



Committee of the Whole Board Meeting

Monday, October 4, 2021

Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session **(6:30 pm)**
 - (i) Personnel
 - (ii) Legal
 - (d) Welcome to Open Session / Land Acknowledgement Statement **(7:15 pm)**
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
 - (g) Student Showcase L. Thompson
 - (h) Delegation
 - (i) R. Hunter – Masking for Students
 - (ii) D. Feltmate – COVID protocols
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Leading and Learning in a Pandemic
- D - 1 **New Business – Action/Decision Items**
- * (a) Boundary Review – Banbury Heights School/Branlyn Community School R. Wyszynski
- D - 2 **New Business – Information Items**
- * (a) Safe School Report W. Baker
 - * (b) Voluntary Indigenous Self-Identification K. Graham
 - * (c) Staff and Student Recognition - Learn Lead Inspire L. Munro
 - * (d) Grand Erie Workforce Census W. Baker
- E - 1 **Bylaw/Policy Consideration - Action/Decision Items**
- * (a) F4 Trustee Honoraria **(C)** R. Wyszynski
- E-- 2 **Procedure Consideration – Information Items**
- * (a) HRI18 Occasional Teacher Evaluation **(C)** J. Tozer
- F - 1 **Other Business**
- * (a) OPSBA Report D. Werden
- G - 1 **Correspondence**
- H - 1 **Adjournment**



Committee of the Whole Board Meeting

Monday, October 4, 2021

Board Room, Education Centre

AGENDA

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

Native Advisory Committee (NAC)	October 14, 2021	1:00 PM	Hagersville Secondary School
Safe and Inclusive Schools (SIS)	October 14, 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
Chairs Committee	October 25, 2021	5:45 PM	Brant Room
Regular Board	October 25, 2021	7:15 PM	Board Room
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
Committee of the Whole Board	November 8, 2021	7:15 PM	Board Room or Virtual
Privacy and Information Management Committee (PIM)	November 11, 2021	3:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools (SIS)	November 18, 2021	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	November 18, 2021	6:00 PM	MS Teams Virtual Meeting
Chairs Committee	November 22, 2021	5:45 PM	Brant Room
Regular Board	November 22, 2021	7:15 PM	Board Room

Learn

Lead

Inspire

The International Public Health Consensus on Masking Policies for Junior & Senior Kindergarteners

Rob Hunter

Hi everyone,

I'd like to begin tonight with a few pictures.

These are from the first day of school.

They are not pictures from 2019; they are not pictures from some crazy right-wing Trump supporting state.

They're pictures from Norway.

And Norway, like most countries in the western world, had made the decision not to force children in kindergarten to wear masks at school.

My name is Rob Hunter, I am a parent of a 4-year-old here in Paris, and I'd like to talk to you tonight about the concerns that I - and most professionals around the world in public health and child development have - with forcing kindergarten children to wear masks.

Now - Norway has some things in common with Canada; we're both at roughly the same rate of vaccination against Covid.

But interestingly, Norway has handled Covid-19 significantly better than we have here in Canada - their mortality rate is about 70% lower than ours - and yet for some reason, when it comes to learning from their experience, we've chosen to ignore it, and instead... emulate the United States?

I had the chance to chat with a gentleman named Gerry from Brantford public health - who I believed advised the board on its kindergarten masking policy - and I asked him, "what data did you use to arrive at this policy?" To quote Gerry's response - "We didn't look at any data. We just followed the CDC recommendation."

What is different about the science in Ontario? Why are we emulating the policies of a country that got everything Covid-related so wrong?

I live in Paris, but I've had the good fortune of spending most of my career in science and technology and have had the chance to get to know some world renowned experts in public health, epidemiology, and pediatrics.

The reality is - we are an outlier. The United States is an outlier. The vast majority of experts are very explicitly against masking young children in school.

Here in Canada, the BC Centre for Disease Control explicitly says that for young children over the age of two, masks are generally not recommended.

The World Health Organization agrees - in general, children aged 5 years and under should not be required to wear masks.

And back to Norway - children attending primary school and those younger are not advised to wear a face mask.

The fact is, masks are not without potential harms. There was a great paper released by a number of public health experts explicitly on this topic, conveniently titled "Making pre-school children wear masks is bad public health" - I'd encourage you to read it.

A high level summary:

- Young children have the lowest risk of adverse outcomes from Covid
- The potential for harm (from mandatory face coverings) is clear
- The benefits are unclear, but probably too small - but in contrast, the harms of this policy are likely to be damaging, potentially considerably so.

I can appreciate that when this policy was enacted back in January 2021, the world was a different place. I'm hopeful that as good stewards of our children's best interest, that we're all able to take in new data and information as it comes - there's been a lot since this policy came into practice.

The case for masking kindergarteners would be stronger if there was conclusive proof that they offered a benefit - then, maybe the harms would actually be worth it.

But the reality is that in the last 6 months, the scientific data has just continued to mount - there is no benefit to masking this age group.

Now - there are many correlative studies that show masking reduces rates of Covid. There are also many correlative studies that show masking doesn't reduce rates of Covid - this is one set of data from Ohio. Believe it or not, there are also many correlative studies that show masking actually *increases* rates of Covid. And that's the issue with correlation studies - they don't prove causation. You need a control group to actually figure out whether there's a causal relationship or not.

Thankfully - we now have that. The gold standard of proving causation is a randomized control test, which you can imagine gets real tricky in the middle of a pandemic.

But - there was a groundbreaking study out of Bangladesh earlier this year that looked at masking policies across 300,000+ villagers; the results couldn't be more clear.

Across a massive sample size, cloth masks were shown to have no demonstrable effect on reducing rates of Covid-19.

Surgical masks showed a small ~10% reduction in rates of Covid-19, but oddly, only for the 50+ year old population - not for younger people, not for kids.

Now, specifically looking at children, data out of Spain from last year ends up being particularly relevant.

Spain mandated masks for kids 6 years and older, and did not mandate masks for kids 5 years and older.

So - 6 and up, masks, under 6, no masks.

If masks worked - if they materially reduced rates of Covid - you'd expect to see higher rates of Covid in 5 year olds (no masks) than 6 year olds (masks), right?

Well - turns out it was the exact opposite. Rates of Covid were perfectly correlated with age, and had zero relationship with whether the age group was required to mask or not.

Despite all this data, Ontario - and parts of the United States - remain some of the only areas in the entire western world that require kids in senior kindergarten and junior kindergarten to wear masks.

I am hopeful some of the data I've shown you will encourage you to change this policy, but I'm realistic it may not happen right away.

So here's my question - what's the off-ramp? When are we going to stop masking this age group? I realize the board is heavily bound by the provincial government, but this is one small area where you can give some normalcy back to our kids. When are you going to?

My understanding is that the verbiage of the policy suggests masking kindergarteners will end "when the pandemic is over" - I am nostalgic for the optimism of a phrase like "when the pandemic is over." The fact is that the vast majority of epidemiologists believe Covid will circulate for the rest of our lifetimes. I think we need a better definition of when this policy ends.

I'd like to leave you with some things to consider, hopefully discuss, and then I have a few "asks."

When local public health disagrees with leading international experts in public health, which metrics and data will you use to determine what course of action to take? Are we going to solely rely on Gerry from Brantford public health to determine what's best for our kids?

What is the exit strategy for masking young children – when does it end? Under what circumstances?

“When the pandemic is over” =is vague, outdated .

Is it vaccine approval for < 12? Or case rates dropping below a certain level?

What if these things never come, or vaccine uptake is low?

Are a few dozen phone calls truly reflective of public opinion? Should public opinion matter when it comes to doing the right thing?

Public opinion was heavily in favour of residential schools 50+ years ago.

What are you going to do if local public health continues to recommend masking in perpetuity?

Why are so many other provinces and countries not mandating masks for kindergarteners? What do we know that they don't? Why is the science different here?

Do we really want to emulate the American response to Covid-19 - politically motivated and unscientific?

What does the data actually say?

Are we really listening to public health and science - or just cherrypicking the public health and science they aligns with out pre-existing political beliefs?

I'd like to end with three requests of the board.

#1 - Will you commit to a more specific, ideally quantitative off-ramp for masking JK + SK?

#2 - Will you commit to giving sufficient notice to parents so they can make the right decision for their families? (A week before school starts is not sufficient)

#3 - Will you commit to engaging with an expert in pediatrics & infectious diseases who disagrees with your policy?

Additional Reading

WHO on Masking: https://www.who.int/publications/i/item/WHO-2019-nCoV-IPC_Masks-Children-2020.1

BC CDC on Masking: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/covid-19-and-children/keeping-children-safe>

European CDC on Masking: <https://www.ecdc.europa.eu/sites/default/files/documents/covid-19-face-masks-community-first-update.pdf>

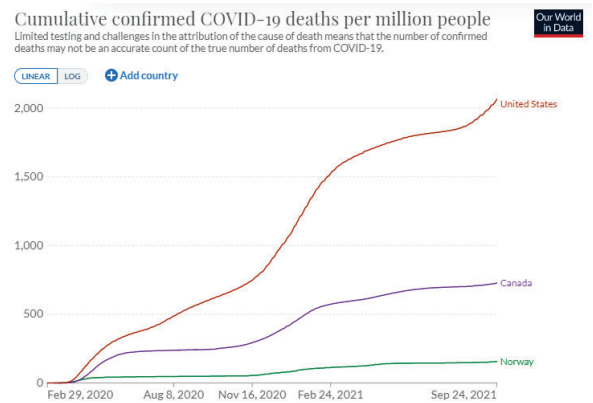
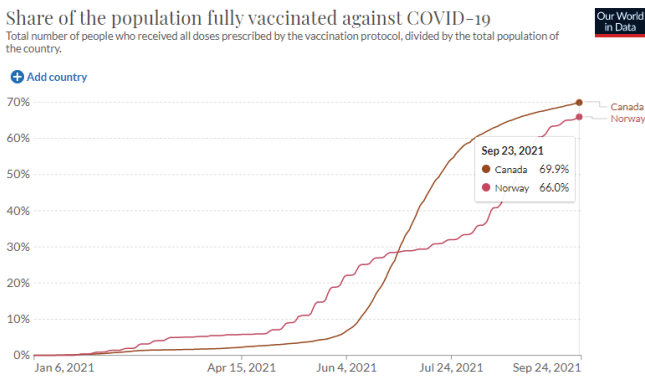
Norway:

https://www.fhi.no/contentassets/5bed04b256d34ef1a72d67447e13061e/vedlegg/engelsk-english_informasjon-om-bruk-av-munnbind.pdf

“Masking Preschoolers is Bad Public Health”: <https://osf.io/65tdh/>

Data on US Mask Mandates in Schools: <https://statsiq.co1.qualtrics.com/statwing/statsiq/open-data/national-covid-19-school-response>

European Masking Information: <https://ajlamesa.medium.com/children-in-much-of-europe-will-be-going-maskless-at-school-this-fall-b244e4f035ad>



Scientific Consensus: Don't Mask Young Children

"For young children over the age of two, masks are generally not recommended as they can be irritating and may lead to increased touching of the face and eyes."



- British Columbia Centre for Disease Control

"In general, children aged 5 years and under should not be required to wear masks. This advice is based on the safety and overall interest of the child and the capacity to appropriately use a mask with minimal assistance."



- World Health Organization

"Children attending primary school (years 1 to 7) and those younger than this are not advised to wear a face mask"



- Norwegian Institute of Public Health

Scientific Consensus: Don't Mask Young Children

Making pre-school children wear masks is bad public health

Dr Robert C Hughes¹, Dr Sunil S Bhopal^{1,2}, Prof Mark Tomlinson^{3,4}

¹ Department of Population Health, London School of Hygiene and Tropical Medicine
² Faculty of Medical Sciences, University of Newcastle
³ Department of Global Health, Stellenbosch University
⁴ School of Nursing and Midwifery, Queens University Belfast



"While children have the lowest risk from COVID-19 directly, they risk suffering the indirect impacts of policy decisions, many of which appear to have been made with next to no explicit consideration of their interests."

"It would be considered grossly unethical to attempt to assess the impact of covering the faces of young children and their caregivers on early childhood development. The potential for harm here is clear."

"The benefits of masking pre-school children are unclear but are probably too small to make a major difference to individuals risks from SARS-CoV-2 or epidemic control."

In contrast, the harms of this policy are likely to be damaging, potentially considerably so"

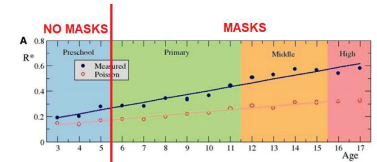
Bangladesh Study: Cloth Masks Don't Work; Surgical Masks Work for 50+

- Largest randomized control trial (RCT) on masking done in the world to date
- Sample size of 340,000+ people
- Cloth masks were shown to have no demonstrable effect in reducing COVID-19
- Surgical masks showed a ~10% reduction in COVID-19 rates, but only among the 50+ population. No effect was seen for citizens < 50 years old.
- https://www.poverty-action.org/sites/default/files/publications/Mask_RCT___Symptomatic_Seropositivity_083121.pdf



Spain: 6+ Year Olds Masked, < 6 Year Olds Not Masked

- Schools in Spain required masks for 6+ year olds
- If masks suppressed transmission, you'd expect < 0-5 year olds to have higher rates of Covid transmission
- But - they're even lower
- Why are 4-5 year olds (no masks) LESS likely to transmit Covid than 6-7 year olds (masks) ?
- https://journals.lww.com/pidj/Abstract/9000/Age_dependency_of_the_Propagation_Rate_of.95714.aspx

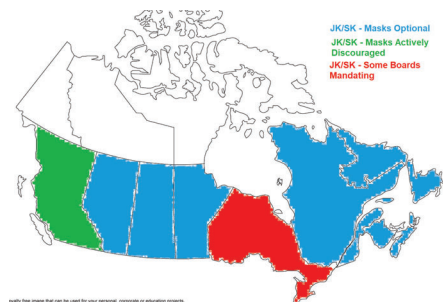


Ohio: YTD Results in Schools

532 OHIO District Reporting Covid-Cases Total Reported Numbers - July 1st, 2021 - September 16th, 2021				
Student Mask Policy	student_cases_new	student_cases_cumulative	staff_cases_new	staff_cases_cumulative
Optional for All Students	2,576	6,687	362	1,182
Required for All Students	2,594	7,971	376	1,430
Required for Some Students	886	2,459	117	382
% Average per student population				
Student Mask Policy	student_cases_new	student_cases_cumulative	staff_cases_new	staff_cases_cumulative
Optional for All Students	0.55%	1.38%	0.08%	0.27%
Required for All Students	0.56%	1.71%	0.07%	0.32%
Required for Some Students	0.69%	1.75%	0.09%	0.24%



Ontario is one of the only areas in the world (considering) mandating masks for kindergarten students



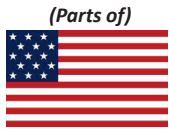
Verify this image that can be used for your personal, corporate or education projects. No images or text should be used for any other purpose. For more information, please contact us at: info@me.com

Ontario is one of the only areas in the world (considering) mandating masks for kindergarten students

Kindergarten – Masks Optional



Kindergarten Masks Mandatory



What's the off-ramp for this? Is there one?



Discussion Questions

- When local public health **disagrees** with leading international experts in public health, which **metrics and data** will you use to determine what course of action to take?
- What is the **exit strategy** for masking young children – **when does it end?** Under what circumstances?
 - "When the pandemic is over" = vague, outdated
 - Vaccine approval for < 12? Case rates below a certain level?
 - What if these things never come / vaccine uptake is low?
- Are a few dozen phone calls truly reflective of **public opinion**? Should public opinion matter when it comes to **doing the right thing**?
 - Public opinion was heavily in favour of residential schools 50+ years ago
- What are you going to do** if local public health continues to recommend **masking in perpetuity**?



Discussion Questions

Why are so many other countries and provinces **not** mandating masks for kindergarteners?

Do we really want to emulate the **USA** response to Covid-19 – **politically motivated** and **unscientific**?

What does the **data** actually say?

Are we really listening to **public health & science** – or just the public health and science that we align with politically?

My Asks

- Will you commit to a more **specific, ideally quantitative off-ramp** for masking JK + SK?
- Will you commit to giving **sufficient notice** to parents so they can make the right decision for their families? (A week before school starts is not sufficient)
- Will you commit to engaging with **an expert in pediatrics & infectious diseases** who disagrees with your policy?



Sources

WHO on Masking: https://www.who.int/publications/f/item/WHO-2019-nCoV-IPC_Masks-Children-2020.1

BC CDC on Masking: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/covid-19-and-children/keeping-children-safe>

European CDC on Masking: <https://www.ecdc.europa.eu/sites/default/files/documents/covid-19-face-masks-community-first-update.pdf>

Norway: https://www.fhi.no/contentassets/5bed04b256d34ef1a72d67447e13061e/vedlegg/engelsk-english_informasjon-om-bruk-av-munnbind.pdf

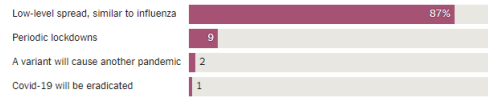
"Masking Preschoolers is Bad Public Health": <https://osf.io/65tdh/>

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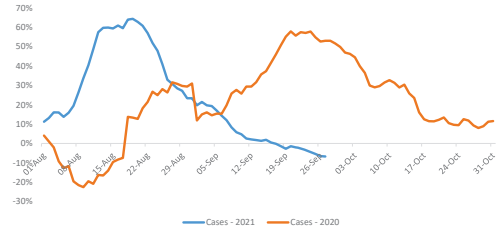
European Masking Information: <https://ajlamesa.medium.com/children-in-much-of-europe-will-be-going-maskless-at-school-this-fall-b244e4f035ad>

On What Covid-19 Might Be Like in 2026

Thinking around five years into the future, if you had to guess, what will the state of Covid-19 be in the United States?



Week-over-Week Growth % by Year
2020 vs. 2021
(14-Day Average)



Good morning - My name is Doug Feltmate and I am speaking today on the need for improvements to Grand Erie's current COVID control methods.

My background includes two terms as a trustee with the former Norfolk Board of Education, 4 years as Canadian Manager of Safety and Benefits for Massey-Ferguson (and its 5000 employees) and over 20 years as a Labour Relations Manager involving negotiations, Human Rights, Labour law and numerous arbitration cases.

As you probably have heard, on Sep 14, 2021, the Toronto District School Board (TDSB) announced mandatory vaccine requirements for all staff to keep education workers, students, and families safe. The TDSB said all employees, trustees, and those who have direct contact with staff and students at its workplace must be fully vaccinated against COVID-19 by November 1 of this year – adding “subject to approved requests for exemptions under the Human Rights Code.”

The Toronto School Board also stated: “While we recognize that deciding to be vaccinated is deeply personal ... we have strived to balance acknowledging that fact with doing our utmost to ensure the health and safety of our students and staff,” Colleen Russell-Rawlins, the board’s director of education, said in a statement Tuesday night. Failure to comply with the policy or giving false statements about being vaccinated could lead to termination from employment. Exemptions on human rights grounds will be considered but the board said it would balance its duty to accommodate against its obligations to protect staff and students’ health. Only those who are exempt from the full vaccination requirement will have to continue taking rapid COVID-19 tests at least twice a week, a rule that’s currently in place for unvaccinated staff.

The Ontario Human Rights Commission has also recently published the following ruling - “While receiving a COVID-19 vaccine remains voluntary, the OHRC takes the position that mandating and requiring proof of vaccination to protect people at work or when receiving services is generally permissible under the Human Rights Code (Code) as long as protections are put in place to make sure people who are unable to be vaccinated for Code-related reasons are reasonably accommodated,” it said in a statement Wednesday. “This applies to all organizations.”

There's a popular misconception that mandates, such as those for vaccines and masks, infringe upon people's rights, but that's not the case. Mandates never involve forcing people to get vaccinated or wear a mask. They are simply conditions that people must meet in order to do certain activities in a safe manner. This isn't a charter issue, this isn't a privacy issue, this is a health and safety issue for which, you as a Board and management, are ultimately responsible. Your first priority to your people is their SAFETY.

Please don't settle for what you should know are partial or second best methods - you have the opportunity and responsibility to demand the best standard of care for all your people considering their constant interaction with the public and each other. Follow the science and continue to provide your COVID information to the

public as assurance of the level of sound practices and success by your Board of Education.

Implementation of a 2 injection vaccination mandate and a mask mandate are the safest methods of controlling future COVID variant infections of your staff, contractors, bus drivers, etc. and students 12 or older, what they take home to their families and what they give to each other or get from the public. When a third dose is approved, all previously injected people who qualify for a third shot should be required to have that injection too.

According to your latest newspaper information, here's where you were at, based upon your latest Sept. 4 COVID vaccination info survey:

- * 2120 reported full vaccinations (63%) - have you verified all the vaccination documents?
- * 1152 no report yet (34%) - Why didn't they bring in their survey response and proof when they come into the school every day?
- * 66 said no way - these people should be suspended. Termination should follow if they refuse vaccination after they have been given a reasonable time to become fully vaccinated.
- * The 28 with doctor's notes exempting them from the vaccination requirement should, at a minimum, have to continue taking rapid COVID-19 tests at least three times a week if you cannot assign them remote tasks. Consulting a labour lawyer concerning impossibility of assignment and/or termination of this group is very important. Severance pay may be involved.

On Friday, Sept. 10, I took an 82 year old man into a local clinic (without an appointment) for his first shot, after which they scheduled him to come back in 3 weeks for his second shot. This is not a complicated process which takes forever to complete. You should warn all staff and vaccine-eligible students that you will be suspending and/or terminating those who choose to delay the process of handing in their survey, lying about their vaccination status, not handing in vaccination documents or who delay in getting their shots. I would also recommend that it is in your best interest to give time off with pay to staff who have to get their shots during the work week.

It's only fair to caution you that your rapid COVID antigen tests twice a week are considered by experts to be ineffective and this is why:

“[Testing] is not really that effective,” said Dr. Alon Vaisman, an infection control physician at Toronto’s University Health Network. “It depends on which testing format you use, first of all, and second of all, how frequently you do it.” Vaisman said there are two primary types of COVID-19 testing: rapid testing and polymerase chain reaction (PCR) testing. Rapid testing only has about a 50 per cent chance of detecting COVID-19, according to Vaisman, while PCR’s sensitivity can reach up to 80 plus per cent. Ontario calls for only rapid testing — the less effective method to be used, rather than PCR.

Dr. Gerald Evans, an immunology professor at Queen's University in Kingston, Ont., is bewildered by that requirement. "Why would we use a crappier test in this period while we're waiting to get everybody fully vaccinated?" he asked. "But, you know, that's the kind of weirdness that we're seeing in decision-makers when it comes to this." Both Evans and Vaisman speculate that an excess of rapid testing kits the province has purchased may be behind the decision. Critics have come down hard on Ontario's testing policy, with NDP Leader Andrea Horwath calling it a "risky half-measure." Ontario Liberal Leader Steven Del Duca said Premier Doug Ford is "pandering to anti-vaxxers." Dr. Evans does recognize that testing can be an attractive way to appease those resistant to vaccinations and argues that's why Ontario has provided the option, but "it ultimately is a surveillance strategy, not a preventative strategy." Testing should only be used as a last resort and only on those staff or students with a proper medical exemption from vaccinations.

Concerning the issue of protecting the adolescents in your system, Dr. Peter Hotez, a vaccinologist and dean of the National School of Tropical Medicine at Baylor College of Medicine, said that "schools are going to be an accelerant" for child infections without universal masking. "It's not even going to be enough to have mask mandates in the schools," he said. "We need all of the adolescents vaccinated, and really we need to move towards vaccine mandates for the 12 to 17-year-olds in the schools." "If we're going to give our students a fighting chance to have a successful school year, we're going to need everyone who is vaccine eligible to get vaccinated and everybody masked," Hotez said.

You have already tried the voluntary approach and if you look at your current results, your approach toward COVID control is most unlikely to convince the remaining holdouts to change. Get rid of the carrot and move on to the stick! It is time for mandatory vaccine and mask policies and time to stop appeasing the anti-vaxxers and anti-maskers. If your employee, contract worker or an eligible student is going to be a persistent threat to the health of your institution by refusing to get vaccinated, those reckless actions have consequences, and the consequences should be that he/she can't work for you or attend classes. Let's be honest – you are past the point of staff being reluctant, uninformed and undecided. You are now dealing with naive, privileged, ignorant, or self-centred people who refuse to listen and who continue to refuse vaccinations on a voluntary basis. The need for vaccines related to school attendance is not new - vaccines are already required for elementary and secondary students - they must now be immunized against diphtheria, tetanus, pertussis (whooping cough), poliomyelitis, measles, mumps, rubella, meningococcal disease, and chickenpox, and guess what – those vaccines work!!! And what happens if a parent or guardian or student fails to provide proof of vaccinations - that student is suspended.

The phrase I hear the most from people is "it's my choice". I'll tell you what choice is – you can choose to drink a lot or smoke up at home – that's your choice; however, as soon as you hop in your car and go out in public, you could end up putting someone into the hospital or, heaven forbid, end up killing someone. That now becomes reckless endangerment, not choice.

You will also hear them say – you can't impose upon my rights and personal freedom. What "freedom" are they talking about? The freedom to infect others, the freedom to get sick and die, the freedom to cause COVID cases which will plug up the hospital ICUs and prevent people with other serious health issues from being treated, the freedom to run up the school board's staff replacement and benefit costs? There are too many misguided individuals in the Grand Erie school system who refuse vaccinations and who don't care if they infect their spouse, their kids, grandkids, relatives, neighbours, co-workers, other students, people on their school sports team etc. - how selfish and unsafe is that?

Remember, your attention to prevention during this COVID pandemic should be your number 1 priority and without loopholes, nothing less than that. You were elected, appointed or hired to make the best policies for your Board, even when the malcontents don't agree with you. Follow the science - and when in doubt, err on the side of safety.

Last but not least - here is a Friday, September 24, 2021 Toronto Star news report - more than 15% of Ontario schools now have COVID cases and one school was closed due to a COVID outbreak. Given the current scientific warning of a major uptick in January after the holidays, improvement of your current COVID control methods should be given top priority now.

Thank you for your time and consideration. Any questions?



Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business
RE: **Boundary Review – Banbury Heights School/Branlyn Community School**
DATE: October 4, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board refer the proposed Banbury Heights School/Branlyn Community School boundary review to a working group for stakeholder feedback and input.</p>
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Background

The Quality Accommodations Committee has reviewed the enrolment and geography and recommends a boundary adjustment between Banbury Heights School and Branlyn Community School. This would balance student enrolment and utilization between these two schools and potentially remove the need for the 6-room Relocatable Classroom Module from Banbury Heights School.

The proposed boundary adjustment between the two schools would use the creek through Jaycee Park as a divider. Using March 2020 data, this would see approximately 41 students move from Banbury to Branlyn. All students within the affected area are within walking distance of Branlyn, the proposed re-directed school.

Additional Information

The proposed boundary adjustment would balance utilization between Banbury Heights School and Branlyn Community School. Banbury Heights School would decrease to 72% utilization and Branlyn Community School would increase to 81% utilization. The boundary adjustment would allow for the 6-room Relocatable Classroom Module (RCM) located at Banbury Heights School to be removed. This RCM is in poor condition and in need of repair. The attached maps and charts illustrate the impact of the proposed boundary change.

Next Steps

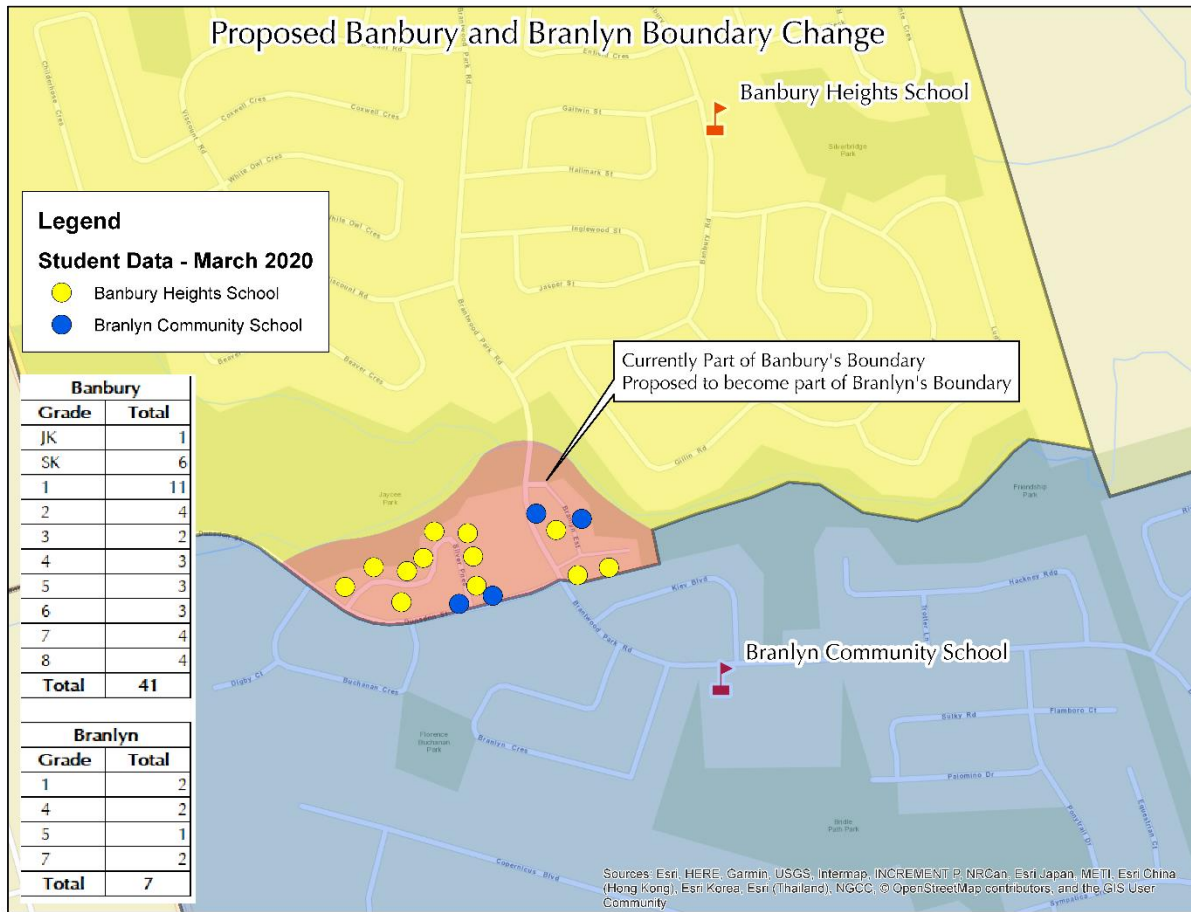
Pursuant to the steps outlined in Policy F8 Boundary Reviews., Senior Administration, with Board Approval, will form a working group which will be tasked with the coordination of a public meeting. The goal is to have a recommendation back to the Board by the January 2022 Committee of the Whole.

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



Grades	Current			
	All Banbury	Banbury Affected	All Branlyn	Branlyn Out of Area
JK	40	1	26	
SK	47	6	28	
1	41	11	25	2
2	41	4	33	
3	40	2	32	
4	30	3	29	2
5	35	3	39	1
6	24	3	24	
7	42	4	30	2
8	37	4	39	
TOTAL	377	41	305	7
Ministry OTG	469		426	
Utilization	80%		72%	
Non-Permanent OTG	138			
Total GEDSB OTG	62%			

Grades	Proposed	
	Banbury	Branlyn
JK	39	27
SK	41	34
1	30	36
2	37	37
3	38	34
4	27	32
5	32	42
6	21	27
7	38	34
8	33	43
TOTAL	336	346
OTG	469	426
Utilization	72%	81%

* Removal of 6 Pack RCM from Banbury



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D. Director of Education and Secretary
 FROM: Wayne Baker, Superintendent of Education
 RE: **Safe Schools Report**
 DATE: October 4, 2021

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

Background

Regulation 298 states that *“Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends...”* Principals have the authority – under s.306(1) of the Education Act – to suspend pupils for a variety of infractions. Suspensions may range from one to twenty days in length.

For very serious infractions, students may be expelled – under s.310(1) of the Education Act – by the Board through the Student Discipline Committee. All expulsions are preceded by a 20-day suspension, while information is gathered concerning the incident in question. In 2020-21, there was one 20-day suspension pending expulsion. That suspension resulted in an expulsion.

Section 265.1(m) of the Education Act states: “It is the duty of a principal of a school, in addition to the principal’s duties as a teacher, subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal’s judgment be detrimental to the physical or mental well-being of the pupils.”

Additional Information

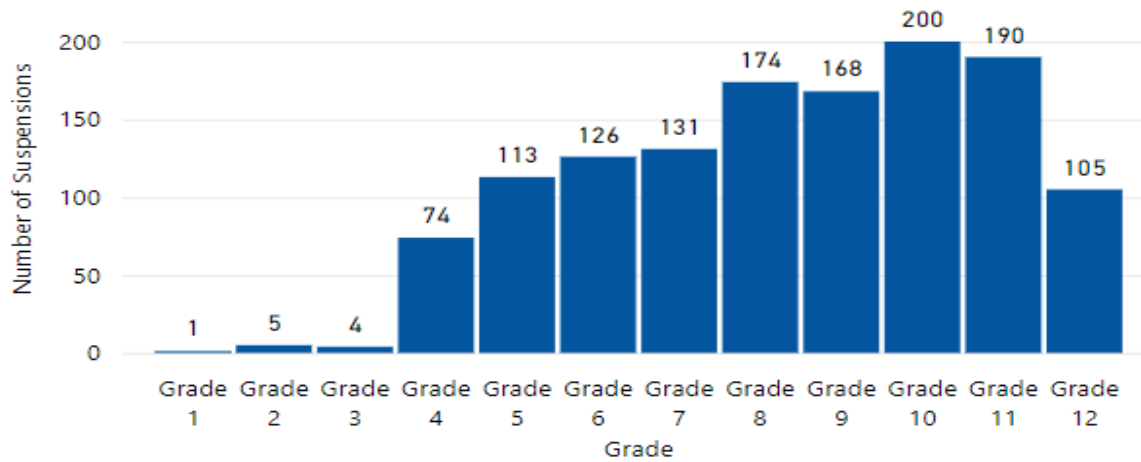
Suspensions

TOTAL SUSPENSIONS
(September/20 to April/21)

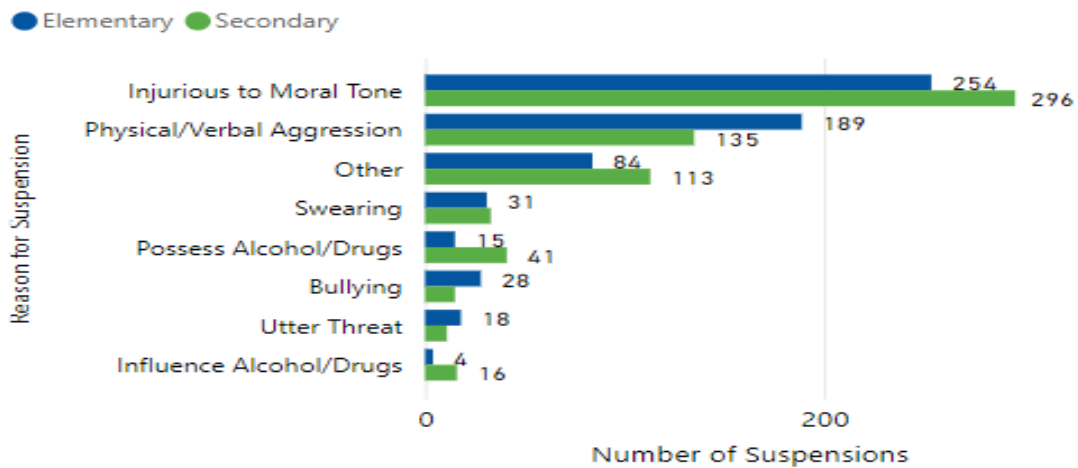
School Year	Elementary	Secondary	Total
2015-2016	1454	2131	3585
2016-2017	1665	2111	3776
2017-2018	1938	1987	3925
2018-2019	2104	1834	3938
2019-2020	1479	1213	2692
2020-2021	628	663	1291



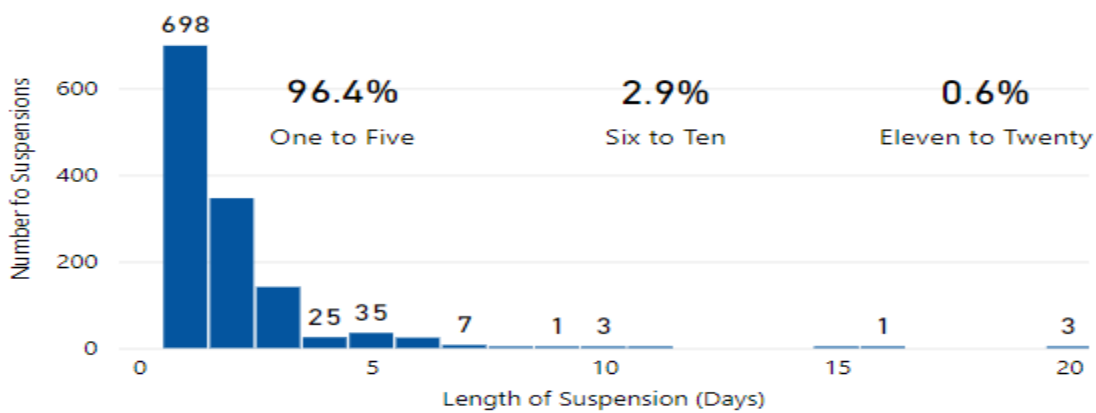
Suspension by Grade



Suspensions by Reason



Suspension Length (Days)



Consistent with historical data, the large majority (96%) of 2020-21 suspensions were short-term, defined as less than six days; 54% of all suspensions were for one day. The school provides instructional materials for students on short-term suspension.

Long-term suspensions range from 6-20 days and qualify the student for Safe Schools supports. Students serving suspensions of 6-10 days are eligible to work with a Safe Schools teacher. Students serving suspensions of 11-20 days are also eligible for social work/CYW supports.

Observations

- Total Suspensions (1291): 51% secondary; 49% elementary
 - Student enrolment: 29% secondary; 71% elementary
- Total suspensions (1291): 77% male; 23% female
- Elementary suspensions (628): 80% males; 20% females
- Secondary suspensions (663): 73% males; 27% females
- Reg. 440/20 prohibits suspensions for students from JK to grade 3.

Expulsions

In 2020-21, there was one expulsion of a secondary school male for "*possessing a weapon or replica, including a firearm*". In addition, two students expelled from other boards transferred to Grand Erie.

Expulsions	Elementary	Secondary
2016-17	0	2
2017-18	0	1
2018-19	0	6
2019-20	0	2
2020-21	0	1

Exclusions

In 2020-21, there were three exclusions, two elementary males and one secondary male.

Next Steps

- The Safe Schools Report will be shared with administrators.
- Administrators will be directed to review their schools' current and historic suspension data and include this information in school planning.
- Superintendents can use PowerBI to explore historic suspension data to support school administrators

Grand Erie Multi-Year Plan

This report supports the Well-being indicator of Learn Lead Inspire and the following statement: We build a culture of **well-being** to support the cognitive, social emotional and physical needs of each learner.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary
 FROM: Kevin Graham, Superintendent of Education
 RE: **Voluntary Indigenous Self-Identification Report**
 DATE: October 4, 2021

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Voluntary Indigenous Self-Identification Report as information.

Background

As noted in SO16 – Voluntary Aboriginal Self-Identification Policy, the Board is required to collect data on Indigenous student achievement to determine if programs currently delivered are successful and to provide information for the development of future programs and courses to better meet the needs of Indigenous students. In order to collect this data, the Board needs to ensure that all parents/guardians for Indigenous students under the age of 18 and students over the age of 18 have the right to voluntarily self-identify as First Nation, Metis or Inuit. The data collected is shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving Indigenous student achievement.

Schools include an annual verification process insert and provide self-id cards for parents and visitors. This process ensures information about voluntary self-identification is provided during the Kindergarten registration and new student to board registration process. Additionally, self-identification forms are available on the Grand Erie website under both the Elementary and Secondary tabs in the Indigenous Education section. All students, and their parents, who wish will have the opportunity to self-identify in one of the following two categories:

- a) First Nation, Métis and Inuit students who live in the jurisdiction of and attend provincially funded elementary or secondary schools.
- b) First Nation students who live in First Nation communities and attend provincially funded elementary or secondary schools under a Reciprocal Education Agreement.

Additional Information

Table 1 of this report provides a summary of Indigenous self-identified students in the Grand Erie District School Board for the 2021-22 school year. Chart 1 shows the number of self-identified Indigenous students by grade.

Table 1 – Number of Students Self-Identified

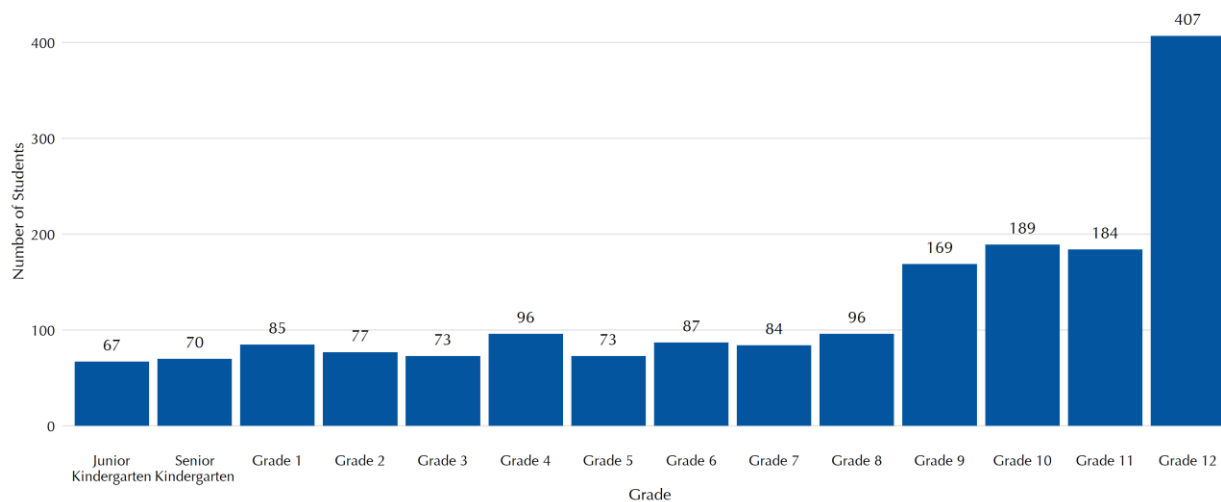
Elementary Students						
	2016	2017	2018	2019	2020	2021
Brant/Brantford	609	583	606	569	427	560
Haldimand	139	135	136	134	105	154
Norfolk	93	89	84	95	71	94
Virtual Academy					214	
Total	841	807	826	798	817	808



Secondary Students						
	2016	2017	2018	2019	2020	2021
Brant/Brantford	367	410	390	392	308	466
Haldimand	385	465	477	490	298	430
Norfolk	52	55	52	53	44	53
Virtual Academy					248	
Total	804	930	919	935	898	949

Chart 1

Self-Identified Indigenous Students
By Grade
September 2021



Summary

Self-identification information has been tracked on an annual basis. In total there were 1757 students who identified themselves as First Nation, Metis or Inuit by September 25, 2020. This is 6.3% of the total student population which has remained relatively static since 2017.

The tables above show that between September 2020 and September 2021, the number of elementary self-identified students decreased by 1.1% while the number of secondary students increased by 5.7%. The overall numbers remain relatively stable due to the efforts of the Indigenous Education team in working with schools to accurately report and encourage students who are from a First Nation, Six Nations, Metis and Inuit heritage to self-identify.

Next Steps

The Indigenous Education team will endeavor to continue to build awareness and trust with our parents and families with respect to this process. The team will continue to work to see how consistent and reliable our annual data collection process has been.

Over time, it is expected that our overall numbers may not increase substantially as families/students only need to self-identify once.

Grand Erie Multi-Year Plan

This report supports the Belonging 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,

Kevin Graham
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **Staff and Student Recognition – Learn Lead Inspire**
DATE: October 4, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Staff and Student Recognition process for Learn Lead Inspire report as information.

Senior Team is proposing an opportunity to develop a system recognition award that is aligned with Grand Erie’s Multi-Year Strategic Plan. The award would be issued monthly from September to November and January to May. December would not be recognized as an award recognition month due to the Board Nominations and Inaugural meetings nor would June as this month is dedicated to the presentation of the Patti McCleister Memorial Award.

This initiative would seek nominations from administrators/managers or system leaders. Submissions would be completed by administrators/managers with staff input to recognize a staff member(s), volunteer(s), community partner(s) and/or student(s) for outstanding contributions connected to Learn · Lead · Inspire. Upon review from the Superintendent liaison the nomination would be submitted to the Director’s office for final review.

Selected candidate(s) would be invited to attend a Board meeting for recognition. The Executive Assistant to the Trustees would notify the administrator/manager directly, who would then share the news with the successful recipient(s). A follow-up email would be sent copying the superintendent and the Manager of Communications with the date/time and instructions for the presentation. At the designated Board meeting the nominee(s) would be presented with the award. Family/Staff may be invited to attend for the duration of the award presentation portion of the Board meeting and may leave directly following the presentation of the award.

Recognition Process at the Board would include:

- Presented to Board for Information
- Addition or Amendment to the Board Agenda
- Director reads the presentation
- Award is presented
- Photo with Director, Chair & Superintendent
- Recipient/Family/Guests can leave- escorted by the Superintendent Liaison
- Highlight in the “Blackboard” or Portal- TBD by the Manager of Communications



Grand Erie Multi-Year Plan

This newly created recognition award benefits the system recognizing talent, valuing individuals and their contributions and commitment to students and the system as learners, leaders and inspiration to us all.

Respectfully submitted,

Lisa Munro
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Grand Erie Workforce Census**
DATE: October 4, 2021

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

Background

The Ontario Education Equity Action Plan outlined the benefits of knowing the demographic characteristics of students and staff. Specifically, the goal would be to improve the educational and work-related experiences for staff and students from historically marginalized groups.

Additional Information

Grand Erie conducted a student census in 2019 and a staff census in 2021, in the interest of identifying the specific experiences of our students and staff. The results confirmed that students and staff from certain identifiable groups have had less favourable educational and work experiences than others.

Next Steps

Staff census data will be shared publicly, both within Grand Erie and in the broader community, as was the student data. Census data will be considered in school and department improvement planning and will be an integral component of professional development.

Grand Erie Multi-Year Plan

This report supports the Belonging 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,

Wayne Baker
Superintendent of Education



Workforce Census Spring 2021

Background

Ontario's Education Equity Action Plan is the province's roadmap to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. This means working together with all stakeholders to bring the action plan to life and create a learning environment that inspires every child and student to reach their full potential and to become personally successful, economically productive and actively engaged citizens.

A key component to this plan is that boards understand the demographic profile of its employees as well as students. In order to facilitate this, the Grand Erie District School Board conducted its first ever workforce census in the spring of 2021. All staff were invited to participate in order to help the board inform, develop, implement plans and supports to address workplace equity and inclusivity.

The questions were designed to:

- Provide insights of who we are as a workforce community;
- Identify strengths and barriers to workplace equity and inclusion;
- Develop and implement plans and supports to address workplace equity; and
- Provide employee information to help us reach our goal and commitment to increasing diversity at all levels of the Grand Erie District School Board

In addition to questions about their identities, staff were asked about how they perceived their identity in relation to equity and inclusivity, as well as if they felt they had been marginalised at work because of a particular identity.

Equity: refers to fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.

Inclusion: refers to appreciating and using our unique differences – strengths, talents, weaknesses and frailties – in a way that shows respect for the individual and ultimately creates a dynamic multi-dimensional organization.¹

Marginalization is the process by which individuals and groups are prevented from fully participating in society.²

¹Taken from Teaching Human Rights in Ontario: A Guide for Ontario Schools, OHRC 2013

²Ontario Public Health, <https://www.publichealthontario.ca/-/media/documents/o/2018/on-marg-faq.pdf>

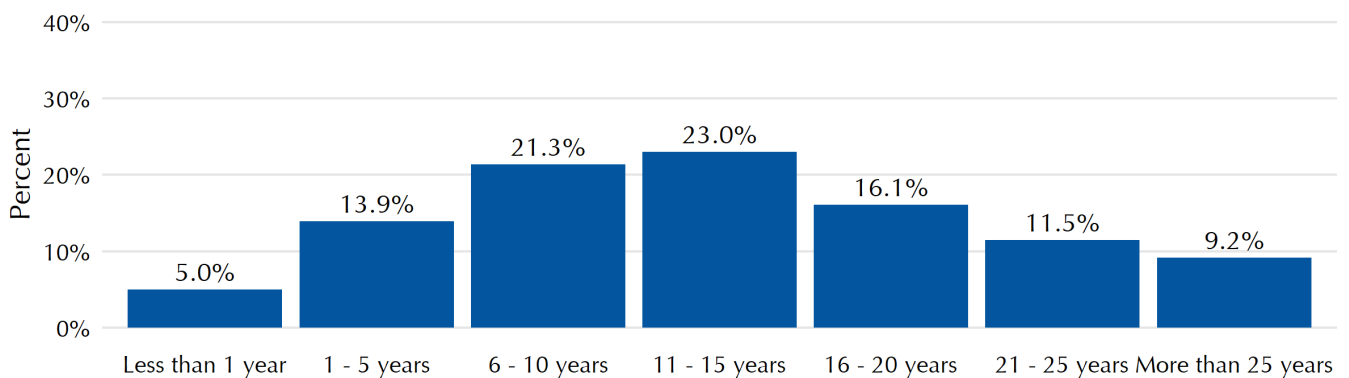
Response Rates

In total there were 1764 responses to the census out of 3702 employees, a 47.6% response rate. Table 1 shows the number and percentage of responses by employee group.

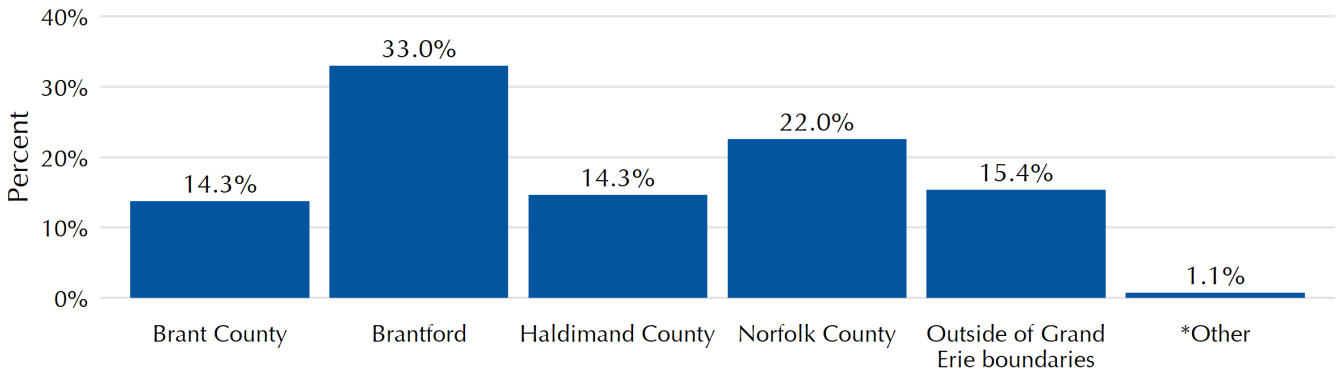
Employee Group	Responses	Total	Percent
CUPE 5100 EA	173	426	40.7%
CUPE Custodial/Maintenance	67	233	28.6%
CUPE Office/Clerical/Technical	127	255	49.5%
ETFO Contract Teachers	605	1160	51.7%
ETFO Designated Early Childhood Educators	53	123	42.9%
ETFO Occasional Teachers	126	350	36.3%
GEMST	39	182	20.9%
Occasional DECE	2	48	4.4%
OSSTF Contract Teachers	328	621	52.8%
OSSTF Occasional Teachers	39	113	34.1%
Principal	63	73	85.8%
PSSP	37	68	53.9%
Supervisory Officers	6	8	74.8%
Vice Principal	25	42	59.4%
Choose not to answer	18	NA	NA
No Response	56	NA	NA

Organizational Demographics

How long have you been employed by the Grand Erie District School Board or its predecessor boards?

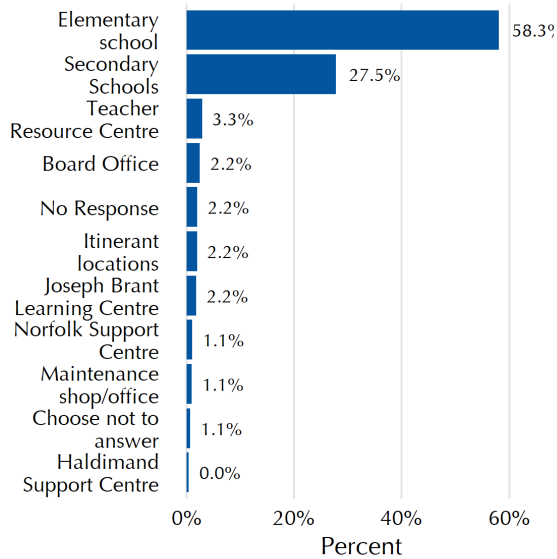


Where do you live?

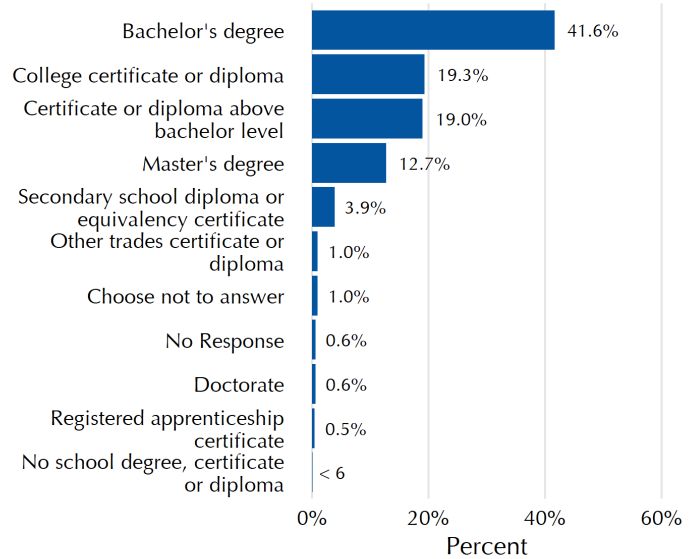


*Other includes Six Nations and Mississaugas of the Credit

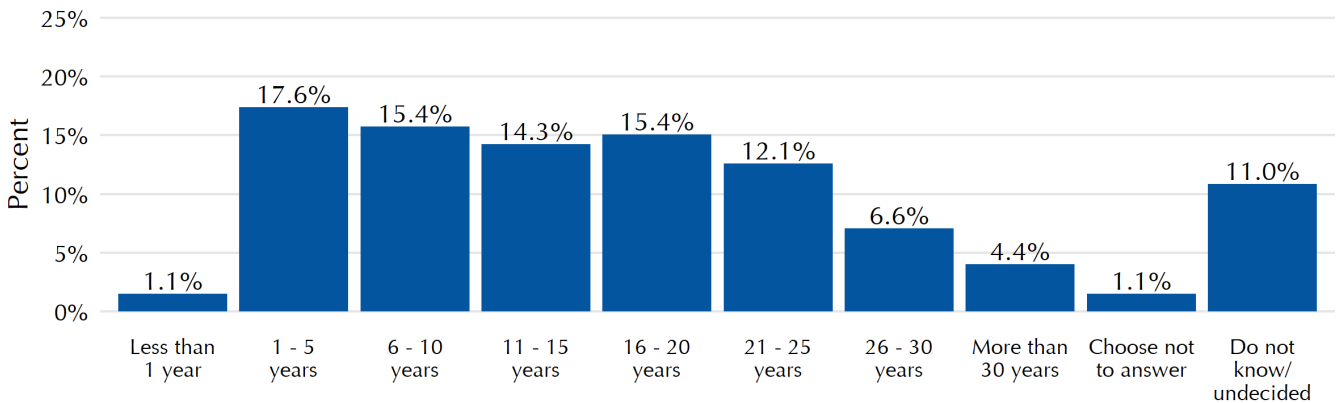
What is your assigned Grand Erie work location?



What is the highest level of education you have completed?

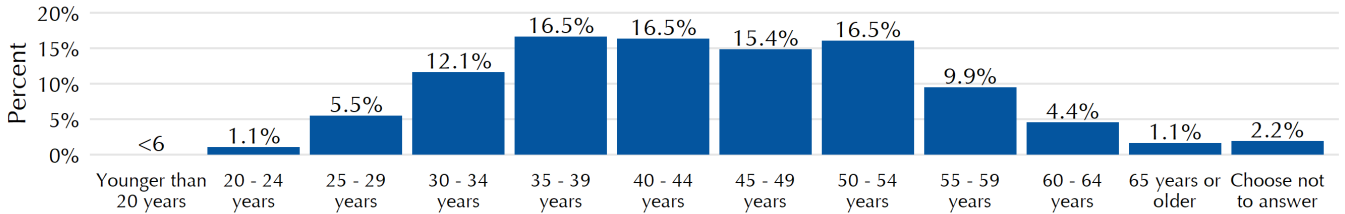


When do you plan to retire?

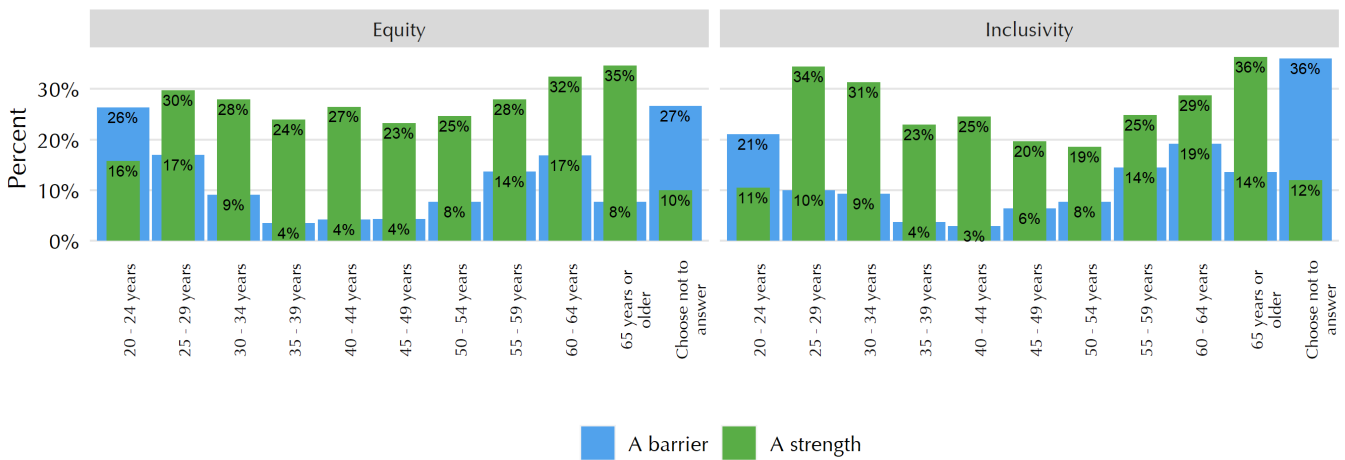


Age

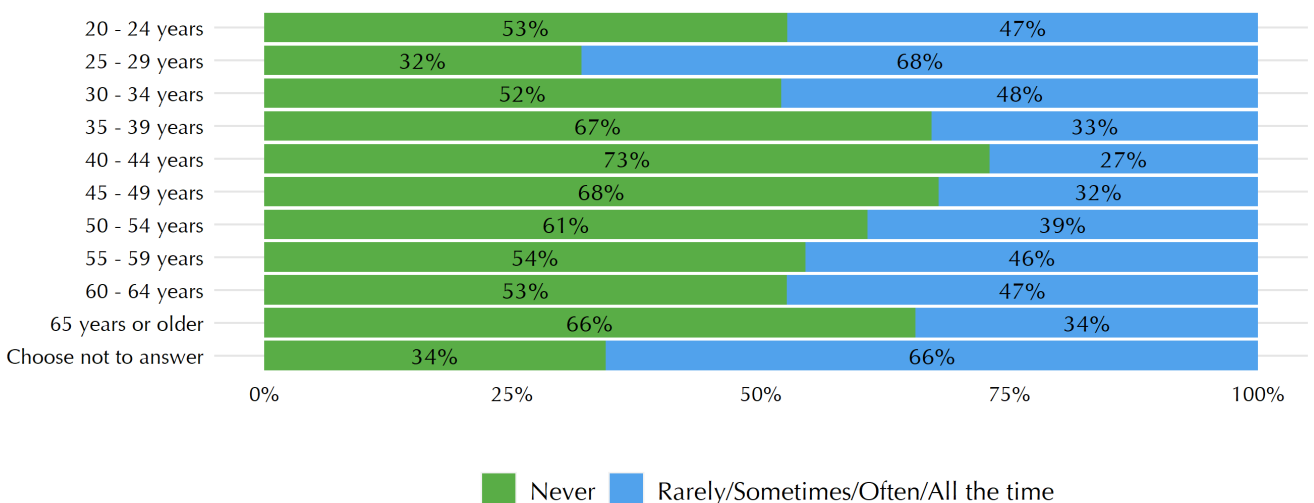
To which age group do you belong?



In terms of workplace equity and inclusivity, I feel my age is...



How often have you felt marginalized in the workplace because of your age in the past 12 months?



Six Nations, First Nations, Métis, Inuit

In total 33 staff identified as Six Nations (16), First Nations (9) or Métis (10).³ No staff identified as Inuit.

The majority of these staff do not see this identity as a barrier to equity (70%, n = 23) or to inclusivity (73%, n = 24).

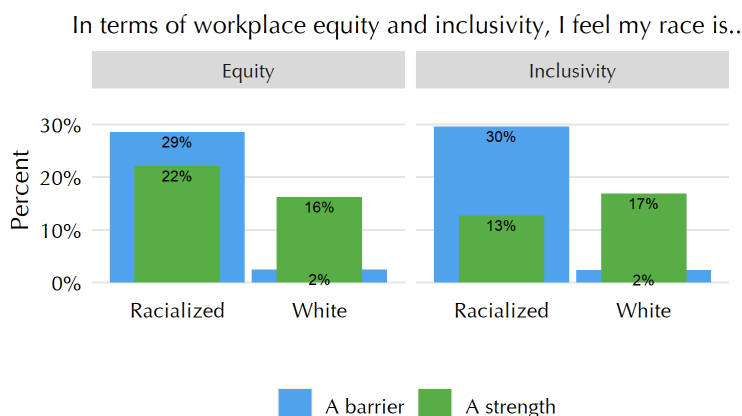
When asked if they had felt marginalised at work because of their indigenous identity 64% (n=21) replied **Never**.

Race

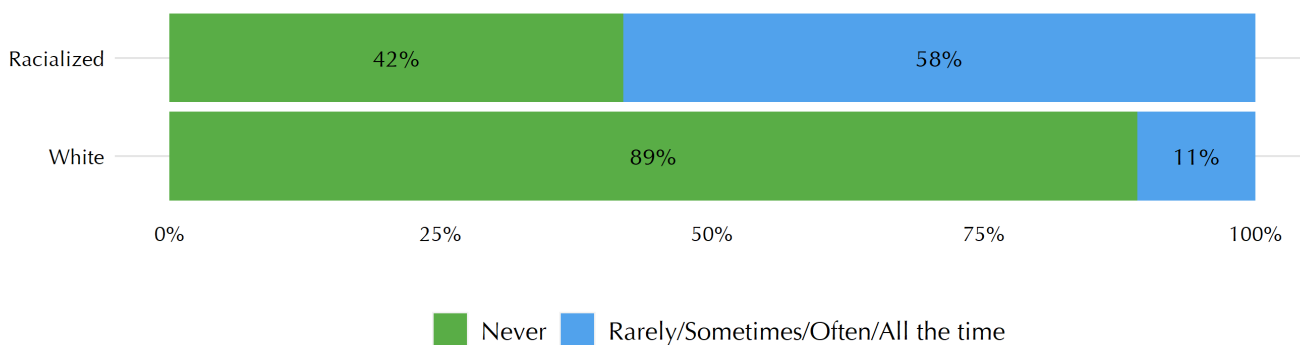
More than 95% of Grand Erie staff that responded to the census identified as White. This is in contrast to the student census where 81% of students identified as White. The table below shows the number of responses by racial category.

While racialised staff make up a small portion of respondents they are more likely to report their race as being a barrier to both equity and inclusivity. As well, racialised staff are more likely to have felt marginalised because of their race in the past 12 months.

Race	n
Black	18
East-Southeast Asian	12
Indigenous	26
Latino	<10
Middle Eastern	<10
South Asian	16
White	1684



How often have you felt marginalized in the workplace because of your race in the past 12 months?



³Note: Two staff identified as both Six Nations and First Nations

Ethnic/Cultural Origins

The large majority of staff that responded to the census identified as *Canadian* (81%). Other ethnic and cultural identities frequently mentioned include many Western European ethnicities (English, German, Dutch) with a small number of staff identifying from areas outside of Europe such as East Indian, Filipino Mexican or Caribbean.^a

Ethnic or Cultural Origins Identified by Grand Erie Staff



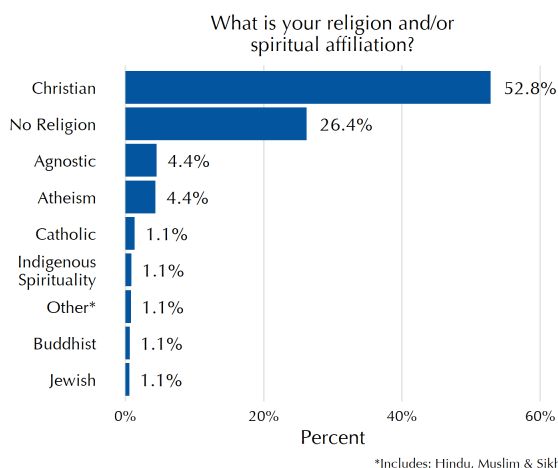
^aDue to a low number of staff in these groups only general trends are reported here.

When asked how it related to equity and inclusivity, and whether they had felt marginalised at work due to their ethnic or cultural identity, staff who identified as Caribbean, Chinese, East Indian or Mexican were more likely to report barriers and feelings of marginalisation in the workplace.

Religion

The majority of staff identified as *Christian* (52.8%). This was followed by *No Religion*, *Atheism* and *Agnostic*. This is different from the student census where 60% of students didn't identify any religion and 30% identified as Christian. Staff who identified as *Jewish*, *Indigenous Spirituality*, *Muslim* and *Sikh* were more likely to see their religion as a barrier to equity and inclusivity.^a

^aDue to a low number of staff in these groups only general trends are reported here.



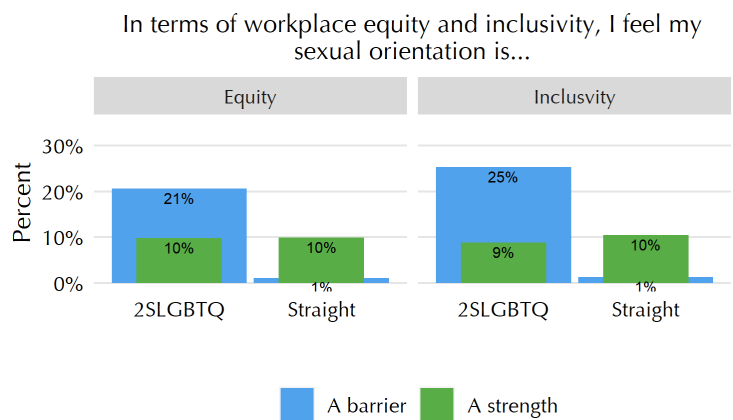
How often have you felt marginalized in the workplace because of your religion and/or spiritual affiliation in the past 12 months?

While the majority of staff that responded to the census did not feel they were marginalised due to their religion (78%), staff from under represented religions were more likely to report they had been marginalised due to their religious identity. These groups included: *Atheism*, *Indigenous Spirituality*, *Jewish*, *Muslim* and *Sikh*.

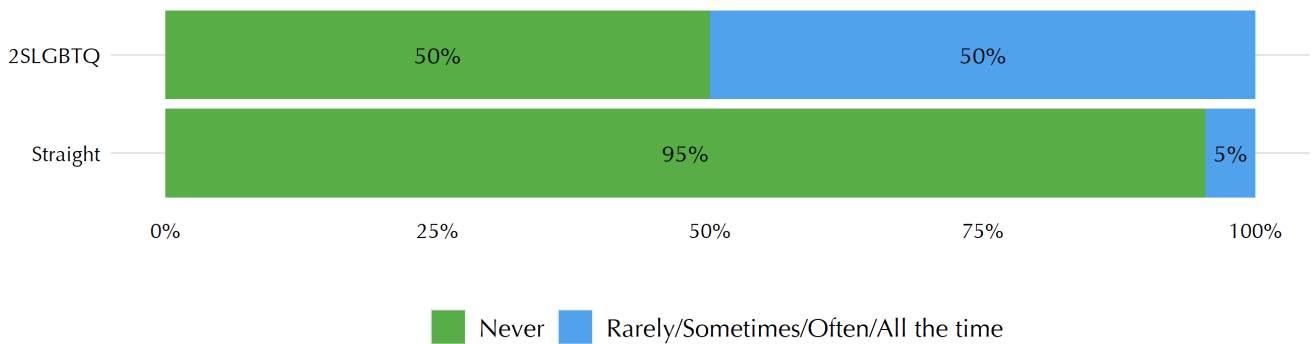
Sexual Orientation

The large majority of staff identified as Straight (93%). This is different from the student census where 84% of secondary students identified as Straight. When thinking about their sexual orientation, staff who identify as 2SLGBTQ are twice as likely to see it as a barrier to equity and almost three times as likely to see this identity as a barrier to inclusivity. One half of respondents who identified as being 2SLGBTQ reported feeling marginalised at least once in the past year because of their sexual orientation.

Sexual Orientation	n
Straight	1637
Bisexual	29
Gay	18
Lesbian	14
Questioning	11
Asexual	<10
Queer	<10
Pansexual	<10



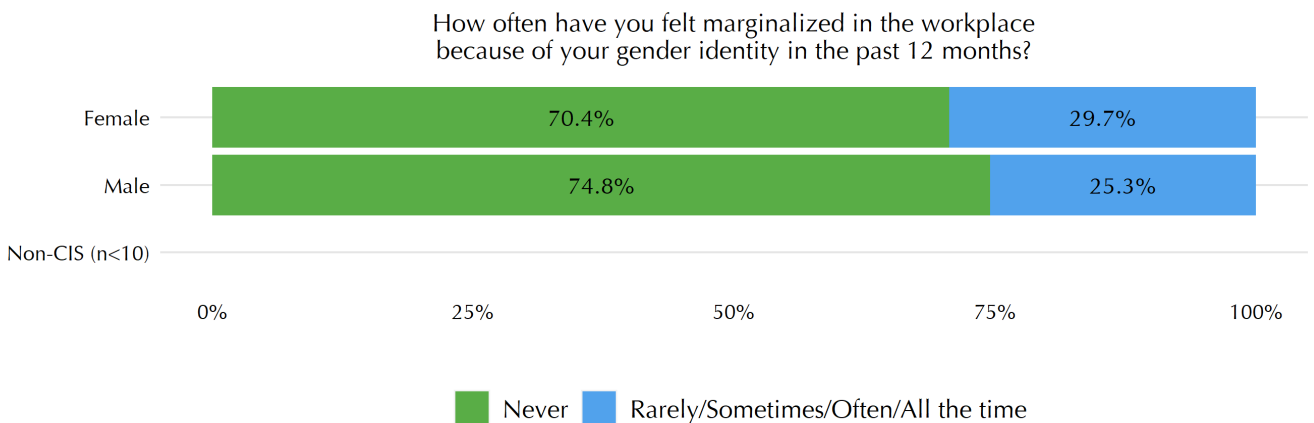
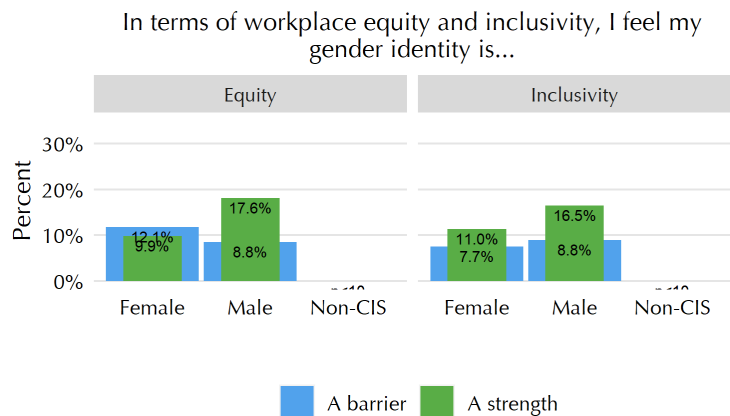
How often have you felt marginalized in the workplace because of your sexual orientation in the past 12 months?



Gender Identity

In total 1388 of respondents identified as Female, 344 identified as Male fewer than 10 people (< 0.01%) identified as either Non-binary, Transgender, Two Spirit or Questioning. This is lower than the 3% of of secondary students identified a gender as something other than Male or Female. Male staff were more likely to see their identity as a strength in terms of both equity and inclusivity while female staff were more likely to see their gender as barrier to equity. While there were not enough responses to report in the chart, non-cis gendered staff were much more likely to see their gender as a barrier to both equity and inclusivity.

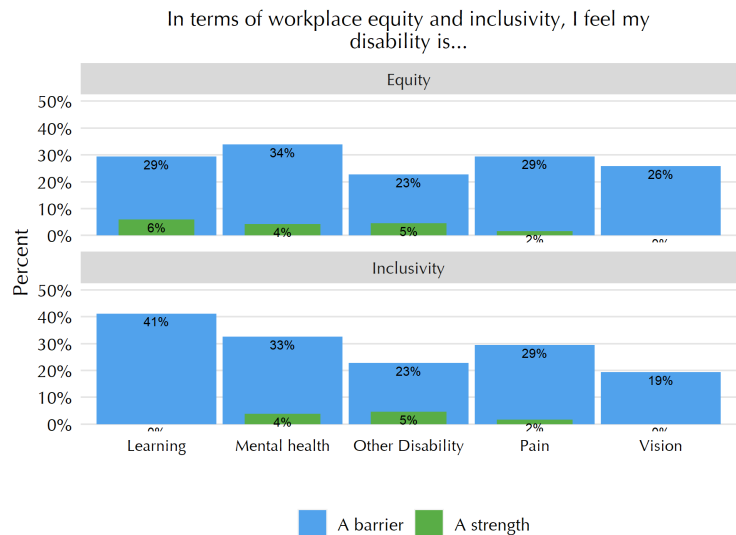
Gender Identity	n
Female	1388
Male	344
Non-binary	<10
Transgender	<10
Two Spirit	<10
Questioning	<10



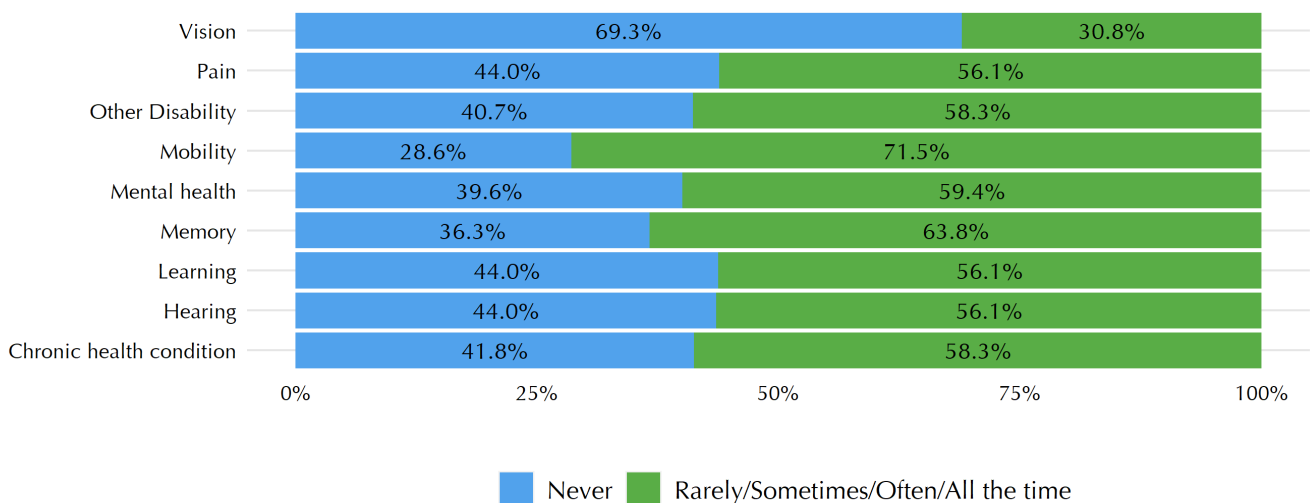
Disability

In total 554 respondents (31%) indicated that they had some form of disability.⁴ Staff with certain disabilities (Learning, Mental Health, Pain, Vision) often see their disability as a barrier to both equity and inclusivity. More than half of staff that identified a disability felt that they had been marginalised in the past 12 months.

Disability	n
Mental health	262
Pain	191
Chronic health condition	69
Hearing	65
Mobility	44
Memory	33
Vision	31
Learning	17
Dexterity	<10
Developmental	<10
Language	<10
Speech	<10



How often have you felt marginalized in the workplace because of your disability in the past 12 months?



⁴According to Statistics Canada, a person with a disability has a long term or recurring physical, mental, sensory, psychiatric or learning impairment and: 1. Considers themselves to be disadvantage in employment by reason of that impairment; 2. Believes than an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F4 Trustee Honoraria**
DATE: October 4, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy F4 Trustee Honoraria to all appropriate stakeholders for comments to be received by November 24, 2021.</p>
--

Background

Policy F4 Trustee Honoraria was approved by the Board in September 2017 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Next Steps

This Policy will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



POLICY

F4

Trustee Honoraria

Board Received: September 25, 2017 Review Date: October 2021

Policy Statement:

The Grand Erie District School Board is committed to providing, in a transparent, public way, fair levels of honoraria for Board Members in accordance with Ministry regulations.

Accountability

1. Frequency of Reports – Annual
2. Criteria for Success – Compliance with Ministry Regulation 357/06

Definitions

~~ADE: The average daily enrolment for the fiscal year that ends in the year in which the term of office begins.~~

Term of Office: A year of a member's term of office ~~begins on December 1 and ends on the following November 30th, as described in the~~ shall be set in accordance with the Ontario Education Act, specifically Ontario Regulation 357/06 "Honoraria for Board Members".

Procedures:

1. Trustee honoraria calculations shall be updated annually prior to ~~December~~ November 1st. Honoraria calculations shall be updated by October 15th in an election year.
2. The Honorarium for Trustees of the Grand Erie District School Board, excluding student trustees, a member of the Grand Erie District School Board for any year of their term of office shall consist of the following components:
 - a. The base amount for the year;
 - b. The enrolment amount for the year; and
 - ~~2.~~ c. The distance amount for the year

Base Amount

1. ~~Each member of the Board, for each year of their term of office, beginning December 1, 2006, shall receive the base amount of five thousand nine hundred dollars (\$5,900.00).~~
2. ~~For each year of the term of office beginning on or after December 1, 2010, the base amount calculated for the first year of the previous term of office, increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada for the period between, i. July 1 of the calendar year in which the previous term started, and~~

~~ii. June 30 of the calendar year in which the term of office starts~~

~~3. The chair shall receive the base amount plus five thousand dollars (\$5,000.00).~~

~~4. The vice chair shall receive the base amount plus two thousand five hundred dollars (\$2,500.00).~~

Enrolment Amount

~~1. The enrolment amount shall be calculated as follows:~~

- ~~• \$1.75 times the ADE enrolment (see definitions) divided by the number of Trustees.~~

~~2. The enrolment amount for the chair shall be calculated as follows:~~

- ~~• The enrolment amount (see above) plus \$0.05 times the ADE enrolment with a minimum amount of five hundred dollars (\$500.00) and a maximum amount of five thousand dollars (\$5,000.00).~~

~~3. The enrolment for the vice chair shall be calculated as follows:~~

- ~~• The initial enrolment amount plus \$0.025 times the ADE enrolment with a minimum amount of two hundred and fifty dollars (\$250.00) and a maximum amount of two thousand five hundred dollars (\$2,500.00).~~

Distance and Attendance Amounts

~~1. The distance amount as set out in Regulation 357/06 does not apply to the Grand Erie District School Board.~~

~~2. The attendance amount as set out in Regulation 357/06 will not be included as a component in the determination of Trustee honoraria.~~



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary
FROM: Jennifer Tozer, Superintendent of Human Resources
RE: **HR118 Occasional Teacher Evaluation**
DATE: October 4, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure HR118 Occasional Teacher Evaluation to all appropriate stakeholders for comments to be received by November 24, 2021.</p>
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Background

Procedure HR118 Occasional Teacher Evaluation was approved by the Board in September 2017 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources



PROCEDURE

HR118

Occasional Teacher Evaluation

Board Received: September 25, 2017

Review Date: October 2021

Accountability:

1. Frequency of Report - As needed
2. Criteria for Success - All occasional teachers participate in an evaluation
 - Occasional teachers improve teaching/learning through the evaluation process

Procedures:

1. Purpose

The Occasional Teacher Evaluation is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the principal on their teaching practice and to increase confidence in the publicly funded education system. Principals and vice-principals have the responsibility to ensure that the quality of education in the classrooms of the system is of high calibre. The Performance Appraisal process in place aims to assist the regular classroom teacher in achieving a high standard of professional competence. It is essential that all occasional teachers in charge of a class should receive the same assistance and monitoring to maintain a consistently high level of effectiveness.

2. Expectations

In order to ensure the effectiveness of occasional teachers, expectations have been established. These expectations are consistent with those of contract teachers. Occasional teachers are expected to:

- a) perform the duties of the regular teacher, as outlined in the *Education Act* and the Regulations;
- b) arrive at the school, as outlined in the *Education Act* and the Regulations, to have sufficient time to become familiar with daily plans and supervision responsibilities, as outlined in the school timetable;
- c) prepare daily plans for the next day, if required;
- d) utilize appropriate classroom management strategies and implement disciplinary practices appropriate to the particular school and grade;
- e) carry out assignments left by the regular teacher or assigned by the principal, subject to the terms of the Collective Agreement;
- f) exhibit a professional approach in relationships with staff, students and parents;
- g) ensure that upon leaving the school, the room, assignments, etc., are in such condition that there will be minimal interruption for the students when the regular teacher returns;
- h) utilize appropriate instructional strategies;
- i) provide at all times for the safety of the students and take all necessary steps to prevent injury;
- j) contact parents/guardians, if necessary, in consultation with the classroom teacher, if available, or principal.

In addition, long-term occasional teachers are also expected to:

- k) participate in the ongoing operation of the school (committee meetings, staff meetings, school events, parent meetings);
- l) complete report cards and IEP's in co-operation with the classroom teacher, if available, LRT, and/or principal.

3. Basic Assumptions

The following are basic assumptions which can be made for the evaluation process:

- a) the observable indicators listed for each performance expectation are *possible* ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do *not all* need to be demonstrated during the teacher's assignment;
- b) principals/vice-principals will be expected to assist the occasional teachers in their schools;
- c) the classroom teacher should ensure that up-to-date seating plans and daily plans are available. If a lesson plan is not available, it is the principal's/vice-principal's responsibility to plan the day with the occasional teacher; the quality of work achieved by a casual occasional teacher may be affected by the regular teacher's plan and the material left to be covered;
- d) factors such as length of assignment, experience and qualifications should be considered by the evaluator;
- e) some occasional teachers are more suitable to work in certain schools or grades;
- f) some occasional teachers may be unsuitable for classroom work, and should not continue.

4. Evaluation Requirements

It is the responsibility of the principal to complete a minimum of one evaluation for every occasional teacher in their first long-term assignment of four (4) months or more in duration.

A Principal may conduct additional evaluations at the request of the occasional teacher, or if the principal, in consultation with a superintendent, considers it advisable to do so in light of the circumstances related to the occasional teacher's performance.

Casual occasional teachers shall have one evaluation completed during their first ten (10) months on the Occasional Teachers' Roster.

5. The Evaluation Process

The evaluation of an occasional teacher can be initiated by:

- a) a principal/vice-principal of a school;
- b) the occasional teacher;
- c) a Superintendent of Education (Human Resources) or designate.

Principals must complete the Occasional Teacher Evaluation form (see Appendix A), which is to be used in conjunction with the procedure.

The timing of the evaluation is at the discretion of the principal. Consideration should be given to the duration of the long-term assignment, the opportunity for the occasional teacher to adjust to the teaching assignment and the time required to complete the evaluation process. However, the complete evaluation process is to occur within the duration of the long-term assignment, including providing the completed Occasional Teacher Evaluation form to the occasional teacher.

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher.

Prior to the classroom observation, the principal and occasional teacher meet to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (e.g., classroom observation, planning records, and assessment and evaluation records). If there is more than one occasional teacher at the school who requires an evaluation, the principal may host one meeting with all such occasional teachers. The occasional teacher may request a one-on-one meeting with the principal in advance of the classroom observation to discuss items related to the evaluation that are specific to his or her evaluation.

The date of the classroom observation is pre-determined by both parties and recorded on the

Occasional Teacher Evaluation form.

Following the observation, the principal and the occasional teacher will meet to debrief the classroom observation, discuss the outcome of the evaluation and provide recommendations on areas for professional growth.

Copies will be distributed as follows:

- a) original to Human Resources for inclusion in the occasional teacher's personnel file;
- b) copy to school principal;
- c) copy to occasional teacher.

6. **Unsatisfactory Evaluations**

If an occasional teacher receives an "unsatisfactory" evaluation, the principal must provide clear evidence and suggest strategies for professional development. The principal must notify the teacher in writing of an unsatisfactory evaluation, provide assistance and allow reasonable time for professional growth to occur. Another occasional teacher evaluation process occurs when the occasional teacher requests it in a subsequent long-term occasional assignment of four (4) months or more, or where time allows for the occasional teacher to engage in some professional growth opportunities to address the area(s) needing improvement in the same long-term assignment of seven (7) months or longer.

If the nature of the performance is of such seriousness that it may result in disciplinary action up to and including removal from the Occasional Teachers' Roster, the occasional teacher will be informed that they may have Federation representation at the meeting.

**Grand Erie District School Board
Occasional Teacher Evaluation**

Occasional Teacher's Name (First and Last)		Principal's Name (First and Last)		Name of School	
Description of Occasional Teacher's Assignment		Term of Assignment (from yyyy/mm/dd to yyyy/mm/dd)			
Meeting and Classroom Observation Dates (yyyy/mm/dd)					
Overview:		Classroom Observation:		De-brief:	

Performance Expectations	Possible Observable Indicators (not exhaustive, not all indicators need to be demonstrated)	Outcome
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> Follows appropriate legislation, local policies and procedures with regard to student safety and welfare Ensures and models bias-free assessment Values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, gender identity, gender expression, sexual orientation, race, disability, age, religion, culture or similar factors Communicates information from a bias-free, multicultural perspective 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> Models and promotes the joy of learning Effectively motivates students to improve student learning Demonstrates a positive rapport with students Promotes polite and respectful student interactions Develops clear and achievable classroom expectations with the students 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> Demonstrates care and respect for students by maintaining positive interactions Addresses inappropriate student behaviour in a positive manner 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> Exhibits an understanding of the Ontario curriculum when teaching Presents accurate and up-to-date information Demonstrates subject knowledge and related skills 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> Applies knowledge about how students develop and learn physically, socially and cognitively Chooses pertinent resources for development of instruction Organizes subject matter into meaningful units of study and lessons Uses a clear and consistent format to plan and present instruction Uses a variety of effective instructional strategies Models and promotes effective communication skills Uses instructional time in a focused, purposeful way 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>

Performance Expectations	Possible Observable Indicators (not exhaustive, not all Indicators need to be demonstrated)	Outcome
	<ul style="list-style-type: none"> Assists students to develop and use ways to access and critically assess information Uses available technology effectively 	
Comment (optional):		
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> Shapes instruction so that it is helpful to all students, who learn in a variety of ways Responds to learning exceptionalities and special needs outlined in the IEP by modifying instructional and assessment strategies to ensure needs of special students are met 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Utilizes a variety of evidence-based assessment and evaluation strategies	<ul style="list-style-type: none"> Uses a variety of techniques to report student progress Engages in meaningful dialogue with students to provide feedback during the teaching/learning process Gathers accurate data on student performance and keeps comprehensive records of student achievement Uses a variety of appropriate assessment and evaluation techniques Uses ongoing reporting to keep both students and parents informed and to chart student progress 	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Summary Comments:		

Outcome of Evaluation

<input type="checkbox"/>	Satisfactory	Recommendations for Professional Growth:
<input type="checkbox"/>	Unsatisfactory	

Principal's Signature (My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation Procedure)

Date:
yyyy/mm/dd

Occasional Teacher's Signature (My signature indicates the receipt of this evaluation)

Date:
yyyy/mm/dd

Occasional Teacher's Comments on the Evaluation (optional):



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: D. Werden, Trustee – OPSBA Director
C.A. Sloat, Trustee – OPSBA Alternate Director
RE: **OPSBA Report**
DATE: October 4, 2021

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

Notes from September 25, 2021 Board of Directors meeting

Finance update

Lots of memos to keep business services busy

- <https://efis.fma.csc.gov.on.ca/faab/Memos.htm>
- SB18 – school boards have a lot of PPE in stock and will have to do inventory and report to the ministry
- B18 – federal money for COVID-19 relief
The Ontario Ministry of Infrastructure and Infrastructure Canada recently amended the Integrated Bilateral Agreement (IBA) for the Investing in Canada Program (ICIP) – which provides for up to two additional years for completion timelines - December 31, 2024 for approved projects designated as rural and December 2023 for all other approved projects under ICIP-CVRIS.

There will also be less reporting with these projects – down to semi-annually

No news on capital projects

Legislative update

Trustee Code of Conduct consultations 2021

- The Ministry of Education has announced its plans for Code of Conduct consultations. There is an online public survey
<https://www.ontario.ca/page/consultation-strengthening-accountability-school-board-trustees>
with 9 questions and a regulatory posting
<https://www.ontariocanada.com/registry/view.do?postingId=38892&language=en>
that includes the minimum components in any future regulation. Both have feedback deadlines of November 1, 2021. OPSBA is encouraging all trustees to complete the online survey as it includes questions about the minimum components and the use of an Integrity Commissioner. OPSBA's President, Executive Director, and senior staff will be attending an October stakeholder meeting and the Policy Development Work Team will be responding with an official submission to the online survey and regulatory posting. This will be done with legal counsel support and advice.

Program summary

Specialist High Skills Major (SHSM) – Non-Profit - Education Stream

The OPSBA Director of Program Policy met with Ministry of Education staff responsible for SHSMs to explore creating an education stream within SHSMs. There was strong Ministry staff interest and support in pursuing an education stream, not as a separate sector, but under an existing SHSM sector.

Key elements behind the proposal are:

- To encourage students of different lived experiences to consider teaching as a career option, thereby ensuring that our future teachers reflect our communities
- To encourage students, especially in the north, rural and remote areas to pursue teaching so that they remain in their home communities
- To intentionally focus on Core French, French Immersion and extended French students as a separate SHSM
- To regularly identify subject areas that require more qualified teachers (e.g., technology, mathematics, science etc.) and adjust mentoring of students accordingly
- To develop partnerships with universities and colleges to develop direct pathways into post-secondary faculty of education and ECE programs.

OPSBA assembled a writing team of SHSM leads from across the province to draft a proposal over the summer. There will be a slight lag in implementation as these new streams will need to be marketed and made available to students in 2022-23 course calendars.

- Three education streams have been proposed:
 - SHSM Non-Profit in Education
 - SHSM Non-Profit in Education, French Immersion and Extended French
 - SHSM Non-Profit with a Minor in Education

All four pathways have been incorporated into each stream including apprenticeship, world of work, college and university which is essential for a SHSM. In this way school boards can encourage students to pursue ECE, education worker and teacher roles

Equity, Diversity, and Inclusion Audit

Turner Consulting Group's Equity Audit of OPSBA has completed, with Tana Turner presenting her final report to the Board of Directors. In the interim, the Association has posted for the position of an Equity, Diversity, and Inclusion Advisor to provide support to the Association.

The Board of Directors passed a motion recommending:

That the OPSBA Equity, Diversity and Inclusion Audit be referred to Project Compass, Indigenous Trustees' Council, OPSBA Work Groups, OPSBA-OSTA Liaison Committee and Staff for further immediate consideration and/or implementation by the Board of Directors (BOD) meeting in April 2022 that Appendix A (of the report), summary of recommendations, be added as a standing item with tracking on BOD agendas until all supported recommendations are fully implemented.

Future Events

Due to the logistics and time that would be required the decision has been made to host PES in January 2022 online only. There will be more presentations through the OPSBA speakers series. These were well subscribed last winter. More details to follow

Respectfully submitted,

D. Werden, Trustee – OPSBA Director
C.A. Sloat, Trustee – OPSBA Alternate Director