided in the upcoming school year. During the 2021-22 school year, the Itinerant Teacher for Technology will work alongside teachers of self-contained Intensive Support - Multi-handicap and Autism Spectrum Disorder classes and Life Skills self-contained classes to embed the use of TeachTown into the students' schedules and to support student individualized Learning Expectations as identified on the students' Individualized Education Plan (IEP).

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Special Education and Mental Health and Well-Being

Access to the Learning Resource Teacher (LRT)

The provision of LRT support needed to be re-envisioned in order to best support students learning remotely.

How did we do?

As schools shifted to remote learning in April, transparency and availability of communication was maintained through the daily use of emails, texts, and phone conversations to talk and problem solve. Plans were initiated by the Administrator and LRT to support the new and emerging needs of students with special education needs learning remotely by building and maintaining relationships. Triangulation of communication between the Principal, LRT and Classroom and/or Guidance staff served to build a shared understanding of student strengths and needs and supported student access to and participation in their program being delivered remotely. The LRT further supported classroom staff with regular communication to families to ensure all students were connected to the classroom teacher during remote learning.

Classroom level: Evidence of implementation of Tier 1 strategies to support Universal Design for Learning (UDL) and the full participation of students.

Strategies to support staff capacity in meeting the needs of students with Autism - Enhanced Autism Training Program (EATP) for Learning Resource Teachers

The EATP was offered to LRTs who supported a self-contained Intensive Support – ASD classroom in their school. The goals of the program were to build LRT capacity to support classroom teachers with Tier 1 and 2 interventions to support students with ASD in their classrooms. Eleven LRTs and the Program Coordinator – Applied Behaviour Analysis (ABA) participated in the online, self-paced course through Sonderly (Geneva Centre for Autism), which included two days of training and a virtual live session with a facilitator from the Geneva Centre for Autism. Participants also took part in synchronous and asynchronous virtual check-ins with the Grand Erie facilitator, Program Coordinator – ABA, throughout the training period



How did we do?

LRTs that participated in the EATP completed a survey after the course and training program. Through self-assessment it was reported that, because of this learning opportunity, there was an increase in their level of comfort and confidence in;

- understanding the characteristics of autism
- alternative programming planning
- understanding and use of reinforcement
- understanding and managing problematic behaviour
- supporting the communication needs of students with autism
- supporting the social skill needs of students with autism
- supporting the sensory needs of students with autism
- setting up the physical environment in an autism class

Some aspects of the training were reported as too general, or a review of information they already understood. Following the training, three resources were purchased and distributed to each school to extend their learning on ABA strategies learned during the course. Participating LRTs will be provided leadership opportunities at upcoming LRT Collaboration and Training sessions by being asked to share samples of the distributed resources and to discuss their learning in action.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Special Education and Mental Health and Well-Being

Stand out responses on LRT participant feedback

"Really appreciated the review of reinforcement and what that looks like, assessing preferences, and the prompting – that was new to me and looking forward to using it with more purpose and awareness."

"New ways to engage and teach new skills and support transitions (e.g., Power Cards) was good learning."

Strategies to Support Students with Complex Needs in the Classroom

The provision of collaborative support for students with complex needs needed to be re-envisioned in order to best support these students while they learned remotely.

How did we do?

As schools shifted to remote learning in April the comprehensive, evidence-based ABA programs to support students were re-evaluated and implemented by the Connections for Students team. Monthly meetings occurred to ensure alignment between the family, school, and community team, focusing on the most relevant goals. As students experienced changes in behaviour while learning remotely, the team re-evaluated and collaboratively determined the most important goals to teach, learn and assess during the circumstances. Continuing to practice and generalize goals, for example a safety goal such as stopping at a door, were continued at home. A variety of teaching strategies to engage the student were utilized teacher and Educational Assistant (EA) teams during both full class and individual meetings online. Ongoing communication with the team ensured that student programs were meaningful and relevant.

Staff members take initiative for implementation of their own professional learning goals and growth.

Educators understand and know how to implement and/or access support to implement strategies to support a tiered approach to mental health and well-being in the classroom.

A growing number of school staff members took part in learning about and recognizing the benefits of social-



emotional learning. Social-Emotional lessons and activities were delivered in most elementary schools. Lessons were provided both in-person and virtually. Thirteen elementary schools received year-long professional learning in Shanker and Hopkins' Self Reg Schools. Social Workers were trained in evidence based in-person and virtual counselling.

In the 2020-21 school year, Grand Erie began collaborating with Dr. Stephen P. Lewis, PhD, Associate Professor in the Department of Psychology at the University of Guelph. Dr. Lewis's research examines the role of the internet and social media on non-suicidal self-injury and ways to reach young people to foster resilience and well-being. He is an invited member of the International Society for the Study of Self Injury (ISSI) where he sits on the Executive Board. Dr. Lewis's work in this area has led to co-founding the organization, Self-Injury Outreach and Support (SIOS) with his colleague Dr. Nancy Heath. SIOS is an international non-profit initiative that provides information and resources about self-injury to those who engage in self-injury, to those who have recovered, as well as to caregivers, families, friends, and school board staff supporting these individuals.

Working with Dr. Lewis, Social Workers developed the Grand Erie Non-Suicidal Self-Injurious Protocol (NSSI). Professional learning in this area was provided to support staff. We continue to work with Dr. Lewis, gathering impact on support staff professional learning and capacity in the area of NSSI.

2020-21 GRAND ERIE STUDENT ACHIEVEMENT AND WELL-BEING PLAN

OUTCOMES

Special Education and Mental Health and Well-Being

How did we do?

Comments from educators and support staff:

"Last year I completed Connecting with Others in a grade 4/5 class. I touched base with the teacher this year and he mentioned that since the involvement of an Social Emotional Learning (SEL) program within his class, his students have been much more open in discussing their emotions and using emotion-based language in their conversations (I feel, I feel this way because...). He mentioned that the program prompted a lot of positive conversations with his class and heightened their awareness of their social emotional states."

"PATHS was an excellent learning opportunity for my Grade One students. They were given tools to help them remain calm, understand their feelings, and make 'good' choices."

"My students responded well to having PATHS presented to them by a Grand Erie Child & Youth Worker. They enjoyed getting to be the PATHS person for the day, receiving compliments, and learning to calm down by being a 'turtle'."

"As an educator, I have continued to teach these valuable coping skills and feeling words to my classes... and when I see my past students at recess or in the hallways, I can remind them about feelings and 'good' choices."

"During the PATHS program my students enjoyed and improved at sharing compliments with their peers. They always reminded me about our PATHS Kid of the day so they could share compliments with that person. Students also used the "Super Breathe" technique as part of their self-regulation after we learned it within the program."

"A positive impact from the Super Self Reg and transition camp is that all but one of the students have had a smooth transition. This one student often did not come to school in the past. He has been coming just with some tears... but really the fact that he is coming is a win!"

"I had a teacher that I did presentations with last year at the high school who this year created calming kits for all of her Grade 12s. She provided them with a notebook and pen, a stress ball, fidgets, etc. It was super cool to see. She told me that she was inspired by our work on mental health and wellbeing. She listened to what the students said, helped them calm down and then made the kits based on that. She said her students use it often."



Grand Erie's Multi-Year Plan

This report supports the Achievement and Well-Being indicators of Success for Every Student and the following statements: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes" and "We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff".



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Ph.D., Director of Education and Secretary
RE: **Grand Erie Annual Learning and Operating Plans – School Year 2021-22**
DATE: September 27, 2021

| |
|---|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Annual Operating Plan of Senior Administration for the school year 2021-22 as information.</p> |
|---|

Background

The Senior Administration and staff of the Board prepared the Annual Learning and Operating Plans to guide their work and the work of the system. These plans address components of the new Grand Erie Multi-Year Plan. The plan outlines and includes year 1 goals for learning in the areas of literacy, mathematics, graduation, well-being and belonging. The learning component in the annual learning and operating plans represents the Board Improvement Plan. Additionally, operational items are included such as Human Resources, Finance and Facilities, Information Technology, Leadership and Communication.

The plan is bold and new, concise and aligned with measurable goals. We recognize that we need to be flexible and responsive to system needs and ensure that this work is leveraged across the organization to ensure everyone is part of the process and plan. This plan is the foundation of our work and it includes goals, strategies, success criteria for year one.

Additional Information

The attached plan is created to focus on the priorities of the Multi-Year Plan and this plan will be shared with all administrators, departments, and union partners.

Respectfully submitted,

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

A Bold New Vision for Grand Erie



Introducing our
Multi-Year Strategic
Plan for 2021-26 and
Annual Learning
and Operating Plan
for 2021-22

Learn

Lead

Inspire

Introduction

Director's Message



We have a new direction at Grand Erie. One we can only achieve together. Our vision to Learn, Lead and Inspire, and our shared mission to build a culture of Learning, Well-Being and Belonging for each learner is reflected in the strategic goals and annual learning and operating plans highlighted here.

I want to thank the Board of Trustees, our leadership team, staff, students and communities who came together to help shape a vision to lead us through the next five years. It identifies how best to support the cognitive, social, emotional and physical needs of each learner. It recognizes the importance of nurturing curiosity, and underscores how vital inclusive and responsive environments are to student success. Now the work begins.

Connected to the multi-year strategic plan is our annual learning and operating plan, articulating goals to move Grand Erie forward toward our vision. It lays out strategies and success criteria for our academic and operational goals. Everything we do, from the classroom to the boardroom, will reflect our priorities of Learning, Well-Being and Belonging.

Despite the impacts of a global pandemic, this multi-year strategic plan is rooted in optimism. It represents hopes for tomorrow while challenging us to think differently today. My hope is that you find within this plan the support and direction needed to learn, lead, and inspire.

JoAnna Roberto, Ph.D.
**DIRECTOR OF EDUCATION,
SECRETARY OF THE BOARD**

Chair's Message



On behalf of the Board of Trustees for Grand Erie District School Board, I am excited to present the following pages detailing Grand Erie's bold new multi-year strategic plan. It represents a collective roadmap to show us the way, and a focus on accountability to ensure we reach our destination together through continuous improvement and meaningful action.

We worked with principals, teachers, students, parents, the leadership team, the Board of Trustees and community partners to create a plan from the inside out. We invited stakeholder groups to complete a survey to let us know what they value most about Grand Erie and ways in which we can focus moving forward. We had 750 community members share their ideas and priorities through an online public participation platform.

This is your plan. We share in its ownership, and together we share

responsibility to deliver. A responsibility to Learn, Lead, Inspire.

I trust you will join us in our pursuit of this vision, because nothing is as important as the future we can all help shape for all learners.

Greg Anderson
CHAIR OF THE BOARD



Multi-Year Strategic Plan 2021-26



Our Vision

Learn

Lead

Inspire

Our Mission

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

Our Collective Priorities

Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

Well-being

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

Belonging

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



Learn

Lead

Inspire

Grand Erie Goals

Learning

Mathematics

Increase mathematics learning outcomes for all students.

Literacy

Increase the overall reading proficiency of all students (with a focus on grades 1-3).

Graduation

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

Well-Being

Mental Health and Well-Being

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

Belonging

Safe and Inclusive Schools

Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

Indigenous Education

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

Annual Learning and Operating Plan 2021-22



Support Services

Communications

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

Business Services

Develop flexible resource allocation strategies to provide equitable enhancements to learning environments resulting in positive classroom cultures that foster individual and collective well-being.

Facility Services

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

Human Resources

Revise and improve the employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and responds to our diverse population.

Information Technology Services

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

Leadership

Identify future leaders, actively develop new leaders and responsively support current leaders.

Learn

Lead

Inspire

Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL MATHEMATICS

Increase mathematics learning outcomes for all students.

STRATEGIES IN ACTION

How will we achieve this goal?

- Provide professional learning pertaining to assessment for learning strategies and responsive instruction to effectively implement the Ontario Mathematics curriculum.
- Provide coaching to support the implementation of effective instruction and assessment strategies to develop students' mathematical skills.

SUCCESS CRITERIA

How will we know we are successful?

- Educators will use data to design and deliver responsive instruction to support the mathematical skill development of all students.
- By the end of the year, students will demonstrate improvement in mathematics as evidenced through summative data.

GOAL LITERACY

Increase the overall reading proficiency of all students (with a focus on grades 1-3).

STRATEGIES IN ACTION

How will we achieve this goal?

- Provide professional learning pertaining to the effective use of the Benchmark Assessment System (BAS) to identify student instructional and independent reading levels.
- Provide coaching to support the implementation of effective instruction and assessment strategies to develop students' reading skills (with a focus on grades 1-3).

SUCCESS CRITERIA

How will we know we are successful?

- Educators will use data to design and deliver responsive instruction resulting in improved the reading skills of all students.
- By the end of the year, students will demonstrate improvement in reading as evidenced through summative data (with a focus on grades 1-3).



Annual Learning and Operating Plan 2021-22

GOAL GRADUATION

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

STRATEGIES IN ACTION

How will we achieve this goal?

- Provide professional learning pertaining to culturally relevant, responsive and sustaining pedagogy and the effective use of data related to key indicators to support students' readiness for their chosen post-secondary destination.
- Develop a centrally-designed tool for use by school teams to track key indicators for each cohort (e.g. mark distribution, attendance, engagement, credit accumulation, community hours, literacy requirement), and use the data to develop supports for individual students to successfully reach their chosen post-secondary destination.



SUCCESS CRITERIA

How will we know we are successful?

- Educators will implement responsive pedagogy to support each learner and identify and implement strategies to support students in attaining the formal requirements for entrance to their chosen post-secondary destination.
- School teams regularly gather data to track student progress towards their chosen post-secondary destination.
- All students make a successful transition to their post-secondary destination, resulting in increased 4- and 5-year graduation rates (Ontario Secondary School Diploma (OSSD) and Ontario Secondary School Certificate (OSSC)) and a decrease in number of early leavers.

Learn

Lead

Inspire

Well-Being

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

GOAL

MENTAL HEALTH AND WELL-BEING

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

STRATEGIES IN ACTION

How will we achieve this goal?

- Professional learning focused on the School Mental Health Ontario Aligned and Integrated Model (AIM) to establish welcoming and inclusive school environments that promote student mental health, mental health literacy, and an understanding of social-emotional learning.
- Combine research and the development of a baseline data set to inform effective practices to implement targeted support and interventions for all students.
- Differentiated, job-embedded coaching supports and system professional development from Child & Youth Workers will be part of In-School Teams, staff meetings and professional learning opportunities to support a tiered approach to wellness.
- Child & Youth Workers will provide tier one social-emotional and wellness resources for staff.

SUCCESS CRITERIA

How will we know we are successful?


- Improved outcomes based on the understanding of social-emotional learning, mental health literacy and stress management and community and hospital pathways to care.
- A positive trend demonstrating students' increased capacity to tend to their own well-being.
- Members of the school team will demonstrate their learning about the tiered approach to wellness as evidenced by their participation in In-School Teams and their access to resources.



Annual Learning and Operating Plan 2021-22



Over the spring of 2021, more than 750 Grand Erie community members and stakeholders shared their thoughts on priorities through an online public participation forum.



“ Everyone should be given an opportunity to learn and grow no matter their ability. The world needs differences - opinions, abilities, interests, experiences. ”

“ Mental and physical well-being of students is also extremely important. Healthy children lead to healthy adults. Schools need to provide a supportive environment for children that have life challenges. ”

“ Prepare students for the future. Connect work to skills they are developing, with more connections to business and problem solving. ”

“ Teach about Canada’s history regarding the Indigenous community. Teach what has happened so that it never happens again. Kids are the future. Help them make change. ”

Learn

Lead

Inspire

Belonging

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

GOAL SAFE AND INCLUSIVE SCHOOLS

Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

STRATEGIES IN ACTION

How will we achieve this goal?

- Invite a greater diversity of community voices to increase capacity and deepen understanding at the Board and school level in the areas of culturally responsive learning, anti-racism, anti-oppression, equity and human rights matters, and the removal of systemic barriers.
- Deliver staff census survey and analyze and act on staff census survey.
- Implement effective practices to support leader learning in implementing practices and responses to student behaviour that are trauma informed and reflect an anti-racist, anti-oppressive, equity and human rights lens.
- Provide system-level professional development for staff in areas of anti-racist, anti-oppressive, equity and human rights matters, enhancing belonging and culturally relevant pedagogy to meet the diverse needs of all learners.
- Enhance the Equity Champion program by placing trained individuals at the school level to provide timely and relevant support, capacity enhancement, resource sharing.

SUCCESS CRITERIA

How will we know we are successful?

- An Equity Advisory Committee will be created representing Indigenous, Black, South Asian, racialized, Two Spirit, LGBTQ+ and other historically marginalized students and families with a mandate to develop an Equity Action Plan for the fall of 2022 reflective of lived experience.
- Reduction in suspensions of students from historically marginalized groups and an increase in use of alternative practices (e.g. restorative).
- All Staff will participate in professional learning resulting in an increase of educator confidence and capacity to identify and respond to issues of equity and inclusion.
- 100% of schools will have Equity Champions to report and highlight work done to support student and educator learning.





Annual Learning and Operating Plan 2021-22

GOAL **INDIGENOUS EDUCATION**

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

STRATEGIES IN ACTION

How will we achieve this goal?

- Professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action.
- Promote and participate in reconciliation community engagement opportunities.
- Engage in authentic learning with Indigenous peoples, communities, and perspectives.
- Deliver Indigenous courses that allow students to see themselves in their own learning (language, culture etc.).

SUCCESS CRITERIA

How will we know we are successful?

- Increased participation in First Nations, Métis and Inuit Additional Qualification courses and in reconciliation events and cultural competency training.
- Increased opportunities for staff and students to voice their experiences and perspectives in a variety of communication and learning platforms.
- Increased 4- and 5-year graduation rates (OSSD and OSSC) and a decrease in number of early leavers.
- Increase of Indigenous resources within schools across Grand Erie.
- Increase Indigenous language and curriculum offerings across the district.



Learn

Lead

Inspire

Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL COMMUNICATIONS

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

STRATEGIES IN ACTION

How will we achieve this goal?

- Drive stakeholder engagement in Vision and consistently connect communications to the Vision.
- Focus on data-driven decision-making tools and opportunities.
- Support effectiveness of communication with all communities.

SUCCESS CRITERIA

How will we know we are successful?

- Schools, departments and communities embrace our Vision and Mission.
- Streamlined communication across all channels with appropriate volume, focus and timing.
- Communications channels are simple, targeted and understood.

GOAL BUSINESS SERVICES

Develop flexible resource allocation strategies to provide equitable enhancements to learning environments resulting in positive classroom cultures that foster individual and collective well-being.

STRATEGIES IN ACTION

How will we achieve this goal?

- Financial supports will be redirected where possible to promote and enhance well-being in school learning environments for staff and students.

SUCCESS CRITERIA

How will we know we are successful?

- Enhanced learning conditions for students and staff as a result of additional school-based projects supported by the Business department in consultation with Superintendents of Family Schools.



Annual Learning and Operating Plan 2021-22

GOAL FACILITY SERVICES

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

STRATEGIES IN ACTION

How will we achieve this goal?

- Establish a working group comprised of members from Facilities, school leaders, educators, students, Information Technology Services, Business Services, Curriculum and Special Education, Mental Health and Well-being.
- Develop standards and utilize best practices across sectors (data) to support the re-design standards for Grand Erie Schools. The focus would include main entrances, classrooms, gymnasiums, lighting, flooring and colours.



SUCCESS CRITERIA

How will we know we are successful?

- The development of an articulate framework that will enable schools to have a voice in the selection of their own design elements that are reflective of unique cultures and perspectives in each school community.
- Standards will be established in a menu-style format available to all schools.
- At least one school will undergo a major renovation by the fall of 2022 based on the standards established.

Learn

Lead

Inspire

Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL HUMAN RESOURCES

Revise and improve the employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and responds to our diverse population.

STRATEGIES IN ACTION

How will we achieve this goal?

- Review and enhance recruitment practices to reflect the importance of lived experiences and enable the hiring of Indigenous staff as well as staff representatives of diverse communities. This will include the implementation of demographic questionnaires at the point of hire.
- Provide professional learning to those who hire staff, so that the hiring processes are fair, equitable and inclusive.

SUCCESS CRITERIA

How will we know we are successful?

- All hiring managers will be trained in fair, equitable and inclusive hiring practices.
- Human Resources will develop a bank of equitable and inclusive interview questions, accessible to hiring managers.
- Equity and Inclusive recruitment and selection practices will be embedded throughout the hiring and onboarding process.
- Develop a baseline of quantitative data related to diverse backgrounds of new hires to Grand Erie.





Annual Learning and Operating Plan 2021-22

GOAL INFORMATION TECHNOLOGY SERVICES

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

STRATEGIES IN ACTION

How will we achieve this goal?

- Educators will use technology resources, engage in professional learning and implement instructional strategies to support the learning styles of their students.
- Provide technology modernization tools that will optimize administrative functions and effective learning practices.

SUCCESS CRITERIA

How will we know we are successful?

- Educator feedback based on professional learning opportunities will indicate how technology resources optimizes effective educator/student interaction, engagement, pedagogy and differentiation to support learning style of students.
- Successful implementation of a phased-in rollout of digital tools to improve efficiency and increase security to support educators and student learning as measured by regular usage.
 - Safe Arrival Absence Tracking Tool
 - Online Field Trip Application
 - Device Refresh
 - Cyber Security
 - Data Literacy -Compass for Success, a data analysis tool

GOAL LEADERSHIP

Identify future leaders, actively develop new leaders and responsively support current leaders.

STRATEGIES IN ACTION

How will we achieve this goal?

- Differentiated, job-embedded coaching supports and system professional development for Grand Erie Staff throughout the organization.

SUCCESS CRITERIA

How will we know we are successful?

- Future and new leaders will develop the knowledge and skills that will enable them to pursue leadership opportunities with confidence.
- Current leaders will create the conditions to support the successful implementation of the strategic goals in the areas of learning, well-being, belonging.



Grand Erie District School Board

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Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business
 RE: **Major Construction Project Report**
 DATE: September 27, 2021

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

Background

The following is a final status update for the 2020-21 Major Construction Projects.

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 addition project at Central Public School.

Project Scope:

The general scope of the project was the construction of an addition onto Central Public School that created a Child Care Program which 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: Child Care Capital |
| Total Project Cost to Date: \$2,121,670 | Total Forecast Cost: \$2,121,670 |
| Architect: Grguric Architect Inc. | General Contractor: Abcott Construction |

Timeline:

| Dates | Description | Status |
|------------------------|--|--------------------|
| September 2018 | Complete all drawings and tender documents. | Complete |
| December 2019 | Issue Tender | Complete |
| January 2020 | Close tender and seek Board approval to award contract amount of \$1,711,731 | Complete |
| February 2020 | Tender approved by the Board | Complete |
| March to December 2020 | Complete project construction work. | Complete |
| March 31, 2021 | Substantial Performance | Complete |
| TBA | Official Ceremony | Outstanding |
| February 28, 2022 | 11 Month Warranty Report | Outstanding |



Status:

The project is complete. The childcare centre commenced operations on April 26, 2021. The project was slightly over budget (\$65,670) due to project delays and restarts as a result of the COVID-19 pandemic. Grand Erie will be able to avoid any unsupported capital on this project by using the surplus from the Child Care Capital funding that supported the Child Care Renovation at Hagersville Secondary School.

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 renovation project at Hagersville Secondary School.

Project Scope:

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

Space: Renovation

Gross Square Feet: 3,445

Total Project Budget: \$786,506

Funding Source: Child Care Capital

Total Project Cost to Date: \$623,601

Total Project Forecast Cost: \$ 623,601

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 Nov 2020 | Complete project construction work. | Complete |
| September 17, 2020 | Substantial Performance | Complete |
| TBA | Official Ceremony | Outstanding |
| August 17, 2021 | 11 Month Warranty Report | Outstanding |

Status:

This project is complete. Construction has been completed with occupancy permit issued September 17, 2020. The tenant, Mississaugas of the Credit First Nation (MCFN), began its lease in November 2020. Grand Erie is still waiting on the final warranty report, but there are no significant deficiencies expected. This project came in under budget by \$162,905; a portion of which will be re-directed, pending Ministry approval, to the Child Care Addition at Central Public School.

South West Brantford Elementary School**Background:**

In October 2020, the Ministry of Education provided the Board with approved funding to address the enrolment pressure in Southwest Brantford by constructing a new 650-pupil place elementary school.

Project Scope:

The general scope of the project is to partner with both the City of Brantford and the Brantford Public Library to construct a joint-use elementary school that would include an enhanced library, a triple gymnasium, and a 4-room child care centre at the undeveloped site near the T-intersection of Shellard Lane and Anderson Road in Brantford.

Ryerson Heights, a neighbouring school designated as the holding school to accommodate the enrolment in this area, has eight portables on site and is expected to grow as housing development continues in this subdivision.

Space: New Construction

Gross Square Feet: To be determined

Total Project Budget: \$16,269,978

Funding Source: Capital Priorities

Total Project Cost to Date: \$0

Total Project Forecast Cost: \$16,269,978

Architect: To be determined

General Contractor: To be determined

Status:

Since the announcement of the funding, Grand Erie staff have met with staff from both the City of Brantford and the Brantford Public Library on a bi-weekly basis to discuss a number of items ranging from land purchase, land development, size of facility, parking, traffic, zoning, potential concepts, and project management.

In June of 2021, Grand Erie submitted a draft layout of a concept for a pre-consultation meeting with the City. Feedback was received and will be important in establishing some of the design parameters of the new proposed building.

The next step is to secure Ministry of Education approval to retain an architect. This process involves the submission of a space template for the project as well a signed Letter of Intent from both the City of Brantford and the Brantford Public Library. It is anticipated that Grand Erie will receive this letter from the City and Library in early November 2021.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Ph.D., Director of Education and Secretary
RE: **AD Hoc Committee- Strategic Communications Plan Working Group (2021-26)**
DATE: September 27, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report for information as the Ad Hoc Committee will begin in October 2021.

Background

This report serves as a recap to the January 11, 2021 report as it was included in the schedule of reports on August 30th, 2021. The Strategic Communications Ad Hoc Committee will begin a working group to further develop goals, strategies and tactics to support the implementation of the Multi- Year Strategic Plan.

Once completed, the final three-year Strategic Communications Plan will be presented to the Board of Trustees.

The meetings dates and times are as follows:

- Oct 14, 3:30-4:30 pm
- Oct. 28, 3:30-4:30 pm
- Nov.18, 3:30-4:30 pm
- Dec. 9 3:30-4:30 pm

As noted in The Ad Hoc Committee will include Trustees and staff. Trustees S. Gibson and R. Collver will represent the Board of Trustees. It will also include a Student Trustee. The working group will consult with parents and community members through outreach with a variety of committees, collect feedback and input to further enhance Grand Erie’s new Multi-Year Plan.

Annually, the Manager of Communications and Community Relations will provide the Board of Trustees with an update on the plan. As per the schedule of reports, the Board will be presented with an evaluation of the plan by the Manager of Communications and Community Relations for year 1 on May 30, 2022. The Terms of Reference for the Strategic Communications Plan Ad Hoc Committee, including membership composition, is attached.

Grand Erie Multi-Year Plan

This report supports Grand Erie’s Multi-Year Plan in the areas of **learning**, **well-being** and **belonging**.

Respectfully submitted,

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



Ad Hoc Committee – Strategic Communications Plan Working Group

1. Statement of Purpose and Responsibilities

- 1.1 The Ad Hoc Committee – Strategic Communications Plan Working Group will:
 - i. review the 2017-20 Strategic Communications Plan for strengths and weaknesses
 - ii. review and discuss the challenges and opportunities facing Grand Erie over the next three years
 - iii. review and discuss strategies for strategic communications
 - iv. review and discuss the communication needs of Trustees, staff, students, parents, community members and local media
 - v. review and discuss the impact of the Board's new Multi-Year Plan on the Strategic Communications Plan, including comments received during the development process
 - vi. develop Grand Erie's new Strategic Communications Plan to be presented to the Board of Trustees

2. Committee Composition

The Ad Hoc Committee – Strategic Communications Plan Working Group shall be comprised of:

- 2.1 Two (2) Trustees appointed by the Board
- 2.2 One (1) Student Trustee appointed by the Board
- 2.3 One (1) Superintendent of Education (Elementary/Secondary Family of Schools)
- 2.4 One (1) Superintendent of Business and Treasurer or Human Resources
- 2.5 One (1) Representative from the Indigenous Education Team
- 2.6 Two (2) Secondary School Principal
- 2.7 Two (2) Elementary School Principal
- 2.8 Manager of Communications and Community Relations
- 2.9 Manager of Information Technology
- 2.10 Safe and Inclusive Schools Lead
- 2.11 Communications Assistant

3. Committee Operating Procedures

- 3.1 The Strategic Communications Plan Working Group will meet four times, after which time the committee will be dissolved.
- 3.2 The Manager of Communications and Community Relations shall prepare the meeting schedule, agendas and meeting notes.
- 3.3 The committee will present the Strategic Communications Plan to the Board of Trustees.
- 3.4 Chair – Manager of Communications and Community Relations.
- 3.5 Role of staff – Board staff may be called upon to support this committee or to provide input and other information, including the Manager of Business Services, the Manager of Facility Services and members of Executive Council.
- 3.6 Role of other committees – the Grand Erie Parent Involvement Committee, the Indigenous Education Advisory Committee/ Native Advisory Committee and the Special Education Advisory Committee will be called upon to provide input and feedback to this committee. School Councils will also be asked to provide feedback.



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary

FROM: April Smith, Superintendent of Program K-12 (Teaching and Learning)
Liana Thompson, Superintendent of Education
Lisa Munro, Superintendent of Education

RE: **Summer Learning Program Report**

DATE: September 27, 2021

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

Background

Grand Erie provides opportunities for elementary and secondary students to continue their learning, skill development and achieve credits in the summer months through a variety of engaging programs. The K-12 program offerings and their outcomes are detailed below.

Camp Sail Summer Learning

Since 2010, CODE (Council of Ontario Directors of Education) has coordinated and provided leadership to school boards across Ontario in their efforts to provide summer learning programs. For three weeks in July 2021, Grand Erie staff offered a virtual summer camp for students entering grades 3, 4 and 5. There was a significant increase in enrolment with 201 students participating in Camp Sail up from 116 students in 2020. Students engaged in two hours of synchronous and one hour of asynchronous learning activities. Using small group instruction, Grand Erie educators provided engaging learning activities to help students practice and enhance their literacy and numeracy skills and strategies. A focus of Camp Sail continues to be to create a positive, playful experiences for students and to build safe and inclusive classroom communities.

GEDSB Student Transportation services supported Camp Sail by delivering math kits and other learning materials to families. Professional literacy resources were purchased and given to all Camp Sail staff educators. Students, and teachers, were also provided with a board-issued iPad for the duration of our Summer Learning Program. Families were given contact information for our IT department's helpdesk to offer technical support during camp. Families that required internet access had this enabled on the iPads.

Digital resources such as *Knowledgehook* accounts for math and *SPARK Reading* accounts for literacy were assigned to students and used by both students and teachers in all classes for programming. In addition to the kit of math manipulatives, iPad, numeracy and literacy professional resources, teachers also received a document camera, a set of large deci-rods, 12 read-aloud resources, a white board, and a large 100 bead number frame to support their programming. A digital *Camp Sail Professional Learning Environment* was created to collate additional resources and lesson ideas for educators.

Prior to the commencement of Camp Sail, teachers collaborated for two half days with the Camp Sail Coordinator, Camp Sail Administrators, and our Apple Educator representative, to review the learning goals, success criteria and assessments being implemented. They also had

the opportunity to generate discussion and ideas regarding the effective use of the tools and resources, sample schedules, and a walk through of the PLE. Educators also used this dedicated time to set up their own class shell in Brightspace and create their accounts for SPARK and Knowledgehook. Digital. Surveys were created to collect feedback from students, parents, and Camp Sail educators.

This year, Camp Sail had six high school co-op students to support the program by leading Daily Physical Activity movement activities, community building discussions, helping students one-on-one with technology challenges, and reading with students.

Camp Sail educators were provided and encouraged to share resource links to Mental Health Supports for Parents and Families available on our GEDSB website. Also, parents were introduced to the resource links for School Mental Health Ontario.

Throughout the duration of our Summer Learning Program we had access to a GEDSB Social Worker. Teachers were provided with a clear set of criteria and purpose behind the Social Worker referrals. The outline for the referral process was also shared with teachers. Teachers were asked to contact the Administrators of the program to discuss any concerns or situations in which a Social Worker referral may have been warranted.

Camp Sail staff communicated with families using a variety of methods including e-mail, phone conversations, one-on-one TEAMS meetings, posting on their class shells in Brightspace, and text messages. Topics of the communication with parents ranged from introductions at the beginning of camp and notes of appreciation at the end, to attendance, technology challenges, engagement/participation, literacy, numeracy, at-home activities and asynchronous suggestions, check-ins, social-emotional learning, and follow-ups. To support these conversations, teachers consulted the Camp Sail Administrators, Summer Learning coordinator, support staff as needed. At the end of Camp Sail each family received a report of student learning that included the teacher's observations in literacy, numeracy and technology, as well as any other comments. These reports were well received by parents.

In September student reports from the Summer Learning Program will be shared with the receiving teachers and administrators. Observations and notes from the Learning Resource Teachers and Multi-Language Learners Resource Teachers will also be shared as appropriate.

Outcomes:

- Teachers used flexible groupings throughout their daily Camp Sail synchronous time including whole group, small-group, and one-on-one instruction.
- Some students were also able to work directly with a Learning Resource Teacher or a Multi-Language Learners Resource Teacher.
- Digital tools such as *Knowledgehook* and *SPARK* were accessed by both teachers and students throughout the duration of Camp Sail.
- Our partnership with Apple Education allowed for our entire Camp Sail population to come together each day to learn, create, and explore using the board-provided iPads.
- 70% of students reported that they are more confident in reading/writing, math and technology at the completion of Camp Sail.
- 80% of students gave Camp Sail a rating of four or five stars out of five (level of enjoyment).
- 100% of teachers reported that the hands-on manipulatives provided to the students and the new read alouds provided to the teachers helped to maximize student learning and engagement.
- 75% of parents noted their child had an improvement in their confidence in literacy.
- 63% of parents expressed their child had an improvement in their confidence in technology.
- 50% of parents expressed their child had an improvement in their confidence in math.

- 97% of parents reported their child felt welcomed and included in their Camp Sail class and 93% of students reported the same.
- Parents overwhelmingly reported that Camp Sail contributed to their child's enjoyment of reading, writing, math and technology.

Special Education and Mental Health and Well-being Summer Learning

Professional Assessments

In July, Speech-Language Pathologists (S-LP) and Psychological Services staff completed individual assessments for previously referred students whose parents were willing and able to bring them to a school. All COVID precautions required of Regulated Health Professionals in addition to Grand Erie expectations were followed. The work completed included:

- 31 complex language assessment from S-LPs
- 7 psycho-educational assessments from Psycho-educational Consultants

The completion of this work reduces the wait list for professional assessments. Information gathered will inform program planning.

Attendance Counsellor Summer Outreach

At the end of August, Attendance Counsellors reached out to vulnerable students with previous attendance concerns. These referrals were generated in consultation with school staff. Outcomes included:

- Successful two-way contact with 71 of 124 elementary referrals (57 percent)
- Successful two-way contact with 61 of 101 secondary referrals (60 percent)

In the lived experience of Attendance Counsellors, this is a high rate of returned contact. Across panels, approximately half of families confirmed they were registered with the home school. Attendance Counsellors were able to assist the other half of families to register in a school. Stand out responses included:

- *"While I have you on the phone, I have 4 other children I'd like to discuss..."*
- *"I'm so glad you reached out because I wasn't sure what to do and schools are not open yet."*
- *"The kids are excited to start school and see their friends again but the COVID numbers are scary."*
- *"My sister told me that you are an Attendance Counsellor that just sent her a text & I was hoping you could help me go back to school?"*

Summer Programs

For the summer of 2021, The Ministry of Education provided funding to coordinate and provide summer learning programs for students with special education needs, while also allowing the use the After School Skills Development Program (ASSDP) funding to support a summer transition program for students with Autism or other pervasive needs.

Both areas of funding were designated to support the transition goals for students with significant special education needs as they return to school for the 2021-22 school year. Students with high special education needs have a range of physical, emotional, social, health, safety, and academic needs that were considered as part of their transition back to school. As well, the impacts from changes in instructional method (remote/in-person) needed to be considered. Structure and routine are critical components to learning. Returning to a classroom-based setting requires additional time to re-learn and adjust to structures and routine in the physical school setting. Programs were provided in-person, while training to staff was provided virtually. Data collected for each student from the summer program will inform classroom programming, interventions and individualized student goals for the fall.

Grand Erie District School Board offered in-person summer programs:

1. Summer School Transition Program (SSTP)
 - i. 24 programs were facilitated, with 203 students registered.
 - ii. Program was for students in senior kindergarten to grade 3 that require a smaller group setting, and increased structure to support the development of skills to transition back to school in a positive and confident manner. Program content focused on social and friendship skills and self-regulation and were implemented by a Teacher and an Educational Assistant or Designated Early Childhood Educator, with Child and Youth Worker support for lessons on self-regulation. Each program had a minimum of 3 students, up to a maximum of 8.
2. Hello Classroom Program
 - i. 6 programs were facilitated, with 3 more cancelled due to construction issues in schools, 30 students were registered.
 - ii. Program was developed to support students on alternative programs in self-contained Life Skills and Intensive Support - Autism classrooms who are transitioning back to the classroom following distance learning and/or the summer break. This program provided students and teaching staff with the opportunity to develop or re-establish relationships, learn or re-learn routines and become comfortable with the classroom setting, building familiarity. Students participated in transition activities (i.e. tour of the classroom/school, reviewing expectations, sharing social narrative, etc.) and structured activities in their classroom.
3. This is My New School Program
 - i. 10 programs were facilitated, with 2 cancelled due to construction issues in schools, 30 students were registered.
 - ii. Program for students in Kindergarten with a diagnosis of Autism, or other pervasive needs. The focus was to prime students for school entry and allow them additional opportunities to practice school specific skills in context to support our understanding of their social, communication and behaviour skills. This can include students identified through REACH or Lansdowne who are entering school for the first time in September. The program was implemented by a Teacher and an Educational Assistant or Designated Early Childhood Educator and required a minimum of 2 students, up to a maximum of 4 per program.

And 4 Virtual Programs:

1. Assistive Technology Literacy Camp through LEARNStyle
 - i. 9 programs were facilitated for students in grades 4-12, 30 students were registered.
 - ii. The goal was to increase independence, confidence, and self-advocacy skills through technology and literacy skills practice. Students explored technology tools for written output and reading comprehension. Students built a student profile website to house their discoveries of technology learning strategies with a goal to transfer this information back to in-class learning. The program was implemented by a LEARNStyle coach.
2. Technology Journeys in Math through LEARNStyle
 - i. 4 programs were facilitated, 24 students were registered.
 - ii. The goal was to increase independence, confidence, self-esteem, and positive attitudes toward math. Students explored and practiced assistive technology tools that support comprehension, mathematical thinking, and problem

solving. They built a private math journal website to record strategies, technology tools, and reflections as math learners with a goal to transfer this resource back to in-class learning. The program was implemented by a LEARNStyle coach.

3. High School Transition Program through LEARNStyle
 - i. 3 programs were facilitated, 15 students were registered.
 - ii. The goal was to increase confidence and independence with managing workload, staying on top of tasks, and becoming a more effective reader and writer. Students explored tools and strategies that are key to a successful high school experience. They investigated technology tools for organization, reading text with meaning, and writing their best work. The program was implemented by a LEARNStyle coach.

4. Reading Skills Development through LEXIA
 - i. 200 students were registered to participate.
 - ii. Learning gaps or school disruptions over the past two years may have impacted some students' reading skills. Lexia Reading is a web-based reading intervention program for students with learning disabilities and other at-risk readers. Lexia teachers were hired centrally to monitor student progress via the MyLexia website, note students who are flagged as having difficulty, and offer virtual lessons to individual students or small groups. This opportunity is geared toward students in grades 2-8.

| | % Reading Below Grade Level | % Reading At Grade Level | % Reading Above Grade Level |
|--------------------------------|------------------------------------|---------------------------------|------------------------------------|
| At start of programming | 66 | 32 | 2 |
| At end of programming | 62 | 35 | 4 |

Data of participation was collected on two occasions throughout the program. On July 26th, 81% of participants were meeting the target minutes of practice set by Lexia. On Aug. 9th, 58% of participants were meeting the target minutes of practice set by Lexia.

Additional Information

This is the second year that Grand Erie students participated in the SSTP in the summer, focusing on self-regulation strategies that transition into daily practice and use. With an intentional alignment to the Special Education model, the summer programs provided another opportunity for Grand Erie students to be engaged in a smaller teacher-to-student ratio, with activities and lessons designed to prepare them to transition back to school.

Invitation to Students

In Grand Erie, administrators and teachers identified students who would benefit from either the virtual or in-person programs. Information about all the summer programs was posted on the Grand Erie website where families could reach out to the school Principal in June if they felt their child/ren would be a good candidate for the program. Families invited to participate were notified by the school principal at the end of June, and followed up with registration packages by the summer programs administrator and summer program staff in August.

Communication with Families

Families were provided with a registration and information package about the summer program their child was invited to participate in. Summer program staff created newsletters for families outlining daily program goals and activities that would be completed. Self-regulation, behaviour management and transition strategies utilized during the program were shared with families to encourage generalization and use at home. Engaging families in

communication each day during drop off and pick up was also an important component to build two-way contact.

Next Steps

Data collection was conducted with surveys. Families, students and staff from each program were able to share their thoughts and reflections. Currently, the data is being compiled and analyzed. Additional feedback about Grand Erie Summer Programs can be shared at a later date.

Stand out responses about summer programs that were shared organically include;

- “Love the program, but wish we had more days to work with the students”
- “Just wanted to thank you for running this program. It was amazing. Such a wonderful opportunity to meet and begin to develop a relationship with my new student in an environment that is not overwhelming”
- “My son really enjoyed the program! He was very excited to attend each morning, and I think he learned some great things, especially surrounding various emotions and how to respond to them.”
- “Staff made the week especially fun, and I appreciated their fun, cheerful, and happy approach!”
- “Really proud of what we achieved here.”
- “Loved the opportunity to get to know students, establish a schedule and build relationships before the entire class attends!”

Mental Health and Well-Being

During the months of July and August, school-based mental health services were provided by School Social Workers. This included: providing students, parents and families with knowledge and skills that supports student mental health and well-being; supporting referrals to community based mental health care for students requiring more intensive supports; and supporting the transition back to school.

Total number of Social Worker referrals = 87.

Parent/Caregiver Workshops

Understanding and Supporting Anxiety as Students Return to School (Elementary and Secondary). These workshops are for parents/caregivers of children and youth who are experiencing anxiety or wanting to better understand anxiety. The workshop provided an understanding of normal fears, the difference between normal and problematic anxiety and the impact on learning. Families were provided with strategies to support their child's in-person learning.

Making the Return to School Successful and Fun. This workshop is for parents/caregivers who want to better understand the conditions that help children/youth successfully return to school. The workshop provided strategies to help increase the likelihood of a successful return to school.

Professional Learning for Educational Assistants

School Child & Youth Workers facilitated professional learning in Shanker and Hopkins Self-Reg in Schools. This training introduced EAs to the concepts of Self-Control vs Self-Regulation, Calm Begets Calm, Stress Behaviours vs Misbehaviour, The 5 Domains of Stressors and The 5 Rs of Self-Regulation.

Over 2 sessions, 36 EAs were trained and provided with resources to support students' development of self-regulation.

Developing Resources for a Mentally Healthy Return to School

- A Grand Return Colouring Sheet
- A Welcoming and Inclusive Return to School - Tip Sheet for Educators
- This Tip Sheet introduced a tiered support that prioritizes wellness, welcoming and belonging for all students.
- The First 20 Days
- This guide provides educators lessons and activities to provide students with a mentally healthy return to school.
- Making the Return to School Successful and Fun
- 10 Tips to Support a Successful and Fun Return to School
- Providing links to School Mental Health Ontario Student Re-engagement resources
- How to Support a Mentally Healthy Back to School for Your Child
- Reflection Tool for Educators
- Mental Health Promotion at School: Classroom Considerations
- A Tip Sheet for Staff to Support Positive Mental Health for All Students
- The First 10 Days (and Beyond)

Summer Learning Through GELA: Programming for Grades Six Through Twelve

Summer Learning: eLearning and Hybrid Classes

In 2021, students participating in summer learning through GELA experienced a high level of success. 91.07% 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 have been increased student motivation due to the commitment made to a course during the summer.

Due to COVID-19 protocols, eLearning and a hybrid model were the only options for most summer learning in 2021. The hybrid model consisted of students spending dedicated time during the instructional day to connect synchronously with instructors. The remainder of students' time was spent learning asynchronously. There were 1566 eLearning credits attempted compared to 481 hybrid credit attempts.

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. Programs offered full credit, reach ahead credit, and credit recovery courses and well as upgrade courses. Cooperative education was not offered in summer 2021.

Focus on Youth Programming

Focus On Youth (FOY) and Focus On Youth Federal Funding (FOYFF) programs were successful considering all the constraints. Through FOYFF, 7 students supported Camp Sail while successfully earning their GPP30 credit. Four students successfully completed eLearning courses. Through FOY programming 16 students were accepted into the program, 14 students successfully completed the program. Due to low enrolment, the co-op credit option that is normally attached to this program was not able to run.

New this year, the team worked with Grand Erie's Mental Health Lead to include a well-being component. The project monitors worked with a board social worker to deliver four sessions in June. The project monitors and Social worker continued supporting students throughout the summer and with a follow up session occurring in September 2021.

Grade 6 to 8 Summer Literacy and Numeracy Programming

The Summer Literacy and Numeracy program for Grades 6, 7 and 8 students provided pupils with the opportunity to improve their basic skills in literacy and numeracy using a hybrid format. This year 78 students were enrolled, which is a marked increase from 2020 where 50

students enrolled in the Summer Literacy and Numeracy Program. This year's learning included a collaboration with Apple Canada. iPads were provided to all students. Students participated in programming about digital technology as it relates to the arts, storytelling and coding. Engagement and feedback from both students and staff was positive.

Key Highlights of the 2021 Program

- In 2021, students had a choice of approximately 50 eLearning courses available at the time of registration. eLearning courses can run with smaller numbers than hybrid classes, allowing students to take courses they may not have access to in day school.
- In person support was made available to Indigenous students at Third Line for students taking summer school courses. Students were offered the GPP30 in person and a literacy/numeracy program was provided for Gr 8 students. Cultural mentors were onsite to support programming.
- Reach ahead opportunities were provided to Grades 7 and 8 students wishing to acquire a secondary school credit prior to their official enrolment.
- Summer school staff used PowerSchool as their Student Information System. Continued support from the Information Technology (IT) department was made available to identify and problem solve issues as they arose. ITS was able to extend the PowerSchool year end process to occur after summer school administrative tasks were completed and report cards were mailed.
- Based on the recent COVID-19 situation, it was anticipated there might be an increase in demand for summer school registration, both through eLearning and the hybrid model. Programming locations, staffing and course offerings were responsive to any increases in student numbers and course needs.

Summer Learning Challenges

Summer school registration happened in a short time frame and the creation of classes and hiring of teachers occurred in an accelerated timeline. Although prospective teachers were interviewed in early May, finalized enrollment and staff requirements were not known until a few days before summer school began. Several reasons for unknown enrollment numbers include: the outcome of June exams, students who pre-register do not attend, students registering at the last minute, and/or students wishing to attend without registering.

Summary

The focus of summer school is no longer entirely on secondary school-aged students recovering credits. Summer school continues to be designed to meet various student needs, including transition support for intermediate students and providing targeted support for vulnerable and underserved student groups. Summer learning provided both interest-based and needs-based educational opportunities to support more students as they progress toward graduation.

Grand Erie's Multi-Year Plan

This report supports the Achievement and Well-Being indicators of Learn-Lead-Inspire and the following statements: we build a culture of learning to nurture curiosity and opportunity for each learner and we build a culture of well-being to support the cognitive, social, emotional, and physical needs of each learner.

Respectfully submitted,

April Smith, Superintendent of Program K-12 (Teaching and Learning)

Liana Thompson, Superintendent of Education

Lisa Munro, Superintendent of Education

Learn

Lead

Inspire



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D. Director of Education and Secretary
FROM: Jennifer Tozer, Superintendent of Human Resources
RE: **HR106 COVID-19 Immunization Disclosure**
DATE: September 20, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating Procedure HR106 COVID-19 Immunization Procedure to all appropriate stakeholders for comments

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive Procedure HR106 COVID-19 Immunization Disclosure as information.

Background

All School Boards are to have a process in place for staff and third parties who attend school premises on a frequent basis to disclose their immunization status. The Board has been operating under the School Board implementation resource guide (update September 1st, 2021) to meet its required obligations. As noted in the resource guide, the Ministry of Education is not requiring that the School Board's immunization disclosure policy/procedure receives approval from the Board of Trustees or Board Chair. School Boards are to have these requirements fully implemented by September 27, 2021.

Next Steps

The procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources



COVID-19 Immunization Disclosure

Board Received: September 27, 2021 Review Date: September 2022

Purpose:

The purpose of this procedure is to outline the expectations with regards to COVID-19 immunization disclosure of staff, volunteers, third-party contractors, student practitioners, frequent visitors and other professionals who provide in-person services in schools or who have direct contact with staff and/or students.

All eligible individuals are strongly encouraged to receive a COVID-19 vaccine, unless there is a medical reason to not receive a vaccine.

Background:

The Grand Erie District School Board (“the Board”) recognizes the importance of immunization as a key element to help keep school settings safe. This COVID-19 immunization disclosure procedure aims to protect the Board’s population. COVID-19 is an acute respiratory illness caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). It may be characterized by fever, cough, shortness of breath, and several other symptoms. Asymptomatic infection is also possible. The risk of severe disease increases with age but is not limited to the elderly and is elevated in those with underlying medical conditions.

Fully vaccinated against COVID-19 means having received all of the doses required for a COVID-19 vaccine(s) approved by Health Canada (e.g., two doses of a two-dose vaccine, or one dose of a single-dose vaccine); and having received the final vaccine dose at least 14 days following the final dose.

This procedure affirms the commitment of the Board to provide and maintain a safe work and learning environment for all and recognizes the importance of immunization as a key element to help keep school settings safe. This COVID-19 immunization disclosure procedure aims to protect the Board’s population. It also considers advice from Local Public Health Units, provincial government guidance and protocols, obligations under the *Education Act* and the *Occupational Health and Safety Act*, and relevant human rights legislation including Ontario’s *Human Rights Code*.

Application:

This immunization disclosure policy applies to the following groups, except where the individual works remotely and the individual’s work does not involve in-person interactions:

- All Board employees/staff, including daily and long-term occasional teachers and casual support staff/education workers;
- Board Trustees (excluding Student Trustees);
- Student transportation drivers; and

The following individuals if attending the school premises frequently and have direct contact with staff or students:

- Students on educational placement, including professional services students on a placement/work-integrated learning visit (e.g., teacher candidate practicums, nurse, psychologist, behavioural therapist, speech-language pathologist, etc.);

- Volunteers*;
- Those who provide professional services to children at school; and
- Visitors, including third-party contractors.

****Note: Volunteers are required to be double vaccinated before starting their volunteer assignment.***

The Chief Medical Officer of Health has directed the Board to develop, implement and ensure compliance with a COVID-19 immunization disclosure procedure. This procedure requires all individuals covered by the procedure to provide one of the following:

1. Proof of all required doses of a COVID-19 vaccine approved by the World Health Organization.
2. Written proof of a medical reason, provided by either a physician or nurse practitioner that sets out:
 - a. that the person cannot be vaccinated against COVID-19; and
 - b. the effective time period for the medical reason (i.e., permanent or time-limited).
3. Proof that the individual has completed the educational program prescribed by the Ministry of Education.

Educational program:

The educational program has been prescribed by the Ministry of Education and addresses the following learning components:

- How COVID-19 vaccines work;
- Vaccine safety related to the development of the COVID-19 vaccines;
- Benefits of vaccination against COVID-19;
- Risks of not being vaccinated against COVID-19; and
- Possible side effects of COVID-19 vaccination.

Individuals will be required to review the Ministry Educational program outside of working hours.

Testing requirements:

Individuals subject to the procedure who are not fully vaccinated must complete all of the following:

1. Complete rapid antigen testing for COVID-19 twice a week;
2. Demonstrate a negative result; and
3. Provide verification of the negative test result

The test must be administered at home, before attending a school building or worksite. Questions regarding the testing can be sent to rapidtestingsupport@granderie.ca

Prevention of Harassment and Objectionable Behaviour:

Harassment, bullying, discrimination or any objectionable behaviour of any type against individuals based on their vaccination status, compliance with this Procedure, or any other reason will not be tolerated. Concerns of this nature should be raised immediately with the Superintendent of Human Resources or designate.

Compliance:

Board Staff who fail to comply with the terms set out in this procedure may be subject to disciplinary action, up to and including an unpaid leave of absence or termination from their employment.

Individuals and/or organizations, subject to the procedure, who are not employed by the Board will be contacted by the appropriate Board department to establish a communication and process for disclosing vaccination status.

Confidentiality statement:

The Board will only collect, use, and disclose information regarding an individual's vaccination status in accordance with the Ministry of Education and the Local Public Health Unit's direction, and all applicable privacy laws. The proof of vaccination or other evidence collected pursuant to this procedure will be kept confidential, stored in a secure location, with access and disclosure in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, *Personal Health Information Protection Act* and the Ministry of Education. The Board is required, pursuant to the Chief Medical Officer of Health's direction, to report statistical information to the Ministry of Education on a regular basis. All statistical information will be provided in depersonalized aggregate form as required by the Ministry.

Review:

This Procedure will be reviewed regularly and amended as circumstances require.



Joint Occupational Health & Safety Committee

Tuesday, August 24, 2021

MS Teams Virtual Meeting

MINUTES

1. **Roll Call**

Employer Representatives:

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

Employee Representatives:

| | |
|---------------------|---|
| Bruce Hazlewood | Secondary Occasional Teacher - Alternate |
| Angela Korakas | Designated Early Childhood Educator (Certified Member) |
| Elizabeth Armstrong | CUPE Clerical/Technical |
| Laura Adlington | Professional Student Services Personnel |
| Amanda Baxter | Elementary Occasional Teachers (Certified Member) (<i>Co-Chair</i>) |
| Denise Kelly | CUPE Facility Services |
| Jennifer Faulkner | CUPE Alternate Member |
| Jennifer Orr | Elementary Teachers (Certified Member) |
| Katie Hashimoto | Non-Union |
| John Henderson | Secondary Teachers |

Recording Secretary and Resource:

| | |
|---------------|---------------------------|
| Hilary Sutton | Health and Safety Officer |
| Bill Jarvis | Health and Safety Officer |

Ministry of Labour Representative:

| | |
|--------------|--|
| Shelly Speir | Occupational Health & Safety Inspector Provincial Offences Officer |
|--------------|--|

Regrets

| | |
|---------------|--|
| Tom Krukowski | Facility Services |
| Nancy Hondula | CUPE Educational Assistants (Certified Member) |

2. **Covid-19 Discussion**

2.1. Covid-19 Annual Training: A reminder was provided to the committee that Annual Online Training has been activated in PD Place and includes the 2021-2022 Covid-19 training. The Ministry of Labour Inspector inquired about dates when the COVID-19 training was to be completed. The September 2, 2021 PD Day has been scheduled to provide workers with time to complete their Annual Online Health and Safety training.

2.2. Covid-19 Protocols: Changes, Updates and Reminders: The Division Manager of Operations and Health and Safety provided an overview of guidelines and requirements to Covid-19 protocols for the 2021-2022 school year. Questions were raised regarding vaccination policies, cohorting and School Open House events. As more information becomes available from the Public Health Units and the Ministry of Education Covid-19 policies and procedures will be updated and shared with the Joint Occupational Health and Safety Committee.



Joint Occupational Health & Safety Committee

Tuesday, August 24, 2021

MS Teams Virtual Meeting

MINUTES

- 2.3. Covid-19 Staff Guide: The 2021-2022 Covid-19 Staff Guide is currently being redeveloped to include policies, procedures and requirements outlined by the Ministry of Education. Once approved by the Senior Administration team, the Staff Guide will be distributed to the Committee and posted on the Staff Portal for worker reference.
 - 2.4. Ventilation Upgrades: Over the summer months the Board continued to optimize and prioritize ventilation and filtration within all locations. Prior to the beginning of the 2021-2022 school year, all ventilation units within the Board have been inspected and will have new filters installed. Ventilation systems have been standardized and are programmed to turn on and off automatically at 6AM and 6PM every weekday to follow the 2-hour guideline, before and after staff are in the building, as set out by the Ministry of Education. Additional HEPA filtration units have been provided to the Board by the Ministry and are slated to be placed in all Kindergarten classrooms, and in specific areas with no mechanical ventilation. The Board is currently working on a document to be provided to the Ministry of Education and posted on the Public Website to indicate what ventilation and filtration units are in each Board location.
 - 2.5. Covid-19 Communication Plan: The Board and the local Public Health Units continue to work together to identify close contacts and provide notifications of staff and students when a positive Covid-19 case has been identified. The Public Health Units will provide direction on positive cases and determine who is required to isolate, regardless of vaccination status. Part of the Board's Covid-19 plan requires all staff to complete the Covid-19 screening questionnaire. The attestation to confirm passing will also be completed prior to entering any Board location. The Board's Public site will continue to be used to identify locations who have had a positive Covid-19 case and/or an outbreak. The Communication Flowchart is currently being updated and will be provided to the Committee and posted on the Staff Portal once completed and approved.
 - 2.6. Ministry of Labour Initiatives: As part of the Ministry of Labour Covid-19 Initiatives an Inspector visited the Board office and participated in the Joint Occupational Health and Safety Committee Meeting to review the Board's Protocols for Covid-19 training, Personal Protective Equipment, JOHSC Meetings and monthly and annual Inspections.
3. Adjournment / Next Meeting(s): Meeting adjourned at 11:27AM. Reminder of regular JOHSC meeting: September 16, 2021 – Pine Tree Room and via Teams

| No. | Site | Reopening | Sep 2020 | Oct 2020 | Nov 2020 | Dec 2020 | Jan 2021 | Feb 2021 | Mar 2021 | Apr 2021 | May 2021 | Jun 2021 | Jul 2021 | Aug 2021 |
|---------------------------|-----------------------------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Elementary Schools | | | | | | | | | | | | | | |
| 1 | Agnes Hodge | C | C | C | C | C | C | A | C | C | C | C | | C |
| 2 | Banbury Heights | | C | C | C | C | C | A | C | C | C | C | | C |
| 3 | Bellview | | C | C | C | C | C | A | C | C | C | C | | C |
| 4 | Bloomsburg | C | C | C | C | C | C | A | C | C | C | C | | |
| 5 | Boston | C | C | C | C | C | C | A | C | C | C | C | | |
| 6 | Branlyn Community | C | C | C | C | C | C | A | C | C | C | C | | |
| 7 | Brier Park | C | C | C | C | C | C | A | C | C | C | C | | |
| 8 | Burford District Elementary | C | C | C | C | C | C | A | C | C | C | C | | |
| 9 | Caledonia Centennial | C | C | C | C | C | C | A | C | C | C | C | | C |
| 10 | Cedarland | C | C | C | C | C | C | A | C | C | C | C | | |
| 11 | Centennial-Grandwoodlands | C | C | C | C | C | C | A | C | C | C | C | | C |
| 12 | Central P.S. | C | C | C | C | C | C | A | C | C | C | C | | C |
| 13 | Cobblestone Elementary | | C | C | C | C | C | A | C | C | C | C | | |
| 14 | Confederation (Fr Imm) | C | C | C | C | C | C | A | C | C | C | C | | C |
| 15 | Courtland | C | C | C | C | C | C | A | C | C | C | C | | |
| 16 | Delhi | C | C | C | C | C | C | A | C | C | C | C | | |
| 17 | Dufferin | | C | C | C | C | C | A | C | C | C | C | | |
| 18 | Echo Place | C | C | C | C | C | C | A | C | C | C | C | | |
| 19 | Elgin Ave. | C | C | C | C | C | C | A | C | C | C | C | | |
| 20 | Glen Morris | C | C | C | C | C | C | A | C | C | C | C | | |
| 21 | Graham Bell | C | C | C | C | C | C | A | C | C | C | C | | C |
| 22 | Grandview | C | C | C | C | C | C | A | C | C | C | C | | C |
| 23 | Greenbrier | C | C | C | C | C | C | A | C | C | C | C | | |
| 24 | Hagersville Elementary | C | C | C | C | C | C | A | C | C | C | C | | |
| 25 | Houghton | C | C | C | C | C | C | A | C | C | C | C | | |
| 26 | J.L. Mitchener | C | C | C | C | C | C | A | C | C | C | C | | |
| 27 | James Hillier | C | C | C | C | C | C | A | C | C | C | C | | |
| 28 | Jarvis | C | C | C | C | C | C | A | C | C | C | C | | |
| 29 | King George | C | C | C | C | C | C | A | C | C | C | C | | |
| 30 | Lakewood | C | C | C | C | C | C | A | C | C | C | C | | C |
| 31 | Langton | C | C | C | C | C | C | A | C | C | C | C | | |
| 32 | Lansdowne-Costain | C | C | C | C | C | C | A | C | C | C | C | | C |
| 33 | Lynndale Heights | C | C | C | C | C | C | A | C | C | C | C | | |
| 34 | Major Ballachey | C | C | C | C | C | C | A | C | C | C | C | | C |
| 35 | Mapleview | C | C | C | C | C | C | A | C | C | C | C | | |
| 36 | Mt. Pleasant | C | C | C | C | C | C | A | C | C | C | C | | |
| 37 | North Ward | C | C | C | C | C | C | A | C | C | C | C | | C |
| 38 | Oakland-Scotland | C | C | C | C | C | C | A | C | C | C | C | | C |
| 39 | Oneida Central | C | C | C | C | C | C | A | C | C | C | C | | |
| 40 | Onondaga-Brant | C | C | C | C | C | C | A | C | C | C | C | | |
| 41 | Paris Central | C | C | C | C | C | C | A | C | C | C | C | | |

| No. | Site | Reopening | Sep 2020 | Oct 2020 | Nov 2020 | Dec 2020 | Jan 2021 | Feb 2021 | Mar 2021 | Apr 2021 | May 2021 | Jun 2021 | Jul 2021 | Aug 2021 |
|---|---|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 42 | Port Rowan | C | C | C | C | C | C | A | C | C | C | C | | |
| 43 | Prince Charles | C | C | C | C | C | C | A | C | C | C | C | | C |
| 44 | Princess Elizabeth | C | C | C | C | C | C | A | C | C | C | C | | |
| 45 | Rainham | C | C | C | C | C | C | A | C | C | C | C | | |
| 46 | River Heights | C | C | C | C | C | C | A | C | C | C | C | | C |
| 47 | Russell Reid | C | C | C | C | C | C | A | C | C | C | C | | |
| 48 | Ryerson Heights | C | C | C | C | C | C | A | C | C | C | C | | C |
| 49 | Seneca Central | C | C | C | C | C | C | A | C | C | C | C | | |
| 50 | St. George-German | C | C | C | C | C | C | A | C | C | C | C | | |
| 51 | Teeterville P.S. | C | C | C | C | C | C | A | C | C | C | C | | |
| 52 | Thompson Creek | C | C | C | C | C | C | A | C | C | C | C | | C |
| 53 | Walpole North | C | C | C | C | C | C | A | C | C | C | C | | |
| 54 | Walsh | C | C | C | C | C | C | A | C | C | C | C | | |
| 55 | Walter Gretzky Elementary School | C | C | C | C | C | C | A | C | C | C | C | | C |
| 56 | Waterford Public | | C | C | C | C | C | A | C | C | C | C | | |
| 57 | West Lynn | C | C | C | C | C | C | A | C | C | C | C | | |
| 58 | Woodman-Cainsville | C | C | C | C | C | C | A | C | C | C | C | | C |
| Secondary Schools | | | | | | | | | | | | | | |
| 59 | B.C.I. & V.S. | C | C | C | C | C | C | A | C | C | C | C | | |
| 60 | Cayuga Secondary S. (CSS) | C | C | C | C | C | C | A | C | C | C | C | | |
| 61 | Delhi District Secondary S. (DDSS) | C | C | C | C | C | C | A | C | C | C | C | | |
| 62 | Dunnville Secondary S. (DSS) | C | C | C | C | C | C | A | C | C | C | C | | |
| 63 | G.E.L.A. Brantford (Rawdon) | | C | C | C | C | C | A | C | C | C | C | | |
| 64 | G.E.L.A. - CareerLink (@TTSC) | | C | C | C | C | C | A | C | C | C | C | | |
| 65 | G.E.L.A. - Simcoe | | C | C | C | C | NC | A | C | C | C | C | | |
| 66 | Hagersville S.S. (HSS) | C | A | C | C | C | C | A | C | C | C | C | | |
| 67 | McKinnon Park S.S. (MPSS) | C | C | C | C | C | C | A | C | C | C | C | | |
| 68 | North Park C. & V.S. (NPCVS) | C | C | C | C | C | C | A | C | C | C | C | | |
| 69 | Paris District H.S. (PDHS) | C | C | C | C | C | C | C | A | C | C | C | | |
| 70 | Pauline Johnson C.V.S. (PJCVS) | C | C | C | C | C | C | A | C | C | C | C | | C |
| 71 | Simcoe Composite School (SCS) | C | C | C | C | C | C | A | C | C | C | C | | |
| 72 | Tollgate Tech. Skills Centre (TTSC) | C | C | C | C | C | C | A | C | C | C | C | | C |
| 73 | Valley Heights S.S. (VHSS) | C | C | C | C | C | C | A | C | C | C | C | | |
| 74 | Waterford District High School (WDHS) | C | C | C | C | C | C | A | C | C | C | C | | |
| Turning Points and Leased Spaces | | | | | | | | | | | | | | |
| 75 | CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga | | C | C | C | C | C | C | C | C | C | C | | |
| 76 | DDSS Turning Point -640 James St. Delhi | | C | C | C | C | C | C | C | C | C | C | | |
| 77 | HSS Turning Point - 1155 Indian Road, Mississauga | | C | C | C | C | C | C | C | C | C | C | | |
| 78 | HSS New Start - 2319 3rd Line Road, Oshweken | | C | C | C | C | C | C | C | C | C | C | | |
| 79 | MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia | | C | C | C | C | C | C | C | C | C | C | | |
| 80 | PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris | | C | C | C | C | C | C | C | C | C | C | | |
| 81 | PJCVS Turning Point - 365 Rawdon St (Main Campus) | | C | C | C | C | C | C | C | C | C | C | | |
| 82 | SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover | | C | C | C | C | C | C | C | C | C | C | | |
| 83 | VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer | | C | C | C | C | C | C | C | C | C | C | | |
| 84 | WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford | | C | C | C | C | C | C | C | C | C | C | | |

Closed location

| No. | Site | Reopening | Sep 2020 | Oct 2020 | Nov 2020 | Dec 2020 | Jan 2021 | Feb 2021 | Mar 2021 | Apr 2021 | May 2021 | Jun 2021 | Jul 2021 | Aug 2021 |
|--|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Support Centre | | | | | | | | | | | | | | |
| 85 | H.E. Fawcett Teacher Resource Centre (TRC) | | C | C | C | C | C | A | C | C | C | C | NC | C |
| 86 | Joseph Brant (including GELA - ESL) | | C | C | C | C | C | A | C | C | C | C | C | C |
| 87 | Haldimand School Support Centre | | C | C | C | C | C | A | C | C | C | C | | |
| 88 | Norfolk School Support Centre | | C | C | C | C | C | A | C | C | C | C | | |
| 89 | Head Office | | C | C | C | C | C | A | C | C | C | C | C | C |
| 90 | Head Office - Facility Services | | C | C | C | C | C | A | C | C | C | C | C | C |
| Storage Facilities | | | | | | | | | | | | | | |
| 91 | Burford Bus Barn, 35 Alexander St. Burford | C | C | C | C | C | C | A | C | C | C | C | C | C |
| 92 | Langton Bus Barn, 23 Albert St. Langton | C | C | C | C | C | C | A | C | C | C | C | C | C |
| Total Sites | | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 |
| Total Regular Monthly Inspections Completed | | 68 | 91 | 92 | 92 | 92 | 91 | 11 | 91 | 92 | 92 | 92 | 5 | 28 |
| Total Annual Inspections Completed | | - | 1 | - | - | - | - | 81 | 1 | - | - | - | - | - |
| Total Annual Inspections Planned | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Double Inspections Completed | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Incomplete | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Not Reported | | 24 | - | - | - | - | 1 | - | - | - | - | - | 87 | 64 |

- 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
- Does not require inspection for the month

| | |
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| A | |
| C | |
| C+C | |
| NC | |
| P | |
| | |



MINUTES

SEAC Members

Present: Chair W. Rose, L. Boswell, P. Boutis, B. Bruce, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, L. Scott, T. Waldschmidt, T. Wilson.

Regrets: C. Brady, T. Buchanan, L. Nydam, J. Trovato.

Recorder: P. Curran.

Resource Staff

Present: P. Bagchee, L. Boudreault, K. Mertins, L. Sheppard, L. Thompson, J. White.

Guests:

Present: J. Gemmill, ITS Staff; S. Kuva, Lead Educational Assistant; B Shuttleworth, Board Certified Behaviour Analyst.

A-1 Opening W. Rose

(a) Welcome

Chair Rose welcomed everyone, called the meeting to order at 6:02.

K. Mertins introduced a video featuring Kirsten Maunder an Educational Assistant in Grand Erie and an interpreter, signing the Land Acknowledgement Statement which was also read by K. Mertins.

A link to the presentation is below.

https://granderie-my.sharepoint.com/:v/g/person/shannon_scheffel_granderie_ca/EePb40Tr3WlCh3jRzIH



ASL Land Acknowledgement 2

[M4i4BEy_BWRM0S3stUDRhT_gh4Q?e=4%3anHtSWN&at=9](https://granderie-my.sharepoint.com/:v/g/person/shannon_scheffel_granderie_ca/EePb40Tr3WlCh3jRzIH)

(b) Agenda Additions / Deletions / Approvals W. Rose

Moved by: K. Jones

Seconded by: L. Boswell

THAT the SEAC 20-09 Agenda for Thursday, June 17, 2021 be approved as circulated.

CARRIED



- (c) A Day in the Life of the Complex Behaviour Intervention Team (CBIT) L. Sheppard / B. Shuttleworth / S. Kuva

Ms. Sheppard introduced Bernie Shuttleworth and Sarah Kuva and explained their work is at the Tier 3 level with students who need intensive intervention.

Ms. Shuttleworth, Board-Certified Behavior Analyst, shared she works at the tip of the tier, i.e., students who are still struggling although they have already had Tier 1, Tier 2 and sometimes Tier 3 interventions.

The CBI Team created a process graphic for school teams to facilitate understanding of the roles which use the principle of Applied Behaviour Analysis teaching to bring about positive change in a student's life. The goal is to replace problem behaviour with new skills which are more effective for helping the student get what they are seeking.

CBIT utilizes a team approach to support a student with support from family, school staff and community resources and/or agencies.

1. How Many Students Do You Support in a Week?

The strength of our team is the intensity of our intervention, so we only work with two to four students each week. Each student receives an average of 10 to 34 hours of direct support weekly. Typically, students require both a Board-Certified Behavior Analyst (BCBA) and a Lead Educational Assistant at this level.

2. How Many Students Do You Support in a Year?

Usually 10 to 12 students per year, depending on student needs.

Once a student's unwanted behaviour has stabilized, CBIT support fades and intervention is scaffolded back to school staff. Part of job is to help students return to school if attendance is a concern.

3. How Do Schools Access Your Support?

School resource teams submit a referral request and an appointment is made to conduct a fact-finding meeting with the parents and school staff before CBIT assesses an intervention. The goal is to train staff along the way so CBIT can fade out when staff becomes confident and feels safe.



4. Describe a Day in Your Work Life

Ms. Kuva, Lead Educational Assistant

When we are in with a student, we plan for each day and don Personal Protective Equipment (PPE), as needed, to keep safe and minimize risk. We implement a behaviour plan which can change throughout the day depending on a student's needs. We schedule meetings with staff at the beginning and end of each day to review and assess. We maintain continual communication with school staff, classroom staff and administration as well as families.

5. How Does Your Role Affect Students in the Classroom?

They work directly with the student in their class setting to identify what the student needs for success. Often, they will notice the goal is to increase attendance or participation. A large part of their role is to ensure the safety of everyone while increasing the staff confidence in their skills and abilities to work within the plan. Communication is a big part of their day and they must always be mindful of staff safety when working with students who have behaviour concerns. Staff wellness is an important factor to consider.

6. Questions and Answers

Q1 L. DeLong asked if their role includes finding community resources for parents whose mental health is impacted, especially those whose children are learning remotely.

A1 B. Shuttleworth advised the hardest part is connecting community partners with parents. They are a big part of the team and this is a good question.

L. Sheppard added that often communication breaks down and that school and support staff works to re-establish and strengthen those relationships after the CBIT has finished their work.

Q2 W. Rose asked if there is an average age or grade where CBIT become involved.

A2 There is no specific trend. CBIT has supported every grade in elementary and secondary.

Q3 Is there a wait list for support while you are actively supporting other students?



A3 For the most part, students are generally being supported by their Behaviour Counsellor so the wait list is no longer than one or two weeks. CBIT works in Tier 3 intervention, and the school staff does a tremendous amount of work before the CBIT is called.

Q4 Have you noticed as staff becomes more confident, there is less demand for CBIT service?

A4 The situations handled by this team involve several dynamics that can lead to escalated behaviour which can result in breakdown in family / school relationships which often require more than one person to help restore them. The complexity of each situation makes predictability about future demand difficult.

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

W. Rose

(a) Ratification of Minutes May 20, 2021

Moved by: P. Boutis
Seconded by: M. Gatopoulos
THAT the minutes for SEAC 20-09 be approved as circulated.
CARRIED

(b) K-12 Education Standards Development Committee,
Initial Recommendations Report, March 2021

K. Mertins

<https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations>

Ms. Mertins explained 20 people were tasked to develop recommendations to improve accessibility for Kindergarten to G 12 students. There are currently 197 recommendations, focusing on eight key barrier areas, planned for implementation by January 1, 2025 with an overarching goal to “...*help build an education system that is accessible for persons with disabilities, and in turn help prepare them for a lifetime of the fullest possible self-reliance, and participation as citizens.*” p 2

The public is invited to comment on the recommendations until September 2, 2021. This is a large document, which has not yet been approved, but Grand Erie’s Accessibility Committee members will review it over the summer and use it to shape their planning. The full expectation is the working groups will likely proceed quickly following the public comment deadline.



H-1-b Special Education Advisory Committee SEAC 20-10

Virtual MS Teams
Thursday, June 17, 2021 – 6:00 p.m.

Chair Rose suggested SEAC review the document, submit comments by the deadline and share with a wider group as the more people who contribute, the better.

(c) Fetal Alcohol Syndrome Disorder (FASD) Letters

W. Rose

Chair Rose reviewed the two letters SEAC received and the preamble of the revised bill now known as Private Members Bill 172 which proposed amendments to the Education Act advising school boards promote awareness and understanding of FASD.

Grand Erie SEAC has received and sent communication expressing support for this type of legislation regarding this topic under previous iterations, i.e., Bill 191 and Bill 44 and asked members if they wished to respond again.

Dr. Scott advised many children go undiagnosed or misdiagnosed so are not getting the services they need for success. This Act was spearheaded by Kathleen Wynne as the government began to recognize FASD and their presentation can come up across multiple ministries.

Chair Rose would like us to write again, recognizing nothing may come from it, but to emphasize teacher and educational assistant training is valid.

K. Jones suggested a timeline for action be included as this topic has been discussed for more than six years.

Chair Rose will draft a letter by the end of next week for members to vote on electronically.

D-1 New Business

W. Rose

(a) SEAC Meeting Dates and Locations 2021-22

A proposed schedule was reviewed by members who voted for a virtual meeting in September with decisions for future locations deferred.

Committee meetings are usually on the third Thursday of the month, but in December and March they conflict with or butt up against Christmas and March school breaks so two dates for each were suggested.

Members decided on December 9, 2021 and March 10, 2022.



H-1-b Special Education Advisory Committee SEAC 20-10

Virtual MS Teams
Thursday, June 17, 2021 – 6:00 p.m.

Moved by: L. Boswell
Seconded by: M. Gatopoulos
THAT the 2021-2022 SEAC Meeting Dates and Locations schedule be approved as amended.
CARRIED

- (b) K-12 Education Standards, SEAC Working Group P. Boutis

Ms. Boutis explained she volunteers with another group who is working on this document and would like to include two or three SEAC members to form a task group to review and form recommendations.

She suggested they each work on two or three of the key areas and meet virtually over the summer to have any suggestions ready for September 2nd.

R. Collver, W. Rose and K. Jones all volunteered to participate in this working group.

P. Boutis will share information from David Lepofsky, including a preliminary draft document, once it becomes available.

Mr. Lepofsky is willing to meet with this group and will share a draft document that has been prepared. K. Mertins and J. White would like to be included in the meeting with Mr. Lepofsky.

Ms. Boutis will keep everyone informed and will email to those who want to participate in the SEAC working group.

- (c) Understanding Anxiety for Parents/Caregivers and Tip Sheet for Primary /Junior Educators P. Bagchee

Ms. Bagchee explained she wanted to share with SEAC these two draft documents she has been developing with the Social Workers and Child and Youth Workers.

- i. Understanding Anxiety Resource for Parents/Caregivers

The first document provides information for parents. Anxiety is a normal emotion. It can result from medical conditions, difficulties at home, work, school and/or stressful life events.

When feelings of worry, physical and behavioural symptoms become excessive and persist over a longer period of time they may interfere with the ability to learn and do everyday activities.



ii. Anxiety Tip Sheet for Primary & Junior Educators

The second document is designed to help elementary teachers recognize the signs of anxiety so they can provide support to a student who is struggling with anxiety at school. Anxious students may be quiet and well behaved or (due to fight or flight response) may be disruptive and noncompliant.

They are also working on Anxiety Tip Sheets for Intermediate and Secondary Educators using the same framework.

Resources and websites are also included in the Tip Sheets.

iii. Comments:

K. Jones and her husband have two children diagnosed with anxiety and found the document very well done but wondered if a standard font could be used and if hyperlinks could be reduced.

Ms. Bagchee noted they will submit the document to Communications who will give it a standard format. She appreciated the positive feedback and encouraged any other members to submit input.

Chair Rose thanked Ms. Bagchee for the information and remarked how comforting it is for parents who struggle with their child's anxiety to know this plan is coming.

E-1 Other Business

W. Rose

(a) Regional Special Education Council (RSEC)

K. Mertins

Claudine Monroe, Director of Special Education/Success for All Policy Branch shared the following:

- School boards would be receiving an invitation to participate in a pilot project supporting students with developmental disabilities transition to the world of work.
- Prior to the 2021-22 school year, a Remote Learning Guide for Student with Special Education Needs would be published; it is being compiled at the University of Ottawa.
- Report of the K-12 Education Standards related to accessibility would be published shortly with a public consultation phase to follow before a final report is written.
- *Right to Read* final report from the OHRC will be published in the fall.

Dr. Jamie Metsala, Mount St. Vincent University in Halifax gave a presentation about teaching all children to read using explicit, direct and



H-1-b Special Education Advisory Committee SEAC 20-10

Virtual MS Teams
Thursday, June 17, 2021 – 6:00 p.m.

- systematic instruction that follows a research informed scope and sequence; if classroom instruction is stronger in the K-1 years specifically, then there will be fewer students requiring Tier 2 and 3 supports
- (b) Staff Update L. Thompson
- Superintendent Thompson congratulated L. Boudreault on her move to the role of Teacher Consultant for Special Education and expressed gratitude to her for everything she has done over the years to support SEAC and for her presentations and organization and attention to detail in her role as Program Coordinator.
 - L. Boudreault thanked Trustee Collver and the members for their time and for everything she has learned over the last six years.
- F-1 Standing Items W. Rose**
- (a) Policy/Procedures Out for Comment P. Curran
- None.
- (b) Trustee Update – Current Board Activities R. Collver / T. Waldschmidt
- i. T. Waldschmidt
Trustee Waldschmidt thanked everyone for their hard work this year and indicated he has no board news to share.
- ii. R. Collver
- Trustee Collver noted we will miss Ms. Boudreault but know she will be an inspiring Teacher Consultant.
 - Members may have noticed our flags lowered in respect to the people of our country as we want to recognize all the students and staff in that community and as well we are celebrating Indigenous Month and recognizing the contributions of all the people of Canada.
 - The Board is beginning to examine school names to ensure they are appropriate.
 - Virtual graduations are happening in our schools.
 - A Message for SEAC:
I thank each SEAC member for your commitment and engagement in advocating for the needs of our students in special education programs and services. It is a significant commitment with monthly meetings and times lots of reading to be prepared and present at our meetings. Thank you – have a great summer.
 - A Message for Staff:
To the leadership team I am grateful for all your work this year. I have a quote from Alma Harris and Michelle Jones (COVID 19 -school



leadership in disruptive times) I would like to read: “ In such disruptive times, leaders cannot emulate the leadership practices they witnessed or enjoyed in a period of stability, continuity, and relative calm. Leading in disruptive times means being able to navigate a different course, to create new pathways through the disruption. Leaders on this journey are defined by their determination, their hope and their unshakable belief that whatever happens whatever the cost, whatever the scale of the challenge, they will continue to do everything in their power to safeguard the learning of all young people”. Thank you Liana and team present and those not with us in the room. Have a great summer.

G-1 Information Items W. Rose

(a) May 2021 Mental Health Leadership Meeting Summary P. Bagchee

i. 2021-22 MH Strategic Plan Template

The input template addresses the three pillars of Mental Health. Mental Health Promotion, Mental Health Prevention and Mental Health Intervention.

ii. New Mental Health Strategic Plan

She further informed members that a new strategic plan for Mental Health is being developed. She will submit a draft by the July deadline and add Mental Health Leadership team input in the fall.

The goal is to have an approach that aligns with a tiered model of service and the Grand Erie Strategic Plan.

H-1 Community Updates W. Rose

(a) None

I-1 Correspondence W. Rose

(a) RE: PAAC Letter to Education Minister May 21, 2021

P. Boutis wanted to inform members as there was concern that the government was sending the students who struggled the most with distance learning into schools that were considered unsafe for other students. She recognized this was a hard situation.

Chair Rose noted the response does not touch on data collection.



(b) LDAO SEAC Circular – June 2021

Probably will have discussion items for the fall, with respect to credit recovery or learning updates and the recent announcement to de-stream math to follow up in the fall. Need to consider how students with special education needs are accommodated with respect to a de-streamed curriculum.

Trustee Collver would like to elaborate on the Math piece and see the topic of the Destreamed Math Curriculum on a fall agenda,

(c) Ltr - Renfrew County CDSB March 30, 2021

This letter is in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD).

(d) Ltr – Brant Haldimand Norfolk CDSB - May 26, 2021

This letter is in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD).

J-1 Future Agenda Items and SEAC Committee Planning

W. Rose

(a) SEAC Goal Setting

W. Rose

Chair Rose bid the Special Education Management Team Adieu and request they take a big bow for making it through a very strange school year. Applause to each and everyone of you for endlessly impressing us with your ability to deal with the challenges as they arise and do so with good humour. Thank you to all those from agencies and the private members who come to the table for all your good work. We will look forward to a hear that feels more familiar. Have a great evening and a wonderful summer.

Vice-Chair Boutis wanted everyone to know their suggestions have been reviewed and are being considered for an agenda placement next year.

K-1 Next Meeting

W. Rose

(a) Thursday, September 16, 2021 | MS Teams | 6:00 PM

L-1 Adjournment

W. Rose

Moved by: K. Jones

Seconded By: M. Gatopoulos

THAT the SEAC 20-10 meeting of June 17, 2021 meeting be adjourned at 7:55 p.m.”

CARRIED