



# Regular Board Meeting

Monday, January 24, 2022

MS Teams Virtual Meeting

## AGENDA

- A - 1 **Opening**
  - (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session **(6:30 p.m.)**
    - (i) Personnel Matters
    - (ii) Legal Matters
    - (iii) Property 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 J. Roberto
  - (i) Lead Learn Inspire Award
  
- B - 1 **Approval of Minutes**
  - \* (a) December 13, 2021 (Inaugural Board)
  - \* (b) January 10, 2022 (Committee of the Whole Board)
  
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
  - \* (a) F4 Trustee Honoraria Report J. Roberto
  
- D - 1 **Director's Report**
  - (a) Director's Highlights J. Roberto
  - (b) Leading and Learning in a Pandemic
  
- E - 1 **Student Trustees' Report**
  - \* (a) Student Trustees' Report Student Trustees
  
- F - 1 **Committee Reports**
  - \* (a) Committee of the Whole Report –January 10, 2022 C. VanEvery-Albert
  
- G - 1 **New Business**
  - \* (a) Major Construction Update (FT2) R. Wyszynski
  - \* (b) Contract Award – Roofing at Cayuga SS R. Wyszynski
  - \* (c) Contract Award – Roofing at Dunnville SS R. Wyszynski
  
- H - 1 **Other Business**
  - \* (a) Joint Occupational Health & Safety Committee Minutes - December 16, 2021 R. Wyszynski
  - \* (b) Special Education Advisory Committee Minutes - November 18, 2021 L. Thompson
  - \* (c) Native Advisory Committee (NAC) Minutes (Draft) - December 2, 2021 K. Graham
  - \* (d) Indigenous Education Advisory Committee (IEAC) Minutes (Draft) - December 9, 2021 K. Graham
  - \* (e) Grand Erie Parent Involvement Committee (GEPIC) Minutes (Draft) - January 13, 2022 J. Roberto



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## AGENDA

I - 1 **Correspondence**

J - 1 **Adjournment**

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

Native Advisory Committee (NAC)	January 27, 2022	1:00 PM	MS Teams Virtual Meeting
Pre-Budget Review Meetings	February 1, 2022	5:30 PM	MS Teams Virtual Meeting
Quality Accommodation Committee (QAC)	February 3, 2022	2:00 PM	MS Teams Virtual Meeting
Committee of the Whole Board	February 7, 2022	7:15 PM	Board Room or Virtual
Indigenous Education Advisory Committee (IEAC)	February 9, 2022	6:00 PM	MS Teams Virtual Meeting
Privacy and Information Management Committee (PIM)	February 10, 2022	3:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	February 17, 2022	6:00 PM	MS Teams Virtual Meeting
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	February 24, 2022	9:00 AM	MS Teams Virtual Meeting
Chairs' Committee	February 28, 2022	5:45 PM	Brant Room or Virtual
Regular Board	February 28, 2022	7:15 PM	Board Room or Virtual
Pre-Budget Review Meetings	March 1, 2022	5:30 PM	MS Teams Virtual Meeting
Student Senate - #2	March 3, 2022	10:30 AM	MS Teams Virtual Meeting
Grand Erie Parent Involvement Committee (GEPIC)	March 3, 2022	6:30 PM	MS Teams Virtual Meeting
Committee of the Whole Board	March 7, 2022	7:15 PM	Board Room or Virtual
Native Advisory Committee (NAC)	March 10, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	March 10, 2022	6:00 PM	MS Teams Virtual Meeting
Audit Committee	March 22, 2022	4:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools (SIS)	March 24, 2022	1:00 PM	MS Teams Virtual Meeting
Quality Accommodation Committee (QAC)	March 24, 2022	2:00 PM	MS Teams Virtual Meeting
Chairs Committee	March 28, 2022	5:45 PM	Brant Room or Virtual
Regular Board	March 28, 2022	7:15 PM	Board Room or Virtual



# Inaugural Board Meeting

Monday, December 13, 2021

Board Room, Education Centre/MS Teams Virtual Meeting

## MINUTES

**Present:** Board Chair, S. Gibson, Board Vice-Chair, B. Doyle, G. Anderson, R. Collver, D. Dean, E. Dixon, 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- G. Santos Gould

**Regrets:**  
**Trustees:** Nil  
**Administration:** Nil

A - 1 **Opening**

(a) **Roll Call**

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

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

Nil

(c) **In Camera Session**

Moved by: E. Dixon  
Seconded by: T. Waldschmidt  
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, S. Gibson at 7:15 p.m.

(e) **Memorials**

Nil

(f) **Chair’s Inaugural Address**

S. Gibson presented her Inaugural Address and shared her gratitude to staff, Trustees, the outgoing Chair, and students at Grand Erie District School Board.

(g) **Reading of Trustee Code of Ethics**

In accordance with Bylaw 28, Trustees read the Trustee Code of Ethics.

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

Presented as printed.

E. Dixon requested that a discussion regarding moving back to semesters be added to the agenda. S. Gibson noted this would be added as item G-1-j – Returning to Semesters.

Moved by: B. Doyle  
Seconded by: J. Richardson  
THAT the Agenda be approved as amended.  
**Carried**



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Board Room, Education Centre/MS Teams Virtual Meeting

### MINUTES

(i) **In Camera Report**

Moved by: E. Dixon

Seconded by: D. Dean

That the Grand Erie District School Board confirm the appointments to the respective elementary and secondary administrator pools.

**Carried**

(j) **Presentations**

Nil

(k) **Delegations**

Nil

B - 1 **Approval of Minutes**

(a) **Regular Board Meeting – November 22, 2021**

Presented as printed.

C. Kitchen requested an amendment to reflect his position more accurately on the Board returning to semesters.

Moved by: E. Dixon

Seconded by: C. VanEvery-Albert

THAT the Minutes of the Regular Board Meeting, held on November 22, 2021 be approved as amended.

**Carried**

(b) **Nomination Meeting – December 6, 2021**

Presented as printed

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Minutes of the Nomination Meeting, held on December 6, 2021 be approved.

**Carried**

(c) **Organizational Meeting – December 6, 2021**

Presented as printed.

Moved by: C. A. Sloat

Seconded by: E. Dixon

THAT the Minutes of the Organizational Meeting, held on December 6, 2021 be approved.

**Carried**



## Inaugural Board Meeting

Monday, December 13, 2021

Board Room, Education Centre/MS Teams Virtual Meeting

### MINUTES

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

Nil

D - 1 **Director's Report**

(a) **Draft Director's Annual Report – 2020-21**

J. Roberto presented the Draft Director's Annual Report for 2020-21, which can be found at [www.granderie.ca](http://www.granderie.ca). J. Roberto provided an overview of 2020-21 school year and extended thanks to educators and administrators who demonstrate a commitment to learning, well-being and belonging time and again.

C.A. Sloat requested a copy of the Director's Annual Report. J. Roberto will follow up with trustees about the request for printed copies.

Moved by: R. Collver

Seconded by: D. Doyle

THAT the Grand Erie District School Board receive the Draft Director's Annual Report – 2020-21 as information.

**Carried**

(b) **Director's highlights:**

J. Roberto noted that the free TD Books have arrived and are being distributed to Grade 1 students. The book depicts the strong bond between a grandmother and granddaughter celebrating diversity and family relationships.

C.A. Sloat referred to the Banbury daycare extension and questioned whether the scope of this project is expected to break the \$2 million threshold for policy FT1 – Major Construction Projects. and asked if there would be community consultation around the project before plans are made.

C.A. Sloat stated the school and community have already raised some funds and received Ontario 150 funding.

R. Wyszynski responded that construction projects that are over the \$2 million in funding will trigger a construction committee.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

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

**Carried**

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

J. Roberto reported that the Rapid Antigen Test Kit/PCR Take Home Kits will be distributed to all Grand Erie District School Board schools. In November, the Province announced a program to provide five rapid antigen tests to each student to take home and use, on a voluntary basis, over the winter break to help identify potential positive cases over this time. This process is expected to be completed by December 8. The test kits come in boxes of five kits each. Each student will receive one box.



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## MINUTES

C.A. Sloat asked if there have been any changes to the essential visitor/volunteers that are permitted in schools and noted that the Mayor of Brantford was recently in a Grand Erie school.

J. Roberto responded there have been no changes to the essential visitor/volunteers permitted in schools.

Moved by: E. Dixon

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Leading and Learning in the Pandemic Report of December 13, 2021 as information.

**Carried**

E - 1 **Student Trustees' Report**

Nil

F - 1 **Committee Report**

(a) **Striking Committee Report – December 06, 2021**

S. Gibson presented the Striking Committee Report.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the 2022 Trustee Statutory and Standing Committee Representation.

**Carried**

G - 1 **New Business**

(a) **Borrowing Authority**

Presented as printed.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board authorize the Signing Authorities of the Board to obtain loans at any one time up to a maximum of \$35,000,000 to cover current payrolls and general account payments, if required.

**Carried**

(b) **Signing Officers**

Presented as printed

Moved by: D. Werden

Seconded by: D. Dean

THAT

1. signing authorities for the Grand Erie District School Board, relative to General and Trust Accounts/Legal Documents/Contracts/Bank Loans shall be one of the Chair of the Board or the Vice Chair of the Board, together with one of the Director of Education & Secretary or the Superintendent of Business & Treasurer;



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### MINUTES

2. facsimile signatures of the Board Chair and Superintendent of Business & Treasurer shall be used for signing General Account cheques produced by the Board's financial accounting system.

**Carried**

(c) **Review of Borrowing Bylaws Not on Board's Review Schedule**

Presented as printed.

Moved by: C. A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Review of Borrowing Bylaws Not on Board's Review Schedule report as information.

**Carried**

(d) **2021-22 Revised Budget Estimates**

R. Wyszynski presented the 2021-22 Revised Estimates to the Board of Trustees and noted that although the estimates budget was balanced, it was developed with a great deal of caution amidst the uncertainty with COVID-19. He noted the revised budget being presented was a result of careful and prudent financial coordination over the past 18 months. The 2020-21 financial year end saw a modest surplus for the Board and included various deferred revenues in Special Education, Student Success, Specialist High School Major, and Rural and Northern Education Fund (RNEF).

The Senior Administration presented highlights of the proposed expenditures, their alignment to the Strategic Plan, and how these investments will benefit our system and school communities.

R. Collver congratulated all principals, and all who worked hard to re-engage students and noted that she was proud to see many students return to Grand Erie. R. Collver requested clarification on the \$10.4 million increase to revenue. R. Wyszynski responded, yes, these additional revenues will support the investments that are proposed in this report.

R. Collver asked about the discussion and decision-making process for determining the allocation of funds, as the Board of Trustees was not part of the conversation. R. Wyszynski responded that this year Grand Erie saw higher student enrollment and a process was undertaken to identify and evaluate the competing needs.

C. A. Sloat asked about credit cards for school cash online and is this a further upgrade from what we are currently doing, since it is available to parents currently and further asked was the money spent. R. Wyszynski responded yes; we realize that with the sunset of MyWallet, a cashless option was required for parents. This was implemented in early October and is currently in place at all schools.

C.A. Sloat asked for clarification on the \$300,000 allocated for new financial software and asked if there will be other costs associated with this. R. Wyszynski replied that the \$300,000 represents an initial investment and provided clarification on what that entails.



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### MINUTES

R. Collver and C.A. Sloat expressed concerns about the additional staff added to the budget and asked if they were funded. R. Wyszynski explained that there are contingencies in place that will offset these costs.

C.A. Sloat asked for clarification around a job posting for 10 fulltime Long Term Occasional Teachers and asked if these positions were included in the changes. J. Tozer noted that these positions are funded through the current casual accounts due to unfilled positions.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the 2021-22 Revised Budget Estimates for submission to the Ministry of Education.

**Carried**

(e) **Contract Award - Data Center Renewal**

R. Wyszynski referred to Data Center Renewal Report and noted that computer equipment in the Data Center has an operational life of 5 years. The computer servers and storage arrays in the Data Center should be replaced as the existing technology nears end-of-life and becomes unsupported from a service perspective. To address this, new computer servers and storage arrays should be installed by March 2022.

C.A. Sloat questioned why the contract did not go to tender. R. Wyszynski explained that the vendor has been approved by the Ministry of Government and Consumer Service (MGCS) which allows us to take advantage of provincial coordinated tenders.

T. Waldschmidt asked about the potential disruption to supply chain and if that would affect the IT? R. Wyszynski responded that is expected with all aging equipment and ITS will have a plan in place for those scenarios.

C. A. Sloat asked if the Board has previously received a report to plan for major expenditures like this? R. Wyszynski noted that \$278,000 was set aside in the budget as a contribution to the IT reserve every year. However, given that the Board is able to take advantage of additional funding for connectivity, the \$278,00 can be redirected towards the purchase of a new Data Centre.

Moved by: E. Dixon

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the purchase of a new Data Centre from Compugen in the amount of \$556,197.49 plus HST.

**Carried**

(f) **Ryerson Holding Boundary Modifications**

R. Wyszynski provided an overview of the Ryerson Holding Boundary Modifications Report, which included background information as well as information that was included in Appendix A of the report.





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### MINUTES

C. A. Sloat noted that Ryerson Holding Boundary Modifications used to be posted on the Board website, but this is no longer the case. R. Wyszynski noted that this information is included in the registration letter that requires signature from parents.

C.A. Sloat recommended that Communications post the information on the website in case letter is misplaced.

G. Anderson recommended having the Communications Manager notify the brokers and real estate agents in the area that the new school will not be ready for 4 years, to avoid parents moving into the area expecting to go to a school that will not be ready.

C.A. Sloat recommended an annual reminder for parents, that they are in a holding school and acknowledged that, while it is a complex plan, she has concerns that it is taking 4 years for the new Southwest Brantford school to be built. R. Wyszynski responded that the team is working as fast as they can.

C.A. Sloat asked about the meeting for the Branlyn/Banbury boundary review and was told it was not part of this report. R. Wyszynski noted that he anticipates a meeting to be held in January 2022.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the redirection of Shellard Lane holding boundary from Ryerson Heights Elementary School to Agnes G. Hodge Public School effective January 3, 2022.

**Carried**

#### (g) **Returning to Semesters**

E. Dixon expressed concern regarding secondary students returning to semesters noting she has received numerous inquiries and concerns from students, families, and networks, on this matter.

K. Graham highlighted some of the reasons why the decision was made to return to semesters and added that these will also be included in the communications being prepared.

- Quadmester were not intended to be permanent as they were designed to minimize mixing of students during the pandemic.
- The Ministry of Education and local the Public Health Units support the return to a valid structure that supports mental health, as well as the consolidation of learning over a longer period of time. There has been a sequenced progression of change and improvement to learning environments over the past months, from online only, to quadmester in person, and now an opportunity to move back to what educators and researchers believe is a better model, and what parents and students have been broadly asking for across the province.
- Assessment models will remain the same, learning support while focusing on building relationships



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### MINUTES

G. Anderson noted that he supports Sr. Administration's decision to return to semesters and he felt bad for the students.

R. Mitchell spoke on behalf of students and added that students disagree with this decision and are being directly impacted. R. Mitchell has received countless inquiries why this decision was made and suggested that students receive further communications to clarify the reasons behind the decision.

C.A. Sloat requested it be noted and communicated that the Board of Trustees did not make this decision as this an operational decision.

K. Graham spoke about next steps and gathering more student voice. In terms of creating a smooth transition to the second half of the semester, plans will be finalized as soon as everyone returns from the winter break.

C. VanEvery-Albert noted this directive came from the Ministry of Education and local Public Health Units.

R. Collver explained that the Ministry of Education did not direct the return to semesters but gave school boards the opportunity to do so if they wanted to. R. Collver thanked K. Graham for his work with the student trustees and thanked the students for lobbying for their group.

R. Mitchell recognized that everyone in the room represents the students at the end of the day and asked that everyone consider students first as the basis of decision making.

#### H - 1 **Other Business**

##### (a) **Special Education Advisory Committee Minutes - October 21,2021 Approved**

Presented as printed

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – October 21, 2021 as information.

**Carried**

##### (b) **Joint Occupational Health & Safety Committee Minutes - November 18, 2021**

Presented as printed.

C. A. Sloat asked for clarification around the Terms of Reference for the Joint Occupational Health & Safety Committee (JOHSC) and noted that when the new Terms of Reference came to the Board in 2017 for approval, as a multi workplace JOHSC. C. A. Sloat noted that the Terms of Reference have not been brought forward to the Board although there were changes made and asked if further changes should come to the Board for approval? R. Wyszynski responded that he would look into the approval requirement.



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## MINUTES

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Joint Occupational Health & Safety Committee Minutes - November 18, 2021 as information.

**Carried**

- (c) **Privacy and Information Management Committee (PIM) - November 25, 2021 Draft**  
Presented as printed.

C. A. Sloat requested that training be provided on Cyber Security. L. Munro noted that she will take it back for review.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Privacy and Information Management Committee (Draft) - November 25, 2021 as information.

**Carried**

- (d) **Safe and Inclusive Schools (SIS) Committee Minutes - November 18, 2021**  
Presented as printed.

R. Collver requested an invitation to trustees to learn about Restorative Justice, Indigenous Ways of Knowing, Talking Circles and Choice Theory and Cultural Safety.

Moved by: D. Werden

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Safe and Inclusive Schools Committee Minutes (Draft) - November 18, 2021 as information.

**Carried**

- (e) **OPSBA Report**  
C.A. Sloat referred to the OPSBA Report provide high-level overview.

Moved by: D. Werden

Seconded by: J. Richardson

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

**Carried**

- (f) **Student Senate Committee Minutes Draft - November 18, 2021**  
J. Roberto called on R. Mitchell to speak to the minutes. R. Mitchell referred to the Student Senate Committee Minutes from November 18, 2021 and provided an overview. R. Mitchell noted an upcoming Student Leadership Speaker Series with Dr. Clinton.

R. Collver asked, who will be attending the Dr. Clinton series. R. Mitchell responded the Student Senate members will be attending.



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Board Room, Education Centre/MS Teams Virtual Meeting

### MINUTES

Moved by: T. Waldschmidt

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Student Senate Committee Minutes (Draft) - November 18, 2021 as information.

**Carried**

I - 1 **Correspondence**

Nil

J - 1 **Adjournment**

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the meeting be adjourned at 8:52 p.m.

**Carried**

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Board Chair, S. Gibson



# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

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

**Administration:** Director: J. Roberto, Superintendents: W. Baker, K. Graham, L. Munro, A. Smith, L. Thompson, J. Tozer, R. Wyszynski, Recording Secretary: C. Dero

**Regrets:**

**Trustees:** R. Collver, J. Richardson, T. Waldschmidt

**Administration:** Nil

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Committee Vice-Chair, C. VanEvery-Albert at 6:30 p.m.

C. VanEvery-Albert noted that J. Richardson and T. Waldschmidt sent regrets. R. Collver was not present.

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

Nil

(c) **In Camera Session**

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 6:32 p.m.

**Carried**

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

The Public Session meeting was called to order by Committee Vice-Chair C. VanEvery-Albert at 7:29 p.m.

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

C.A. Sloat requested an addition to the agenda. New Business – F-1-b Board Bylaws.

Moved by: D. Werden

Seconded by: G Anderson

THAT the Agenda be approved as amended.

**Carried**

(f) **In Camera Report**

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the Joint Use of Facilities Agreement between the Board and The City of Brantford.

**Carried**



# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

(g) **System Showcase**

L. Munro introduced that showcase, which highlighted the After School Intermediate Literacy/Numeracy program at Hagersville Elementary School.

S. Love and P. Kruis-Daly spoke to the pilot program, that provides an opportunity to support literacy and numeracy needs. The team met to identify student need and created a survey to identify interest. They partnered with Hagersville Secondary School for facilities use and transition planning and this created an excitement for learning. The first session was baking, and the language and numeracy lessons focused on reading and following recipes. The next session will focus on woodworking. Student learning was relevant, engaging, and meaningful.

Trustees thanked S. Love and P. Kruis-Daly for sharing this initiative and for engaging students and getting them excited about learning.

(h) **Delegations**

(i) **R. Hunter**

R. Hunter presented his delegation regarding masking for kindergarten students.

In response to a question from a trustee, R. Hunter explained that his daughter currently attends Montessori school and is required to wear a mask, but if the policy was changed, he would consider enrolling her in a Grand Erie school.

Moved by: S. Gibson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the delegation by R. Hunter as information.

**Carried**

(ii) **Dr. M. Fulford**

C.A. Sloat called a point of order noting that the submission was received after the deadline on January 6, 2022, at noon in accordance to BL11,

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT Grand Erie District School Board hear the late delegation by Dr. M. Fulford.

**Carried**

Dr. Fulford presented her delegation regarding masking for kindergarten students.

D. Werden questioned some of the data that was presented, and Dr. Fulford clarified that while there are very real post infectious syndromes that occur, she is uncertain if the rate is higher than any other infection.

In response to a question from S. Gibson, Dr. Fulford explained that the main detrimental effects of masking young children are seen in learning, but the difficulty is that the data lags.



## Committee of the Whole Board Meeting

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### MINUTES

S. Gibson asked if there are any studies related to the rate of transmission to staff, parents/grandparents etc... that might be impacted by students not wearing masks. Dr. Fulford referenced several pre-Omicron or pre-vaccination studies.

Moved by: G. Anderson

Seconded by: D. Werden

THAT Grand Erie District School Board receive the delegation by Dr. M. Fulford as information.

**Carried**

#### B - 1 **Business Arising from Minutes/Previous Meetings**

Nil

#### C - 1 **Director's Report**

##### (a) **Director's Highlights**

J. Roberto highlighted the following:

- January is Kindergarten registration month and the deadline for French Immersion is February 4, 2022.
- January 17, 2022 is a PA Day for Elementary Educators for the purpose of student assessment and evaluation.
- The BCI-Laurier program has provided positive experiential learning opportunities for students over the years. Superintendents Kevin Graham, April Smith have been in consultation with Laurier to provide learning opportunities to new Grade 9 students, to with Ministry of Education direction towards de-streaming for September 2022.
- The Ontario Teachers Federation and the government have come to agreement on the extension of working days for retirees from 50 to 95 days. This lasts until June 30, 2022, and only applies to retirees filling in as teachers and principals/vice principals.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Director's Report of January 10, 2022 as information.

**Carried**

In response to questions from G. Anderson, J. Roberto explained that current students that are enrolled in the BCI-Laurier Program will continue, but the opportunity to expand the program is in early stages to align with destreaming for grade 9 students.



# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

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

J. Roberto provided the following updates:

- The option for staff boosters is available through the provincial mass vaccination clinic at the International Centre, located at 6900 Airport Road in Mississauga.
- Students with special education needs that can not be supported remotely begin in-person learning on January 11, 2022.
- N95 masks have arrived and are being distributed to all schools.
- New updates have been made to the COVID-19 school and childcare screening tool and the COVID-19 screening tool for employees and essential visitors in schools and child care settings. These changes are reflected on Ontario.ca/School Screening tool that staff and students are required to complete before coming to a Grand Erie facility.
- The Province has sent 45 additional HEPA filters to Grand Erie. The focus is on placing the additional units in self contained classes and areas of higher occupancy.

In response to a concern raised by C.A. Sloat about supporting students that are struggling based on a call she received, J. Roberto explained that there has been a focus on the learning lift and Superintendents, along with staff, have been working to support this. J. Roberto stated that parents who have concerns should be brought forward to schools and or superintendents so students can continue to be individually supported.

G. Anderson asked about supports that are in place for students who have been working remotely.

J. Roberto noted that one of the focuses of the Annual Learning and Operating Plan is early intervention. A. Smith explained that Grand Erie has invested in coaching supports and has built a learning system that helps educators find where kids sit with their reading and math skills while ensuring a culture of well-being. If there are individual needs, parents are encouraged to contact the classroom teacher and the school team because they will be able access central supports.

In response to a comment that was made about schools not following the outdoor masking guidelines, C.A. Sloat asked if schools are reminded of the process. J. Roberto noted they haven't been in school since December and superintendents will follow-up.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Leading and Learning in a Pandemic report of January 10, 2022 as information.

**Carried**





# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

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

#### (a) Education Services Agreement Annual Reports

- (i) Report to Indigenous Services Canada (ISC) and Six Nations of the Grand River
- (ii) Report to Mississaugas of the Credit First Nations

K. Graham presented the reports and outlined Grand Erie's commitment to reconciliation and improving education outcomes for all First Nations, Métis, and Inuit students.

K. Graham highlighted many items from the reports, including transition activities, annual events, community-based education programs, achievement data, credit accumulation, and data for the current school year. Next steps moving forward include delivering Indigenous courses that allow students to see themselves in their learning, authentic learning with Indigenous peoples, communities and perspectives, professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action, and a tracking tool to follow every student from grade 9 to graduation.

J. Roberto thanked staff for their dedicated effort as the team across the district. The improvement in quad one shows that the strategies that have been put in place are outstanding. J. Roberto added that she is personally and professionally dedicated to Indigenous student success.

C.A. Sloat asked for clarification about the age guidelines for the School College Work Initiatives program. K. Graham will verify this.

In response to a question from C.A. Sloat about Policy P02. K. Graham will review in the report.

Moved by: S. Gibson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Indigenous Services Canada (ISC) and Six Nations of the Grand River Report as information and forward it to Indigenous Services Canada and Six Nations of the Grand River.

**Carried**

Moved by: E. Dixon

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Mississaugas of the Credit First Nation – Education Services Agreement Report as information.

**Carried**



# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

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

(a) **Category III Trips (SO15)**

Presented as printed.

Moved by: E. Dixon

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Category III Trips report as information.

**Carried**

(b) **Grand Erie Learning Alternative (GELA) Annual Report**

Presented as printed.

In response to a question from C.A. Sloat about a decrease in the number of summer school credits, K. Graham and L. Munro explained that while there could be several reasons for this.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Grand Erie Learning Alternatives (GELA) Annual Report as Information.

**Carried**

(c) **Enrolment vs Capacity by School Report**

Presented as printed.

Several trustees expressed concerns over secondary enrollment numbers dropping and noted the importance of programs like the After School Program at Hagersville Elementary School that get students excited about high school, and strategies that help retain students.

S. Gibson asked what is being done about schools that are over 100% capacity.

R. Wyszynski responded that schools with high excess spaces are being looked at through Quality Accommodations.

L. Munro noted that there is a Transition Committee in place, and A. Smith added that Grand Erie has Transition Teachers who work on the Student Success Team. These teachers bring the perspective of the secondary experience to the grade 7 and 8 classes through experiential learning and other activities.

J. Roberto added that student voice plays an important role in this and suggested that Student Trustees share any additional suggestion regarding the Grade 8 to 9 transitional components.



# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

Moved by: S. Gibson

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Enrolment vs Capacity report as Information.

**Carried**

(d) **Quarterly Budget Report (F2)**

Presented as printed.

D. Werden asked for clarification about how the revenue/expenditure for administration balances.

R. Wyszynski provided examples of how this is supplemented with other programs and added that this can be shared as part of the year end package.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the three months ended November 30, 2021 as information.

**Carried**

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

(a) **F4 Trustee Honoraria**

Presented as printed.

C.A. Sloat expressed concern that the Accountability/Criteria section has been removed from this and other policies and added that she doesn't believe that linking to the Ministry document is sufficient.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT Grand Erie District School Board refer Policy F4 Trustee Honoraria to Senior Administration to review the required elements of Regulation 357/06.

**Defeated on a 4-4 tie**

S. Gibson asked for clarification about the attendance allowance for trustees who attend statutory committees. R. Wyszynski explained that this is an option that can be activated by trustees if they chose.

C.A. Sloat noted that Ont. Reg. 357/06 requires that the Board makes a statement on the attendance allowance, so this policy is in violation of the Regulation.

D. Werden added that he will investigate this further prior to the Board meeting to make sure the policy doesn't contravene the Education Act.

J. Roberto explained that the intent of the link was to ensure it was current with the legislation. A legislation link is not success criteria.



# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

Moved by: S. Gibson  
Seconded by: D. Werden  
THAT the Grand Erie District School Board approve to continue past 10:00 p.m.  
**Carried**

Moved by: D. Werden  
Seconded by: B. Doyle  
THAT the Grand Erie District School Board approve Policy F4 Trustee Honoraria.  
**Carried**

(b) **HR118 Occasional Teacher Evaluation**

Presented as printed.

C.A. Sloat noted leaving strikethroughs when removing text and a retention statement on the document would be helpful.

Moved by: G. Anderson  
Seconded by: B. Doyle  
THAT the Grand Erie District School Board receive Procedure HR118 Occasional Teacher Evaluation as information.  
**Carried**

(c) **P-01 Service Provision for Students Special Education Needs**

L. Thompson presented the revised policy and suggested that, because there has been such a large change to the policy, that it be circulated for comments to be received by Feb 24, 2022.

C.A. Sloat asked for clarification around the statement about governance and noted that there are no accountability or procedures embedded in this policy.

D. Werden noted that Board decisions are made in public session as per the Education Act, and a decision related to governance has not been made at the Board table and wanted it removed from the policy.

J. Roberto explained it was noted in the cover page of the policy and this will be reflected in the next report when it comes back from comment.

Moved by: B. Doyle  
Seconded by: E. Dixon  
THAT the Grand Erie District School Board forward Policy P-01 Service Provision for Students with Special Education Needs to all appropriate stakeholders for comment to be received by February 24, 2022.  
**Carried**



# Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

## MINUTES

(d) **SO121 Request to Attend a School Outside the Home School Area**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Procedure SO121 Request to Attend a School Outside the Home Area to all appropriate stakeholders for comments to be received by February 24, 2022.

**Carried**

F - 1 **Other Business**

(a) **OPSBA Report**

C. VanEvery-Albert reminded trustees that last spring they received a paper called Transitioning from the COVID-19 Experience. Trustees were invited to participate in discussions in the Fall of 2021. C. VanEvery-Albert added that she made a submission on behalf of Indigenous Trustees Council. Following those discussions, a paper has been put forward called *The OPSBA Submission Regarding 2022-23 Education Funding and the GSN (Grants for Student Needs)*, can be found in the Board package. If there is any further discussion on this C. VanEvery-Albert will share it with trustees.

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the January 10, 2022 OPSBA report as information.

**Carried**

(b) **Board Bylaws**

C.A. Sloat raised concerns regarding Bylaw 5 Provision 3 a) 12, that states that a quarterly report of all grievances will be provided to the Board at the Committee of the Whole meeting during the In Camera session, and noted that this did not happen in camera tonight.

J. Tozer explained that this is a Final Stage Grievance Report, and the final stage grievances were submitted to the Board for review this evening.

J. Tozer recognized that this report is different from the previous reports that have been received. The items on the report are all at the final stage.

D. Werden noted that the Board has been receiving a report of all grievances for many years and added that he doesn't believe that the Education Act is being contradicted by trustees seeing all grievances. D. Werden expressed concern that there is a different interpretation of the Bylaw now.

J. Roberto indicated that the final stage grievances are the grievances that trustees are involved in versus the lower stage grievances. J. Roberto added that she can request a formal legal opinion on this item.



**B-1-b**

## Committee of the Whole Board Meeting

Monday, January 10, 2022

6:30 p.m.

MS Teams Virtual Meeting

### MINUTES

D. Werden requested that a trustee representative be present for the legal opinion with the Director.

J. Roberto replied as Secretary to the Board that the legal opinion can be brought as an in-camera item so all trustees can be part of the discussion.

D. Werden replied that he did not think this was an in-camera item.

J. Roberto explained that it would be discussed in camera in as part of Personnel Matters as legal opinions are privileged and confidential.

G - 1 **Correspondence**  
(a) **Halton DSB December 16, 2021 Letter**

H - 1 **Adjournment**  
Moved by: C.A. Sloat  
Seconded by: B. Doyle  
THAT the meeting be adjourned at 10:26 p.m.  
**Carried**

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Committee of the Whole Board Vice-Chair, C. VanEvery-Albert



# Grand Erie District School Board

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TO: Trustees of the Grand Erie District School Board  
FROM: JoAnna Roberto, Ph.D., Director of Education and Secretary  
RE: **F4 Trustee Honoraria,**  
DATE: January 24, 2022

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<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy F4 Trustee Honoraria, as amended.
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## Background

Policy F4 Trustee Honoraria, was approved by the Board in September 2017, was identified for review and distributed to stakeholders for comment on October 4, 2021.

Comments were received by November 24, 2021 and a draft revised policy was presented, with responses to comments, at the January 10, 2022 Committee of the Whole.

Subsequent to the Committee of the Whole motion approving the draft policy, I have given it further review and consideration. I have concluded that the policy required further revisions to conform to legislative requirements. This revision is in accordance with the Director's authority under paragraph 3 of By-Law 16.

Staff intends to consider the attendance components during a 2022-23 budget review meeting.

Respectfully submitted,

JoAnna Roberto, Ph. D.  
Director of Education



# POLICY

F4

## Trustee Honoraria

**Board Received:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

### 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 [Regulation 357/06](#). [Trustee Honoraria calculations shall be updated annually prior to November 1<sup>st</sup> and by October 15<sup>th</sup> in an election year.](#)~~regulations.~~

### Trustee Honoraria Components:

1. [The Honorarium for Trustees of the Grand Erie District School Board, excluding student trustees, for any year of their term of office shall consist of the following components:](#)
  - a. [100% of the maximum base amount for the year;](#)
  - b. [100% of the enrolment amount for the year;](#)
  - c. [0% of the maximum allowable attendance amount; and](#)
  - d. [0% of the distance amount for the year.](#)

### References:

- O. Reg. 357/06: Honoraria for Board Members:  
<https://www.ontario.ca/laws/regulation/060357>





# Grand Erie District School Board

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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

RE: **Student Trustees' Report**

DATE: January 24, 2022

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## **Student Senate:**

On November 18<sup>th</sup> we held the first Student Senate meeting of the school year. We reviewed the all-new student senate with our senators. This included our new branding, structure, and expectations.

With this new structure came 3 working groups, which all met for the first time separately. There was 1 student from each secondary school on each working group.

### Environmental Sustainability:

In the Environmental Sustainability working group, I had started off with the importance of environmental sustainability from an Indigenous perspective and connections related to the Thanksgiving Address. We took the time to do some introductions and talk about their interests regarding environmental sustainability. I have discussed current community and global issues and changes that can be made that everyone can easily take part in to make a change for the future of our Mother Earth. The students were given a brainstorming activity on how they want to make a change to either promote or create a more sustainable school environment as well as what kind of projects would they like to start for their school to become a more sustainable environment. I went on to discuss with the students on different ideas for getting projects started and shared a template with them to help organize everything. We had talked about how recycling can be led by student volunteers and starting an Eco-club with various events that can led, as well as a program schools can sign up that'll help them build student involvement and leadership to create a more environmentally sustainable school. Things ended with one last discussion where students shared their ideas and what their schools are currently doing to create a more sustainable school environment.

### Student Leadership:

### Student Well-Being:

In the Student Well-Being working group, we took some time to get to know each other. There was an emphasis that we are a cohesive team representing the well-being of students at the board level. To get things started, we engaged in a fulsome discussion with topics including (but not limited to): What barriers they or their peers have experienced that have affected their well-being, and how everyone's individual school is supporting the well-being of their students. We also covered some initiatives that are in their preliminary stages so the senators can keep those topics and top-of-mind as they observe their school environments and the well-being of their peers. Since, we have all kept in touch outside of official meetings, so I can gather input from each school in the board to assist in our advocacy as situations arise that could impact the well-being of our students.

A round table was then conducted with all the senators. The following questions were asked, along with their respective responses:

- (i) What kind of fundraisers or drives are your schools planning in the future?
- |                                |                       |                            |
|--------------------------------|-----------------------|----------------------------|
| Food drive                     | Poinsettia fundraiser | Toy drive                  |
| Hat/mitten drive               | Canned food drive     | Orange Shirt Day,          |
| Movember fundraiser fundraiser | Gift card fundraiser  | Non-perishable items Fudge |
|                                | SPC cards             | Change drive               |
- (ii) With restrictions easing, what are some events that you have had at your school?
- |                                       |                       |
|---------------------------------------|-----------------------|
| Grade 9 Day                           | High school Challenge |
| Minute to Win It Challenge            | 12 days of Holidays   |
| Halloween games                       | Haunted House         |
| Photoshoot and contests               | Hallo-week            |
| Battle of the Grades Competitions     | Backpack Day          |
| Ontario Student Leadership Conference | Spirit Wear           |
- (iii) What is one thing that you love about your school and wouldn't change?
- How inclusive it is
  - The welcoming environment for Indigenous and LGBT students
  - A solid sense of community
  - A great breakfast program
  - The students love the support from staff that makes it a safe space
  - On garbage day we have students from each grade take their recycling bins out.
  - We support student voice through QR codes
- (iv) What do you think could be done better?
- School Council could do more
  - Recognize more religions and traditions from around the world
  - Better communication with the board to have clearer guidelines on activities during COVID
  - Have more talk about ECO Club and the environment
  - We hope to work on making all students feel like they have a voice
  - Inclusivity and more clearly labelling gender-neutral bathrooms

The meeting was adjourned.

On December 16<sup>th</sup>, the first Student Senate Leadership Series was held virtually. We invited Dr. Jean Clinton as our special guest. She has worked on many occasions with Grand Erie educators, administrators, and the greater community. She spoke about student wellness, the impacts of the last few years, along with ties to youth leadership. She provided incredibly interesting insights into how our brains work and how we can use this information to apply it to our leadership. She took numerous questions from our senators. It proved to be a great development opportunity. We look forward to the next leadership series in the spring.

### Students in the Pandemic:

Since November, a lot has changed for the students of Grand Erie. Between the return to semesters announced, increased case counts, and a last-minute switch to online learning, we have all had to adapt to the best of our ability. It is imperative that we support our students as much as we can. On behalf of the students of Grand Erie, we thank all of our educators, caretakers, support staff, and administration for their hard work and leadership.

**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

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TO: Trustees of the Grand District School Board  
FROM: Claudine VanEvery-Albert, Vice-Chair, Committee of the Whole Board  
RE: **Committee of the Whole Board Report**  
DATE: January 24, 2022

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the recommendations from the January 10, 2022 Committee of the Whole Board meeting as follows:

1. **In Camera Report**  
THAT the Grand Erie District School Board approve the Joint Use of Facilities Agreement between the Board and the City of Brantford.
2. **Delegation**
  - (i) THAT the Grand Erie District School Board receive the delegation by R. Hunter as information.
  - (ii) THAT the Grand Erie District School Board hear the late delegation by Dr. M. Fulford.
  - (iii) THAT the Grand Erie District School Board receive the delegation by Dr. M. Fulford as information.
3. **Director's Report**
  - (i) THAT the Grand Erie District School Board receive the Director's Report of January 10, 2022 as information.
  - (ii) THAT the Grand Erie District School Board receive the Leading and Learning in a Pandemic report of January 10, 2022 as information.
4. **Education Services Agreement (ESA) Annual Report**
  - (i) THAT the Grand Erie District School Board receive the Indigenous Services Canada (ISC) and Six Nations of the Grand River report as information and forward it to Indigenous Services Canada and Six Nations of the Grand River.
  - (ii) THAT the Grand Erie District School Board receive the Mississaugas of the Credit First Nation – Education Services Agreement report as information.
5. **Category III Trips**  
THAT the Grand Erie District School Board receive the Category III Trips report as information.
6. **Grand Erie Learning Alternative (GELA) Annual Report**  
THAT the Grand Erie District School Board receive the Grand Erie Learning Alternatives (GELA) Annual report as information.

7. **Enrolment vs Capacity by School Report**  
THAT the Grand Erie District School Board receive the Enrolment vs Capacity Report as information.
8. **Quarterly Budget Report**  
THAT the Grand Erie District School Board receive the Quarterly Budget Report for the three months ended November 30, 2021 as information.
9. **F4 Trustee Honoraria**  
THAT the Grand Erie District School Board approve Policy F4 Trustee Honoraria.
10. **HR118 Occasional Teacher Evaluation**  
THAT the Grand Erie District School Board receive Procedure HR118 Occasional Teacher Evaluation as information.
11. **P-01 Service Provision for Students Special Education Needs**  
THAT the Grand Erie District School Board forward Policy P-01 Service Provision for Students with Special Education Needs to all appropriate stakeholders for comments to be received by February 24, 2022.
12. **SO121 Request to Attend a School Outside the Home School Area**  
THAT the Grand Erie District School Board forward Procedure SO121 Request to Attend a School Outside the Home Area to all appropriate stakeholders for comments to be received by February 24, 2022.
13. **OPSBA Report**  
THAT the Grand Erie District School Board receive the January 10, 2022 OPSBA report as information.

Respectfully submitted,

Claudine VanEvery-Albert , Vice-Chair  
Committee of the Whole Board



# Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary of the Board  
 FROM: Rafal Wyszynski, Superintendent of Business  
 RE: **Major Construction Project Report**  
 DATE: January 24, 2022

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

## 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.

**Space:** New Construction

**Gross Square Feet:** To be determined

**Total Project Budget:** \$16,269,978

**Funding Source:** Capital Priorities

**Total Project Cost to Date:** \$9,443

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

**Architect:** To be determined

**General Contractor:** To be determined

### **Status:**

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. Grand Erie received the letter of intent from the City and Library in December 2021 and will forward the letter and the space template to the Ministry of Education in January 2022.

**Child Care Addition at Cobblestone Elementary School****Background:**

In March 2021, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to proceed with the project.

**Project Scope:**

The general scope of the project is to build an addition at Cobblestone Elementary School that will create a four room Child Care Program which will service 10 infants, 15 toddlers, 24 preschoolers and 15 spaces for a family hub centre.

**Space:** Addition

**Gross Square Feet:** 5,500

**Total Project Budget:** \$2,224,868

**Funding Source:** Capital Priorities

**Total Project Cost to Date:** \$0

**Total Project Forecast Cost:** \$ 2,224,868

**Architect:** to be determined

**General Contractor:** to be determined

**Status:**

Staff is developing a Request for Proposal to be release in January 2022 to select an architect for this project.

**Child Care Addition/Renovation at Banbury Elementary School****Background:**

In March 2021, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to proceed with the project.

**Project Scope:**

The general scope of the project is to build an addition and renovate the existing two child care rooms at Banbury Elementary School which will create a four room Child Care Program that will service 10 infants, 15 toddlers, 24 preschoolers and 15 spaces for a family hub centre.

**Space:** Addition/Renovation

**Gross Square Feet:** 5,500

**Total Project Budget:** \$2,182,082

**Funding Source:** Capital Priorities

**Total Project Cost to Date:** \$0

**Total Project Forecast Cost:** \$ 2,182,082

**Architect:** to be determined

**General Contractor:** to be determined

**Status:**

Staff is developing a Request for Proposal to be release in January 2022 to select an architect for this project.

**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: JoAnna Roberto, Director of Education & Secretary of the Board  
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
 RE: **Contract Award - Roof Rehabilitation at Cayuga Secondary School**  
 DATE: January 24, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at Cayuga Secondary School from **BML Roofing Systems Inc.** in the amount of **\$630,522 + HST.**

### Background

The Board issued Tender 2021-99-T on November 10, 2021 for roof rehabilitation at Cayuga Secondary School, with a closing date of December 13, 2021. The scope of the project focused on the rehabilitation of Roof Areas 103, 104, 106 and 208. Bids were received from nine (9) prequalified roofing contractors and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Atlantic Roofers Ontario Ltd.	\$584,000
Atlas-Apex Roofing Inc.	\$633,643
<b>BML Roofing Systems Inc</b>	<b>\$575,977</b>
Bothwell-Accurate Co. Inc.	\$644,395
Flynn Canada	\$605,800
Provincial Industrial Roofing	\$648,500
Roque Roofing Inc.	\$600,000
Schreiber Brothers Ltd.	\$613,865
Semple Gooder Roofing	\$638,800

### Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **BML Roofing Systems Inc.** being the lowest Bidder for the Stipulated Bid Price. This aligns with the amount estimated for this project presented in the capital budget. Details of the proposed purchase are as follows:

Description	Unit Cost
Roof Replacement Stipulated Bid Price	\$575,977
Upgrade warranty period from 20 to 25 years	\$4,800
Supply and install new aluminum strainer dome and clamp ring on Roof Area 203	\$275
Supply and install freestanding self-ballasted guard railing on Roof Area 106	\$49,500
<b>Total</b>	<b>\$630,552</b>

Respectfully submitted,

Rafal Wyszynski  
 Superintendent of Business and Treasurer







# Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary of the Board  
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
 RE: **Contract Award - Roof Rehabilitation at Dunnville Secondary School**  
 DATE: January 24, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the contract for the roof rehabilitation project at Dunnville Secondary School from **Schreiber Brothers Ltd.** in the amount of **\$913,825 + HST.**

### Background

The Board issued Tender 2021-98-T on November 10, 2021 for roof rehabilitation at Dunnville Secondary School, with a closing date of December 13, 2021. The scope of the project focused on the rehabilitation of Roof Areas 201, 202, 204 and 205.

Bids were received from nine (9) prequalified roofing contractors and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
Atlantic Roofers Ontario Ltd.	\$947,000
Atlas-Apex Roofing Inc.	\$998,487
BML Roofing Systems Inc	\$970,277
Bothwell-Accurate Co. Inc.	\$1,020,270
Flynn Canada	\$1,031,200
Provincial Industrial Roofing	\$1,100,150
Roque Roofing Inc.	\$988,370
<b>Schreiber Brothers Ltd.</b>	<b>\$899,985</b>
Seiple Gooder Roofing	\$1,070,500

### Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **Schreiber Brothers Ltd.** being the lowest Bidder for the Stipulated Bid Price. This aligns with the amount estimated for this project presented in the capital budget. Details of the proposed purchase are as follows:

Description	Unit Cost
Roof Replacement Stipulated Bid Price	\$899,985
Upgrade warranty period from 20 to 25 years	\$17,990
Remove existing and replace with new roof ladder with safety cage from wall of Roof Area 103 to 201	\$7,925
Remove existing and replace with a new roof ladder with safety cage from wall of Roof Area 208 to 202	\$5,915
<b>Total</b>	<b>\$913,825</b>

Respectfully submitted,

Rafal Wyszynski  
 Superintendent of Business and Treasurer







# Joint Occupational Health and Safety Committee

Thursday, December 16, 2021

10:30 AM

Microsoft Teams (Virtual)

## MINUTES

### Present:

#### Employer Representatives

Griffin Cobb	Secondary School Administration, Certified Member
Tom Krukowski	Facility Services
Lena Latreille	Business Services, Certified Member, Co-Chair
Wally Tymkiv	Elementary School Administration (Alternate)

#### Worker Representatives

Elizabeth Armstrong	CUPE Clerical/Technical, Certified Member
Amanda Baxter	Elementary Occasional Teachers, Certified Member, Chair
Bruce Hazlewood	Occasional Secondary Teachers, Certified Member
Angela Korakas	Designated Early Childhood Educators, Certified Member
Sarah Kuva	CUPE Educational Assistants
Jennifer Orr	Elementary Teachers, Certified Member
Laura Adlington	Professional Student Services Personnel, Certified Member
Andrea Murik	Secondary Teachers (Alternate)
Denise Kelly	CUPE Facility Services, Certified Member
Katie Hashimoto	Non-Union, Certified Member

### Regrets:

John Henderson	Secondary Teachers, Certified Member
Cheryl Innes	Elementary School Administration, Certified Member
Hilary Sutton	Health and Safety Officer, Recording Secretary
Phil Kuckyt (Regrets)	Transportation Services, Certified Member

### Resources:

Bill Jarvis	Health and Safety Officer, Recording Secretary
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#### A - 1 **Opening**

##### (a) **Roll Call**

##### (b) **Minutes of Last Meeting**

The minutes from the November 2021 meeting were reviewed.

##### (c) **Approval of Last Meeting minutes**

The minutes from the November 2021 meeting were approved with a minor grammatical change.

##### (d) **Agenda Additions**

Proposed JOHSC Meeting electronic package.



# Joint Occupational Health and Safety Committee

Thursday, December 16, 2021

10:30 AM

Microsoft Teams (Virtual)

## MINUTES

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

#### (a) Covid-19 Updates

The Division Manager of Operations and Health and Safety provided the committee with updates and information regarding Covid-19. Numbers have gone up and a new variant has been identified. With the new variant, the Public Health Units have changed requirements for isolation; all close contacts need to isolate despite vaccination status.

### C - 1 New Business

#### (a) Proposed Meeting Package

A new format for the JOHSC package was recommended to assist with reducing the size of the attachments forwarded to the committee members. The new format will have 3 separate groups of documents: the agenda, the minutes and all other relevant information needed for the meeting. Information items including Asbestos Reports and Indoor Air Quality Reports will continue to be forwarded to committee members as they are received and omitted from the final package. This item will be removed from the next agenda.

### D - 1 Other Business

#### (a) Asbestos Reports

Asbestos Abatements, Bulk Sample Analysis and Designated Substance Reports were completed in various locations throughout the Board. Copies were previously provided to the committee members by email.

### E - 1 Review of Reports

#### (a) Employee Accident Reports Summary, Workplace Safety and Insurance Reportable, Student Aggression Summary Table

All reports for the month of November 2021 were provided to the committee for review.

#### (b) Status of Workplace Inspections including Non-Academic Sites

All workplace inspections were completed for the month of November. A completed. 2022 JOHSC Annual Inspection Schedule was provided by the co-chair.

#### (c) Health and Safety/Facility Services Committee (December 12, 2021)

The Facility Services Health and Safety minutes were provided to the committee for review.

#### (d) Critical Injuries

No student or staff critical injuries for the month of November.

#### (e) Special Education Focus Group Meeting Minutes (December 16, 2021)

The Special Education Focus Group is meeting after this meeting today.



## Joint Occupational Health and Safety Committee

Thursday, December 16, 2021

10:30 AM

Microsoft Teams (Virtual)

### MINUTES

- (f) **Review of Ongoing Project Items**  
See chart.
- (g) **Work Orders**  
A list of Health and Safety work orders submitted in November 2021 were provided to the committee for review.
- F - 1 **Health and Safety Training**  
A 1-day Recertification/Emergency first aid training course will be held on March 7, 2021 with spaces available. A 2-day standard first aid course to be held on March 22-23 which is currently full and waitlisted.
- G - 1 **Recommendations to Executive Council**  
None submitted
- H - 1 **Adjournment**  
Meeting adjourned at 11:55AM.
- I - 1 **Next Meeting**  
January 20, 2021 via Microsoft Teams or Pine Tree Room.



# Joint Occupational Health and Safety Committee

Thursday, December 16, 2021

10:30 AM

Microsoft Teams (Virtual)

## MINUTES

### PROJECT ITEMS

Date item initiated	Item	Dates discussed	Latest Update	Status and Time Frame
2017 - April	Terms of Reference Review	2021 - December	In looking at our records, the Board 's deadline to submit the Terms of Reference document to the Ministry of Labour is early 2023. Committee members confirmed that the updated Terms of Reference document was shared with Union Presidents for review. The Division Manager of Operations and Health and Safety will forward the finalized Terms of Reference document to Senior Executives for review and approval.	2021 - December
2019 - December	Health and Safety Eblast	2021 - December	The eblast has been combined with the What's Trending newsletter, Wellness Wednesday newsletter and the SO News. The workstation/desk ergonomics information will be added to the documents for distribution in January.	Ongoing
2020 - March	De-escalation Training	2021 - December	An email with the de-escalation training and quizzes was sent to the committee members for review with a launch goal of January 2022. This training will then become part of the annual online training requirement for all staff.	2022 - January
2020 - November	Ventilation	2021 - December	GEDSB has 4 Types of air ventilation and purification A. Air handler: This is ventilation that is part of the building. Typically using plenum and a diffuser that pipe air into the facility. B. Unit Ventilators: Usually mounted on exterior walls. These units are designed to provide filtered air to a specific space. C. Jade Stand Alone HEPA Filtration Units: These units are room based stand-alone filtration systems. D. Nerva Ceiling Mounted Air Purification Systems. These units are controlled by the lighting in the	





# Joint Occupational Health and Safety Committee

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## MINUTES

			space and purify the air while the space is occupied. Information and Instruction will be provided in early 2022 to Custodians for dusting and filter changes of stand-alone units.	
2021 - April	Workplace Violence Reporting	2021 - December	Deferred to discussion at the Special Ed subcommittee.  It was decided that the Spec Ed Focus Group would return to monthly meetings starting in December, to discuss risk mitigation of workplace violence. When data was reviewed by worker members, there is no auto generated direction that requires a DEBRIEF. BMS training says that debrief is required.	
2021 - April	Worker Mental Health Survey	2021 - December	A link to a survey from Guarding Minds at Work has been provided to the Division Manager of Operations and Health and Safety for review. The Division Manager of Operations and Health and Safety is going to reach out to internal resources to see what else is available to the board. Looking for some tool that generates actionable data.	Update to be provided January 2022
2021 - November	Health and Safety Concern Form	2021 - December	H&S working on step-by-step directions for how to enter an H&S concern form.	To be implemented January 2022
2021 - June	Health and Safety Site Representative Training	2021 - December	The Health and Safety Department is awaiting more information to be provided from training providers.	2022 - January
2021 - November	Review of Committee roles and responsibilities and confidentiality (10.9 of Terms of Reference)	2021 - December	During the first scheduled meeting of the JOHSC of each school year, a review of the Committee and members' responsibilities and the need to maintain confidentiality will be added as an item to the agenda for discussion.	2022 - September



# Joint Occupational Health and Safety Committee

Thursday, December 16, 2021

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Microsoft Teams (Virtual)

## MINUTES

Policy / Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 Health and Safety Policy and Appendix Guidelines		2015 - September	2024 - February	2022 - November	
HR5 Harassment		2015 - September	2024 - February	2022 - November	
HR8 Workplace Violence		2015 - January	2023 - November	2022 - November	

No.	Site	Reopening	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2021	Jun 2022	Jul 2022	Aug 2022
<b>Elementary Schools</b>														
1	Agnes Hodge	C	C	C	C	C	P							
2	Banbury Heights		C	C	C	NC				P				
3	Bellview	C	C	C	C	C				P				
4	Bloomsburg	C	C	C	A	C								
5	Boston	C	C	C	C	C	P							
6	Branlyn Community	C	C	C	C	C				P				
7	Brier Park		C	C	C	C		P						
8	Burford District Elementary	C	C	C	C	C				P				
9	Caledonia Centennial	C	C	C	C	A								
10	Cedarland		C	C	C	C		P						
11	Centennial-Grandwoodlands	C	C	C	C	C		P						
12	Central P.S.	C	C	A	C	C								
13	Cobblestone Elementary		C	C	C	C				P				
14	Confederation (Fr Imm)	C	C	C	C	C	P							
15	Courtland	C	C	C	C	C								
16	Delhi	C	C	C	A	C								
17	Dufferin	C	C	C	C	C	P							
18	Echo Place		C	C	C	C				P				
19	Elgin Ave.	C	C	C	A	C								
20	Glen Morris		C	C	C	C			P					
21	Graham Bell		C	C	A	C								
22	Grandview	C	C	C	C	C					P			
23	Greenbrier		C	C	C	C								
24	Hagersville Elementary	C	C	C	C	C			P					
25	Houghton	C	C	C	C	C	P							
26	J.L. Mitchener	C	C	C	C	A								
27	James Hillier		C	C	C	C		P						
28	Jarvis	C	C	C	C	C			P					
29	King George	C	C	C	C	C	P							
30	Lakewood	C	C	C	A	C								
31	Langton	C	C	C	C	C								
32	Lansdowne-Costain		C	C	C	C	P							
33	Lynndale Heights	C	C	C	A	C								
34	Major Ballachey		C	C	C	C	P							
35	Mapleview	C	C	A	C	C								
36	Mt. Pleasant	C	C	C	C	C		P						
37	North Ward		C	C	C	C			P					
38	Oakland-Scotland		C	C	C	C				P				
39	Oneida Central		C	C	C	C			P					
40	Onondaga-Brant		C	C	C	A								
41	Paris Central		C	C	C	C			P					
42	Port Rowan		C	C	C	C	P							
43	Prince Charles	C	C	C	C	C					P			
44	Princess Elizabeth	C	C	C	C	C				P				

No.	Site	Reopening	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2021	Jun 2022	Jul 2022	Aug 2022
45	Rainham	C	C	C	C	A								
46	River Heights	C	C	C	C	A								
47	Russell Reid		C	C	C	C	P							
48	Ryerson Heights	C	C	C	C	C	P							
49	Seneca Central	C	C	C	C	C		P						
50	St. George-German	C	C	C	C	C			P					
51	Teeterville P.S.		C	C	C	C	P							
52	Thompson Creek	C	C	C	C	C								
53	Walpole North		C	C	C	C			P					
54	Walsh	C	C	C	C	C								
55	Walter Gretzky Elementary School		C	C	C	C		P						
56	Waterford Public	C	C	C	A	C								
57	West Lynn		C	C	A	C								
58	Woodman-Cainsville		C	C	C	C				P				
<b>Secondary Schools</b>														
59	B.C.I. & V.S.		C	C	C	A					P			
60	Cayuga Secondary S. (CSS)		C	C	C	C					P			
61	Delhi District Secondary S. (DDSS)	C	C	C	C	C				P				
62	Dunnville Secondary S. (DSS)	C	C	A	C	C			P					
63	G.E.L.A. Brantford (Rawdon)		C	C	C	A			P					
64	G.E.L.A. - CareerLink (@TTSC)		C	C	C	C								
66	Hagersville S.S. (HSS)	C	A	C	C	C		P						
67	McKinnon Park S.S. (MPSS)	C	C	C	C	C					P			
68	North Park C. & V.S. (NPCVS)	C	C	C	C	A				P				
69	Paris District H.S. (PDHS)	C	C	A	C	C			P					
70	Pauline Johnson C.V.S. (PJCVS)	C	C	C	A	C		P						
71	Simcoe Composite School (SCS)	C	C	C	A	C			P					
72	Tollgate Tech. Skills Centre (TTSC)		C	C	A	C		P						
73	Valley Heights S.S. (VHSS)		C	C	A	C					P			
74	Waterford District High School (WDHS)	C	C	C	A	C				P				
<b>Turning Points and Leased Spaces</b>														
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga		C	C	C	C					P			
76	DDSS Turning Point -640 James St. Delhi		C	C	C	C				P				
77	HSS Turning Point - 1155 Indian Road, Mississauga		A	C	C	C		P						
78	HSS New Start - 2319 3rd Line Road, Oshweken		A	C	C	C		P						
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia		C	C	C	C					P			
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris		C	A	C	C								
81	PJCVS Turning Point - 365 Rawdon St (Main Campus)		C	C	A	C		P						
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover		C	C	A	C			P					
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer		C	C	A	C					P			
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford		C	C	A	C				P				

No.	Site	Reopening	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2021	Jun 2022	Jul 2022	Aug 2022
<b>Support Centre</b>														
85	H.E. Fawcett Teacher Resource Centre (TRC)		C	C	C	C					P			
86	Joseph Brant (including GELA - ESL)		C	C	C	NC				P				
87	Haldimand School Support Centre		A	C	C	C		P						
88	Norfolk School Support Centre	C	C	C	A	C								
89	Head Office		C	C	C	C				P				
90	Head Office - Facility Services		C	C	C	C				P				
<b>Storage Facilities</b>														
91	Burford Bus Barn, 35 Alexander St. Burford		C	C	C	C								
<b>Total Sites</b>		<b>92</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
<b>Total Regular Monthly Inspections Completed</b>		<b>45</b>	<b>86</b>	<b>85</b>	<b>72</b>	<b>80</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Annual Inspections Completed</b>		<b>-</b>	<b>4</b>	<b>5</b>	<b>18</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Annual Inspections Planned</b>														
<b>Total Double Inspections Completed</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Incomplete</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Not Reported</b>		<b>45</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>

- 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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## Special Education Advisory Meeting

Thursday, November 18, 2021

MS Teams Virtual Meeting

### MINUTES

**Present:** B. Afman, P. Bagchee, L. Boswell, P. Boutis, C. Brady, T. Buchanan, R. Collver, L. DeJong, M. Gatopoulos, J. Gemmill, K. Jones, F. Lainson, K. Mertins, L. Nydam, R. Rose (Chair), L. Sheppard, A. Smith, L. Thompson, J. Trovato, T. Waldschmidt, J. White, T. Wilson.

**Regrets:** B. Bruce / T. Sault, A. Csoff, A. Detmar, L. Scott.

**Recorder:** P. Curran.

A - 1 **Opening**

(a) **Welcome**

Chair Rose called the meeting to order and welcomed everyone. She informed members the meeting would be recorded and read the Land Acknowledgement Statement.

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

Add I-1 Correspondence (a) Ltr – Halton DSB re Return to Semester Oct 2021

Moved by: L. DeJong

Seconded by: L. Boswell

THAT the SEAC 21-03 Agenda for Thursday, November 18, 2021 be approved as amended.

**Carried**

B - 1 **Timed Items**

(a) **Destreamed Math and the Inclusion of Students with Special Education Needs**

Superintendent Smith presented a video showing the history of streaming academic courses in Ontario, originating in the mid-19th Century. This practice was eventually deemed discriminatory based on perceived ability. Current educators know when students are streamed early on in their academic career, they are often unable to move into another area when their skills or interests change.

In the 1950's the Hope Commission promoted ability grouping and the building of special education schools. In 1961, three educational streams were created, Arts & Science, Business & Commerce, and Science, Technology & Trades and hundreds of vocational schools were built to develop Ontario's workforce. Ultimately, it became clear vocational schools were dead-end programs. In Toronto, these schools primarily consisted of students from racialized, working-class, or single-parent families and had a graduation rate of only 20% with little to no preparation for apprenticeship programs.

In 1980, a new curriculum with levels of Advanced, General and Basic was introduced, although streaming was essentially still intact.

Destreaming was introduced in 1988 to combat drop-out rates but many educators were frustrated and felt unsupported during this transition period. Even so, initial reports found destreaming to moderately improve students' attendance and achievement. Most school boards did begin destreaming in 1993.



## Special Education Advisory Meeting

Thursday, November 18, 2021

MS Teams Virtual Meeting

### MINUTES

Restreaming was introduced in 1999 with Academic, Applied and Essentials streams. While the structure was never intended to divide students along lines of ability and disability class and race, this was exactly the result.

Currently, destreaming is intended to dismantle this practice. Ontario is the last province in Canada which still promotes streaming. Students are asked to make academic decisions too early when they are streamed.

Superintendent Smith presented G9 Mathematic achievement data and noted the majority of students with Individual Education Plans (IEP) are enrolled in the Locally Developed program.

The Ontario Ministry of Education is working to help school boards address the policies and practices that have historically and negatively impacted students through streaming. This will be achieved by striving toward the new goals:

1. Create a cultural shift to identify and dismantle systemic discrimination and structural inequities.
2. Increase Educator Capacity so they can develop effective culturally-responsive instruction, assessment and evaluation in destreamed, multi-level classrooms.
3. Increase Student Engagement, Achievement and Well-being.

G9 teachers are working with program staff and leaders to receive learning and unpack the new G9 destreamed Math curriculum for the 2021-2022 school year.

Learning will continue as the G9 Science curriculum will be destreamed in 2022-2023 and G9 French, English and Geography will only be offered at the Academic level.

Shared goals in schools:

1. Pay attention to barriers and how they overall and intersect
2. Develop pedagogical practices that are differentiated, culturally relevant and responsive
3. Hold high and appropriate expectations of students
4. Create the conditions necessary to ensure positive identity as a mathematics learner

The changes in the G9 Math curriculum skills were discussed and the Ministry has developed an online Parent Guide.

What does it mean for students with diverse needs?

Understanding the diverse cultural knowledge, experience and competencies to the students, educators can build on students' identities and lived experiences to help them apply the principles of Universal Design for Learning and Differentiated Instruction to provide multiple entry points and maximize opportunities for all students to learn.

Superintendent Smith reviewed a comparison of High Expectations vs what they are not to ensure we do not limit students.





## Special Education Advisory Meeting

Thursday, November 18, 2021

MS Teams Virtual Meeting

### MINUTES

Professional learning and obtaining student voice will reinforce the relationship between the Lead Learner and the Co-Learner.

Questions:

T. Waldschmidt - were the topics listed on the one slide removed from the new Math curriculum in place now?

Answer:

No, they are now carried from G1 through to G9 although in the younger grades would look very different. Working with Educational Technology Team who are bringing in applications and devices and robotics. The new part will teach students where the applications work in the real world.

R. Collver – please elaborate on what the Ministry is offering for Capacity building and what we are doing to support teachers with the new curriculum.

Answer:

The new elementary curriculum just came to school boards in June 2020 and a small team was able to write a comparison for teachers. In September there was an open session for teachers and a spring session for principals to walk them through the new curriculum to help them understand. This year, a small team of Math coaches will work in secondary schools to help deliver the new curriculum. Dr. Christine Suurtamm is also working with school teams by being responsive to teachers' questions and providing classroom resources. All G9 classes are provided with manipulatives.

Staff is working on developing a responsive model and researching inclusive practices to help students learn in one space.

L. Boswell – Destreaming and universal design are great but realistically how can they meet the needs of students who are not challenged as well as the students who struggle to understand?

Answer:

The Universal Design is definitely where our learning will be focused to know how we can create questions that will challenge everyone.

One of our big fears is our focus will be on those students who struggle as we know they come with less experience and skill development. This will be a challenge for every class, and we are hoping to partner with G8 teachers as well.

L. Boswell – Can you please explain multiple entry points?



## Special Education Advisory Meeting

Thursday, November 18, 2021

MS Teams Virtual Meeting

### MINUTES

Answer:

Entry level for all requires teachers to really know their students and gather their input to help determine where they are on the continuum of learning so they can decide on the next step for the student. This will require a lot of work to ensure everyone understands and learns.

C. Brady – provided some historical background on a Ministry of Education pilot project conducted with four teachers from Hagersville SS 1990-91. The biggest challenge was to teach differentiated instruction to secondary teachers.

Answer:

Superintendent Smith asked C. Brady to share more information about the history at the secondary level.

W. Rose – Will French and geography eventually be destreamed?

Answer:

There is a new science curriculum coming in June 2022. The applied level in French, English and geography courses will be retired. We have not received official notice but believe revised curriculum will eventually be announced for those subjects as well. We have reached out to other boards who have piloted revised curriculum, but we know there will be limited research as courses were impacted by COVID.

W. Rose -

As it seems destreaming will work much better in smaller classes, is there sufficient funding to support smaller classrooms?

Answer:

Class sizes were discussed as negotiations were ongoing when the new curriculum was introduced. However, we are funded for a certain number of students and bound by collective agreements. There has been some advocacy from other boards, and we maintain hope, but will continue to think creatively and positively to accomplish goals. These questions will be considered and taken forward as staff continues planning.

W. Rose – would like feedback on how destreaming works for G9 students with special needs or those who learn very quickly. Please let SEAC know if they want a letter to support funding for smaller class sizes.

Answer:

The initial change will create a profound impact on student lives and from recent data on students with Individual Education Plans as a starting point we know it will continue to change.



## Special Education Advisory Meeting

Thursday, November 18, 2021

MS Teams Virtual Meeting

### MINUTES

(b) **A Day in the Life of the Communicative Disorders Assistant**

K. Mertins explained that the Speech and Language Pathologist (SLP) whose role we heard last month works hand in hand with the Communicative Disorders Assistant (CDA) to address speech and language needs for Grand Erie students.

CDA Tier 1 assistance particularly in the kindergarten and G 1 years is to provide classroom support on how to develop good language skills. In Tier 2 they conduct small group sessions and some individualized intervention. Most of their time is spent at the Tier 3 level is spent with students who require intensive individualized or targeted intervention.

B. Afman is a CDA who works in the central part of the board from Simcoe through Waterford and to the south end of Brantford.

1. How Many Students do you Support in a Week?  
Communications Disorders Assistants typically support 30-40 students in a week for individual / group intervention plus any in-class programs that may be available.  
  
They work in 7-10 schools per week and often travel between two or three schools per day.
2. How Many Students do you Support in a Year?  
CDA support 80-100 students per year plus deliver any in-class programs for students with FM / hearing needs.
3. How do Schools Access Your Support?  
School staff follow the In School Resource Team (ISRT) and the Resource Team (RT) models for students for whom they are concerned.  
Referrals are sent to the Speech / Language Pathologists (SLP) who will complete an assessment and if they think the student would benefit from group or individual intervention, will prepare goals that the student and CDA will work on together.  
CDA are clinically supervised by the SLP.

A Day in the Life of a Communications Disorder Assistant (CDA)

CDA usually have a set schedule so they are in the same school on the same day each week.

They check email or make phone calls to parents to ensure COVID screening has been completed.

Students are seen during instruction blocks and are encouraged to reach the goals set by the SLP. CDA also take notes on student progress at each session and usually update the classroom teacher when the student returns to class.

CDA deliver Tier 1 programs and consult with teachers about the needs in their class and how they can be supported by CDA.

Nutrition breaks are spent catching up on notes, emailing homework, connecting with school staff.



## Special Education Advisory Meeting

Thursday, November 18, 2021

MS Teams Virtual Meeting

### MINUTES

Days are juggled around student needs and classroom schedules to ensure students are seen when struggling with transitions and to prevent intervention from disrupting a favoured class or event.

CDA may remain in one school for the day or travel between two or three. They communicate with SLP via email and phone during the week.

Friday is typically a prep day, preparing individualized sessions for each student, preparing material and homework, preparing COVID screening email, consulting with SLP, participating in department meetings, catching up on student sessions that may have been missed for various reasons during the week.

4. How Does Your Role Support Students in the Classroom?  
CDA Interventions can help prevent literacy and secondary behaviour problems and they collaborate on education goal setting planning and curriculum accessibility. They participate in modelling through team teaching and recommend adaptations for student success. CDA can screen students but are not permitted to conduct assessments. They identify speech and language challenges that directly impact student success and their evidence-informed interventions include individual treatment, small and large group instruction and consulting with other educators.

Chair Rose thanked Ms. Afman for sharing her role with SEAC members.

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

##### (a) **Ratification of Minutes October 21, 2021**

Change F-1 Standing Items (b) Trustee Update, (i) R. Collver noted the word in #4 should be changed from MENSA to Census.

“K. Mertins mentioned the October Professional Development that focused on ~~MENSA~~ Census data and organizational behaviour.”

Moved by: C. Brady

Seconded by: J. Trovato

THAT the SEAC 21-02 minutes for Thursday, October 21, 2021 be approved.as amended.

**Carried**

##### (b) **D. Lepofsky – A Practical Guide to the Duty to Accommodate\* – Video Link**

<https://www.youtube.com/watch?v=y32XvjWmDAQ>

P. Boutis reviewed the contents of the video and encouraged members to view it for themselves.

The Ontario Human Rights Code is several decades old now but it establishes certain grounds that cannot be used to discriminate against persons in the provision of employment, housing and services. It also applies to public and private schools.



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Disability is broadly defined and includes mental health, medical disorders, temporary or permanent physical disability and learning disability. It is overlaid on every other piece of legislation in Ontario.

The concepts of direct discrimination vs adverse discrimination have melded. Includes the identification of discrimination whether it was intended to be discriminatory or not.

The Society of Creative Flexibility which dovetails nicely with universal design.

It's important to realize that a person's disability can change radically over time and will require different accessibility.

Notice if you create a barrier when you begin something new. Plan, then trial and modify if necessary.

Keep in mind the three Principles of Accommodation:

1. Dignity – are children required to offload at the back instead of same door as peers.
2. Individualization – creativity is the soul of accommodation, e.g., not giving everyone the same chair
3. Integration – full participation

K. Mertins enjoyed listening to the passion and how Mr. Lepofsky is able to make concrete ideas from abstract concepts.

L. Boswell asked if parents could seek additional Educational Assistant (EA) support through Ontario Human Rights code.

P. Boutis understands EA are supporting the classroom and teacher and from a dignity perspective most students don't want an adult attached to them. As well, parents and students do not direct the accommodation, it is a decision made by the board using available resources.

J. White discussed the need to collaborate with student and family to understand the best way to help support the student. There will be some circumstances where a student needs one to one support. She reminded members a main goal is to help students develop independence while learning.

(c) **Standard 1 – The Board's Consultation Process and Appendix A**

F. Lainson reviewed the revised standard which included updated dates and the revised questions determined by SEAC last year. Public consultation questions asked, 1. What information were you looking for when you looked up the Grand Erie District School Board Special Education Plan? 2. Were you able to locate the information that you were seeking? 3. Were your questions answered? 4. How might we make it easier for you to locate information related to special Education in Grand Erie? 5. Would you like someone to reach out to you to address your



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specific situation? Participants are provided an option to list a school they are associated with.

The new consultation will include the Learn Lead Inspire Vision and our new Mission and our Education Priorities.

The Mental Health and Child and Youth Strategies will now be covered under another area.

R. Collver asked if proposed changes for standards could be shared with members ahead of time as it's hard to read the screen.

R. Collver – the questions for consultation are excellent.

(d) **Input on the Term “Special Education”**

L. Sheppard noted the meeting agenda package included a summarized version of data submitted from educational staff, parents and students on using the term “Special Education”. This data was collected throughout October on the recommendation of SEAC from the September 2021 meeting. L. Sheppard shared that there were a variety of input, perspectives and options on the topic based on the questions:

1. Should Grand Erie District School Board stop using the term “Special Education”?
2. Why?
3. Provide some key words or a name that you think could be used to better represent the responsive interventions.
4. Who are you?
  - a. Parent
  - b. Student
  - c. Board Employee
  - d. Community Member
  - e. Other

SEAC members shared some additional input about the challenges with re-branding, and that there is support to proceed but that along side a new name needs to come a change in attitude, culture and mindset. Additional input included the need to do behind the scenes work before considering a name change to ensure that it fits with what is being evolved. There was also written input submitted that identified the need to further gather voice from parent and student populations to fully represent those parties.



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(e) **Lexia Data Collection Update**

In response to T. Waldschmidt question from the data shared at October's meeting, F. Sheppard confirmed the 33% of students who improved were included in the total 38%.

While some students did not increase their grade level, they did experience improvement in their reading skills.

(f) **AODA Education Standard Recommendations**

Members were encouraged to read the recommendations along with the referenced K-12 standards.

K. Mertins shared the Ontario Human Rights Commission has also weighed in and provided the following link for inclusion in the minutes.

<http://www.ohrc.on.ca/en/ohrc-submission-k-12-education-standards-development-committee-its-2021-initial-recommendations>

D - 1 **New Business**

(a) **A Bold New Vision – Grand Erie's Multi-Year Strategic Plan 2012-26 and Annual Learning and Operating Plan 2021-22**

Members were reminded Annual Learning and Operating Plan for 2021-22 which includes board's new vision of Learn Lead Inspire and the Mission Statement, "Together we build a culture of learning, well-being and belonging to inspire each learner".

Director Roberto connected the multi-year strategic plan to the 2021-22 annual learning and operating plan to move Grand Erie forward toward our vision. To achieve this everything we do, from the classroom to the boardroom, will reflect our priorities of Learning, Well-Being and Belonging.

Learn

To increase learning outcomes in mathematics for students by providing appropriate professional learning and coaching to support the implementation of effective instruction and assessment strategies.

Learn

To increase the overall reading proficiency of all students by providing appropriate professional learning and coaching to support the implementation of effective instruction and assessment strategies.

Learn

To prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace) by providing appropriate professional learning and by developing a centrally designed tool to track key indicators for each cohort to be used to develop individual supports.



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#### Lead

The well-being goals will increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being through appropriate professional learning, combining research, connecting differentiated job-embedded coaching and supports, providing tier one social emotional and wellness resources for staff.

#### Inspire

To create multiple experiences where all learners feel a sense of belonging and are engaged in their learning by inviting a greater diversity of community voices to increase capacity and deepen understanding to remove systemic barriers and to deliver and act upon the staff census survey and to support leader learning in implement practices and response that are trauma informed, and reflect an anti-racist, anti-oppressive, equity and human rights lens.

#### Inspire

Through appropriate professional learning, and enhancing the Equity Champion program at the school level.

#### Inspire

Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students through appropriate professional development and promoting and participating in reconciliation community engagement opportunities.

#### Operational Goals

All support services teams, Communications, Business Services, Facilities Services, Human Resources, Information Technology Services, Leadership have established goals, strategies and success criteria to support Grand Erie's Mission to build a culture of Learning, Well-being and Belonging to inspire every learner.

#### Questions:

W. Rose - does the board have partnerships with the Woodland Cultural Centre (WCC).

#### Answer:

No formal agreement with WCC, but we do have partnership agreements with Six Nations of the Grand River and Mississaugas of the Credit First Nation. WCC offers an online tour of the centre which many schools have accessed.

L. DeJong – is the professional development offered to board trustees and committee members?





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Answer:

Trustees are engaged in many learning sessions, e.g., indigenous education, oppression and white supremacy. If SEAC is interested in this type of learning, we can organize it for members.

(b) **T.H.R.I.V.E – Virtual Mode Program to Provide Enriched Learning Opportunities for Students**

J. Hughes is the teacher who provided slides to explain the classroom program.

**T** Transferrable Skills; **H** Higher Order Thinking Skills; **R** Research Skills; **I** Innovation and Inquiry Skills through a **V** Virtual **E** Experience

Thrive is daily classroom program which is also provided in a virtual environment for students with advanced cognitive ability. It is project based and focuses on the development of Deep Learning Competencies. It leverages student interest and strengths, provides opportunities to work with like minded peers, encourages transfer of skills from T.H.R.I.V.E to daily living and contributes to student well being and belonging.

Schools submitted recommendation packages in October which were reviewed by a team of Principal Leader for Special Education, Program Coordinator, School Program Support Lead, Teacher Consultant Gifted and the THRIVE teacher.

The student input was very interesting including the difference in their voices and their self perspective. Twenty-eight students were welcomed to the program which runs weekly for 120 minutes, commencing November 8, 2021.

Observation indicates this program was a huge success. Student engagement was high and many examples of collaboration, leadership and a desire to learn were demonstrated beginning on the first day.

Students will continue in this program for the remainder of the school year and will receive progress reports. Additional students may be introduced in January 2022. The annual outcomes will be reviewed to determine if continued participation is warranted in the program.

Questions:

L. DeJong – is there an opportunity for the teacher in the classroom to give some feedback when the student returns to a physical classroom?

Answer

Planning to collect data after first term to determine the effectiveness of the program. Many of the applications to the program came in letter form so we have some information of how the teacher understands the students.

L. DeJong - what do the resources and supports look like that are provided to the teacher of the home school to practice and use those skills in their regular classroom?



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Answer:

THRIVE is an enhancement to the students' regular classroom. Resources will be provided for the classroom teachers and the intent is that this will continue in the main classroom.

(c) **Policy/Program Memorandum 81 Provision of Health Support Services in School Settings**

The board received notification in October that there will be a review of PPM 81 which first governed the development of this policy in 1984.

This is the policy that frames how the Ministries of Health, Education, and Children, Community and Social Services work together to support students who require health support in the form of nursing care and in the form of rehabilitation through occupational therapy, physiotherapy and speech/language therapy to be successful in school.

Locally what this means is how boards of education work with the Lansdowne Children's Centre a Ministries of Children, Community and Social Services funded agency which provides School Based Rehabilitation Services (SBRS) It is now known as Home and Community Care Support Services, previously known as Local Health Integration Networks (LHIN), previously known as Community Care and Access Centres (CCAC) and previously known as School Health Support Services (SHSS).

Changes to Standard 7 will need to be updated with service provider names.

(d) **Remote Learning Guide for Students with Special Education Needs**

The Ministry of Education created remote learning guides for educators and one for parents using successful strategies submitted by school boards.

Although the guides support the tiered approach to strategies and interventions and focus on universal design for learning and response to instruction, they are tailored for use in a virtual education setting.

The Board is grateful to the Ministry for this response.

E - 1 **Other Business**

(a) **Transitions to School – Review of Current Process and Input Session**

Staff have identified some barriers and gaps as well as repetitive problems and are seeking input from SEAC.

Welcome to Kindergarten Guide - Provides resources available on our website to help students transition to school. Some schools also used team meetings to help orient families.

A Transition Guide for School Teams – Nineteen types of transitions are identified in this reference tool developed for school staff when supporting transitions of student with special needs.



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Grand Erie DSB works collaboratively with Lansdowne Children's Centre (LCC) and with Haldimand-Norfolk REACH who provide local Home and Community Care Support Services.

Kindergarten and Transition to School:

In February they provide the board's program coordinator with "All About Me" reports for each student with special needs coming into the board for the first time.

Information is shared with the appropriate Teacher Consultant (TC).

In April, LCC provides "All About Me" reports for students with complex needs and any reports that were not available in February.

The TC will inform the appropriate school through the In-School Resource Team Meeting and provides an overview of the student's needs. The parent is encouraged to register their child, then the Learning Resource Teacher (LRT) arranges a case conference with the school staff, the community agency, the parent(s), and day care staff if applicable and any appropriate board staff. Case conferences are conducted in May or June to plan for the following September. If medical support is required during school hours, then the Home and Community Care Support Services representative is also included.

Planning includes a transition visit in late August and can include gradual entry, the creation of visual supports and use of a transition object. At this time, medical plans are developed if needed. When a Transition Plan (Pre-IEP) is developed in LITE it becomes part of the IEP (Individual Education Plan) if one is eventually written. In Kindergarten an IEP is not required unless the student needs medical equipment. If the student needs SEA (Special Equipment Amount) equipment staff will see if there is some already available within the board.

Autism and Transition Modes

PPM (Policy Program Memorandum) 140 provides direction on the use of Applied Behaviour Analysis (ABA) for students with Autism Spectrum Disorder (ASD) in a school setting. ELite has the ability to create a transition plan before an IEP is developed. This plan for all students with Autism so staff have shared access to the goals, strategies and plans. It requires parental input, community agency collaboration and school team implementation and assists students' transition from home to school, from classroom to classroom or activity to activity, and from IBI services to school full time. Advanced planning is critical for students' successful transitions.

There will be some changes to services including a group-based Entry to School Program being planned by the Ministry for students who are entering school for the first time, whether in KG or G1. Supports skill development and key domain for students to complete the program prior to entry in school. For the first six months' of transition, the family and the educators have access to targeted consultation from the staff who consolidated the Entry to School Program. It is anticipated this will be in place for the 2022 school year so will require staff planning and collaboration.



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The Ministry has also announced changes to the Connections for Students Program which was six months prior to leaving school and six months after school and is now moving to an eight-week service with greater access. Facilitators from Hamilton health sciences are now available to go into multiple environments which will facilitate the transition program.

Many transitions were interrupted by COVID and have discussed how this can be picked up again.

Based on the existing transition processes, are there any gaps you can identify that we can continue to improve upon to support transition for students, families and staff? A QR code will be available in the chat room that will open a survey.

The K-12 Education Standards sub-committee identified some barriers which also exist in Grand Erie.

Access to all SEA items required by student

Ensure all participants are at meetings or case conferences

Fidelity in the implementation of the plan and data collection to plan forward  
Gradual entries.

L. DeJong – this has been a difficult year so starting a conversation requires a lot of staff energy. Is there a way to increase exposure to the “All About Me” document as there is much power in it with the child’s voice.

W. Rose shared they never knew their child’s teacher name ahead of the school year. This would be very helpful in helping child to become familiar. This practice was discontinued as parents would often call the school to ask for a different teacher.

Also sometimes the staff changes labour day weekend.

W. Rose – student input should be broader than the input from teachers and families. A forum is being created to get student input to foster and maintain those relationships

(b) **OnSIS data for Students with Special Education Needs – December agenda item – what is the focus for discussion?**

Next month SEAC will receive the ONSIS data which indicates how many students are in each exceptionality as well as the number of students who have been through Identification, Placement and Review Committee (IPRC).

We see a similar trend annually and a comparison of Grand Erie students to those across Ontario can be provided.



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Members agreed they would like to see this data as well as the comparison to last year's data.

R. Collver asked what the special education management team does with this data and asked why the ministry thinks this information is so important.

#### F - 1 **Standing Items**

##### (a) Policy/Procedures Out for Comment

Members were advised of all policies and procedures currently under review and advised comments be directed to [policiesandprocedures@granderie.ca](mailto:policiesandprocedures@granderie.ca) no later than November 24, 2021.

##### (b) Trustee Updates

R. Collver

- We have launched a process for the renaming of Ryerson Heights Elementary School. Please go to our website and fill in the submission form by January 17<sup>th</sup> 2022.
- We have introduced a process for spectators at secondary sports events. The athletes will be provided two paper tickets from the school.
- Spectators must be fully vaccinated, wear a mask and seated two metres from any person outside their household.
- Balanced School Year Pilot Project was presented to trustees on November 8th. The report recommends not to implement at this time. The board will make final decision November 22nd.
- The big news today is our secondary schools can return to regular timetabling for semester two. We just received the memo this afternoon - so lots off unpacking to do around the memo from the Ministry of Education.

T. Waldschmidt.

- Wished everyone well and thanked members for attending the meeting.

#### G - 1 **Information Items**

##### (a) **Regional Special Education Council (RSEC) Updates.**

Regional Special Education Council (RSEC) meetings are held three times a year for senior leaders in Special Education in school boards from the Southwest part of the province.

Claudine Monroe, Director of Special Education and Success for All Branch gave an update from the Ministry for the first half of the morning.

Her portfolio is being re-structured to separate Special Education from Mental Health & Wellbeing which will have its own branch and its own Director.

Across the province, 17.7 percent of students have special education needs with 47 percent of these students identified through an IPRC and 53 percent not identified 88 percent of students with special education needs are paced in regular classrooms for more than half of the instructional day.



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Learning Disability is the largest category of exceptionality (35.2 percent) and Autism Spectrum Disorder is the fastest growing exceptionality (15.1 percent).

She reviewed the money that has been provided to schools to support students with special educational and wellbeing needs, noting that the Ministry is looking at summer programming dollars at the present time and reminding that money already allocated for after school programming for students with autism can be spend in the summer 2022.

She acknowledged the provincial challenge with Nursing supports given the provincial shortage of qualified staff indicating that a survey had been sent to boards to gather more data; Ministry of Education is working with the Ministry of Health to find solutions; she is aware of equity issues where some parents are able to provide the nursing care to their children and others are not and that barriers may be different in rural parts of the province.

She talked about an Entry to School Program to support neurodiverse students for 6 months prior to school start by building skills that the Ministry of Children, Community and Social Services is working on. This program is supposed to be implemented next year so we can expect to hear more about that.

Ministry of Education is in regular discussion with the Right to Read Commission, emphasizing that reading interventions and supports are for all learners, not just those with special education needs. The Ontario Institute for Studies in Education (OISE) has developed a list of effective evidence-based reading intervention programs that will be shared with school boards in the next couple of months.

She highlighted Project Search which is in a pilot year with a number of school boards. The program is a one-year employment preparation program for independent/high functioning students with Intellectual Disabilities. Grand Erie was selected to participate in the pilot so you will be hearing more about it.

She talked about a pilot program to support early intervention in math for students with special education needs. Students in grades 4-6 are the focus of the project that is providing high yield instructional strategies and supports in math.

Finally, she reviewed that the K-12 Education Accessibility Standards were out for consultation until November 1 reminding that the final report is advice to government who will determine which recommendations to implement and how to implement them. She encouraged everyone to become familiar with the document noting that there were implications across all programs.

Second half of the morning was a facilitated discussion about current issues in school boards with the content generated from participants. This included staffing challenges in many roles, approaches to developing skills of Universal Design for Learning, asset



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management for outdated/outgrown specialized equipment, the role of Behavior Analysts, OnSIS (data collection) rules to mention a few.

R. Collver noted the discussion about summer supports and how the Ministry is looking at funding. She reminded the chair about a proposed letter.

Chair Rose informed members she has been in touch with special education staff and will draft a letter for the end of the week. She would like approval by email.

#### H - 1 **Community Updates**

(a) Nil

#### I - 1 **Correspondence**

(a) **Ltr – Trillium Lakelands DSB – Support for Bill 172 FASD Oct 05/21**

No action required at this time.

(b) **Ltr – Halton DSB – Return to Regular Semester**

No action required at this time.

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

(a) OnSIS Data for Students with Special Education Needs; has been planned

(b) Suspension, Expulsion and Exclusion – Students with Special Education needs 2020-21

(c) Summer Program

(d) Mr. Jacques – W. Rose promised to follow up with guest speaker

#### K - 1 **Next Meeting**

**Thursday, December 9, 2021 | 6:00 PM | MS Teams**

At this time, we will continue to meet virtually as the Board Room will not be able to accommodate everyone with distancing and the Board requires attendees to follow COVID protocols.

#### L - 1 **Adjournment**

Moved by: R. Collver

Seconded by: M. Gatopoulos

THAT the SEAC 21-03 meeting held November 18, 2021 be adjourned at 9:29 PM.

**Carried**







## Native Advisory Committee

Thursday December 2nd, 2021

1:00 p.m.

MS Teams Virtual Meeting

### MINUTES

**Present:** Chair C. VanEvery-Albert, G. Cobb, R. Collver, K. Graham, H. Watts, S. Green, J. Hooper, J. Roberto, P. Barber, S. Graham, R. Staats, J. Tice, S. Williams, J. Martin, M. Turner, R. Malcolm, M. DeGroote, J. Benner

**Regrets:** S. Vansickle, P. Davis, D. Lloyd, L. Martin, A. Powless-Bomberry

**Recorder:** J. Valstar

A - 1 **Opening**

(a) **Welcome**

R. Staats gave the opening address.  
K. Graham gave the Land Acknowledgement

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

Moved by: R. Collver  
Seconded by: J. Tice  
THAT the minutes from the October 14<sup>th</sup>, 2021 NAC meeting be accepted  
**Carried**

B - 1 **Indigenous Student Trustee Report**

(a) **Student Senate Discussion**

Student Trustee, S. Green, reported that Student Senate's focus was on environmental sustainability, and ways that schools can be more environmentally friendly by promoting awareness within schools. They would like to see composting and recycling programs in schools, and a reduction of food waste in the cafeteria. The idea of receiving a discount in the cafeteria if students bring their own reusable container was proposed.

Students agree that there is student body cooperation between Indigenous and non-Indigenous students but would like to see more Indigenous course program being offered.

S. Green also reported that the United Indigenous Student Council (UISC) met and discussed activities that took place in schools during Treaty Week, Downie-Wenjack week, and Indigenous Veterans Day. They would like to see consideration given to the student voice surveys and would like to see Elders share in the schools. The UISC would like to see grade 6, 7 and 8 students from schools within the board participate in Spirit Games.

J. Martin responded to the Student Report and said that addressing the waste concerns in the cafeteria can be done as part of the outside vendor contract negotiations going forward. K. Graham will take this away to discuss with Senior Team.

J. Martin asked K. Graham how we can offer more Indigenous classes across the board, and how the dollars from the 'N' classes are being reinvested. K. Graham asked for suggestions and requests and noted that schools are currently in the process of putting together option sheets, so this is time sensitive. J. Martin will outline the selection



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1:00 p.m.

MS Teams Virtual Meeting

### MINUTES

process and timeframe for adding option courses, as well as provide a list of course options to S. Green, who will take this information back to UISC.

#### C - 1 **School Reports**

##### (a) **Student Voice**

G. Cobb shared the Student Report. The students think the SOAR program is great, all the staff is friendly, caring, and supportive, everyone gets along, and it is easy to make friends. The bus ride is a great opportunity to visit with friends, and they enjoy the cafeteria food.

##### (b) **Principal's Report**

G. Cobb gave the Principal's Report. He shared the numbers of Six Nations students attending each grade. The school is trying to expand the other NAC courses and keep them on the option sheets. There were a lot of grade 9 students in the Mohawk Language courses.

There is currently no teacher for the Mohawk Language course later in the year, for both PJVC and BCI. R. Staats confirmed that this position has been posted for a second time. G. Cobb and M. Degroote were asked to be part of the interview and hiring process to fill the positions.

Welcome activities in the fall were well received. There is student artwork on display at the Education Centre that has come through the Native Art class, and they are hoping to provide more. There is going to be a virtual cooking class focusing on Indigenous cuisine that will be featured in the cafeteria throughout the week.

The Indigenous student group is working together with the Student Council.

The SOAR information night had a good turnout, and they are now preparing for the Grade 9 information night coming up in January.

The Cultural Mentor position last year was good for the school, but the position has been reassigned so they are trying to fill that gap in other ways to be inclusive for all Indigenous students.

#### D - 1 **Policy 02: Indigenous Histories, Knowledges & Perspectives**

##### (a) **Update**

K. Graham shared the proposed revisions to P2. There was discussion about the Land Acknowledgement coming from a Policy and moving into a Procedure. P. Barber, representative from Mississaugas of the Credit First Nation Lifelong Learning Education Department, asserted that the Mississaugas of the Credit be included in the Land Acknowledgement. There was discussion around what the culturally correct terminology would be in the Land Acknowledgement, and it was confirmed through the Mississaugas of the Credit website that Anishinaabe is correct.



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1:00 p.m.

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### MINUTES

#### E - 1 Indigenous Education Team Update

R. Staats shared the Indigenous Education strategic plan, which is currently being revised and finalized.

##### (a) Cultural Mentors

The Indigenous Education Team is in the process of hiring a fourth Cultural Mentor for secondary school support. The position has been posted and will be placed in a school that does not currently have one. Working on establishing consistency across the Board for how Cultural Mentors are used in the schools to support graduation rates and provide culturally sensitive resources for educators.

##### (b) Indigenous Education & Support Teachers

An Elementary Engagement and Support Itinerant teacher job has been posted to help support Urban Indigenous students.

There is a call out for letters of interest from community organizations/individuals who can provide cultural support services and Indigenous language resource development services to Grand Erie schools.

A survey will be going out to all FNMI students to gauge interest in taking specific Native Languages.

R. Staats is currently working with the Kanienkehake Elders Advisory Circle to have Mohawk teachers certified by the Ontario College of Teachers. This is to be discussed, and planned, further with the Indigenous Education Team as more information is available. C. VanEvery-Albert will take to Executive Council and the Indigenous Trustees Council for discussion once all the details are available.

#### F - 1 Six Nations Schools Update

S. Graham, Six Nations Federal Schools representative, shared that there was a Grade 8 Zoom presentation on the virtual school videos, and the Right Fit activity. There were 32 participants that included the five grade 8 classes, with one more presentation to go. The video has been recorded and is available for all cohorts to watch.

There are Grade 8 transition meetings planned for next week, and self-contained placement meetings the week after.

The schools on Six Nations are not opening until January 10<sup>th</sup>, 2022 at the earliest and students will likely remain in cohorts A, B and C, but this will be reviewed prior to the schools reopening. There is still an option to join their Virtual Academy, which is separate from the online school cohort.



## Native Advisory Committee

Thursday December 2nd, 2021

1:00 p.m.

MS Teams Virtual Meeting

### MINUTES

#### G - 1 Discussion Items

##### (a) Language Gaps

J. Martin discussed the need for Multi-lingual Language Learner (MLL) itinerant teachers for students who are transitioning into Grand Erie secondary schools from the Mohawk and Cayuga immersion programs at Six Nations. S. Williams estimates there are about 50 students at McKinnon Park who are struggling with language gaps who require additional support. Other high schools within the board are experiencing similar issues. MLL support unique to meeting the needs of Six Nations immersion students is required for students specifically. R. Staats confirmed that additional support is needed moving forward, both short and long term. K. Graham will take this to Executive Council for discussion, and approval, before anything further is done.

##### (b) Expanding the list of Secondary School options

Discussed requests from Six Nations parents to send their children to a Secondary School outside of the “big six” options. J. Martin is concerned what the impact would be if we were to add additional schools to the list of schools we promote. Busing would need to be available to these schools from Indigenous Services Canada. There are already not enough supports in place in the schools we do promote and adding more schools would add to the issue. More supports (Community Liaison worker and a Native Education Counsellor) are needed for Indigenous students through the Education Services Agreement.

Moved by: R. Collver

Seconded by: K. Graham

THAT the proposed revisions to the Education Services Agreement be added to the agenda for the annual review of the Education Services Agreement with Indigenous Services Canada.

##### **Carried**

C. VanEvery-Albert will work with R. Staats and K. Graham to draft a letter of understanding to reopen the Education Services Agreement.

##### (c) Principal's Professional Committee (PPC)

J. Martin shared the purpose of the PPC. The committee has not met since Fall 2019, due to Covid. The upcoming meeting on December 15<sup>th</sup> will be focused on transitions.

##### (d) Pam Davis' replacement

J. Martin asked for an update on a replacement for Pam Davis' position who is retiring at the end of January 2022. R. Staats is working on the posting with HR to ensure the salary reflects the qualification requirements.

#### H - 1 Adjournment

R. Staats gave the closing

#### I - 1 Next Meeting

Thursday January 27<sup>th</sup>, 2022 - 1:00 – 3:00 p.m.

Host: McKinnon Park Secondary School



# Indigenous Education Advisory Committee Meeting

December 9, 2021

6:00 P.M.

MS Teams Virtual Meeting

## MINUTES

**Present:** J. Tice (Interim Chair), P. Barber, A. Powless-Bomberry, J. Burnham, S. George, S. Gibson, K. Graham, J. Martin, K. Sandy, J. Shawana, T. Simon, R. Staats, C. VanEvery-Albert, R. Wilson

**Regrets:** S. Green, S. Kennedy, V. King-Jamieson, D. Smouter, D. Sowers

**Recorder:** D. Fletcher

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed.

(b) **Welcome/Land Acknowledgement Statement**

- i. R. Staats provided opening greetings
- ii. K. Graham read the Land Acknowledgement Statement

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

Agenda item D-1-c Native Advisory Committee (NAC) update will be presented prior to Agenda item D-1-a.

Agenda item D-1-d-v Cultural Competency update was added by J. Tice.

Agenda item D-1-a Board Action Plan (BAP) will be combined with D-1-d Indigenous Education Team Update.

Agenda item E-1-c Transitioning from the COVID-19 Experience was added by C. VanEvery-Albert.

Moved by: S. Gibson

Seconded by: T. Simon

THAT the agenda be approved, as revised

**Carried**

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

(a) **P2 Honouring Indigenous Knowledges, Histories and Perspectives**

(From Oct 21, 2021)

- K. Graham provided an update that Policy P2 is still under review with feedback and further consultation to be provided by community members
- The policy will be brought back to this committee at the next meeting

C - 1 **Approval of Minutes**

(a) **October 21, 2021**

The minutes will be revised to reflect "R. Staats closed the meeting".

Moved by: A. Powless-Bomberry

Seconded by: T. Simon

THAT the minutes of the Indigenous Education Advisory Committee held on October 21, 2021 be approved, as revised

**Carried**



## Indigenous Education Advisory Committee Meeting

December 9, 2021

6:00 P.M.

MS Teams Virtual Meeting

### MINUTES

#### D - 1 **New Business**

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

Will be discussed with agenda item D-1-d.

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

- J. Tice provided a report on S. Green's behalf and shared Indigenous student observations and experiences in Grand Erie:
  - Environmental Sustainability – tree planting, eco-club, recycling, the water story, mask recycling programs, composting, collaborations with school Green Teams ongoing
  - Hosting United Indigenous School Council (UISC) meetings – discussions including what schools had planned for treaty week, Downie Wenjack week and Indigenous Veterans' Day
  - Mentorship leader engagement for elementary students
  - Areas of improvement – more engagement and promotion of activities and indigenous studies programs in the schools
  - Next steps: Working with the UISC and Cultural Mentors to access student voice through surveys and prioritize initiatives and interest in developing Dual Credit Program for Indigenous Environmental Studies

##### (c) **Update - Native Advisory Committee**

- J. Martin provided updates from the meeting held on October 14, 2021 via Microsoft Office Teams (Host School – Hagersville Secondary School)
- Opening Address: Students would like them to be recited in the language and would like to see staff having same expectations of respect as they do for O'Canada. J. Martin suggested a working group to be formed to develop a system standard on the Opening Address in schools
- An update was provided on P2: "Honouring Indigenous Knowledges, Histories and Perspectives" revisions and timelines of when it will be presented to the Committee of the Whole and Board Meeting, specifically the Land acknowledgement statement
- Indigenous Education Team: Updates were provided on Indigenous Education Team initiatives including distribution of residential school teaching resources and activities for Orange Shirt Day; Cultural Competency speakers for upcoming Fall sessions; Monthly newsletter communications to staff, family, and students; and the graduation event for Six nations and MCFN students
- C. VanEvery-Albert asked for further clarification on how decisions will be made regarding the opening. J. Martin explained that the internal working group will provide recommendations to be brought forth to the Native Advisory Committee and Indigenous Education Advisory Committee for input.

##### (d) **Indigenous Education Team Update**

- R. Staats provided an update on the Draft Indigenous Education Strategic Plan – Pillar of Belonging. Four main well-being goals were reviewed through a PowerPoint Presentation: Supporting Educators, Supporting Students, Using Data to support Student Achievement and Engagement and Awareness Building. The Presentation will be shared with committee members.
- The Board Action Plan will be shared at the next meeting



## Indigenous Education Advisory Committee Meeting

December 9, 2021

6:00 P.M.

MS Teams Virtual Meeting

### MINUTES

- Transition Meetings: Marc Cobb and J. Tice have started the elementary transition meetings with Lloyd S. King school

R. Staats provided updates on the following:

- i. Cultural Mentors: Looking at additional cultural supports and is presently in the process of hiring an additional Cultural Mentor Grad Coach. We continue to look at ways to maximize their use within schools to support graduation rates and student retention and also working collaboratively to provide culturally sensitive resources in relation to dates of significance
- ii. Indigenous Engagement and Support Teachers: a posting for a second Elementary Engagement Teacher is complete; interviews to occur in early January 2022
- iii. Language Initiative: Digital binders are being developed for all 3 language groups: Ojibway, Cayuga and Mohawk. A District survey will be sent out early next week to all FNMI students asking what their first choice of language program offered at their school; will also be looking at offering language programs virtually. IPADS have been sent out today to schools to support secondary level and the Kanienkehake Elders Advisory Circle will be certifying Mohawk Language teachers through the Ontario College of Teachers

In clarification to a question regarding language instruction being offered through online or digital resources, R. Staats stated that the decision has not yet been made regarding the format for elementary level. Many teachers are interested however are not OCT certified. Digitally is something to be considered at secondary level.

R. Staats shared that there is one Cayuga Language Teacher. With the assistance of IPADS, the hope is she can reach out to many students.

D. Fletcher will distribute PowerPoint Presentation and Newsletters to committee members.

(e) **Cultural competency update**

J. Tice shared that Senior Administration and Managers have participated in two information sessions on Land, Treaties and Resources (Presenters: Margaret Sault of Mississaugas of the Credit First Nation and Phil Monture).

The next session is scheduled in January 2022: Amy Sault from Mississauga New Credit and Dave Vince from Two Row Development regarding economies on the reserve.

Cultural competency sessions start in April 2022 for Grand Erie staff who haven't participated yet.

When asked if these presentations can be recorded and shared with committee members, J. Tice explained there is sensitive information being shared by presenters and would look into options.





## Indigenous Education Advisory Committee Meeting

December 9, 2021

6:00 P.M.

MS Teams Virtual Meeting

### MINUTES

(f) **Community Updates**

- R. Wilson shared that Brantford Regional Indigenous Support Centre (BRISC) is very busy with children coat distribution and Christmas hampers. Will be providing regular food and pantry hampers in January 2022
- K. Sandy shared that Adult Programs continue to be strong with the Six Nations Language Commission and expect to offer education courses in the evening. The Cayuga on-line program is being refined with the plan to launch this spring and the Mohawk on-line program has been quite successful in the 5<sup>th</sup> year of delivery
- J. Shawana shared that Niagara Peninsula Aboriginal Area Management Board (NPAAMB) is starting to shift services back into the office; should be fulltime by the end of January 2022. They are moving forward with all programs to be delivered in person and virtually in a hybrid model dependent on the location of the youth. Opportunity Knocks was held in November with 100 youths across the district who participated virtually. A new service is being introduced "Youth Success Mentors", who will be working with any youth who self identifies with a disability and is seeking help in searching for employment and training. Will also be currently exploring the option to extend to grade 6-8 students who will be navigating from elementary to secondary and want to start to explore options and careers. Will be reaching out to facilitate that work with Grand Erie District School Board for some opportunities.

E - 1 **Other Business**

Nil.

(a) **Correspondence**

Nil.

(b) **Bylaws, Policies, Procedures Out for Comment**

J. Tice noted the following policies and procedure are out for comment:

- SO-008 Community Partnerships (Procedure)
- SO-08 Community Partnerships (Policy)
- F2 Budget Development Process (Policy)
- Click the following link: [Bylaws, Policies and Procedures Out for Comment](#) to access Bylaws Policies and Procedures Out for Comment. Please review and forward any comments to [policiesandprocedures@granderie.ca](mailto:policiesandprocedures@granderie.ca) by January 13, 2022

(c) **Transitioning from the COVID-19 Experience**

C. VanEvery-Albert shared that as a member of OPSBA's Indigenous Trustee Council (ITC), she took part in discussions from last spring until recently that resulted in a paper sent to the Ministry for GSNs (Grant for Student Needs) for next year. She encouraged committee members to read this paper.

C. VanEvery-Albert requested to invite Heather Watts, Acting Director of Life-Long Learning office, to the Indigenous Education Advisory Committee. In her role she will be reviewing next steps in the event that Six Nations decides to take over responsibility of education from Indian Affairs.





## Indigenous Education Advisory Committee Meeting

December 9, 2021

6:00 P.M.

MS Teams Virtual Meeting

### MINUTES

F - 1 **Adjournment**

Moved by: R. Staats

Seconded by: K. Graham

THAT the meeting be adjourned at 7:16 p.m.

**Carried**

G - 1 **Next Meeting**

Thursday, February 10, 2022 via Microsoft Office Teams

R. Staats closed the meeting.

DRAFT





## Grand Erie Parent Involvement Committee

Thursday, January 13, 2022

6:30 p.m.

MS Teams Virtual Meeting

### MINUTES

**Present:** Chair S. Nichol (Chair), J. Roberto (Director of Education), S. Gibson, K. Graham, L. Munro, Y. Brochu, B. Poladian, P. Hammond, K. Eder, A. Magone, M. Sararas, R. Karges, S. Darling, A. Laidlaw, R. Staats, J. Belbin, J. Smith, S. Plant, C. Pilatzke, M. Mummery

**Regrets:** T. Waldschmidt, N. Waldschmidt

**Recorder:** C. Dero

A - 1 **Opening**

(a) **Roll Call**

J. Roberto called the meeting to order at 6:30 p.m. and S. Nichol noted that roll call would be taken from the MS Team participation list.

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

J. Roberto welcomed those in attendance and opened the meeting with an Acknowledgement of Traditional Territory.

B - 1 **Minutes**

(a) **Approval of Minutes**

Moved by: C. Pilatzke

Seconded by: M. Mummery

THAT the Grand Erie District School Board approve the October 28, 2021 Grand Erie Parent Involvement Committee minutes.

**Carried**

(b) **Debrief from School Council Orientation**

Highlights were shared.

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

S. Gibson, Chair of the Board provided the following updates:

- Results of the Nomination Meeting of the Board in December.
- Reminded GEPIC of the renaming of Ryerson Heights Elementary School.
- Transformation of school learning commons.
- The new Equity Advisory Group is accepting applications for participants please refer to the board website.
- The Ministry of Education announced a capital investment for a joint-use elementary school and childcare facility in Caledonia. The construction is anticipated to be completed for the start of the school year in September 2024.

D - 1 **Director's Update**

J. Roberto explained that the School Year Calendar Committee is looking for two parent representatives. J. Belbin and M. Mummery volunteered to take part in the committee.

J. Roberto shared the following updates:

- January is Kindergarten registration month and French Immersion registration is open. Parents are encouraged to reach out and welcome families to Grand Erie.



## Grand Erie Parent Involvement Committee

Thursday, January 13, 2022

6:30 p.m.

MS Teams Virtual Meeting

### MINUTES

- There will be virtual opportunities for Grade 8 Open House events, and the hope is that schools will be able to host small group tours
- Reopening Updates included:
  - COVID-19 Screening tool now includes more sensitive direction about symptoms and isolating. Families will receive a daily School Messenger reminder to complete screening for each child.
  - Masking for K-12 will continue. Cloth masks are available to students if needed.
  - Food programs will continue but there will be a pause on non-essential visitors in schools.
  - Rapid Antigen Tests have been sent to schools for staff and students.
  - Grand Erie will create a webpage that lists absences each school. If absences reach 30% or greater in a school, this will be reported to Public Health.

#### E - 1 **GEPIC Chair's Update**

S. Nichol provided an overview of the breakouts.

L. Munro, K. Graham, Y. Brochu and B. Poladian shared highlights from across Grand Erie during remote learning. Highlights included the excitement of connecting with students after the winter break, setting up virtual classrooms, collaborating with teaching partners, as well as examples of math, Phys Ed, and well-being.

#### F - 1 **Planning, Discussion, Sharing**

Participants were divided into two breakout groups. Following the discussions, group leaders shared the following:

##### (a) **Pro Grants and Speaker Series**

A centralized focus would be best at this time. Suggested speakers include:

- Paul Davis
- Tanya Talaga
- Dr. Robyne Hanley-Dafoe
- Suzie Miller with Sara General

S. Nichol asked that anyone interested in helping to prepare and execute the event should email her at [chairgepic@granderie.ca](mailto:chairgepic@granderie.ca).

##### (b) **Learning Agenda K-12**

Suggested topics include:

- Detstreaming
- Indigenous Pedagogy
- Residential schools
- Mental Health and Well-being
- 21<sup>st</sup> Century Learning

##### (c) **Attracting and Retaining Students in Grand Erie**

This item will be added to the next agenda to discuss about further.



## Grand Erie Parent Involvement Committee

Thursday, January 13, 2022

6:30 p.m.

MS Teams Virtual Meeting

### MINUTES

Suggestions included:

- Share learning that is occurring on a variety of social media platforms.
- Ensure that younger students (pre-kindergarten) and their parents have opportunities to engage in conversations, information nights, etc.
- Create natural pathways so students see themselves in a Grand Erie secondary schools. Build a connection between the elementary school and the high schools.
- Have robust course selections and share them out to the system.
- Market schools. Be intentional and strategic.
- Have secondary school tours for Grade 6 & 7 students.

Moved by: C. Pilatzke

Seconded by: S. Darling

THAT the Grand Erie Parent Involvement Committee use PRO Grant funds (maximum \$24,000) to secure up to 3 speakers for a GEPIC Spring Speaker Series.

**Carried**

#### G - 1 **Future Meetings**

March 3, 2022; May 12, 2022

Moved by: R. Staats

Seconded by: S. Darling

THAT the meeting be adjourned at 8:49 p.m.

**Carried**