



Regular Board Meeting

Monday, February 28, 2022

Education Centre, Board Room

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session **(6:30 pm)**
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement **(7:15 pm)**
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations L. Munro
 - (i) Lead Learn Inspire Award
- B - 1 **Approval of Minutes**
- * (a) January 24, 2022 (Regular Board)
 - * (b) February 7, 2022 (Committee of the Whole Board)
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
- D - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Leading and Learning in a Pandemic
- E - 1 **Student Trustees' Report**
- F - 1 **Committee Report**
- * (a) Committee of the Whole Report – February 07, 2022 T. Waldschmidt
- G - 1 **New Business**
- * (a) Information Technology Services Annual Report L. Munro
 - * (b) Student Trustee Selection J. Roberto
 - * (c) Contract Award – Architectural Services for Child Care at Cobblestone ES & Banbury Heights R. Wyszynski
 - * (d) Capital Priorities Project Funding Submissions R. Wyszynski
- H - 1 **Other Business**
- * (a) Special Education Advisory Committee Minutes – December 9, 2021 L. Thompson
 - * (b) Special Education Advisory Committee Minutes – January 20, 2022 L. Thompson
 - * (c) Joint Occupational Health & Safety Committee Minutes – January 12, 2022 R. Wyszynski
 - * (d) Safe and Inclusive Schools (SIS) Committee Minutes (Draft) – January 20, 2022 W. Baker
 - * (e) Native Advisory Committee (NAC) Minutes (Draft) – January 27, 2022 K. Graham



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- * (f) Indigenous Education Advisory Committee (IEAC) Minutes (Draft) – February 10, 2022 K. Graham
- * (g) Privacy and Information Management (PIM) Committee Minutes (Draft) – February 10, 2022 L. Munro

I - 1 Correspondence

- * (a) Avon Maitland DSB – February 8, 2022
- * (b) Avon Maitland DSB – February 17, 2022
- * (c) Durham DSB – February 22, 2022
- * (d) Thunder Bay Catholic DSB – February 15, 2022
- * (e) Halton DSB – February 22, 2022
- * (f) Bluewater DSB – February 23, 2022

J - 1 Adjournment

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

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 / 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
Regular Board	March 28, 2022	7:15 PM	Board Room / Virtual
Committee of the Whole Board	April 11, 2022	7:15 PM	Board Room / Virtual
Indigenous Education Advisory Committee (IEAC)	April 14, 2022	6:00 PM	MS Teams Virtual Meeting
Budget Review Meeting	April 19, 2022	5:30 PM	MS Teams Virtual Meeting
Native Advisory Committee (NAC)	April 21, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	April 21, 2022	6:00 PM	MS Teams Virtual Meeting
Chairs' Committee	April 25, 2022	5:45 PM	Brant Room
Regular Board	April 25, 2022	7:15 PM	Board Room / Virtual

Learn

Lead

Inspire



Regular Board Meeting

Monday, January 24, 2022

MS Teams Virtual Meeting

MINUTES

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

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. Mitchell (Student Trustee)

Administration: Nil

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Board Chair, S. Gibson at 6:31 p.m.

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

Nil

(c) **In Camera Session**

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 6:33 p.m.

Carried

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

The Public meeting was called to order by Board Chair S. Gibson at 7:21 p.m.

S. Gibson read the Land Acknowledgement Statement.

(e) **Memorials**

Nil

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

Moved by: E. Dixon

Seconded by: T. Waldschmidt

THAT the Agenda be approved.

Carried

(g) **In Camera Report**

Nil

(h) **Presentations**

(i) **Lead Learn Inspire Award**

J. Roberto introduced the January 2022 award recipient, C. Holdsworth from Waterford District High School.



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J. Roberto shared a presentation that highlighted the work and accomplishments of C. Holdsworth, who is a world class photographer and a fantastic example of Grand Erie’s vision of Lead Learn Inspire.

C. Holdsworth was thanked for his commitment and courage to leading and learning, and for the inspiration he is providing.

Several trustees congratulated C. Holdsworth on receiving this well well-deserved award and C. Holdsworth shared his gratitude.

B - 1 **Approval of Minutes**

(a) **December 13, 2021, 6:30 p.m. (Inaugural Board Meeting)**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Minutes of the Inaugural Board Meeting, held December 13, 2021 be approved.

Carried

In response to a question from C.A. Sloat about the terms of reference for the Joint Health and Safety Committee coming to the Board, R. Wyszynski noted that when this comes for approval it will be brought forward to trustees.

In response to a question from C.A. Sloat, L. Munro confirmed that communication regarding cybersecurity training for trustees will be available soon.

(b) **January 10, 2022, 6:30 p.m. (Committee of the Whole)**

Presented as printed.

Moved by: D. Werden

Seconded by: T. Waldschmidt

THAT the Minutes of the Committee of the Whole Board Meeting, held January 10, 2022 be approved as amended.

Carried

R. Collver clarified that she did send regrets prior to the January 10, 2022 Committee of the Whole meeting and asked that the minutes be amended to reflect this.

C.A. Sloat asked if there was clarification available about the age requirements for students to be able to take part in the School College Work Initiative. K. Graham replied, that for students to be eligible to take part in the dual credit program, they need to be within one year of graduation.

C.A. Sloat wanted to ensure the ESA report was updated and adjusted. K. Graham confirmed that the ESA Reports were revised.



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

(a) **F4 Trustee Honoraria Report**

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: T. Waldschmidt

That the Grand Erie District School Board approve Policy F4 – Trustee Honoraria as amended.

Carried

C.A. Sloat requested a recorded vote:

G. Anderson – no

R. Collver – no

D. Dean – yes

E. Dixon – yes

B. Doyle – yes

S. Gibson – yes

J. Richardson – no

C.A. Sloat – no

C. VanEvery-Albert – yes

T. Waldschmidt – yes

D. Werden - no

J. Roberto explained that during the January 10, 2022 Committee of the Whole meeting there were some comments made about the revised F4 Policy presented in draft and the legality around it.

As Secretary of the Board, J. Roberto has ensured that this slightly revised F4 Policy has been vetted through legal counsel. J. Roberto provided further clarification around item 3 of Bylaw 16, as well as the link to the Regulation. J. Roberto further noted that, through budget, the committee component that was raised in comments will be looked at.

D. Werden suggested that the proper process would be for this report to come in the Committee of the Whole F-1 and and be referred to the Committee of the Whole meeting February 7, 2022.

C.A. Sloat further added that the attendance amount component should be referred to Committee of the Whole.

D - 1 **Director's Report**

(a) **Director's Highlights**

J. Roberto highlighted the following:

- Heart of Turtle Island: Through a generous donation by local photographer Mark Zelinski, every elementary and secondary school will be receiving *Heart of Turtle Island – The Niagara Escarpment*, a photography book.
- Ontario College of Teachers Sexual Abuse Prevention Program: Effective January 3, 2022, a new notation was added to Certificates of Qualification indicating whether a Certified Teacher has successfully completed the Sexual Abuse Prevention Program. Additional Information about the Sexual Abuse Prevention Program is available on the oct.ca [FAQ page](#).



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- Bell Let's Talk: Grand Erie's Mental Health team will be sharing resources and engaging classrooms in a variety of ways for Let's Talk on January 26, 2022, meant to break the silence, decrease stigma, and start meaningfully conversations around mental health and well-being.
- Quadmester's Course Work Update: Grand Erie understands that moving from in-person to remote learning so close to end of the course can result in challenges for some students. Educators continue to have the flexibility to only consider assessment data from before the shift to remote learning for the purposes of determining final marks.
- EQAO Assessment Grade 9 Math - secondary students will not participate in the grade 9 EQAO math assessments scheduled for this quadmester.

On behalf of Sr. Administration, K. Graham and L. Munro shared a presentation that captured some highlights from remote learning that took place at the beginning of January 2022. The Grand Erie Parent Involvement Committee video for parents and guardians was shared.

J. Roberto shared that C. VanEvery-Albert will be presenting at the Public Education Symposium on January 28, 2022 on Indigenous Language Recovery and the importance of Language on Culture and why Language and Culture are so vital to First Nations children and the health of our communities.

Moved by: E. Dixon

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director's Report of January 24, 2022 as information.

Carried

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

J. Roberto provided the following updates:

- School-based vaccine clinics will be forthcoming.
- The absence tracker was launched on the Grand Erie website.

C.A. Sloat asked about supports that are available to families and J. Roberto replied yes.

In response to a question from R. Collver, J. Roberto provided clarification that baseline absences will be taken into account when looking at 30% absence rate.

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Leading and Learning in a Pandemic report of January 24, 2022 as information.

Carried



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E - 1 **Student Trustees' Report**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Student Trustees' report of January 24, 2022 as information.

Carried

F - 1 **Committee of the Whole Report – January 10, 2022**

Presented as printed

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

That the Grand Erie District School Board approve recommendations 2 – 8 and 10 -13 from the January 10, 2022 Committee of the Whole Report.

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.



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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.

Carried

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

That the Grand Erie District School Board approve Policy F4 – Trustee Honoraria as amended in item C-1-a on the January 24, 2022 agenda.

Withdrawn by C. VanEvery-Albert

C.A. Sloat challenged the Chair on allowing the motion - That the Grand Erie District School Board approve Policy F4 – Trustee Honoraria as amended in item C-1-a on the January 24, 2022 agenda.

Defeated



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Moved by: D. Werden

Seconded by: C.A. Sloat

THAT item 1, Joint Use of Facilities Agreement between the Board and the City of Brantford, be referred to administration and brought back to the February 7, 2022 Committee of the Whole.

Carried

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT Item 9, Policy F4 - Trustee Honoraria, as recommended by the Committee of the Whole Board be withdrawn.

Carried

G - 1 **New Business**

(a) **Major Construction Update (FT2)**

Presented as printed.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

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

Carried

In response to a question from C.A. Sloat. R. Wyszynski replied that the Project Committees will be struck as soon as the architects are selected.

(b) **Contract Award – Roofing at Cayuga SS**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: G. Anderson

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.

Carried

(c) **Contract Award – Roofing at Dunnville SS**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

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.

Carried



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CA Sloat asked what measures are in place to ensure that the warranty funds are in good hands. R. Wyszynski replied that these bids are received from pre-qualified contractors, and the majority of the construction work comes with a bid bond.

H - 1 Other Business

(a) Joint Occupational Health & Safety Committee Minutes – December 16, 2021

Presented as printed.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – December 16, 2021 as information.

Carried

(b) Special Education Advisory Committee Minutes – November 18, 2021

Presented as printed.

R. Collver provided clarification about the data that was presented on page 2 and noted that the achievement data that was being presented was old data, not from the 2021-2022 year.

Moved by: D. Werden

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – November 18, 2021 as information.

Carried

C.A. Sloat requested that letters to the Ministry from the committee are shared with trustees. L. Thompson will ensure that trustees are copied on these letters.

(c) Native Advisory Committee (NAC) Minutes – (Draft) – December 2, 2021

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the draft Native Advisory Committee Minutes – December 2, 2021 as information.

Carried

R. Collver noted that it is not normal practice for staff to be moving or seconding motions as indicated in the committee minutes. K. Graham will clarify this.



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(d) **Indigenous Education Advisory (IEAC) Minutes – (Draft) – December 9, 2021**

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the draft Indigenous Education Advisory Committee Minutes – December 9, 2021 as information.

Carried

(e) **Grand Erie Parent Advisory Committee (GEPIC) Minutes – (Draft) – January 13, 2022**

Presented as printed.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the draft Grand Erie Parent Involvement Committee Minutes – January 13, 2022 as information.

Carried

I - 1 **Correspondence**

Nil

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Board return to In Camera session at 9:11 p.m.

Carried

Moved by: D. Werden

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve to continue past 10:00 p.m.

Carried

J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the meeting be adjourned at 10:19 p.m.

Carried

Board Chair, S. Gibson



Committee of the Whole Board Meeting

Monday, February 7, 2022

Board Room / MS Teams Virtual Meeting

MINUTES

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

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: D. Dean

Administration: Nil

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Committee of the Whole Board Chair, T. Waldschmidt at 6:36 p.m.

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

Nil

(c) **In Camera Session**

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 6:36 p.m.

Carried

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

The Public meeting was called to order by Committee of the Whole Board Chair,

T. Waldschmidt at 7:19 p.m. read the Land Acknowledgement Statement.

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

S. Gibson requested the addition of two items to the In Camera agenda.

C.A. Sloat noted that, at the November 2021 Board meeting, a motion was passed that approval of F7 be referred to the February 2022 board meeting.

J. Roberto explained that SO32 Exclusion of Students, SO19 Privacy and Information Management, P2 Honoring Indigenous Cultures and Traditions, and Pride of Place and Community Partnership Incentive Plan Report, were deferred, along with F7 Reporting of Wrongdoing. This will come forward in March as a result of many other matters being dealt with at this time.

D. Werden requested that in the future, items come to the Board to be deferred.



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Moved by: S. Gibson
Seconded by: G. Anderson
THAT the Agenda be approved as amended.

Carried

C.A. Sloat noted that she left the In Camera meeting discussion on item A-1-a due to her belief that the board did not follow the Education Act Regulation 207(2).

(f) **In Camera Report**

Moved by: B. Doyle
Seconded by: E. Dixon
THAT In Camera item A-1-a be received as information.

Carried

Moved by: D. Werden
Seconded by: R. Collver
THAT In Camera item A-1-c be approved.

Carried

Moved by: G. Anderson
Seconded by: B. Doyle
THAT the Grand Erie District School Board approve the Joint Use of Facilities Agreement between the Board and The City of Brantford.

Carried

(g) **System Showcase**

L. Thompson introduced P. Bagchee, R. Tenbrinke, S. Barless, K. Kitchen, and R. Gee, who presented the Mental Health and Well-being Showcase.

The presenters spoke to Grand Erie's Child and Youth Workers' focus on mental health promotion and prevention. The team shared the Super Self-Reg Program, that was created for the Summer School Transition Program. It has five interactive sessions that teaches students self-regulation skills including feelings, calming strategies, and how their brain works. Parent feedback and examples of how the program is being used in classrooms and were shared.

Presenters spoke to the support that is provided for secondary schools, including wellness rooms and bulletin boards with positive affirmations, self-care, and strategies to promote mental health literacy.

Child and Youth Workers are also delivering professional learning in designated schools to promote the work of the Dr. Stuart Shanker. This professional learning includes six PowerPoint sessions delivered throughout the year.



Committee of the Whole Board Meeting

Monday, February 7, 2022

Board Room / MS Teams Virtual Meeting

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(h) **Delegation**

(i) **R. Hunter – Kindergarten Masking Policy**

T. Waldschmidt reminded R. Hunter that he has 10 minutes to present and asked that he respect the information he received by Grand Erie about his delegation on 04-02-2022.

R. Hunter spoke to his views on masking and provided examples of several masking studies. R. Hunter asked that Grand Erie's policies be shifted to reflect his views and that trustees adhere to the medical advice provided.

D. Werden called a Point of Personal Privilege and noted that R. Hunter's statements made assumptions about his family and may be defamatory.

Moved by: D. Werden

Seconded by: C. VanEvery-Albert

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

Carried

(ii) **A. Johnston – Kindergarten Masking Policy**

A. Johnston explained that she has compiled letters from concerned parents across Grand Erie. A. Johnson read excerpts from the letters and shared some of their concerns.

Moved by: E. Dixon

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive A. Johnston's delegation as information.

Carried

(iii) **N. Gauthier – Kindergarten Masking Policy**

N. Gauthier spoke on behalf of some parents and referenced his expertise in masking with respect to firefighting. N. Gauthier noted his concern about the impact on children's mental health as a result of masking.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board receive N. Gauthier's delegation as information.

Carried

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

Nil



Committee of the Whole Board Meeting

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C - 1 **Director's Report**

(a) **Director's Highlights**

J. Roberto shared the following:

- Grand Erie's Ready, Set, Kindergarten Campaign is underway.
- Celebrating Black History Month is a great opportunity for everyone in Grand Erie to Lead, Learn and Inspire with intention, incorporating Black histories, voices, and perspectives year-round.
- J. Roberto shared a video from Unite Against Hate, that can be used in classrooms to spark conversations, not only about Black History, but also anti-Black racism and prejudice that we see in our schools and communities.
- Grand Erie is hosting a virtual Public Meeting on February 10, 2022, to answer questions and take input from the Banbury Heights and Branlyn communities on a proposed modification to boundaries for these schools.
- Grand Erie secondary schools are introducing Student Learning Support Days in second semester, providing additional opportunities for students requiring further consolidation of learning to meet their achievement goals in grades 9 – 12.
- In the coming months, staff and students will see more ways we Learn, Lead and Inspire as two new campaigns are rolled out to support engagement in Grand Erie's vision.
- W. Baker highlighted the re-engagement process at Houghton and noted that recently, a Community Support Worker was hired to help re-engage students. To date, seven students from the Low German Mennonite community have been enrolled at Houghton.

C. Kitchen spoke in favour of the Student Learning Support Days, and thanked Sr. Administration for providing this opportunity instead of turning these into additional instructional days.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Director's Report of February 7, 2022 as information.

Carried

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

J. Roberto provided an update with respect to sports in schools and noted that that this is a priority across the district as it supports the mental health and well-being of students. When an update from the Ministry about wrestling and/or basketball is available, it will be shared.

C.A. Sloat noted that there is some inconsistency across Boards with respect to sports.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Leading and Learning in a Pandemic report of February 7, 2022 as information.

Carried



Committee of the Whole Board Meeting

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MINUTES

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

(a) **Draft Proposed School Year Calendar 2022-23**

Presented as printed.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the Draft School Year Calendars 2022-2023 report.

Carried

C. VanEvery-Albert asked if consideration has been made for exams that may conflict with Longhouses who have mid-winter ceremonies. W. Baker explained that there is a process in place to accommodate those students so they can write their exams without consequences.

C.A. Sloat expressed concern with November 11 being a PD Day.

W. Baker explained that the committee considered this before making the recommendation and noted that they felt this would give students the opportunity to attend a cenotaph ceremony, while still being able to celebrate Remembrance Day at school, perhaps the day before, as when November 11 falls on a weekend.

C.A. Sloat noted that that the proposed activities for PD days were missing from the report.

W. Baker explained that this cannot be added until direction is received from the Ministry of Education.

(b) **Mileage Remuneration Review**

Presented as printed.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the mileage rate of \$0.61 per kilometer for the first 5,000 kilometers, and \$0.55 per kilometer thereafter affective March 1, 2022.

Carried

C.A. Sloat suggested that this should be passed through budget.

R. Wyszynski explained that trustees did approve the 2021-22 budget, and there are sufficient funds within that approved amount to cover the proposed increase in mileage rate because of decreased travel due to COVID-19.

C.A. Sloat noted a slight error and asked that the motion be revised to reflect the CRA rate of \$0.55 cents, instead of \$0.56 cents. The motion was amended to reflect this.

R. Wyszynski provided some clarification about when CRA rates become effective.



Committee of the Whole Board Meeting

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D - 2 New Business – Information Items

Nil

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

(a) F-02 Budget Development Process

Presented as printed.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy Budget Development Process (F-02).

Carried

C.A. Sloat asked for clarification about the meaning of pro forma budget and R. Wyszynski explained that this would be a statement of revenues and expenses.

C.A. Sloat expressed concern that trustees would not be receiving the detailed 31 page excel spreadsheet that they have in the past.

Discussions took place around the amount of detail that trustees need to arrive at and approve a budget.

(b) SO-08 Community Partnership

Presented as printed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy SO-08 Community Partnerships.

Carried

R. Collver asked for clarification about the removal of criteria for success and asked how the Board can monitor the policy if it is not listed.

L. Thompson noted there is a reference in the policy to SO-008, which includes the guiding principles.

Discussions took place around the placement of guiding principles, and this will be reviewed in future with respect to policies and procedures up for review.

(c) SO-008 Community Partnerships

Presented as printed.

Moved by: S. Gibson

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive Procedure SO-008 Community Partnerships, as information.

Carried



Committee of the Whole Board Meeting

Monday, February 7, 2022

Board Room / MS Teams Virtual Meeting

MINUTES

C.A. Sloat questioned the numbering of the procedure.

L. Thompson noted that is operational in nature and J. Roberto explained that Sr. Administration is trying to make sure that they match the related policy.

(d) **SO-18 Environmental Education and Stewardship**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board forward Policy SO-18 Environmental Education Stewardship to all appropriate stakeholders for comments to be received by April 6, 2022.

Carried

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Procedure SO-XXX Environmental Education Stewardship to all appropriate stakeholders for comments to be received by April 6, 2022.

Carried

(e) **SO-20 Assessment Evaluation and Reporting**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Policy SO-20 Assessment, Evaluation and Reporting, as amended, to all appropriate stakeholders for comments to be received by April 6, 2022.

Carried

Moved by: D. Werden

Seconded by: S. Gibson

THAT the Grand Erie District School Board forward Procedure SO-XXX Assessment, Evaluation and Reporting to all appropriate stakeholders for comments to be received by April 6, 2022.

Carried

C.A. Sloat noted that there was a word missing from the policy statement. A. Smith noted the communication from C.A. Sloat, and it would be amended before going out for comment. The motion was amended to reflect this.



Committee of the Whole Board Meeting

Monday, February 7, 2022

Board Room / MS Teams Virtual Meeting

MINUTES

(f) **HR-107 Maintaining Employee Safety While Working with Students**

Presented as printed.

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Procedure HR-107 Maintaining Employee Safety While Working with Students to all appropriate stakeholders for comments to be received by April 6, 2022.

Carried

(g) **HR-121 Injury/Incident/Disease Investigation and Reporting**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Procedure HR-121 Employee Injury Reporting and investigation to all appropriate stakeholders for comments to be received by April 6, 2022.

Carried

(h) **P-106 Home Instruction**

Presented as printed.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Procedure P-106 Home Instruction to all appropriate stakeholders for comments to be received by April 6, 2022.

Carried

F - 1 **Other Business**

(a) **OPSBA Report**

C. VanEvery-Albert reported that D. Werden was recently elected to be on the OPSBA Policy Development Work Team and C.A. Sloat was elected to be part of the Education Program Work Team. C. VanEvery-Albert will serve as alternate for the Policy Development Work Team.

C. VanEvery-Albert noted that the Student Trustee Handbook 2022 is available on the OPSBA website. The 2022 OPSBA Awards Nominations are now open and can be accessed online.

D. Werden noted when he was the OPSBA Director he shared everything. C. VanEvery-Albert will follow-up.

C. Kitchen added that he appreciated being able to participate in the creation of the Student Trustee Handbook and urged trustees to read it if they haven't already.



Committee of the Whole Board Meeting

Monday, February 7, 2022

Board Room / MS Teams Virtual Meeting

MINUTES

Moved by: E. Dixon
Seconded by: D. Werden
THAT the Grand Erie District receive the OPSBA report as information.
Carried

G - 1 Correspondence

- (a) York Region District School Board – January 20, 2022.
- (b) Greater Essex County District School Board – January 21, 2022
- (c) Upper Canada District School Board – January 14, 2022
- (d) Lakehead District School Board – January 17, 2022
- (e) Algoma District School Board – January 11, 2022.
- (f) Haldimand Norfolk Health Unit Letter – February 2, 2022

Moved by: D. Werden
Seconded by: C.A. Sloat
THAT the Grand Erie District School Board receive the correspondence as information.
Carried

C.A. Sloat requested clarification on how correspondence is shared.

S. Gibson responded that she will forward items that she receives and also add them to the agenda.

Moved by: R. Collver
Seconded by: J. Richardson
THAT Policy SO-17 Guidelines for Student Accommodation, up to and including Exemption, from Non-Medial or Cloth Masks and the Resource Package be brought back for discussion at the Committee of the Whole Board meeting on March 7, 2022.
Carried

Trustees requested that a conversation about the masking policy take place at the March Committee of the Whole meeting.

The importance of reviewing medical opinions and the hearing the voice of all stakeholders was discussed.

At the request of trustees, a summary of advice from the Medical Officers of Health will be requested.

Moved by: D. Werden
Seconded by: B. Doyle
THAT the Board return to In Camera session at 9:38 p.m.
Carried



B-1-b

Committee of the Whole Board Meeting

Monday, February 7, 2022

Board Room / MS Teams Virtual Meeting

MINUTES

H - 1 **Adjournment**

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the meeting be adjourned at 9:55 p.m.

Carried

Committee of the Whole Board Chair, T. Waldschmidt



Grand Erie District School Board

TO: Trustees of the Grand District School Board
FROM: Tom Waldschmidt, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: February 7, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the February 7, 2022 Committee of the Whole Board meeting as follows:

1. **Delegation**
 - i) THAT the Grand Erie District School Board receive R. Hunter’s delegation by as information.
 - ii) THAT the Grand Erie District School Board receive A. Johnson’s delegation as information.
 - iii) THAT the Grand Erie District School Board receive N. Gauthier delegation as information
2. **Director’s Report**
 - i) THAT the Grand Erie District School Board receive the Director’s Report of February 7, 2022, as information.
 - ii) THAT the Grand Erie District School Board receive the Leading and Learning in a Pandemic report of February 7, 2022, as information.
3. **Draft Proposed School Year Calendar 2022-23**

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the draft School Year Calendars 2022-23 report.
4. **Mileage Remuneration Review**

THAT the Grand Erie District School Board approve the mileage rate of \$0.61 per kilometer for the first 5,000 kilometers, and \$0.55 per kilometer thereafter effective March 1, 2022, as amended.
5. **Budget Development Process (F-02)**

THAT the Grand Erie District School Board approve Policy Budget Development Process (F-02).
6. **Community Partnership (SO-08)**

THAT the Grand Erie District School Board approve Policy Community Partnership (SO-08).
7. **Community Partnership (SO-008)**

THAT the Grand Erie District School Board receive Procedure Community Partnership (SO-008) as information.

8. **Environmental Education Stewardship (SO-18 & SO-XXX)**
 - i) THAT the Grand Erie District School Board forward Policy SO-18 Environmental Education Stewardship to all appropriate stakeholders for comments to be received by April 6, 2022.
 - ii) THAT the Grand Erie District School Board forward Procedure SO-xxx Environmental Education Stewardship to all appropriate stakeholders for comments to be received by April 6, 2022.
9. **Assessment, Evaluation and Reporting (SO-20 & SO-XXX)**
 - i) THAT the Grand Erie District School Board forward Policy SO-20 Assessment, Evaluation and Reporting to all appropriate stakeholders for comments to be received by April 6, 2022.
 - ii) THAT the Grand Erie District School Board forward Procedure SO-XXX Assessment, Evaluation and Reporting to all appropriate stakeholders for comments to be received by April 6, 2022.
10. **Maintaining Employee Safety While Working with Students (HR-107)**

THAT the Grand Erie District School Board forward Procedure HR-107 Maintaining Employee Safety While Working with Students to all appropriate stakeholders for comments to be received by April 6, 2022.
11. **Employee Injury Reporting and Investigation (HR-121)**

THAT the Grand Erie District School Board forward Procedure HR-121 Employee Injury Reporting and Investigation to all appropriate stakeholders for comments to be received by April 6, 2022.
12. **Home Instruction (P-106)**

THAT the Grand Erie District School Board forward Procedure P-106 Home Instruction to all appropriate stakeholders for comments to be received by April 6, 2022.
13. **OPSBA Report**

THAT the Grand Erie District School Board receive the OPSBA report as information.
14. **Correspondence**
 - i) THAT the Grand Erie District School receive the correspondence as information.
 - ii) THAT Policy SO-17 Guidelines for Student Accommodation, up to and including Exemption, from Non-Medical or Cloth Masks and the Resource Package be brought back for discussion at the Committee of the Whole Board meeting on March 7, 2022.
15. **In Camera Report**
 - i) THAT In Camera Item A-1-a be received as information.
 - ii) THAT In Camera Item A-1-c be approved.
 - iii) THAT the Grand Erie District School Board approve the Joint Use of Facilities Agreement between the Board and The City of Brantford.

Respectfully submitted,

Tom Waldschmidt , Chair
Committee of the Whole Board



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Lisa Munro, Superintendent of Education
RE: **Information Technology Services Annual Update**
DATE: February 28, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Information Technology Services Annual Update Report as information.

Background

The mission of Information Technology Services (ITS) is to provide and maintain a state of the art, reliable and cost-effective technology environment in order to support learning in the classroom, optimize the administrative functions of the Board and, ultimately, improve student achievement at Grand Erie District School Board, in alignment with the Board's Multi-Year Plan. This report highlights major initiatives and accomplishments of the current school year and future plans for 2022-23.

ITS Milestones 2021-22

ITS Help Desk

In the 2021 calendar year the ITS Help Desk, School Technicians and Network/Server Administration staff logged 13,090 service tickets and closed 13,350 service tickets. At the beginning of the calendar year there were 459 service tickets open from the previous year and at the end of the calendar year there were 199 open service tickets.

Ricoh Implementation

The ITS supported the implementation of multi-functional devices of copiers/printers at all Grand Erie locations.

Classroom and Teacher Devices (3rd Wave)

The ITS School technicians deployed 2,800 new HP laptops to selected teachers and classrooms as part of the 3-year refresh cycle for technology.

Special Education Self Contained Classes

The ITS School technicians deployed Laptops, iPads, Projectors and Smartboards to selected Special Education Self Contained Classes.

Turning Point Classes

The ITS School technicians deployed technology to support all Grand Erie Turning Point classes.

Secure Document Delivery

This is a new **SchoolMessenger** service that allows schools to send documents (currently Report Cards) securely to parents/guardians.

Mobile Application for Grand Erie

The Grand Erie District School Board mobile application allows parents/guardians, students, and staff another method to access Grand Erie information.

Document Management System

The **Laserfiche** Document Management System (DMS) was purchased and with the help of our implementation partner **ThinkDox**, the Human Resources Department's active employee files have been scanned and digitized to create electronic employee records in the Laserfiche DMS.

Safe Arrival

This tool provides parents/guardians with alternative and efficient methods of reporting students absences. The software is designed to enhance student safety and reduce the time and costs incurred managing attendance reporting and follow-up. The ITS Department is currently piloting the Safe Arrival application in 3 schools (Jarvis, Dunnville and North Park).

Phishing Education Software

Attacks are often the result of a phishing e-mail sent to a board staff member in which the e-mail asks the staff member to login to a site using the school board login credentials. A cyber security training campaign has been developed.

New Anti-Virus Software

The ITS department has purchased and rolled out new anti-virus software called **CrowdStrike**.

Multi-Factor Authentication

Multi-Factor Authentication (MFA) is an application that enhances security for users. The ITS Department has completed the pilot of MFA for ITS Staff. MFA has been rolled out to the Senior Team, School Administrators and Managers.

AODA Compliance Software

AODA (Accessibility for Ontarians with Disabilities Act) compliance software has been purchased. ITS development staff will use this software to scan central and school websites to ensure they meet the standard AODA requirements.

ITS Future Plans**Document Management System**

Continue the deployment of the document management system in the Business Services Department.

Safe Arrival

All School rollout planned for April 2022.

PD Place

PD Place will be replaced with a more versatile and integrated solution.

Device Deployment

Continued sustainable device deployment for school administrators, school clerical staff, educators, Kindergarten-Grade 12 classrooms, Turning Point locations and Special Education Self Contained classrooms and Educational Assistants (EA's)

Self Service for Help Desk

The ITS Department moved to a new Help Desk system last year called **Top Desk**. This year we will implement a new module called Self Service. The Self-Service module of Top Desk

will allow users to create tickets directly into Top Desk automatically creating the service ticket rather than the current practice of sending the Help Desk an e-mail or leaving a voice message and having to wait for Help Desk staff to copy the details into a support ticket.

Online Registration/Verification

Families new to Grand Erie will be able to register their child(ren) using an online registration process that can be completed virtually.

Disaster Recovery Site to the Cloud

Grand Erie's Disaster Recovery (DR) site is currently located at a Norfolk school. The computer equipment at this site will be coming up for replacement in the 2022-2023 school year.

Access Point replacement in Secondary Schools and Cloud Firewall

The Ministry of Education had 20 Million dollars available to school boards to improve their Connectivity at Schools. The ITS Department applied and received a Connectivity at Schools grant to replace our secondary school Access Points (AP's) and implement a new cloud firewall. Grand Erie was approved for \$338,169 for the Secondary School Access Point Replacement Project and \$151,354 for a Cloud Firewall for a total of **\$539,523**. Once our cloud firewall proof of concept is complete, we hope to start deployment in late spring.

Budget Implications

Proposed expenditures for the 2022-21 ITS initiatives will be communicated through the Budget Process.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on the Information Technology Services Goal to embed technology opportunities for staff and students through professional learning and enhanced technology tools.

Respectfully submitted,

Lisa Munro
Superintendent of Education



Grand Erie District School Board

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
RE: **Student Trustee Selection 2022-23**
DATE: February 28, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Student Senate Report on the appointment of the following Student Trustees for 2022-23:
Grand Erie North: Tatyana Zebroski
Grand Erie South: Maggie Baker
Grand Erie Indigenous: Aleena Skye

Background

In accordance with Bylaw 29 - Student Trustees, correspondence was forwarded to secondary school principals in December inviting applications for the position of Student Trustee for the Grand Erie District School Board. Eleven responses were received from the invitation, six from the North (Brantford and Brant County), three from the South (Haldimand and Norfolk) and two from the Indigenous student population of the Board, and elections were held on February 17, 2022.

Tatyana Zebroski, a student at Brantford Collegiate Institute and Vocational School was declared elected as Student Trustee for the North, Maggie Baker, a student at Simcoe Composite School was declared elected as Student Trustee for the South, and Aleena Skye, a student at Brantford Collegiate Institute and Vocational School was declared elected as the Indigenous Student Trustee.

Grand Erie Multi-Year Plan

This report supports the mission of the Multi-Year Strategic Plan: Together we build a culture of Learning, Well-Being, and Belonging.

Respectfully submitted,

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



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business Services and Treasurer
RE: **Contract Award - Architectural Services for Child Care Build's at Cobblestone Elementary School and Banbury Heights School**
DATE: February 28, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the contract for architectural services for child care builds at Cobblestone Elementary School and Banbury Heights School from Grguric Architects Inc.

Background

The Board issued a Request for Proposal 2022-7-P on January 19, 2022 for architectural services of child care builds at Cobblestone Elementary School and Banbury Heights School, with a closing date of February 17, 2022.

Bids were received from ten (10) Architect firms. The Bids were scored by Facility Services and overseen by Purchasing Services, with two Proponents exceeding the required evaluation benchmark. The Proponent with the lowest Price Per Point was **Grguric Architects Inc.**

Additional Information

Purchasing Services has completed the necessary evaluation steps of the competitive process and recommends award of the Contract to **Grguric Architects Inc.** being the Proponent with the lowest Price Per Point.

Budget

The budget for both child care additions has been provided from the Ministry to include the cost of architect and project management fees.

Next Steps

In accordance with Policy FT1; Major Construction Projects, project committees will be established for each site in the near future.

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 Services and Treasurer





Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Capital Priorities Project Funding Submissions**
DATE: February 28, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2022-23 Capital Priorities for submission to the Ministry of Education.

Background

The recently released Ministry memorandum 2022: B01 Launch of 2022-23 Capital Priorities Program (CPP), including Child Care Capital Funding calls on Boards to submit business cases identifying their urgent pupil accommodation needs.

The CPP provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures,
- replacing schools in poor condition,
- supporting past consolidation decisions,
- providing facilities for French-language rights holders in under-served areas, and
- creating new licensed child care spaces in schools.

Capital Priority Submission Highlights/Summary Points

- The 2022-23 Capital Priorities projects are expected to be completed and open no later than the 2026-27 school year.
- School boards have an opportunity to request childcare capital funding for Capital Priorities projects, if the local Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- School boards will have the opportunity to submit up to five of their most high and urgent Capital Priorities for ministry funding consideration.

Additional Information

Guided by the Board’s Long-Term Accommodation Plan, discussions with the Board’s Quality Accommodation Committee and analysis on the capacities of school and local housing development, Senior Administration is recommending that business cases be submitted for the following projects:



Priority One – Six Classroom Addition onto Woodman-Cainsville Schools as follows:

- 6 classroom addition onto Woodman-Cainsville School to accommodate increased enrolment from new development in south-east Brantford, more specifically near Garden Avenue and Grey Street. There are currently 9 portables on site.
- Students would not require temporary accommodations plans for the construction period.
- An addition would mitigate the need for a boundary adjustment.

Priority Two – Relocatable Classroom Module (RCM) Addition to Waterford PS as follows:

- 8-room RCM addition onto Waterford Public School to accommodate increased enrolment from new development in Waterford
- Students would not require temporary accommodations plans for the installation period.
- An RCM addition would mitigate the need for a boundary adjustment and would allow Waterford families to remain in Waterford.

Next Steps

The two business cases outlined above have been developed and, pending Board approval, will be submitted to the Ministry.

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 & Treasurer



Special Education Advisory Committee

Thursday, December 9, 2021

6:00 PM

MS Teams Virtual Meeting

MINUTES

Present: Chair W. Rose, L. Boswell, P. Boutis, C. Brady, T. Buchanan, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, J. Gemmill, K. Jones, P. Kuckyt, F. Lainson, K. Mertins, C. Purslow, L. Scott, L. Sheppard, J. Trovato, T. Waldschmidt, J. White, T. Wilson.

Regrets: P. Bagchee, B. Bruce (T. Sault), L. Nydam, L. Thompson.

Recorder: P. Curran

A - 1 **Opening**

(a) **Welcome**

W. Rose called the meeting to order at 6:02 and read the Land Acknowledgment Statement.

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

Add J-1 (b) Reminder to review ONSIS Data

Add J-1 (c) Reminder to Review Suspensions, Expulsion and Exclusion data for Students with Special Needs

Add J-1 (d) Correspondence from ACSLP The Association of Chief SLPs of ON District School Boards which will be forwarded to the recording secretary for inclusion in the January agenda package.

Moved by: T. Waldschmidt

Seconded by: C. Brady

THAT the SEAC 21-04 Agenda for Thursday, December 9, 2021 be approved as amended.

Carried

B - 1 **Timed Items**

(a) **A Day in the Life of the Psychoeducational Consultant**

K. Mertins introduced C. Purslow who is the Psychoeducational Consultant for the Southwest area of Grand Erie.

Ms. Purslow shared her role helps parents understand how their child functions. She conducts assessments that can take up to 10 hours and approximately 20 hours to fully write the assessment.

In a tiered approach, strategies and approaches to benefit all students, as well as professional development and resources on various topics to support students with special education needs are considered Tier 1 support.

At Tier 2, consults occur at Resource Team meetings and case conferences and further information is provided about resources or programs to support students.

Tier 3 interventions include comprehensive psycho-educational assessments, consultation and program recommendations based on previous psycho-educational assessments.



Special Education Advisory Committee

Thursday, December 9, 2021

6:00 PM

MS Teams Virtual Meeting

MINUTES

How Many Students do you Support in a Week?

One student per week during the assessment process; then one or two consultations and up to two Resources Team meetings per day where 10 to 20 students are discussed.

How Many Students do you Support in a Year?

Depending on the complexity, 20 to 30 assessments, 10 to 20 file reviews and 40 consultations about specific students.

The number of students supported depends on the needs of the specific schools with which they are working.

How do Schools Access your Support?

Schools follow the resource Team model for students for whom they have concerns. Students are also discussed at Resource Team Meetings and prioritized according to needs.

A Day in the Life of a Psycho-educational Consultant

8:00 – 9:30 Coffee, then an intake or feedback meeting with a family.

9:30 – 11:30 Resource Team meeting with a school

11:30 – 12:00 IPRC Meeting

12:00 – 3:00 Work with students and staff in schools to gather and review information being mindful of student needs for breaks.

3:00 – 4:00 Return to the office for research, reading, writing, scoring and preparing for the next day.

How Does our Role Support Students?

- a) Supports Students by identifying personal and learning strengths and needs and making individualized recommendations to support learning and well-being.
- b) Supports Families by encouraging connection to community services and provides evidence-based next steps while helping demystify the child's learning profile.
- c) Supporting Schools by providing consultative services about child development, learning, and well-being.

Questions:

W. Rose – Do you find there is currently a significant wait list?

– Is it impacted by COVID?

C. Purslow – currently wait lists are addressed at the school level. They do not seem to have been adversely affected by COVID. Parents can choose a private consultation at their own expense, but this option can be a barrier for those families without health benefits. Staffing shortages contribute to the number of assessments that can be completed, which in turn affects wait lists.

W. Rose – asked SEAC if they wish to review at a future meeting to consider advocating for additional funding for resources to help reduce the wait list.

R. Collver – do you review the wait list to determine if some children should be moved up?



Special Education Advisory Committee

Thursday, December 9, 2021

6:00 PM

MS Teams Virtual Meeting

MINUTES

C. Purslow – students are assigned to a school wait list by the LITE system; the wait list is reviewed regularly at Resource Team Meetings. Staff will try to keep the priority set by each school. As well, sometimes students new to our board will need to move ahead of students already in the system.

L. DeJong – is there an average age or grade for referrals and assessments? Psychoeducational

C. Purslow – typically we do not see students before age eight (8) as awaiting natural development. If the child has a diagnosis of global development, they may be assessed at age seven. Assessments occur in the secondary grades if applicable.

(b) **Standard 16 – Transportation**

J. White welcomed P. Kuckyt, Manager of Student Transportation Services Brant Haldimand Norfolk (STSBHN) and shared the suggested recommendations following their annual review of the standard.

Members were provided with two resource documents, Standard 16 and an excerpt from the K-12 Accessibility Standards focusing on transportation.

While the standard discusses transportation for students with special education needs, the term “exceptionalities” was replaced with “special education needs” and the list of exceptionalities was removed from the standard. Language identifying the collaborative approach to transportation decisions for students with special education needs was added.

In the policy and procedures some changes were made to clarify the process. Provision for the collaborative development of a Plan of Care including driver training was added. As well a link to STSBHN policies and procedures was added and a statement confirming STSBHN annually reviews transportation requirements for service providers under their contracts.

Questions:

R. Collver – requested the revised Standard and the K-12 recommendations be sent to Members.

J. White - The document showing proposed revisions and the K-12 recommendations will be sent to SEAC by the Recording Secretary.

R. Collver – stated even though we are bound by contracts we must ensure bus drivers and service providers understand they are transporting students with special needs and/or disabilities.

P. Kuckyt – clarified expectations do exist in current contracts, but service providers were not required to report on past practices to be considered for contract renewal. Prior to being hired, drivers are provided with documentation and training.



Special Education Advisory Committee

Thursday, December 9, 2021

6:00 PM

MS Teams Virtual Meeting

MINUTES

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

(a) Ratification of Minutes from Thursday, November 18, 2021

- i. M. Gatopoulos was Present
- ii. T. Wilson was Present

Moved by: L. Boswell

Seconded by: K. Jones

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

Carried

(b) Special Education Guiding Principles

- i. P01 Service Provision for Students with Special Education Needs
J. White explained members would have received this document that replaces the former Guiding Principles which was also sent for comparison.

Following research with other school boards, it was learned many boards embed their guiding principles in Standard 2.

P01 was developed to outline the board's belief and overall vision of the board's Model for Special Education and will be reviewed by the Board of Trustees in January 2022. It will then be available for comment. The document also refers to Standard 02 General Model for Special Education.

- ii. Standard 02 General Model for Special Education - Update
This standard contains a lot of important information which staff is working at to make more reader friendly. Primarily they are removing redundant or superfluous language when possible.

The board's new vision was added along with four additional points increasing them to twelve from the former eight. These points will guide the programs and services.

The standard also embeds many of the K-12 recommendations for education review.

Questions:

W. Rose – Point 5 is worded a bit awkwardly and she suggested removing the word "are".

"The principles of accessible education, equity, equality and human rights are provided in stand-alone, and are embedded into all, learning opportunities."

W. Rose – Point 10 suggested adding the word "to" prior to the phrase "...eliminate barriers".

"All work together to create and maintain inclusive and equitable school communities and eliminate barriers to full participation."

R. Collver – is the elimination of additional human resources support in Point 9 intentional?



Special Education Advisory Committee

Thursday, December 9, 2021

6:00 PM

MS Teams Virtual Meeting

MINUTES

"The classroom educators are the primary support for all students in school. Additional human resource supports work as partners with the classroom educators by coaching, co-teaching and co-learning in order to address the strengths and needs of the students.

J. White – yes, staff wanted to focus on the key people who support students in classrooms or the educators in the classroom.

R. Collver – how will a parent know who is supporting the teacher?

J. White – there are far more resources than the Learning Resource Teacher so the list would be very lengthy. As well, staffing is listed in Standard 12 which describes the different types of supports.

R. Collver – who is gathering the data referenced in Point #11 and who is analyzing the data?

"Intentional collection, analysis and use of relevant data to fully understand learners' strengths and needs removes barriers and supports appropriate interventions."

J. White – will follow up with the team to review our data collection and analysis process

iii. Standard 02 - Appendix B

Ms. White explained the flow chart in this document was previously referred to as the pre-referral process but was renamed to match other references in the special education plan.

She explained other changes such as adding a line for Parent/Guardian Information and Input" and the removal of it from the paragraph for teacher consulting with principal or Learning Resource Teacher. All professionals in a school building are intended to support students. Parental consent is however, required for the Resource Team consultation.

An inaccurate bullet that indicated "Consultation with System LRT/Lead EA." was removed from the paragraph beginning "School Team (ST) – includes Principal...".

"School Team (ST) provides more detailed assessment..." Removed the statement referencing case conferences and removed "Consultation with System LRT/Lead EA." Updated other information.



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6:00 PM

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MINUTES

(c) **SEAC Letter of Support for Summer Programs**

R. Collver commented this letter was well written but would like to see the request made a bit bolder.

P. Boutis requested the letter also be sent to T. Barrett and W. Bouma.

Moved by C. Brady

Seconded by: L. Boswell

THAT the SEAC Letter of Support for Summer Programs be sent to all addressees as amended.

Carried

D - 1 **New Business**

(a) **Self-Contained Planning – Input Session**

Ms. White explained staff is beginning to plan for the students of 2022-23 who will be in self contained classes. She noted previously a chart with numbers was shared with SEAC, but this information won't be available until the January meeting.

She did provide power point slides showing the number and types of self-contained classes in both the elementary and secondary panels.

L. Dejong – intensive support for autism; is it possible for these kids can look at bridge or vocational life skills. For example, if the support needs are managed at elementary do we need as many at secondary?

J. White recognized this as a good question and although she currently did not know the numbers, she shared that generally, elementary students in intensive support autism classes would most often transition to intensive support autism classes at the secondary level.

J. White – reviewed the revisions for the “Vision for Special Education”

Consultation Questions:

1. What considerations should we have with regards, to self-contained placements in elementary school? Is this an example of streaming in elementary. What are the impacts – Positive and Negative?
2. What are the assets vs barriers in offering these types of placements in our board? Both at elementary and secondary level?

P. Boutis – realizes that regular classes are quite large which can create difficulty for some students in concentrating. Also, recognized some students from the life skills classes are not treated well in regular settings. It is also critical to reorganize how teachers are delivering the lessons.



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T. Buchanan – students learn by example and often focus on employment when streamed. Students need to learn at a young age that everyone has a gift. Students struggle in these classes and other students struggle in fully integrated class.

L. DeJong - self contained doesn't have to be forever. She would like to see more of it in elementary schools treated similarly to a bridge program. Help students feel more connected to the school community. There is less opportunity for connection if their school is not in their neighbourhood.

J. White – there have been many conversations on this topic, but we need to be mindful of the child's needs and bring them back to the classroom whenever possible,

T. Buchanan – would like to see a complete overhaul of the system developing creative ways of helping kids and teachers. Would like to see quiet settle down spaces where kids can go without being segregated so they are with the same people all the time.

T. Wilson – Grade 9 Option Sheets - could students choose two and drop something later if they aren't interested in that topic?

J. White – there are not a lot of choices on the G9 option sheet.

A. Detmar – loves the concept and would like to explore ways to support the teacher and educational staff. This is such a great learning opportunity to prepare students for life beyond school where they won't be segregated.

T. Waldschmidt - destreaming is a way to put everyone on the same page. We will all leave school at some point and carry on with our lives. He does realize that some students don't do well in an open area.

J. White – staff is looking at barrier free education and the best opportunity for students beyond secondary school

(b) **Technology Access Clinic (TAC) – Wait Lists**

K. Mertins explained the TAC is located at the Ron Joyce Children's Health Centre and is part of the McMaster Health Sciences. The facility is home to a range of outpatient services focused on child rehabilitation and developmental health approved by ADP (Assistive Devices Program).

Children in the Grand Erie DSB catchment would get communication devices from the Ron Joyce Centre but are being told there is a three (3) year wait list. We believe three (3) years is too long for a young child to not have a communication device and to be unable to properly access the curriculum.

We know an inability to communicate effectively leads to frustration and often generates undesirable behaviour patterns.



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School staff are aware of the increasing number of children entering school with no or low verbal communication while waiting for TAC referrals.

Would like SEAC to write a letter of advocacy for reducing the wait list time for TAC.

L. DeJong is in favour of a letter and noted not all areas have long wait lists. She asked if there is some data that explains the inequitable delays?

K. Mertins shared that the access to assistive devices seem to be highly varied across Grand Erie

L. DeJong noted they try to do referrals earlier.

Moved by: L. Scott

Seconded by: R. Collver

THAT the Grand Erie DSB SEAC compose a letter advocating the reduction of wait times for students requiring assessment from the Technology Access Clinic which will be voted on electronically and following approval, sent through Canada Post on January 3, 2022.

Carried

E - 1 **Other Business**

(a) **SEAC Chair and Vice-Chair Election Process for January 2022**

W. Rose reminded members the annual election for Chair and Vice-Chair will be held in January. Members may nominate any other member and may also self-nominate. Anyone interested in learning more about either position is invited to contact either W. Rose or P. Boutis.

(b) **Guest Speaker – Michael Jacques**

W. Rose spoke with Michael's father who said his son would be available for 30-45 minutes to share his story and provide Q&A. He would like SEAC to provide a few dates from which they can choose.

Mr. Jacques noted books can be purchased ahead of time in the event of a virtual meeting. In the meeting is physical, he notes they will need travel costs reimbursed.

Members were excited for the opportunity to purchase books and to hear Michael's story.

T. Buchanan suggested SEAC provide an honorarium, perhaps a gift card, as the Jacques do not charge a fee for their presentation.

J. White will share this information with L. Thompson and W. Rose will check with her for dates



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F - 1 Standing Items

(a) Policy/Procedures Out for Comment

Members were advised to send any comments on the following Policies and Procedures

to: policiesandprocedures@granderie.ca by January 13, 2022

- **F2 Budget Development Process**
- **SO-008 Community Partnerships**
- **SO-08 Community Partnerships**

(b) Trustee Updates

T. Waldschmidt –

Would like to wish everyone a safe and Merry Christmas and a Happy New Year. God bless you and your family.

R. Collver –

- The Trustee annual elections were held this past Monday, when T. Waldschmidt was elected Chair of the Committee of the Whole, S. Gibson was elected Board Chair and Brian Doyle was elected Board Vice-Chair.
- Rapid Antigen Tests (RAT) are going home with students over the Christmas break.

G - 1 Information Items

(a) K. Mertins Retirement

W. Rose informed members K. Mertins retirement and noted we will miss her very much as she has brought so much knowledge, patience and curiosity to the meetings. Her passion for education is obvious and she has left large shoes to fill.

Ms. Mertins thanked SEAC members for all their contributions and advocacy and wished everyone Happy Holidays.

R. Collver informed members that Ms. Mertins was presented with the board's inaugural Lead Learn and Inspire Award. This honour was presented to her she leads with her heart and does everything so well. R. Collver indicated her gratitude for being able to work with Ms. Mertins.

H - 1 Community Updates

(a) Nil

I - 1 Correspondence

(a) Nil



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6:00 PM

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

- (a) Transitions to Post-Secondary Destinations
- (b) OnSIS Data
- (c) Suspensions, Expulsions and Exclusions for students with special education needs
- (d) Correspondence from The Association of Chief Speech Language Pathologists (ACSLP) re PPM 81
- (e) Psycho-Educational Assessments and Wait Lists
- (f) Memo re New Program for Students on Autism Spectrum – J. White / L. Sheppard

K - 1 **Next Meeting**

Thursday, January 20, 2022 | 6:00 PM | MS Teams

L - 1 **Adjournment**

W. Rose wished everyone a safe and happy holiday and hope that everyone gets some rest and relaxation.

Moved by: L. DeJong

Seconded by: L. Boswell

THAT the SEAC 21-04 meeting held December 9, 2021 be adjourned at 8:08 PM.

Carried



Special Education Advisory Committee

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6:00 PM

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MINUTES

Present: Chair W. Rose, P. Bagchee, L. Boswell, C. Brady, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, J. Gemmill, K. Jones, F. Lainson N. Marsh-Poremba, L. Nydam, T. Sault, L. Scott, L. Sheppard, L. Thompson, J. White, T. Wilson.

Regrets: P. Boutis, T. Buchanan, J. Trovato, T. Waldschmidt.

Recorder: P. Curran

A - 1 **Opening**

(a) **Welcome**

W. Rose called the meeting to order and read the Land Acknowledgment Statement.

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

Add I-1 (e) PAAC on SEAC Budget Documents

Add I-1 (f) LDAO Course for SEAC Members and Special Education Professionals

Add I-1 (g) Email from Nicole Vass of "Feel the Party"

Add J-1 (d) Suspensions and Expulsions for Students with Special Education Needs

Add J-1 (e) Wait List for Psycho Educational Tests

Moved by: C. Brady

Seconded by: A. Detmar

THAT the SEAC 21-05 Agenda for Thursday, January 20, 2022 be approved as amended.

Carried

B - 1 **Timed Items**

(a) **Election – Chair of SEAC 2022**

J. White informed members they were permitted to self-nominate.

She opened the floor by calling for nominations for the position of SEAC Chair.

W. Rose self-nominated.

J. White called for other nominations a second time and a third time.

Seeing no other candidates or nominations, J. White asked W. Rose to confirm she was willing to accept the position and asked for a vote on the Chair.

THAT W. Rose be acclaimed as the Chair of SEAC for the 2022 calendar year.

Moved by: C. Brady

Seconded by: L. Boswell

Carried

(b) **Election – Vice-Chair of SEAC 2022**

J. White reminded members they were permitted to self-nominate.

She opened the floor by calling for nominations for the position of SEAC Vice-Chair.

R. Collver nominated P. Boutis; W. Rose informed members she is absent tonight.

J. White asked W. Rose to provide an overview for the role of Vice-Chair.



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L. DeJong self-nominated.

J. White called for other nominations a second time and a third time.

Seeing no other candidates or nominations, J. White asked L. DeJong to confirm she was willing to accept the position and asked for a vote on the Vice-Chair.

THAT L. DeJong be acclaimed as the Vice-Chair of SEAC for the 2022 calendar year.

Moved by: C. Brady

Seconded by: L. Boswell

Carried

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

(a) **Ratification of Minutes from Thursday, December 9, 2021**

- i. Re: C-1 Business Arising from Minutes and/or Previous Meetings (c) SEAC Letter of Support for Summer Programs – Revise the letter by inserting the names of the MPP
- ii. Re: F-1 Standing Items (b) Trustee Updates – Revise the comment to the following “Rapid Antigen Tests (RAT) are going home with students over the Christmas break.”

Moved by: K. Jones

Seconded by: L. Boswell

THAT the SEAC 21-04 minutes for Thursday, December 9, 2021 be approved as amended.

Carried

D - 1 **New Business**

(a) **Grade 3 C-CAT Data – Outcomes 2020-21 and Process 2021-22**

J. White introduced Ms. Backus-Kelly whose role is the Teacher Consultant for the Alternative Program for students who are gifted.

They shared 2021 Canadian-Cognitive Abilities Test results.

The C-CAT is a standardized screener measuring cognitive abilities across verbal, quantitative and non-verbal domains based on Canadian Norms.

It is group administered in paper and pencil format.

In Grade Erie there were 1,557 Grade 3 students in 58 schools that participated in the C-CAT, 727 female and 830 male. Students in 17 schools were tested between February and Mar 2021 and students in 35 schools were tested between September and November 2021. Students in the Virtual Learning Academy participated only if they moved back to in person learning. 99 of 1557 or 6.4% of the eligible grade 3 students did not participate.

Ms. Backus-Kelly cautioned that environmental and learning opportunities for students during the COVID pandemic are significantly different from the environmental and learning opportunities in place when C-CAT norms were established. She mentioned that while ability skills were less likely to be affected by



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the disruption of in class learning it is important to keep in mind when reviewing data year over year.

Ms. Backus-Kelly reminded members that the tests this year were administered in two different time periods so to get a true reading of this year's results, the numbers from the green column must be added to the numbers of the purple column to show the final data for 2021.

The charts for Verbal, Quantitative and Non-Verbal abilities all indicate some students are ahead of the curve.

W. Rose shared that she believed the age of these students may preclude their ability to sit through or complete the test in a way that will accurately demonstrate their cognitive ability or aptitude.

L. Thompson concurred with this statement and added that from an equity lens, it is important to consider these factors as well as the impact of the pandemic on the test results.

J. White noted students' abilities are also measured through classroom assessments and presented the composite chart which is consistent with the three previous slides. She explained the impact of the pandemic which indicates the lean toward the lower scores.

W. Backus-Kelly explained the not calculated data, which are culminated from staff review of the bubble sheets. The not calculated indicate those students who may have been overwhelmed and not completed the test or may have completed more than one answer to a question. As the board must submit only the correctly finished sheets for compilation any that were incomplete or completed incorrectly must be removed before they are submitted.

J. White explained individual reports will be distributed to schools and parents and CogAT.com (the scoring company) provides evidence-informed profile-based instructional strategies for the classroom teacher. The board's System Research Lead is currently working to display data in an application for principals to access during meetings to facilitate the work in differentiating instruction for all learners. Ms. Backus-Kelly continues to consult with schools to support their development and implementation of programs for cognitively advanced students. Staff is currently developing a Spring 2022 C-CAT-7 schedule for administration and considering home school and Virtual Learning Academy applications.

W. Rose expressed concern that statistically there is evidence that many gifted and talented students who would benefit from advanced programming are being missed through this evaluation and that potentially gifted programming may be underfunded.



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J. White reminded members the C-CAT is not the only screening tool used to identify student ability and needs but is one piece of data. It may not capture all the students, but staff are continually working to ensure all relevant information is gathered.

(b) **OnSIS data for Students with Special Education Needs**

L. Thompson informed members the data annually brought to SEAC is presented this year in a format similar to the Ministry of Education data.

In the 2020-21 school year 6,462 students or 24% of all Grand Erie students received special education programs and/or services. Of those students 25% had been identified through the Individual Placement Review Committee (IPRC) process.

Approximately 95% of all students receiving special education programs and/or services were placed in regular classrooms for more than half of the instructional day.

Over time, the number of students with special education needs has risen slightly from 24.2% in 2015 to 26.4% in 2020. Students without an IPRC but who received special education programs or services rose from 17.6% in 2015 to 19.8% in 2020. Students with special education needs and who had been through the IPRC process changed from 5.5% in 2015 to 6.6% in 2020.

W. Rose asked if there is any information from other boards as to changing the IPRC process.

L. Thompson noted Grand Erie data is comparable to provincial data showing more students with special education needs who have not been formally identified through the IPRC process. This information could be used to start the discussion at the Ministry level especially as the proposed revisions to the K-12 Education Standards have mentioned the IPRC process. She will ensure the information is passed on to a colleague for sharing with the Ministry Advisory Council on Special Education.

K. Jones asked if a change to the definition impacted the numbers for 2018 where this is an obvious spike.

J. White explained the increase can be explained by the infusion of new students with special education needs. She noted Grand Erie accepted many new students who came with their IPRC in place.

L. Boswell asked what year the Mental Health Lead was incorporated in Grand Erie. L. Thompson shared it was 2013 or 2014.



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MINUTES

L. Thompson discussed exceptionalities and noted in 2020-21 there were 1,605 Grand Erie students identified as exceptional. Types of exceptionalities were broken into categories with most students identified with more than one exceptionality resulting in 59.4% of students identified with a multiple exceptionality.

Provincially, 7.7% of Ontario students are identified as having multiple exceptionalities.

She noted there is discrepancy in the comparison from Grand Erie to the provincial totals.

W. Rose asked if the definition is different for exceptionality in Grand Erie from the province. Are these defined differently in our board?

J. White explained for multiple exceptionalities the predominant need is defined as their primary one. L. Thompson noted in Grand Erie if a student is identified with, e.g., Autism but also demonstrates behaviour difficulties, they would be considered as having multiple exceptionalities which may account for the difference in our numbers compared to provincial data.

L. DeJong asked how prescriptive or definitive are the categories and if funding affects the definition, for example Autism?

L. Thompson explained that if the student has a primary diagnosis, but a secondary exceptionality moves them into the multiple category, they will still be counted in their primary area and it will not affect the funding.

P. Bagchee noted DSM distinguishes between Autism with a developmental disability and Autism without a developmental disability so that may be one explanation of multiple exceptionalities.

L. Thompson presented suspension data for students with special needs compared to all other students.

Charts were provided indicating 71.5% of students without special needs compared to 64.9% of students with special needs had received one suspension. Students with special needs receiving two suspensions were 16.5% compared to all other students with two suspensions at 19.8%. There were 5.5% of all other students with three suspensions compared to 8.8% of students with special needs. For three or more suspensions there were 3.3% of students with special needs compared to 8.8% of all other students.

W. Rose noted that while 8.8% for students with special education needs be a small number, in comparison to the percentage for all other students it brings cause for concern.



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MINUTES

L. Thompson explained this data is shared with our Safe and Inclusive Schools Team but may not have been shared in this format.

L. DeJong noted that many suspensions may result from the child is having behaviour difficulties and reminded members it takes time for strategies to become effective. She suggested this may be the cause of the data for multiple suspensions.

L. Thompson thanked her for this perspective and reminded members that school administrators must balance the needs of the student with special needs and the safety of students and staff within their school. A suspension is often a last resort strategy.

K. Jones asked how successful the use of suspension is as a tool for students.

L. Thompson advised principals will often not suspend students because they know the exceptionality is impacting their behaviour and will wait until it reaches a point in which they have no other choice. Principals mitigate duration of suspensions based on student needs. Success of this strategy is dependent on the individual student and relies on support from the family and an understanding of the purpose of the suspension.

For one day suspensions there were 51.7% of students with special needs compared to 56.1% of all other students. Two-day suspensions were served by 28.6% of students with special needs compared to 25.3% of all other students. Four, five and more than five-day suspensions remained constant for all other students at 2.2% but for students with special education needs, there were 2.2% at four days, 3.3% at five days and 5.5% at more than five days. When suspensions exceed five days, are referred to safe schools and considered long term. Suspensions that reach 20 days are considered pending expulsion.

L. Thompson mentioned it is interesting to note the duration of suspension mimics the pattern of the number of suspensions both for students with special education needs and for all other students.

L. DeJong expressed her concern that students with special needs are getting more suspensions and suspensions of longer duration.

L. Thompson mentioned P. Bagchee's input on the tools available to schools that support staff learning in the area of self-regulation and co-regulation.

P. Bagchee stated that there are other risk factors and stressors on marginalized groups that people need to be aware of when trying to understand the suspension data.



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MINUTES

R. Collver appreciated the graphs and found the data on the extended suspensions very disturbing. She noted the Safe and Inclusive Schools Team is planning to look at the suspension data with respect to marginalized and special needs students. She would also like to know if the strategies mentioned by P. Bagchee have been effective in reducing the frequency and duration of suspensions. She would like the board to be very intentional about suspensions. She requested P. Bagchee's information on a Year over Year data to see how effective the strategies have been. L. Boswell would like to see the suspension slides data broken into elementary and secondary students.

P. Bagchee explained she is working toward a K-8 strategy plan. Five top reasons for suspensions were identified and primarily concern those actions / comments that negatively impact the moral tone of the school or the emotional / physical safety of students, staff or volunteers in the school.

Physical or verbal aggression saw 187 of all other students compared to 137 of student with special needs.

65 students with special needs received suspension for persistent opposition to authority compared to 82 for all other students.

The fourth reason for students with special needs was swearing at a teacher or another person in authority at 36 students.

The fourth reason for all other students was possession of alcohol, drug or drug paraphernalia, etc. at 35 students.

The fifth reason for students with special needs was any inappropriate behaviour motivated by bias, i.e., any protected human right at 30 students.

For all other students, the fifth reason was swearing at a teacher or another person in authority at 28 students.

(c) **Transitions to Post-Secondary, The World of Work and Community Living**

F. Lainson and L. Sheppard reviewed the current Grand Erie practices that support student transitions from secondary schools to post secondary education, the world of work or community living. Planning is coordinated between students, parents, school staff and community organizations. Learning Resource Teachers can access the Transitions Guide to monitor goals and next steps as students progress through transitions.

Supported transitions help increase the success for students with special education needs.



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MINUTES

Current practices include pathway discussions at annual reviews of IPRC, review of IEPs, and building skills to be self-advocates, supporting post-secondary applications and collaborating with community agencies to facilitate post-secondary supports. As well responsive training, support and access to resources is provided to educator teams.

The current community connections were demonstrated and an explanation of the Resource Guide for Students with Disabilities – transition to Post-Secondary Education. Students have autonomy as to disclosure of disabilities when applying to post-secondary organization but must comply with the processes of each organization when doing so. Links to the guides are included.

<https://www.transitionresourceguide.ca/>
<https://www.transitionresourceguide.ca/learn-about-accessibility>

In Grand Erie we are working to ensure a focus on employment skills and increasing independence; opportunities are available for students beyond school; student voice is related to pathways, assisting parents to connect with community agencies (starting at age 14); gathering data about graduates' pathways; Learning Resource Teacher Collaboration and Training; involving students in Project SEARCH; utilizing Learning Commons, Greenhouses, Breakfast programs within schools to learn and practice soft skills; experiential learning opportunities and using My Blueprint Portfolio. Also, Alternative Program Guide to incorporate including skills for employment.

The Board has also hired an Itinerant Teacher for Alternative Programming for Intellectual Disability whose focus is supporting the teachers in self-contained classrooms and works with community agencies to help facilitate the planning process.

Members were asked to provide input on the transition process directly or they may scan the QR code to access an anonymous survey.

- 1) Based on our existing transition processes, can you identify any gaps where we can continue to make improvements to that will support students, families and staff?
- 2) From the K-12 Education Standards how can we create opportunities, resources and accessible programs and make them available in purposeful and meaningful ways for students and families.

L. DeJong feels more conversation needs to occur between school and family to ensure family knows the student's capabilities.

L. Boswell asked how much of the future planning gets into the IEP.

L. Sheppard informed members some schools manage it differently, but many enter the information in short-, medium- and long-term goals.



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6:00 PM

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MINUTES

R. Collver is frequently asked when parents should start talking to their child about pathways. She believes most students have already started on a pathway at age 14.

F. Lainson noted the DSO application is submitted at age 14 and it is important to keep the pathways open.

R. Collver asked if we should talk to parent before that age, e.g., G6 or G7?

F. Lainson noted it is up to individual schools they but will take back to resource teams and bring back some guidance.

L. Boswell shared Contact Brant also reports to the Ministry at age 14.

E - 1 Other Business

(a) Standard 19 – Submission and Availability of the Plan

P. Curran explained the board is required to submit its Special Education Plan annually to the Ministry and to make it public following approval. The final copy is always posted to our website and two copies are mailed to the London District office of the Ministry of Education and include a letter signed by the Director confirming the special education plan is in compliance with Regulation 306. A copy of the board's approval of the plan is included and any related motions or recommendations from SEAC.

F - 1 Standing Items

(a) Policies/Procedures Out for Comment

Comments on currently reviewed policies or procedures may be submitted to policiesandprocedures@granderie.ca according to the timeline listed.

(b) Trustee Updates

i. R. Collver

- Informed committee T. Waldschmidt was absent tonight due to bereavement of family member. Our thoughts and prayers go out to him and his family.
- Welcomed everyone back to in person learning. Thanked everyone for their work.
- Thanked everyone for their patience while we implement the new guidelines for everyone to navigate and thanked those behind the scenes for getting the supplies and guidelines in place. Noted the inclement weather gave everyone a little extra time to prepare.
- Rapid Antigen Tests (RAT) kits and N95 masks have been delivered to elementary schools and hoping secondary schools will receive theirs next week.
- 743 HEPA filters were installed in the fall and Grand Erie was provided with a substantial amount of funding to refit ventilation. Last year, we received \$5.1 M and this year Grand Erie was given \$6.5M.
- Information on HVAC upgrades and filter replacement can be found at: <https://granderie.ca/board/familysupports/covid-19-and-grand-erie-schools>
- This page also provides some very good resources, especially the one by the Brant County Health Unit.



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6:00 PM

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MINUTES

- Kindergarten registration is happening, and schools are busy welcoming our new Grand Erie students.
- The Board is seeking members for an Equity Advisory Group. Any community member with experience in Human Rights, Equity, Deserving Organizations aligned to network, parents, community leaders or anyone who represents diverse groups. The purpose of this committee is to inform the board on matters of equity, diversity and inclusiveness. Applications are due February 14, 2022. <https://granderie.ca/board/programsandlearning/safe-schools/eag>

G - 1 Information Items

(a) Ministry of Education – Remote Learning Supports for Students with Special Education Needs

There was a very large document provided for teachers and these documents were provided for families. Many of the recommendations were geared toward students who had a voice that could be heard and successfully participate with the appropriate accommodations.

H - 1 Community Updates

(a) Nil

I - 1 Correspondence

(a) Ltr Dec 3 2020 WRDSB re Bill 172

(b) Dec 6, 2021 Association of Chief Speech-Language Pathologists (ACSLP) of Ontario School Boards 2021 Position Statement

- L. DeJong noted there was a joint review in October of PP81 but there are no guidelines or other details yet. There was minimal revision in 1984 but no information from a high level at this time.

(c) Ltr Dec 16 2021 HDSB re ADHD as Exceptionality

- W. Rose encouraged everyone to read and think about this issue. The letter is requesting Attention Deficit Hyperactivity Disorder (ADHD) be considered an exceptionality.

(d) Ltr Dec 20 2021 DSBN re School Nursing Shortage

- This is in response to Grand Erie's letter from October.

(e) PAAC on SEAC Budget Documents

- Please review when time permits.

(f) LDAO Course

- Please note the cost for members and for professionals.

(g) Email from Party On

- Please contact Chair Rose if you are interested in more information.

(h) Ltr – Dec 3 2020 WRDSB re FASD

- We have responded previously.



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6:00 PM

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MINUTES

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

- (a) Memo re New Program for Students on Autism Spectrum (slated for Feb 17th Meeting)
- (b) Budget Financial Update – 2021-22 (slated for Feb 17th Meeting)
- (c) 2022-23 Budget Process (slated for Feb 17th Meeting)

K - 1 **Next Meeting**

Thursday, February 17, 2022 | 6:00 PM | MS Teams

L - 1 **Adjournment**

W. Rose called for adjournment.

Moved by: L. Boswell

Seconded by: M. Gatopoulos

THAT the SEAC 21-05 meeting held January 20, 2022 be adjourned at 8:40 PM.

Carried



Joint Occupational Health and Safety Committee

Wednesday, January 12, 2022

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)
Phil Kuckyt	Transportation Services, Certified Member

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
Phil Kuckyt	Transportation Services, Certified Member

Resources:

Bill Jarvis	Health and Safety Officer
Hilary Sutton	Health and Safety Officer, Recording Secretary

A - 1 **Opening**

(a) **Roll Call**

(b) **Minutes of Last Meeting**

The minutes from the December 2021 meeting were reviewed.

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

The minutes from the December 2021 meeting were approved.

(d) **Agenda Additions**

No agenda additions.



Joint Occupational Health and Safety Committee

Wednesday, January 12, 2022

10:30 AM

Microsoft Teams (Virtual)

MINUTES

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

(a) Covid-19 Updates including PPE and Ventilation

The Division Manager of Operations and Health and Safety provided the committee with updates and information regarding Covid-19. The update included information on non-fit test N95 masks that the ministry will be making available for staff, HEPA units and ventilation, contacts for Covid-19 positive cases and isolation period requirements.

C - 1 New Business

(a) Ecole Confederation Health and Safety Concern Form

A Health and Safety Concern form was forwarded to the committee from Ecole Confederation. The form was a response to concerns that staff are not wearing their Personal Protective Equipment (PPE) when in shared spaces. The Admin team at Ecole Confederation has and will continue to follow up with workers to ensure all workers are wearing their PPE as required.

D - 1 Review of Reports

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

All reports for the month of December 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 December except for Banbury and Joseph Brant Learning Centre.

(c) Health and Safety/Facility Services Committee (January 11, 2022)

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 December.

(e) Special Education Focus Group Meeting Minutes (January 12, 2022)

The minutes from the December Special Education Focus Group were provided to the committee for review. The Special Education Focus Group will meet after the committee meeting today.

(f) Review of Ongoing Project Items

See chart below

(g) Work Orders

A list of Health and Safety work orders submitted in December 2021 were provided to the committee for review.



H-1-c

Joint Occupational Health and Safety Committee

Wednesday, January 12, 2022

10:30 AM

Microsoft Teams (Virtual)

MINUTES

E - 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.

F - 1 **Recommendations to Executive Council**

None submitted.

G - 1 **Adjournment**

Meeting adjourned at 11:51AM.

H - 1 **Next Meeting**

February 17, 2022 via Microsoft Teams.



Joint Occupational Health and Safety Committee

Wednesday, January 12, 2022

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	2022 - January	The Terms of Reference will be provided to Senior Administration for review and approval. Once approved Union Presidents will be contacted to co-ordinate signing of the document.	2022 - February
2019 - December	Health and Safety Eblast	2022 - January	The eblast has been combined with the What's Trending newsletter and the SO News. Information regarding the N95 masks will be provided in the next What's Trending. A committee member requested information on workspace ergonomics information currently available on the Health and Safety intranet site to be provided to all workers via eblast	Ongoing
2020 - March	De-escalation Training	2021 - January	An email with the de-escalation training and quizzes was sent to the committee members for review. This training will then become part of the annual online training requirement for all staff.	2022 - February
2020 - November	Ventilation	2021 - January	HVAC filter changes are currently being done with 80% of filters changed. Information has been sent to custodians to ensure Jade HEPA filters are dusted regularly. Information will be sent to all custodians with instructions on changing the filters in the ceiling mounted NERVA units.	
2021 - April	Workplace Violence Reporting	2021 - January	Updates to be provided during the meeting as required.	Ongoing as needed
2021 - April	Worker Mental Health Survey	2021 - January	HR looking at options and reaching out to EAP providers for input and sources.	Update to be provided February 2022
2021 - November	Health and Safety Concern Form	2021 - January	Information and instructions have been sent to all committee members for review. Information will be sent to Administrators at the end of January on how to complete forms. Following that	To be implemented January 2022



Joint Occupational Health and Safety Committee

Wednesday, January 12, 2022

10:30 AM

Microsoft Teams (Virtual)

MINUTES

			, the form will be activated and ready for use.	
2021 - June	Health and Safety Site Representative Training	2021 - January	The Health and Safety Department is awaiting more information from training providers.	2022 - February
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

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
Elementary Schools														
1	Agnes Hodge	C	C	C	C	C	C	P						
2	Banbury Heights		C	C	C	NC	C			P				
3	Bellview	C	C	C	C	C	C			P				
4	Bloomsburg	C	C	C	A	C	C							
5	Boston	C	C	C	C	C	A							
6	Branlyn Community	C	C	C	C	C	C			P				
7	Brier Park		C	C	C	C	C	P						
8	Burford District Elementary	C	C	C	C	C	C			P				
9	Caledonia Centennial	C	C	C	C	A	C							
10	Cedarland		C	C	C	C	C	P						
11	Centennial-Grandwoodlands	C	C	C	C	C	C	P						
12	Central P.S.	C	C	A	C	C	C							
13	Cobblestone Elementary		C	C	C	C	C			P				
14	Confederation (Fr Imm)	C	C	C	C	C	C	P						
15	Courtland	C	C	C	C	C	C							
16	Delhi	C	C	C	A	C	C							
17	Dufferin	C	C	C	C	C	A							
18	Echo Place		C	C	C	C	C			P				
19	Elgin Ave.	C	C	C	A	C	C							
20	Glen Morris		C	C	C	C	C		P					
21	Graham Bell		C	C	A	C	C							
22	Grandview	C	C	C	C	C	C				P			
23	Greenbrier		C	C	C	C	C							
24	Hagersville Elementary	C	C	C	C	C	C		P					
25	Houghton	C	C	C	C	C	A							
26	J.L. Mitchener	C	C	C	C	A	C							
27	James Hillier		C	C	C	C	C	P						
28	Jarvis	C	C	C	C	C	C		P					
29	King George	C	C	C	C	C	A							
30	Lakewood	C	C	C	A	C	C							
31	Langton	C	C	C	C	C	C							
32	Lansdowne-Costain		C	C	C	C	C							
33	Lynndale Heights	C	C	C	A	C	C							
34	Major Ballachey		C	C	C	C	A							
35	Mapleview	C	C	A	C	C	C							
36	Mt. Pleasant	C	C	C	C	C	C	P						
37	North Ward		C	C	C	C	C		P					
38	Oakland-Scotland		C	C	C	C	C			P				
39	Oneida Central		C	C	C	C	C		P					
40	Onondaga-Brant		C	C	C	A	C							
41	Paris Central		C	C	C	C	C		P					
42	Port Rowan		C	C	C	C	A							
43	Prince Charles	C	C	C	C	C	C				P			
44	Princess Elizabeth	C	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	C							
46	River Heights	C	C	C	C	A	C							
47	Russell Reid		C	C	C	C	C	P						
48	Ryerson Heights	C	C	C	C	C	A							
49	Seneca Central	C	C	C	C	C	C	P						
50	St. George-German	C	C	C	C	C	C		P					
51	Teeterville P.S.		C	C	C	C	A							
52	Thompson Creek	C	C	A	C	C	C							
53	Walpole North		C	C	C	C	C		P					
54	Walsh	C	C	C	C	C	C	P						
55	Walter Gretzky Elementary School		C	C	C	C	C	P						
56	Waterford Public	C	C	C	A	C	C							
57	West Lynn		C	C	A	C	C							
58	Woodman-Cainsville		C	C	C	C	C			P				
Secondary Schools														
59	B.C.I. & V.S.		C	C	C	A	C				P			
60	Cayuga Secondary S. (CSS)		C	C	C	C	C				P			
61	Delhi District Secondary S. (DDSS)	C	C	C	C	C	C	P		P				
62	Dunnville Secondary S. (DSS)	C	C	A	C	C	C		P					
63	G.E.L.A. Brantford (Rawdon)		C	C	C	A	C		P					
64	G.E.L.A. - CareerLink (@TTSC)		C	C	C	C	C							
66	Hagersville S.S. (HSS)	C	A	C	C	C	C	P						
67	McKinnon Park S.S. (MPSS)	C	C	C	C	C	C	P			P			
68	North Park C. & V.S. (NPCVS)	C	C	C	C	A	C			P				
69	Paris District H.S. (PDHS)	C	C	A	C	C	C		P					
70	Pauline Johnson C.V.S. (PJCVS)	C	C	C	A	C	C	P						
71	Simcoe Composite School (SCS)	C	C	C	A	C	C		P					
72	Tollgate Tech. Skills Centre (TTSC)		C	C	A	C	C	P						
73	Valley Heights S.S. (VHSS)		C	C	A	C	C				P			
74	Waterford District High School (WDHS)	C	C	C	A	C	C			P				
Turning Points and Leased Spaces														
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga		C	C	C	C	C				P			
76	DDSS Turning Point -640 James St. Delhi		C	C	C	C	C			P				
77	HSS Turning Point - 1155 Indian Road, Mississauga		A	C	C	C	C	P						
78	HSS New Start - 2319 3rd Line Road, Oshweken		A	C	C	C	C	P						
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia		C	C	C	C	C	P			P			
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris		C	A	C	C	C							
81	PJCVS Turning Point - 365 Rawdon St (Main Campus)		C	C	A	C	C	P						
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover		C	C	A	C	C		P					
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer		C	C	A	C	C				P			
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford		C	C	A	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
Support Centre														
85	H.E. Fawcett Teacher Resource Centre (TRC)		C	C	C	C	C				P			
86	Joseph Brant (including GELA - ESL)		C	C	C	NC	C			P				
87	Haldimand School Support Centre		A	C	C	C	C	P						
88	Norfolk School Support Centre	C	C	C	A	C	C							
89	Head Office		C	C	C	C	C			P				
90	Head Office - Facility Services		C	C	C	C	C			P				
Storage Facilities														
91	Burford Bus Barn, 35 Alexander St. Burford		C	C	C	C	C							
Total Sites		92	90	90	90	90	90	90	90	90	90	90	90	90
Total Regular Monthly Inspections Completed		45	86	84	72	80	82	-	-	-	-	-	-	-
Total Annual Inspections Completed		-	4	6	18	8	8	-	-	-	-	-	-	-
Total Annual Inspections Planned														
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	2	-	-	-	-	-	-	-	-
Total Not Reported		45	-	-	-	2	-	90	90	90	90	90	90	90

- 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

A	
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Safe and Inclusive Schools

Tuesday, February 22, 2022
MS Teams Virtual Meeting

1:00 p.m.

MINUTES

Present: Co-Chairs – J. Benner and R. Staats, J. Tice, A. Mitchell, P. Ashe, C. Clark, K. Kitchen, C. Bibby, Y. Brochu, S. Martin, S. Grewal, G. Stead, N. Rose, J. Atanas, G. Stead, P. Bagchee

Trustee: R. Culver

Administration: Superintendent – W. Baker, Recording Secretary - Heather-Jo Causyn

Regrets: C. Guzar, M. Hodges, J. Faulkner, J. Seldon, T. Haist, A. Andratis, T. VanKuren

A - 1 **Opening**

(a) **Welcome**

The meeting was called to order by Chair, J. Benner at 1 p.m. and the Land Acknowledgement read.

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

C1.5 Black History Month

C1.7 Equity Training Opportunities

B - 1 **Policies and Procedures Out for Comment**

Nil

C - 1 **Operational Matters**

C1.1 **Inclusive Language Guide**

The goal of the Inclusive Language Guide is to provide our school communities with more inclusive language that is aligned with the mission of the Grand Erie District School Board. The language will assist in building a culture of learning, well-being and belonging to inspire each learner. One of our collective priorities is to build a culture of belonging to support an equitable, inclusive, and responsive environment. Included in the guide are resources that support this work.

The Committee was asked to review the language and provide feedback to C. Bibby by the end of next week.

C1.2 **Equity Advisory Group**

Grand Erie has invited applications from community members in human rights and equity deserving organizations, alliances and networks, parents or community leaders that serve or represent Indigenous, Black, South Asian, racialized, Two Spirit, LGBTQ+ communities, ethno-cultural communities, and people with disabilities to participate in an Equity Advisory Group that will assist the Board in reducing barriers and support inclusivity.

The Equity Advisory Group (EAG) will advise the Board on matters of equity, diversity and inclusivity, and will assist in the development of an Equity Action Plan that will serve as the foundation for building a culture of belonging. The group will provide advice and recommendations using anti-oppressive, anti-



Safe and Inclusive Schools

Tuesday, February 22, 2022

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

colonial and anti-racist lenses to ensure that decisions, policies, and practices do not create barriers to Indigenous, Black, South Asian, racialized, Two Spirit, LGBTQ+ and other historically marginalized students and families.

The Equity Advisory Group will be responsible for providing feedback on specific areas of Board policies and practices consistent with the Ontario Human Rights Code and the Education Act, to the Safe and Inclusive Schools Committee.

R. Staats will solicit representatives from Six Nations and Mississauga of the Grand. Questions or feedback can be directed to C. Bibby.

C1.3 **Equity Advisory Plan**

Eric Lockhart, Queen's University, is assisting with planning the work that the Equity Advisory Group will do. It is anticipated that a wide range of experience through students, teachers, parents, and community members will be gathered from the various stakeholders and where they intersect will become the pillars of the work for the Equity Advisory Group.

C1.4 **Human Rights Classroom Presentations**

A series of easily accessible and user-friendly classroom presentations are being designed that will support teachers by building confidence to have conversations about human rights and identify what needs to happen in the classroom. The presentations will be shared with the Safe and Inclusive Schools Committee before being distributed.

Along with the presentations T. Haist, K. Kitchen and A. Andratis are working on curriculum links that will support the continuation of the plan. A series of four social justice presentations for the intermediate level are being developed that will be delivered by the Child and Youth Workers. Plans are to continue with the development of models for the primary and junior levels.

C1.5 **Black History Month**

A list of resources, to be shared on various platforms such as Brightspace, PLE and Trending, is being collated by A. Andratis and N. Rose.

R. Staats provided information regarding a virtual presentation on February 8th, titled "Change the World Event Black Canadian 365". The presentation highlights heroes, leaders and role models using a rap approach with educational materials to follow up. S. Grewal will inquire into a district license or individual school pricing. The cost will be shared by Indigenous Education and those schools wanting to participate. A. Andratis, C. Bibby, R. Staats, N. Rose, G. Stead Y. Brochu and P. Bagchee will view the video to ensure appropriate content prior to distribution to schools.

C1.6 **Dr. Singh, Equity Speaker Event**

Information regarding a speaker event for staff on February 10 from 4-5 pm will be shared in Trending.



Safe and Inclusive Schools

Tuesday, February 22, 2022

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

C1.7 **Equity Training Opportunities**

C1.7-1 **ETFO Equity Workshops**

Equity workshops are being planned.

C1.7-2 **Level 1 Violence Threat Risk Assessment**

The Level 1 Violence Threat Risk Assessment workshop is being offered and provides an opportunity for new administrators to receive the training.

Consideration will be given to offering Level 2 Violence Threat Risk Assessment in the next school year.

C1.8 **Anti-Human Sex Trafficking Protocol**

Grand Erie and the Brant Haldimand Norfolk Separate School Board are meeting to establish an Anti-Human Sex Trafficking Protocol that will formalize who students and staff can go to, how to report and how to respond to incidents of human sex trafficking. VTRA Protocol, team meetings and community team meetings are in place to respond, in a timely way, to youth that are most vulnerable.

Youth are being lured into human trafficking and sex exploitation. A common way is through things such as sharing images on social media. A continuum and not homing in as much on sex trafficking but exploitation of the continuum is being considered. Training focusing on prevention from such things as cyber safety, warning signs, how to respond to a disclosure and pathways to care will be offered in April.

A partnership with GEPIC to bring presenter, Paul Davis, to Grand Erie was discussed. P. Davis provides training on what to look for, social safety, networking, socialization behaviour and safety awareness.

C1.9 **SIS Book Club**

A proposal to offer two six-week book club sessions for twelve participants was presented by A. Mitchell. The sessions would take place on Thursdays from 3:45 – 5:00 pm beginning on February 14 and the second session in April. The book club studies will allow for 96 participants. Registration will be offered through PD Place. Two books being considered are 21 Things You May Not Know About the Indian Act and the second edition of Deep Diversity. Both resources offer a variety of learning opportunities through an equity lens. The Indigenous Education Team will provide funding to assist with the purchase of additional books.

D - 1 **Information Items**

Nil



Safe and Inclusive Schools

Tuesday, February 22, 2022
MS Teams Virtual Meeting

H-1-d

1:00 p.m.

MINUTES

E - 1 **Next Meeting**

The next meeting will be held on Thursday, March 24, 2022 at 1:00 p.m.

F - 1 **Adjournment**

The meeting was adjourned at 2:50 p.m.

Draft



Native Advisory Committee

Thursday January 27th, 2022

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

Present: Chair C. VanEvery-Albert, R. Collver, K. Graham, R. Staats, J. Martin, M. Turner, S. Williams, P. Davis, C. Vyse, J. Tice, M. Degroote, H. Watts, D. Lloyd, J. Benner, R. Malcolm, G. Cobb, J. Hooper

Regrets: S. Green, L. Martin, S. Vansickle, S. Graham, A. Powless-Bomberry, P. Barber

Recorder: J. Valstar

A - 1 **Opening Activities**

(a) **Welcome**

S. Williams opened the meeting and introduced her son, S. Hill, who gave the Thanksgiving/Ganahonyohk Address

(b) **Land Acknowledgement**

K. Graham gave the Land Acknowledgement

(c) **Round Table Introductions**

Roll Call

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

Nil

(e) **Approval of Minutes – December 2nd, 2021**

The minutes of the December 2nd, 2021 meeting were reviewed and accepted

B - 1 **Business Arising from the December 2, 2021 minutes**

(a) **Regarding item G(a): MLL itinerant teacher/support person for Six Nations immersion language students**

R. Staats confirmed this is still a work in progress. There have been challenges with Covid, as well as moving from the quadmester to the semester system, therefore all plans are on hold until the situation is more settled. R. Staats, K. Graham, and team, are gathering data regarding which students require additional supports and will discuss more next week. K. Graham is gathering information for staffing supports for the 2022/23 school year to take to Executive Council.

(b) **Regarding item G(b): Request to Indigenous Services Canada to review Education Services Agreement, specifically to expand supports to additional secondary**

The current Education Services Agreement (ESA) is not up for revision until 2025, however some items require revisions now, and there is a process in place to do so. C. VanEvery-Albert stressed the importance of Indigenous Services Canada (ISC) and the Grand Erie District School Board (GEDSB) working together to find and allocate additional supports for students, especially at those schools adding transportation. R. Staats is working with Human Resources on salary structures for the new roles provided and is hoping for an adjustment. There was discussion about merging the Native Advisory Committee (NAC) and the Indigenous Education Advisory Committee (IEAC), which would require an amendment to the ESA and the Terms of Reference in Bylaw 8. C. VanEvery-Albert recommended that a sub-committee including R. Staats, K.



Native Advisory Committee

Thursday January 27th, 2022

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

Graham, J. Martin, and C. VanEvery-Albert be struck to discuss items that need to be carried forward to a formal ESA review with Indigenous Services Canada, to include but not limited to additional supports for students in current school repertoire, expanding supports to additional secondary schools, supports for indigenous language learners, salary rates for ESA positions, etc.

(c) **Regarding item G(c): Principal's Professional Committee meeting update**

J. Martin gave an update from the Principal's Professional Committee (PPC) meeting held December 15th, 2022. This community collaboration committee includes administrators from the Grand Erie "Big 6" Secondary Schools and the Six Nations Federal Schools. There was a review of Grand Erie's Jordan's Principle and Reciprocal Education Agreement (REA) protocols. There were discussion ideas for joint professional development with GEDSB and Six Nations employees. The Indigenous Education Team's strategic plan and initiatives was shared. The Grand Erie-Six Nations Transition Plan 2021-22 was shared and progress to date reported. Travis Anderson, Director of Education for the Six Nations Federal Schools, shared ideas regarding student transitions. The next PPC meeting is scheduled for May 2nd, 2022.

C - 1 **Indigenous Student Trustee Report**

J. Martin presented, as included in the meeting package, the Student Trustee Report on behalf of Student Trustee S. Green. J. Tice shared that the next Student Senate election will take place February 17th, 2022 and there is currently one applicant. Their next meeting will take place in March 2022.

D - 1 **School Reports**

(a) **Student Voice**

S. Williams and T. Mitchell met with six students from McKinnon Park and will share the feedback with NAC members to be added to the meeting package.

(b) **Principal's Report**

R. Malcolm presented the Principal's Report as included in the meeting package. There was discussion about the Cayuga language and NAC 10/20 classes currently being offered at McKinnon Park. R. Malcolm confirmed they currently have two Cayuga language classes and two NAC classes. The classes are being taken by mostly Indigenous students.

E - 1 **Six Nations Education Services Agreement Annual Report 2020-21**

K. Graham presented the Education Services Agreement (ESA) Annual Report, prepared by J. Martin, as included in the meeting package. The report will be presented to the Six Nations Elected Council on February 8th, 2022.

F - 1 **Policy 2: Indigenous Histories, Knowledges & Perspectives Update**

K. Graham gave an update on the status of the revised Policy 2 (P2). The Indigenous Education Team, taking feedback and suggestions from P. Monture, C. VanEvery-Albert and D. Wybenga, have decided on a final draft of P2 that will be shared imminently. The revised P2 will be presented to the Committee of the Whole, and then to the Board for



Native Advisory Committee

Thursday January 27th, 2022

1:00 p.m.

MS Teams Virtual Meeting

MINUTES

approval. Once it has been approved, there will be an official board-wide launch that will include lessons and teachings to help support.

G - 1 **Indigenous Education Team Update**

(a) **New hires to the team**

R. Staats shared that C. Vyse has been hired as Community Liaison Worker to replace P. Davis, who is retiring. R. Staats is waiting for a reference check for the Cultural Mentor candidate. A. Hyslop has been hired as Elementary Engagement Teacher, beginning in May 2022. S. Hill has been hired to teach the Mohawk Language course at BCI. A virtual option for another Mohawk Language course is in progress.

(b) **Secondary Language Programing**

The iPads will be delivered next week to the schools offering language courses. The semester 2 Mohawk Language course at Pauline Johnson will be taught virtually and supervised in person by an Ontario College of Teachers (OCT) certified teacher. R. Staats will be present at Pauline Johnson on February 4th to help support the launch of this pilot project. Another call is being put out for a fee for service to write more digital language binders. The Kanienkahake Elders Circle is in the process of certifying some language teachers through the OCT and is hoping the GEDSB will participate.

H - 1 **Six Nations Schools Update**

No update was given on the Six Nations schools as S. Graham had sent her regrets.

I - 1 **Discussion Items**

Well wishes from all to P. Davis who is retiring at the end of January 2022.

J - 1 **Closing**

S. Hill gave the closing

K - 1 **Next Meeting**

Thursday March 10th, 2022

1:00 – 3:00 p.m.

Host: Brantford Collegiate & Vocational Institute



Indigenous Education Advisory Committee Meeting

Thursday, February 10, 2022
MS Teams Virtual Meeting

1:00 P.M.

MINUTES

Present: J. Tice (Interim Chair), P. Barber, J. Burnham, E. Dixon, S. George, K. Graham, J. Martin, J. Roberto, K. Sandy, D. Smouter, D. Sowers, R. Staats, W. Tymkiv, C. VanEvery-Albert, H. Watts

Regrets: S. Green, S. Kennedy, V. King-Jamieson, A. Powless-Bomberry, J. Shawana, Trisha Simon, R. Wilson

Recorder: D. Fletcher

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed. New committee members Wally Tymkiv, Principal of Brier Park Public School and Heather Watts, Education Manager for Six Nations Lifelong Learning Taskforce were welcomed.

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

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

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

Moved by: C. VanEvery-Albert
Seconded by: E. Dixon
THAT the agenda be approved.

Carried

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

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

(From Dec 9, 2021)

- K. Graham provided a verbal update that further community consultation and feedback has been received and the policy is scheduled to be presented at the Committee of the Whole Meeting on March 7, 2022 for approval

(b) **Board Action Plan (BAP) Update (From Dec 9, 2021)**

- R. Staats provided an update on the BAP/Strategic Plan
- An overview was provided of the goals that will re-align some of the focus to support students due to Pandemic:
 1. Working collaboratively with principals to brainstorm areas of need
 2. Utilize district data to fill in the gaps
 3. Formulating Circle of Care groups to reach every student
 4. Development of Safe Spaces within Schools
 5. Cultural Mentor Program support- iPads to support students scan and read, text to speech, and speech to text capability
 6. Cultural Programming to encourage engagement (music kits/groups) - Fee for Service Contracts
 7. Summer Learning Opportunity - Grades 7/8
- This document will be a live and fluid document with ongoing revisions



Indigenous Education Advisory Committee Meeting

Thursday, February 10, 2022
MS Teams Virtual Meeting

1:00 P.M.

MINUTES

C - 1 **Approval of Minutes**

(a) **December 9, 2021**

Moved by: C. VanEvery-Albert

Seconded by: S. George

THAT the minutes of the Indigenous Education Advisory Committee held on December 9, 2021 be approved.

Carried

D - 1 **New Business**

(a) **Update - Indigenous Student Trustee**

- J. Tice provided a brief report on S. Green's behalf and shared Indigenous student observations and experiences in Grand Erie schools:
 - Upcoming student trustee elections will be held on February 17, 2022
 - An overall area of growth seen is COVID-19 protocols in schools
 - Areas for improvement include a variety of Indigenous language programs offered in school to acquire the language credit and a safe space for Indigenous students in certain schools
 - Suggested next steps include to survey students for their interest in language programs they want to see and working to find a teacher with a background in said language. Another suggestion includes connecting with the Indigenous Service Education team to help provide an adequate safe space for Indigenous students at each school who need said space

(b) **Update - Native Advisory Committee**

- J. Martin provided updates from the meeting held on January 27, 2022 via Microsoft Office Teams (Host School – McKinnon Park Secondary School)
- Reports from the Indigenous Student Trustee, McKinnon Park Secondary School Principal, and McKinnon Park Secondary School student voice were received
- Follow up items were reviewed from the previous meeting: Indigenous Education Team continues to support data for additional staff support for Indigenous language learners
- An update from the Principal Professional Committee meeting held on December 15, 2021 was provided
- The SIX Nations ESA report was presented
- An update on P-2 Honouring Indigenous Knowledges, Histories and Perspectives was provided
- An update on recent hiring's to the Indigenous Education team was provided
- An update on a newly formed committee to accredit Mohawk Language speakers to teach in our language classrooms was provided



Indigenous Education Advisory Committee Meeting

Thursday, February 10, 2022
MS Teams Virtual Meeting

H-1-f

1:00 P.M.

MINUTES

(c) **Six Nations ESA Report 2020/21**

- K. Graham reviewed the [Six Nations ESA Report 2020/21](#)
- An overview was provided of:
 - Context of 2020-21
 - Summary of Activities and Initiatives
 - Credit Achievement Data
 - Linked Multi Year Strategic Plan 2021-26 to supporting Indigenous students progressing toward graduation
 - Credit Achievement data
- We will be moving forward:
 - By delivering Indigenous courses that allow students to see themselves in their learning
 - Through authentic learning with Indigenous peoples, communities, and perspectives
 - Through professional development to actively engage In the Truth and Reconciliation Commission's Calls to Action
 - By promoting and participating in reconciliation community engagement opportunities
 - With Native Counsellors and additional Cultural Mentors/Grad Coaches working directly with students
 - By a tracking tool to follow every student from grade 9 to graduation (Progress, Supports, Graduation Status)

K. Graham further explained that a large component of data tracking addresses those students who are not on track and determines the tools required to be successful.

(d) **Mississaugas of the Credit First Nation ESA Report 2020/21**

- K. Graham reviewed the [Mississaugas of the Credit First Nation ESA Report 2020/21](#)
- An overview was provided:
 - Context of 2020-21
 - Summary of Activities and Initiatives
 - Credit Achievement Data
 - Linked Multi Year Strategic Plan 2021-26 to supporting Indigenous students progressing toward graduation
 - Credit Achievement data
 - We will be moving forward:
 - By delivering Indigenous courses that allow students to see themselves in their learning
 - Through authentic learning with Indigenous peoples, communities, and perspectives
 - Through professional development to actively engage In the Truth and Reconciliation Commission's Calls to Action
 - By promoting and participating in reconciliation community engagement opportunities
 - With Native Counsellors and additional Cultural Mentors/Grad Coaches working directly with students



Indigenous Education Advisory Committee Meeting

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1:00 P.M.

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- By utilizing a tracking tool to follow every student from grade 9 to graduation (Progress, Supports, Graduation Status)

(e) **Indigenous Education Team Update**

i. New Hires to the Team

- Elementary Engagement Teacher has been hired and will begin in May 2022
- Cary Vyse has taken on the role of Pam Davis as Community Liaison Worker
- Cultural Mentor Grad Coach – Delores Maas will be starting February 28, 2022 and replaces Carey Vyse
- 2 new Cultural Mentor Positions (Elementary and Secondary)
- Summer Employment Opportunity – Cultural Mentors to support Grade 7/8 students entering Grand Erie District School Board
- 2 Part Time Language Instructors (Pauline Johnson and BCI)

ii. Secondary Language Programming

- One face to face instructional program BCI (Mohawk)
- One hybrid model synchronous/face to face at PJ (Mohawk)
- 2 Face to Face classes in Cayuga Language at MPSS
- iPads delivered to school to support Language Programs
- Music kits delivered to each of these schools to support the Language Teacher
- Training with iPads to come
- Kanienkehaka Elders Advisory Circle – certifying Mohawk Language teachers through the Ontario College of Teachers

R. Staats shared that supports and resources are in place to help provide information to parents of those students who will be entering grade 9. The February newsletter will be emailed to all parents who have registered their child and provided an email address. Names and contact information of the Education Team will be shared, parents will be welcomed to contact any member of the Indigenous Education Team through a designated email.

(f) **Community Updates**

Nil

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:

- P01 Service Provision for Students with Special Education Needs
- SO121 Request Attend School Outside Home Area School
- Click the following link to access:

[Bylaws Policies and Procedures Out for Comment](#) to review them and forward any comments to policiesandprocedures@granderie.ca by February 24, 2022.



Indigenous Education Advisory Committee Meeting

Thursday, February 10, 2022
MS Teams Virtual Meeting

1:00 P.M.

MINUTES

J. Roberto recognized the exceptional work of the Indigenous Education Team and their outstanding commitment to students.

R. Staats providing the closing

F - 1 **Adjournment**

Moved by: J. Martin
Seconded by: R. Staats
THAT the meeting be adjourned at 2:25 p.m.
Carried

G - 1 **Next Meeting**

Thursday, April 14, 2022 via Microsoft Office Teams

DRAFT



Privacy and Information Management

Thursday February 10, 2022

3:00pm

Microsoft Teams Virtual Meeting

MINUTES

Present: L. Munro, L. Howells, C.A. Sloat, D. De Vos, J. Hardie, J. Ecklund, G. Rousell, T. Waldschmidt, S. Noort

Regrets: A. Smith **Absences:** D. Smouter

Recorder: K. Harrison

A - 1 **Opening**

(a) **Welcome**

The Privacy Information Management meeting was called to order at 3:02 p.m. The land acknowledgment was read and new member, Trustee Waldschmidt was introduced.

(b) **Review of Previous Meeting Minutes**

The minutes of the November 25, 2021, Privacy Information Management meeting were reviewed and accepted as presented.

B - 1 **Privacy Updates**

(a) **Privacy Audit – Update on Actions**

L. Munro asked the group to review the GEDSB Privacy Assessment Actions – Consolidated Items. No concerns or updates were brought forward.

(b) **Privacy/Cyber Security Training Updates**

The Cyber Security training has been rolled out to Administrators/Managers/Supervisors to facilitate completion throughout the organization. Feedback so far, training has been engaging.

(c) **SO-19 Privacy and Information Management**

This policy has been deferred for review and out for comment. More information will be shared at a later date.

C - 1 **Emerging Issues**

Privacy Officer position has now been posted. There were no additional emerging issues brought forward at this time.

D - 1 **2021-22 Meeting Schedule**

- Thursday, May 5, 2022 @ 3:00 p.m.

E - 1 **Adjournment**

Meeting adjourned at 3:16 p.m.

February 8, 2022

Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Lecce:

At their Regular Board meeting on January 25, 2022, the Avon Maitland District School Board of Trustees voted to request that the Ministry of Education and the provincial testing body, EQAO, halt the administration of the tests for Grades 3, 6, 9 and the Grade 10 literacy tests for the 2021/2022 school year.

Within the Avon Maitland District School Board, we face a number of challenges and objections to administering these tests to our students in the midst of the current pandemic and the next few months of uncertain transitioning to a more stable schooling model. Our concerns are:

1. The board is advocating on behalf of students as these test formats are new and are now written online instead of the traditional paper and pencil test with which students are familiar.
2. We know that EQAO currently has a significant review underway to address the concerns of equity deserving groups across the province. The task force is made up of a diverse group of experts who it is hoped will suggest ways the implicit colonial biases of all of the EQAO tests can be rectified. How is it prudent to administer these tests to equity deserving students, or any students, prior to the full report of this committee of experts?
3. Students in grades 3, 6 and 9 have missed a significant amount of school over the past two years. We believe their in person learning with teachers is the number one priority this year. The EQAO tests will take away from meaningful curricular coverage at a time when this is least warranted.
4. During the current pandemic our students who have taken the grade 9 math course in Semester 1 will be at a significant disadvantage compared to their peers who will take the course in Semester 2, as their learning is not connected to current course work with respect to Semester 2 testing.
5. The curriculum for the MAT1W was released very late in June 2021 by the Ministry of Education, in spite of promises of a release late in 2020. This late curricular release, as well as the on-going interruption of professional development from the Ministry of Education as well as in our school board has meant that many teachers were unable to participate in rigorous professional development connected to this course in a timely and sustainable manner. This places students at a significant disadvantage in their learning as a result of poor planning on the part of the MOE. Why should students carry the burden of poor EQAO Grade 9 Math test scores as a result of poor prioritization of adults?

6. Students, more than anyone in the school system provincially, have borne the brunt of stressors caused by school closures, on-line learning, and on-going restrictions. We cannot see any advantage to insisting that students write these tests, knowing that the results will be reflective of uncertain and ever changing schooling in this pandemic.
7. We also know that there has been undue stress on children during this pandemic and that regardless of how these tests are presented, there are still unintended consequences. As you know the media use these scores to rate schools, report to realtors, and parents use the data to compare their children, at this time of recovery from a two year disruption.
8. We would expect a return to these tests in the 2022/2023 school year, as long as the consultations of the Expert Panel are released.

Thank you for considering our request.

Yours truly,



Al Sygrove,
Chair, Avon Maitland District School Board

cc Ontario School Boards
OPSBA
Maureen Matchett, President, OSSTF District 8
Kent Cleland, President, Avon Maitland Teachers' Local, ETFO

February 17, 2022

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Lecce:

At the December 7, 2021 Board meeting, the Avon Maitland District School Board (AMDSB) Trustees passed the following motion *“RESOLVED THAT the Avon Maitland District School Board direct the Chair to write a letter to the Ministry of Education in support of the Hamilton-Wentworth District School Board’s request for predictable long-term funding for the “Enhanced Student Access to Free Menstrual Products in Ontario Schools” initiative.”* The November 19, 2021 letter from Hamilton-Wentworth District School Board is attached for your reference.

The Avon Maitland District School Board kindly requests continued funding for our Menstrual Equity Program in all of our elementary and secondary schools. The AMDSB Menstrual Equity Program began in the 2020/2021 school year following consultation with students and staff. The project was initially funded internally, and we intend to continue this in what we believe has been and will continue to be an impactful project for our entire community and an important step in our strategic motto: I AM Engaged, I AM Prepared, I AM Well.

We very much appreciated the donation of dispensers and products provided by the Ministry's partnership with Shoppers Drug Mart; however, the dispenser donation was only enough for one dispenser at each of our Secondary Schools. The consultation conducted by our staff informed us that students in much younger grades also require menstrual products. Thus, the AMDSB Menstrual Equity Project included dispenser units at ALL AMDSB schools, something we would like to expand to more locations within schools. The donation of products was very much appreciated and is in use across our district. However, the need continues.

The main objective of our request for continued funding is to ensure that female students do not have to endure “shame” when they have to go to the office for hygiene products. As noted above, we have installed fixtures in both Secondary and Elementary schools and continue to restock supplies daily. We would like to see continued progress in our initiative and we will specifically be looking at our Equity, Diversity and Inclusivity Action Plan’s Call to Action: Identify and eliminate all forms of systemic oppression and racism as our key success indicators.

With your continued funding, we will be able to:

- Expand the installation of clear plastic dispensers in more locations throughout each school, including Junior and Intermediate Elementary washrooms as well as all Secondary and Gender Free washrooms.
- Continue ordering and stocking modern product options as per the usual care of the washrooms
- Ensure that household income has no correlation to equitable access to feminine hygiene products

We are activists and advocates, working on becoming better allies. We believe all members of the AMDSB community are responsible for identifying and dismantling systemic racism and oppression. As AMDSB Trustees, we are committed to addressing equity, diversity, and inclusivity in all areas of the board and look to further this by seeking funds that will allow our staff to continue this vital work.

Yours truly,

Al Sygrove
Chair, Avon Maitland District School Board

cc Ontario School Boards
OPSBA

February 22, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

Dear Minister Lecce,

Re: Change to definition of "Disability" and supporting Bill 172

I am writing to you on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC). Our SEAC includes eight parent associations, who represent thousands of families in Durham Region.

Over the years, SEACs have engaged with the Ministry of Education to support a variety of amendments to the *Education Act* to include various disabilities or disorders. The most recent letters received by our committee are to support Bill 172 the *Education Statute Law Amendment Act* for Fetal Alcohol Spectrum Disorder.

The DDSB SEAC fully supports Bill 172; however, we see this process of proposing piecemeal changes to legislation for each new diagnosis or disorder as a perpetual colonial cycle that does not address student need in a timely matter nor through a Human Rights and equity lens.

For example, there is no common definition of disability between the *Education Act*, *Accessibility for Ontarians with Disabilities Act* (AODA) and the *Accessible Canada Act*. This difference are reflective of when these various pieces of legislation were enacted/amended. It is also important to note that much of the *Education Act* was written before the adoption of the Human Rights Code and has not had a thorough review through a human rights or equity lens.

The definition of disabilities under the *Education Act* is a narrow, medical one in which disability is viewed as a problem that exists in a person's body that requires treatment or care to fix the disability so a student can approximate "normal" functioning, failing which the student is to adapt and learn to function despite their disability. But we now know that disabilities are caused, not only by physical issues that exist in a person's body, but by environmental factors and barriers.

This is the view of the World Health Organization which states that "a disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others". The definition of disability under a social model emphasizes environmental factors in creating disability and that "disability" is not an attribute of the person.

In the 2019 legislative review of the AODA, the Honourable David C. Onley made a recommendation to update the definition of disability. He wrote,

From consultations and research, the Review learned that the trend internationally has been to shift from the medical model of disability to a social model that focuses on environmental barriers rather than individual health. The Review also heard that people with non-visible disabilities feel left out of the AODA.

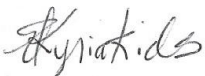
I am confident that the current definition of disability in the AODA is comprehensive and does in fact cover non-visible disabilities, or invisible or non-evident disabilities, as they are sometimes called. However, I also believe that the law should serve as an educational tool and it would be helpful to mention non-visible disabilities explicitly in the definition. I would suggest that Ontario consider adopting the definition in the pending* Accessible Canada Act, which does this. The federal definition also aligns with the international emphasis on the social model of disability. It reads as follows:

“disability means any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment – or a functional limitation – whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person’s full and equal participation in society.”

*Note: pending at the time of this report was released. The *Accessible Canada Act* received Royal Assent in June 2019.

DDSB SEAC fully supports the adoption of this recommendation from the Honourable David C. Onley in the context of the Education Act, or at the very least the Ministry adopt the same definition of disability as written in the AODA. We believe the implementation of this recommendation would curtail, if not completely stop, the number of requests to change the legislation as it covers current environmental, visible, non-visible or non-evidence disabilities or disorders. It also creates a more equitable and inclusive focus on our students so they can receive the support and programming necessary to ensure success in and beyond their school careers.

Sincerely,



Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Hon. Marit Stiles, MPP
Hon. Kathleen Wynne, MPP



February 15, 2022

Honourable Stephen Lecce
Minister of Education
315 Front Street West
Toronto, Ontario, M7A 0B8

Dear Minister Lecce,

Members of Thunder Bay Catholic District School Board's Special Education Advisory Committee would like to express our support for Bill 172, the Education Statute Law Amendment Act in Relation to Fetal Alcohol Spectrum Disorder (FASD).

It is imperative that all staff directly involved with students, such as principals, teachers, student support persons and early childhood educators, are aware of FASD, are able to recognize the early signs and are trained to provide appropriate accommodations for the success and well-being of our students. Inclusion of FASD in all Board of Education policies and guidelines is a vital step towards achieving equitable education for all of Ontario's students.

The members of the Thunder Bay Catholic District School Board's Special Education Advisory Committee ask that you acknowledge our support for Bill 172 in the pursuit for equitable education for all Ontario students.

Sincerely,

Hanni Vale
Chair, Special Education Advisory Committee
Thunder Bay Catholic District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

February 22, 2022

The Honourable Stephen Lecce
Ministry of Education
438 University Ave., 5th Floor,
Toronto, ON M5G 2K8

Dear Minister Lecce,

The Ministry of Education has asked for feedback from interested parties on its proposed changes to PPM 81 (Provision of health support services in school settings). At the Board meeting held February 17, 2022, the following motion was passed unanimously:

Be it resolved that the Chair write a letter to the Minister of Education about PPM 81 (provision of health support services in school settings) noting support for the letters written by SEAC and HDSB staff and expressing concern regarding the short timeline for stakeholder engagement and the short timelines and challenges regarding implementation..”

Broad changes, such as those proposed in the consultation documents for PPM 81, require thorough, authentic engagement, and consideration of staffing, long-term financial, and operational risks on those who will be expected to implement these changes, centred on the well-being of all students.

The Ministry is not providing adequate time for authentic engagement or meaningful feedback. These changes will impact students, families, educators, support staff, and the school community as a whole. We are extremely concerned about the severe and negative implications that will accompany these changes, if the PPM is implemented as proposed and on the timelines proposed. The implementation timeline of September 2022 for these sweeping and fundamental service changes is extremely short. As this PPM covers vital day-to-day and life-saving services to students, it deserves a deeper discussion and analysis.

The SEAC Committee at the Halton District School Board has provided an outline of some of the key concerns that we share as a board. These include:

- the downloading of medical services to educational staff.
- the inequity in service that will be seen in our classrooms going forward. Students with certain exceptionalities will be able to use funding allocated for home services to provide support in the classroom, however students with other exceptionalities who do not receive funding will need to consider paying for it privately.

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

- lack of additional funding to accompany such extensive changes. If Educational Assistants will be pulled from the classrooms to provide medical care for students, and administrators required to oversee private care providers in school settings, and ensure compliance with all regulations, additional staff will be required to undertake existing tasks.

We fully support and reinforce the messages that both HDSB staff and SEAC have shared and strongly urge the Ministry of Education:

- To plan for additional, meaningful and authentic engagement with relevant, education system stakeholders.
- To reconsider the implementation timelines of the proposed changes to PPM 81. Getting this correct for all students, families and staff is more important than an arbitrary timeline.
- To recognize that any increases to existing staff workloads must be considered within the context of existing labour agreements, and that the required funding, training and staffing be provided in advance of such changes.

On October 29, 2021, a [memo](#) citing the key objectives of the review identified strengthening evidence-based practices, improving access to health and rehabilitation services in schools; and clarifying roles and responsibilities to address gaps in services. It is important when considering these objectives that change be undertaken in partnership with those who will be implementing this PPM, so that we do our best work to support students who require these vital services and all students.

In closing, we request that the Minister consider the context in which these changes will occur. School staff and students have been profoundly impacted over two years of consistent change and stress due to the pandemic.

Thank you for considering the requests of the HDSB Staff, SEAC and Board of Trustees.

Sincerely,



Margo Shuttleworth
Chair of the Board of Trustees, Halton District School Board

Cc: Hon. Ted Arnott, MPP
Stephen Crawford, MPP
Hon. Parm Gill, MPP
Hon. Jane McKenna, MPP
Effie Triantafilopoulos, MPP
Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
Cathy Abraham, President, Ontario Public School Boards' Association
Alison Brindle, HDSB SEAC Chair



Bluewater District School Board

351 1st Avenue North – PO Box 190
Chesley ON N0G 1L0
Telephone: (519) 363-2014 Fax: (519) 370-2909
www.bwdsb.on.ca

Sent by email: stephen.lecce@pc.ola.org

February 23, 2022

The Honourable Stephen Lecce
Minister of Education
315 Front Street West, 14th Floor
Toronto, Ontario M7A 0B8

Dear Minister Lecce:

Bluewater District School Board is in the process of building two new schools and has just completed Georgian Bay Community School this past September. While the board and community are grateful for the ministry's financial assistance in these projects, there is a problem with the approval of new school project requests when it comes to the sizing of the school. It is unfortunate that portable classrooms are already required to accommodate the growth in enrolment soon after a new school is opened. This is being experienced in Bluewater District School Board due to schools being built without the capacity to accommodate the entire school population.

The Board of Trustees for Bluewater District School Board request that population estimates, and projected enrolment data be considered in the funding formula for school size when building new schools.

Bluewater District School Board currently serves approximately 17,400 students across Bruce and Grey counties. Each county is benefitting from significant growth as more families choose to live and grow in our district. The board is profoundly grateful that the province has consistently recognized the necessity and the quality of our new school proposals.

However, under the financial formula for capital projects, a new school will frequently be funded based on enrolment and community demographic data from years before the school is built. Future growth is not considered, which is unfortunate as a new school in a community often draws families into the area.

This necessitates the use of portable classrooms to manage the overflow of students soon after a new school opens. The board must explain to students and families that, despite our expertise and best intentions, some students do not get full use of the new building. This experience can be discouraging for everyone.

To support Bluewater District School Board's mission to provide a quality education for every student in a safe, accepting, and caring environment, the Board of Trustees strongly recommends that population estimates and professionally projected enrolment data be considered in the funding formula for school size when building new schools.

Sincerely,

Handwritten signature of Jane Thomson in black ink.

Jane Thomson
Chair

Handwritten signature of Jan Johnstone in black ink.

Jan Johnstone
Vice-Chair

cc: The Honourable Bill Walker, MPP, Bruce-Grey-Owen Sound
The Honourable Lisa Thompson, MPP, Huron-Bruce
Ministry of Education, Capital Policy Branch
Ontario Public School Boards' Association (OPSBA) President
Council of Senior Business Officials (COSBO)
Municipal Partners
Chairs of Ontario English Public School Boards