



# Committee of the Whole Board Meeting

Monday, January 10, 2022

MS Teams Virtual Meeting

## AGENDA

- A - 1      **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session **(6:30 pm)**
    - (i) Personnel Matter
    - (ii) Legal Matter
    - (iii) Property Matter
  - (d) Welcome to Open Session / Land Acknowledgement Statement **(7:15 pm)**
  - (e) Agenda Additions/Deletions/Approval
  - (f) In Camera Report
  - (g) System Showcase L. Munro
  - (h) Delegation
    - \* (i) R. Hunter - Masking
    - \* (ii) Dr. M. Fulford – COVID in Children
- B - 1      **Business Arising from Minutes and/or Previous Meetings**
- C - 1      **Director's Report** J. Roberto
- (a) Director's Highlights
  - (b) Leading and Learning in a Pandemic
- D - 1      **New Business – Action/Decision Items**
- \* (a) Education Services Agreement Annual Reports K. Graham
    - (i) Report to Indigenous Services Canada (ISC) and Six Nations of the Grand River
    - (ii) Report to Mississaugas of the Credit First Nations
- D – 2      **New Business – Information Items**
- \* (a) Category III Trips (SO15) K. Graham
  - \* (b) Grand Erie Learning Alternative (GELA) Annual Report K. Graham
  - \* (c) Enrolment vs Capacity by School Report R. Wyszynski
  - \* (d) Quarterly Budget Report (F2) R. Wyszynski
- E - 1      **Bylaw/Policy/Procedure Consideration - Action/Decision/Information Items**
- \* (a) F4 Trustee Honoraria **(A)** R. Wyszynski
  - \* (b) HR118 Occasional Teacher Evaluation **(I)** J. Tozer
  - \* (c) PO1 Service Provision for Students Special Education Needs **(C)** L. Thompson
  - \* (d) SO121 Request to Attend a School Outside the Home School Area **(C)** A. Smith
- F - 1      **Other Business**
- \* (a) OPSBA Report C. VanEvery-Albert
- G - 1      **Correspondence**
- \* (a) Halton DSB December 16, 2021 Letter
- H - 1      **Adjournment**

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# Committee of the Whole Board Meeting

Monday, January 10, 2022

MS Teams Virtual Meeting

## AGENDA

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

Grand Erie Parent Involvement Committee (GEPIC)	January 13, 2022	6:30 PM	MS Teams Virtual Meeting
School Year Calendar	January 18, 2022	4:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools (SIS)	January 20, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	January 20, 2022	6:00 PM	MS Teams Virtual Meeting
Chairs' Committee	January 24, 2022	5:45 PM	MS Teams Virtual Meeting
Regular Board	January 24, 2022	7:15 PM	MS Teams Virtual Meeting
Native Advisory Committee (NAC)	January 27, 2022	1:00 PM	MS Teams Virtual Meeting
Pre-Budget Review Meetings	February 1, 2022	5:30 PM	MS Teams Virtual Meeting
Quality Accommodation Committee	February 3, 2022	2:00 PM	MS Teams Virtual Meeting
Indigenous Education Advisory Committee (IEAC)	February 9, 2022	6:00 PM	MS Teams Virtual Meeting
Privacy and Information Management Committee (PIM)	February 10, 2022	3:00 PM	MS Teams Virtual Meeting
Committee of the Whole Board	February 14, 2022	7:15 PM	Board Room or Virtual
Special Education Advisory Committee (SEAC)	February 17, 2022	6:00 PM	MS Teams Virtual Meeting
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	February 22, 2022	9:00 AM	MS Teams Virtual Meeting
Chairs' Committee	February 28, 2022	5:45 PM	Brant Room or Virtual
Regular Board	February 28, 2022	7:15 PM	Board Room or Virtual

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## R. Hunter Delegation

A-1-h (i)

Hi everyone,

I'm back!

Three months ago, I asked this board some questions. I wanted to know what the off-ramps were for your policy of forcing 4 & 5 year old children to wear masks for 6+ hours / day.

These were not rhetorical questions! I wanted actual answers.

Unfortunately, I still haven't gotten any.

I'm asking these question because of my daughter, Maisie.

After my company sold, we had the funds and the flexibility to send her to any school in the world.

But we chose to move home – we live here. Cobblestone Elementary is here. I'd really like her to go to Cobblestone. I'd like her to get a public education – like I did. I have fond memories of Mrs. Cody – who I am still Facebook friends with to this today, as an aside – and the kindergarten class at North School. I want the same experience for her.

But I'm having a hard time – because I trust the data. I trust the science. I trust the medical experts.

And the medical experts couldn't be more clear – they explicitly recommend against forcing 4 & 5 year old kindergarten children to wear a mask at school.

Several weeks ago, a trustee told the Brantford Expositor – “As we head into 2022, we continue to look to medical experts for advice and guidance.”

On January 21, 2021 – at the height of the second wave, before vaccines – a team of pediatric medical experts from Sick Kids Hospital released a report on school operations during the pandemic. From that report:

Regardless of community transmission, NMMs (masks) should not be required (agree 59%) for kindergarteners.

Four days later, on January 25, Grand Erie passed the following motion:

“THAT the Grand Erie District School Board approve that mandatory face coverings or masks for students in kindergarten”

I'm curious – what do Grand Erie trustees know that SICK KIDS HOSPITAL doesn't?

How can you claim you're listening to medical experts when you're very explicitly doing the exact opposite of what a team of world renowned medical experts are recommending?

What data did you look at? Which experts did you talk to? What did parents say when you surveyed their opinion?

After all, that's your job, right?

The Ontario Public School Boards' Association has a program on effective governance of school boards. From their second module:

Boards of trustees that have a reputation for sound governance practices do not engage in any form of decision-making in the absence of comprehensive, reliable and relevant data.

## R. Hunter Delegation

A-1-h (i)

Since it appears you didn't review any data before making this decision, I'd like to provide you with some – from right here in Ontario.

In the fall of 2020, most younger students did not have to wear masks in school. 0% of Ontarians were vaccinated.

In the fall of 2021, most younger elementary school students DID have to wear masks. 75% of Ontarians were vaccinated.

If you compare the first 60 days of school – so this is before Omicron – cases in adults were DOWN 53%.

But for younger elementary school kids – despite so many adults and older siblings being vaccinated – despite the masks – cases were UP 71% over 2020.

If masks work – why aren't they working?

And again – what do you know that SICK KIDS HOSPITAL doesn't?

I've had the chance to engage with some of the trustees in personal conversations on this, and I'm very grateful for those who have given me some of their time. We may not agree, but I appreciate you fulfilling your obligation to listen and engage.

Again, from the Ontario Public School Boards' program on effective governance:

The *Education Act* underscores the importance of community engagement. Trustees are expected to consult with parents, students and constituents of the board... The job of trustees is to listen to all the voices, not just the loudest, or the ones they most agree with.

I am confused as to why some of you were willing to listen, and others very explicitly weren't. Shouldn't trustees be consistent? Why were some willing to talk, and others weren't?

To those who have ignored or turned down my request to talk – as respectfully as I can express this to you, I'm really disappointed. If you're not willing to have 15 minutes of one-on-one dialogue with someone who feels differently about an issue, is being a trustee really an appropriate role for you?

I've heard repeatedly from some people that "My child has no problem wearing a mask, so of course mandatory masking isn't a problem"

I respectfully question this line of thinking, given its inconsistencies with other important issues.

Let's try and apply it in other places:

"My friend didn't have any issues at residential schools, so of course residential aren't a problem."

"My gay child has never been bullied, so of course discrimination isn't a problem."

"My daughter has never been sexually harassed, so of course sexual harassment isn't a problem."

Your child doesn't have a problem wearing a mask? Awesome! Some kids do.

And unfortunately, it's often kids from less fortunate backgrounds, who may not be getting the same opportunities to learn language and develop social skills at home as other kids – school is their only chance to acquire these skills, and we're depriving them of that chance.

## R. Hunter Delegation

A-1-h (i)

Let's practice what we preach when it comes to equity, and consider the position of all kids – not just our own.

In my engagement with the board, I have been continually told that:

**"we look to our provincial and local medical experts for guidance."**

"We consult regularly with local public health units"

"we continue to look to medical experts for advice and guidance."

Let me be very clear – recommended or encouraged does not mean mandatory.

I had the chance to engage with Brant's Medical Officer of Health, on this issue.

Repeatedly, I asked her - Is the Brant Health Unit recommending to Grand Erie that masking in junior and senior kindergarten **be mandatory**?

Or is the Brant Health Unit recommending to Grand Erie that masking in junior and senior kindergarten **be encouraged (but not explicitly mandatory)**?

Rebecca replied with a variety of different responses – "the school board made the determination. The health unit supported the board's decision. I have regular conversations with the school board."

But – even though I asked several times – she never answered the question.

It would have been incredibly easy for her to just plainly say – "We recommend that masks be mandatory in kindergarten" – but she didn't. She wouldn't.

If the Brant Health Unit believed in forced masking of 4 & 5 year olds... why wouldn't she just say so? Why not answer the question?

So let's recap – Sick Kids is against forced masking of kindergarteners. Brant's MOH may recommend masking, but has explicitly not released an opinion on mandatory masking. Haldimand-Norfolk's MOH has been asked to provide specific guidance on mandatory masking in the coming weeks.

No medical expert is telling you to force 4 & 5 year old children to wear masks for 6 hours / day. Recommended does not mean mandatory.

Years from now, when the headlines come out about the impacts of this policy, you will not be able to claim "we were just following the medical experts" – you lose the ability to offer up that excuse when you do the exact opposite of what Sick Kids Hospital is recommending.

The fact is, without clear guidelines, you get inconsistent operations. Since I was last in front of this board, I've heard from several kindergarten teachers and parents with some pretty concerning messages.

- The sad part is kindergarten is the only grade that has to wear masks outside. Since they're in the "pen" area there's no social distancing. My sons school will let them pull it down outside only if they are standing at the wall.

- My son goes to Burford Elementary and they require them to wear masks outside as well.

From a kindergarten teacher in the board (emphasis mine):

There are many principals that are using this as a control thing

We've been told we can put desks back together and they are still saying that all kids must stay in there seats...facing forward no playing together, no toys

## R. Hunter Delegation

A-1-h (i)

I would like there to be a set of guidelines set for the staff that are consistent across the board

***Not left to interpretation by each principal who uses their power to control all the situations”***

This was pretty alarming to hear as a parent considering Grand Erie as an option for my child. Perhaps we should be spending more time discussing the on-the-ground operations of our schools, and less time discussing the names of them.

I'm hopeful this discussion prompts more dialogue. "Receiving it as information" is, respectfully, not dialogue. I have asked you questions, and I would like answers.

You have told me repeatedly that you are following the medical experts.

As respectfully as I can express this – prove it.

Pass a resolution to ask the medical experts for their advice on this issue.

Pass a resolution to ask the Medical Officers of Health for Haldimand-Norfolk & Brant to offer a definitive, data-driven opinion on whether or not 4 & 5 year old children should be forced to wear masks at school. Not about whether it should be recommended – not about encouraged – but specifically about whether it should be mandatory or not.

If you do this, every stakeholder in this community gets clarity on what the medical experts are advising.

If you don't do this – if you just accept what I'm saying as information and then move on – please stop saying you're listening to the advice of medical experts. If you're not asking our medical experts their opinion, you can't claim to be listening to them.

You're listening to their advice? Prove it.

I would be remiss if I did not talk about masks in the context of vaccination. In my conversations with trustees, it became apparent that the vaccination campaign for 5 to 11 year olds was of great importance.

Well, I hate to break the bad news, but as of two weeks ago, Haldimand-Norfolk ranked dead last – 34<sup>th</sup> out of 34 health units – with Brant close behind in 30<sup>th</sup> place.

This was not the case for 12-17 year olds. We have one of the highest rates of secondary student vaccination in the world.

So why? Why are so few 5 to 11 year olds vaccinated?

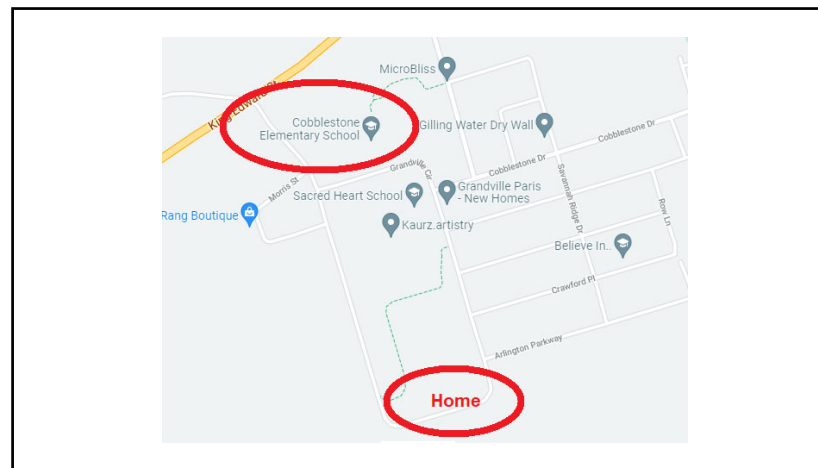
I think it's because we lied to the parents of the older kids – we said "vaccines are the way back to normal." And then we still made them cohort. We still made them isolate if they were a close contact. We still closed schools on a regular basis. We still took away most of their extra curriculars. And we still made them wear masks.

And despite all of that – cases are higher than they ever were. We took everything from these kids – with no actual benefit. It's no wonder parents are growing more distrustful. We need to get back to normal.

One benefit of normalcy – of clearly establishing an off-ramp for this policy is that it helps prepare those who are more fearful – if I'm a parent who supports forced masking, the last thing I want is to know the policy is ending a few days before it does. Clearly defined off-ramps would help everyone with their decision making.



1

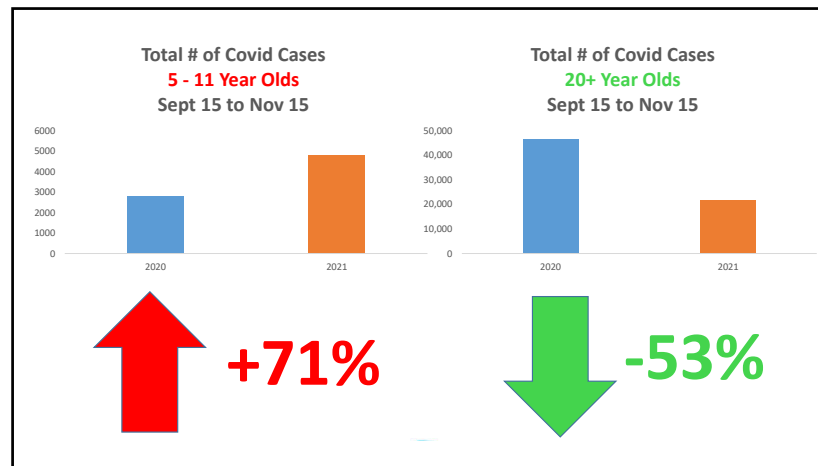


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**SickKids®**

- Kindergarten students:
  - Regardless of community transmission, NMMs should not be required (agree 59%).
    - When community transmission is moderate to high, the majority indicated that NMMs should not be recommended or required (34%), or should be recommended, but not required (25%). Others recommended that NMMs be worn at all times while indoors and outdoors (16%), or at all times when indoors, but not outdoors (16%).
    - When community transmission is low, the majority indicated that NMMs should not be recommended or required (47%), or should be recommended, but not required (13%). Others recommended that NMMs be worn when physical distancing is not possible indoors, but not outdoors (16%), at all times while indoors, but not outdoors (13%), and at all times while indoors and outdoors (6%).

3



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I asked	Rebecca (MOH) responded
I was hoping you could clarify the BHU's position on <i>this specific point</i> for me.	<i>The School Board determined in August, like many other boards, that masking would be mandatory for JK/SK. The HU supported their decision.</i>
Is the Brant Health Unit recommending to Grand Erie that masking in junior and senior kindergarten <i>be mandatory</i> ?	
Or is the BHU recommending to Grand Erie that masking in junior and senior kindergarten <i>be encouraged (but not explicitly mandatory)</i> ?	I can assure you that I have regular conversations with the school boards weekly and more frequently as needed to discuss issues, outbreaks, and to give public health guidance. <i>I can and will have ongoing discussions with them about public health measures in schools.</i> They will also get direction from the Ministry of Education.
School boards are not public health experts – they are looking <i>to you</i> for leadership on this issue, as am I.	
Is it the BHU's position that <i>4 year old children should be forced to wear masks for 8 hours/day in school?</i>	
Or is it the BHU's position that <i>masks should be encouraged (but not explicitly mandatory) for this age group?</i>	[No Reply]
To avoid broken telephone fatigue, I'll keep my response brief.	
Is it the Brant Health Unit's position that <i>4 year old children should be forced to wear masks for 8 hours/day in school?</i>	
Or is it the Brant Health Unit's position that <i>masks should be encouraged (but not explicitly mandatory) for this age group?</i>	

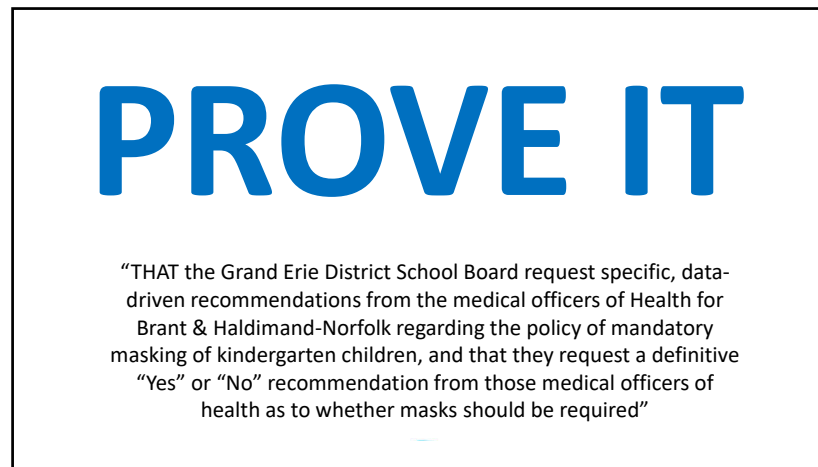
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From Kindergarten Parents	From Kindergarten Teachers
- <i>The sad part is kindergarten is the only grade that has to wear masks outside.</i> Since they're in the "pen" area there's no social distancing. My sons school will <i>let them pull it down outside only if they are standing at the wall.</i>	<i>There are many principals that are using this as a control thing</i>
- My son goes to Burford Elementary and they <i>require them to wear masks outside as well.</i> I have even heard them say "masks on, stay 6 feet apart"	We've been told we can put desks back together and they are still saying that all kids must stay in their seats...facing forward, no playing together, no toys
- I'm in Brantford. From what I know every parent I've talked to <i>if their child is in a "pen" they have to be masked</i> as there isn't enough space to social distance.	I would like there to be a set of guidelines set for the staff that are consistent across the board
	<i>Not left to interpretation by each principal who uses their power to control all the situations</i>

7



8

- I am an infectious disease specialist and associate professor at McMaster University.
- I am a hospital based physician providing acute care, including COVID patients.
- The majority of my clinical work is with pediatric patients.
- I was a medical director for the Waterloo Wellington Regional Infection Control Network for 6 years.
- I was on the PHO PIDAC Communicable Diseases Subcommittee for 10 years.
- I was part of the Health Sector Emergency Management Committee (planning section) for the City of Hamilton for over 10 years including during the 2009 H1N1 pandemic.

Thank you for the opportunity to speak today. I am ... (I will repeat what is written above).

- COVID in kids
  - How do they present
  - Which kids might be at higher risk
- What about Omicron?
- Long COVID
- Perspective and accurate data important.

I would like to review COVID in children.. My objective is to try to put COVID as it pertains to kids in perspective. There is a lot of concern and there have been a great many media stories with little context or perspective. These stories unfortunately result in a lot of misinformation about the reality of COVID and children.

Also, the exaggerated perception of the risk to children has led to very restrictive and very damaging policies, such as the cancellation of sports, extracurriculars, etc. Not to mention, obviously the closure of our schools. My objective is to try to provide an accurate assessment of risks to children in order to ensure that polic

## COVID in Kids

- Mild infections, many being asymptomatic
- Estimates are that anywhere from 33% to 73% are asymptomatic.
- We simply don't know how many kids have been infected.
- The reassuring thing is that so very few have been sick.
- A recent serological study by Poletti showed that only 18.1% of kids infected with SARS-CoV-2 were symptomatic.

Poletti P, Tirani M, Cereda D, et al. Association of Age With Likelihood of Developing Symptoms and Critical Disease Among Close Contacts Exposed to Patients With Confirmed SARS-CoV-2 Infection in Italy.

I will read the above slides.

## COVID in Kids – Clinical Presentation

Most children will be asymptomatic

Symptoms	Age 0-9	Age 10-19
Fever, cough or SOB	63%	60%
Fever	46	35
Cough	37	41
SOB	7	16
Myalgia (aches and pains)	10	30
Rhinorrhea	7	8
Headache	15	42
Nausea/vomiting	10	10
Abdominal Pain	7	8
Diarrhea	14	14
Loss of smell or taste	1	10

COVID in children is no different than most viral infections. Fever, cough and mild shortness of breath are most commonly seen together. Omicron is presenting as even milder than we saw with previous waves. One on the ground observation is that it seems to be presenting more like other upper respiratory tract infections now – so even less chance of any sort of severe clinical presentation. This is also true in adults. This is not to say that there will never be severe cases – just that it is very rare.



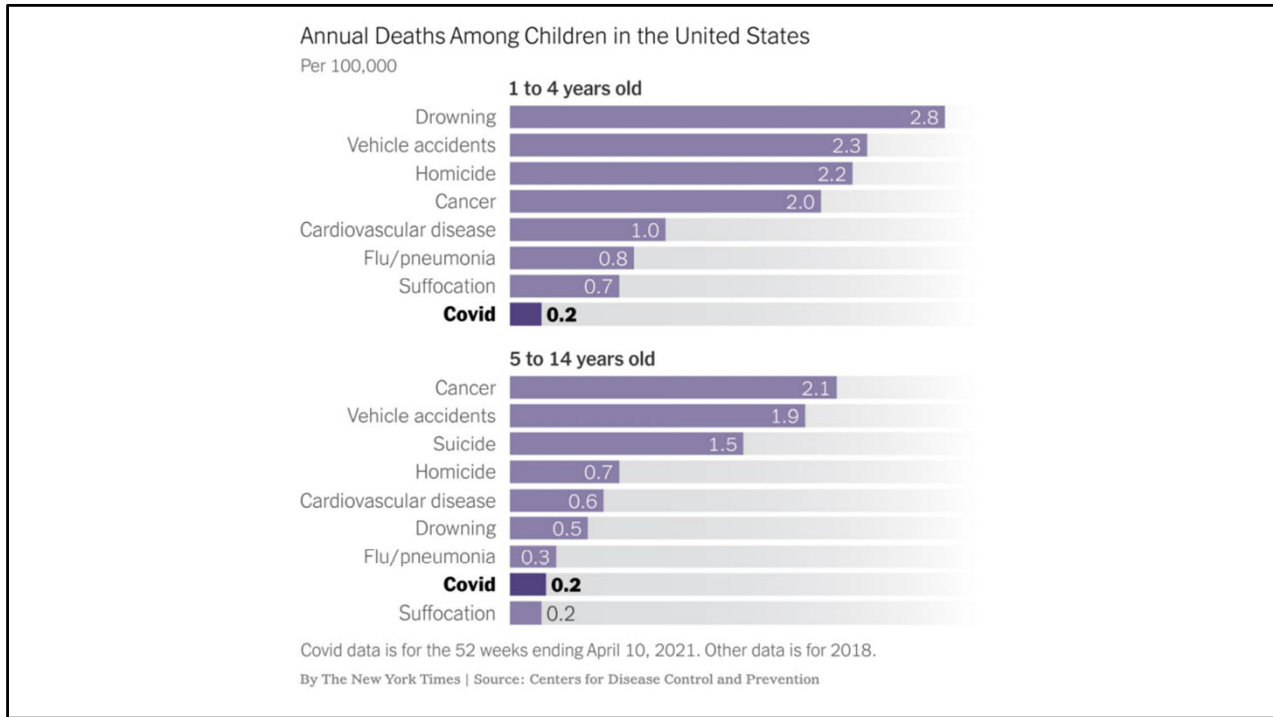


## COVID vs Influenza

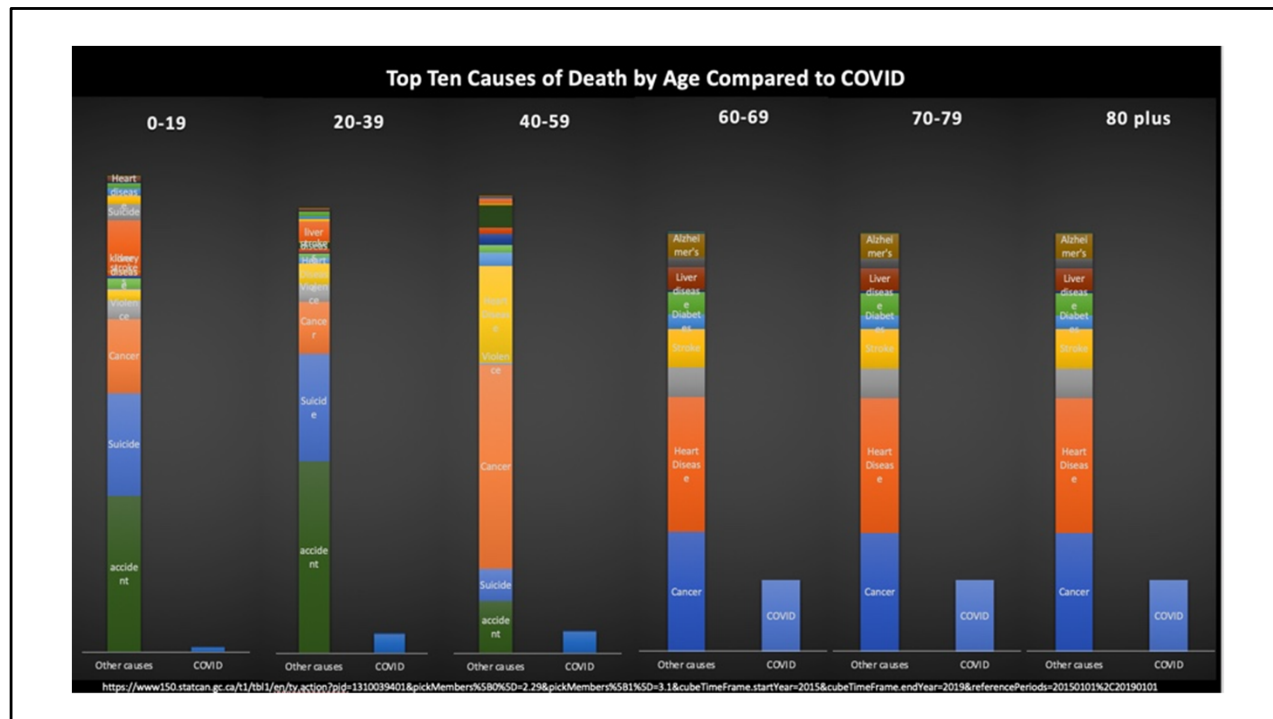
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|--|--|
| <ul style="list-style-type: none"> <li>• 2018-2019 influenza season in Canada (an average season)</li> </ul>                                       | <ul style="list-style-type: none"> <li>• COVID since the beginning (January 15, 202) – <b>two seasons.</b></li> </ul>                              |
| <ul style="list-style-type: none"> <li>• Age 0-18:</li> </ul>  | <ul style="list-style-type: none"> <li>• Age 0-19</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>1,352</b> hospitalizations</li> <li>• <b>230</b> ICU admissions</li> <li>• <b>10</b> deaths</li> </ul> | <ul style="list-style-type: none"> <li>• <b>2,191</b> hospitalizations</li> <li>• <b>266</b> ICU admissions</li> <li>• <b>20</b> deaths</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• <b>These numbers include ALL patients who have tested positive.</b></li> </ul>                            |

For perspective, during the 2018-2019 influenza season we saw (I will read the numbers). This was a very average influenza season. These numbers may be an underestimate as we do not always do viral testing on all patients during a normal influenza season.

The COVID numbers are for the entire pandemic – so two seasons. Also, with COVID we include any child with a positive test. We know from the CNISP (Canadian Nosocomial Infection Surveillance Program) that the % of children admitted because of COVID is about 40% of those who are testing positive. With Omicron we are seeing even more incidental positives. The numbers we are seeing in Canada are very similar to the numbers seen in other jurisdictions internationally. It is important to note that this is true no matter what mitigation measures are in place in the schools. For example, the numbers are very similar in Scandinavia where schools closures have been very minimal (or not at all) and children under the age of 12 have never been required to mask.



This is data from the US putting the risk of a pediatric COVID death into perspective by comparing against other causes of death. You can see that for children age 1-4 the risk of suffocation is actually higher. Again, this is in no way to minimize the impact of COVID it is just to put it into perspective.



This is looking at COVID in comparison to the ten most common causes of death of children in Canada. I took the StatsCan numbers from 2014-2019 and averaged them. I then put in the total number of COVID deaths for each age group. Remember, this is not all deaths we are comparing to – just the top ten most common causes. Again, this is not meant to minimize the impact of COVID, but to try to put into perspective especially with regards to our children and youth.

## Risk Factors for More Severe Disease

- Overall the risk of severe disease remains very low for children:
  - Medical complexity
  - Obesity (body mass index [BMI] >95<sup>th</sup> percentile for age and sex)
  - Neurologic conditions
  - Genetic conditions
  - Metabolic conditions
  - Congenital heart disease
  - Diabetes
  - Severe asthma or other chronic pulmonary diseases
  - Sickle cell disease
  - Immunosuppression (inconsistent association)

While the overall risk remains extremely low, there are certain conditions that might predispose to a more severe outcome if a child did get COVID. These risk factors are similar to the risk factors we see with other viral infections.

## Long COVID

- “Long COVID” has been identified as a possible complication of infection with SARS-CoV-2.
- We do know that post-infectious syndromes occur.
- What is not clear is whether they are more common with COVID than they are with other viruses.
- One of the difficulties is that there is actually no real definition of what long COVID is.
- What do we know about this in children?
- Two recent studies are very reassuring.

I will just read this slide.

## How Common Is Long COVID in Children and Adolescents?

Zimmermann, Petra MD, PhD<sup>\*,†,‡,§</sup>; Pittet, Laure F. MD-PhD<sup>‡,§,¶</sup>; Curtis, Nigel FRCPCH, PhD<sup>‡,§,||</sup>

[Author Information](#) 

The Pediatric Infectious Disease Journal: September 16, 2021 - Volume - Issue -  
doi: 10.1097/INF.0000000000003328

- 14 studies reviewed:
  - Lack of a clear case definition
  - Variable follow-up times
  - Inclusion of children without confirmation of SARS-CoV-2 infection
  - Reliance on self- or parent-reported symptoms without clinical assessment
  - Non-response and other biases
  - Absence of a control group.
- Only 5 studies had control groups.
- 2 of these found no difference.

# Long COVID

Technical article: Updated estimates of the prevalence of post-acute symptoms among people with coronavirus (COVID-19) in the UK

## Technical article: Updated estimates of the prevalence of post-acute symptoms among people with coronavirus (COVID-19) in the UK: 26 April 2020 to 1 August 2021

Experimental estimates from three approaches to estimating the percentage of people testing positive for coronavirus (COVID-19) and who experience symptoms four or more weeks after infection, broken down by demographic and viral characteristics, using UK Coronavirus Infection Survey data.

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/technicalarticleupdatedestimatesofthe-prevalenceofpostacutesymptomsamongpeoplewithcoronaviruscovid19intheuk/26april2020to1august2021>

This is a study from the ONS in England.

- This study included 26,147 participants who has a nose and throat swab PCR positive for COVID-19.
- They were matched exactly one-to-one with a matched control participant.
- The follow-up took place between April 26, 2020 to August 1, 2021 (which included the large Delta wave in the UK).

I will read this slide.

- The participants were followed weekly for the first month post infection and then monthly.
- At each follow-up they were asked about:
  - Fever
  - Headache
  - Myalgias
  - Weakness/tiredness
  - Nausea/vomiting
  - Abdominal pain
  - Diarrhea
  - Sore throat
  - Cough
  - SOB
  - Loss of taste
  - Loss of smell

I will just read this slide.

**Table 1: Percentage of study participants (with 95% confidence intervals) reporting any of 12 symptoms four to eight weeks or 12 to 16 weeks after COVID-19 infection**  
UK: 26 April 2020 to 1 August 2021

Group	4 to 8 weeks after infection		12 to 16 weeks after infection	
	Participants with COVID-19	Control participants	Participants with COVID-19	Control participants
All people	9.4 (9.0-9.9)	4.1 (3.8-4.4)	5.0 (4.6-5.4)	3.4 (3.1-3.8)
Males	8.1 (7.5-8.8)	3.7 (3.3-4.1)	4.5 (4.0-5.1)	3.3 (2.9-3.8)
Females	10.7 (10.0-11.4)	4.4 (4.0-4.9)	5.4 (4.9-5.9)	3.6 (3.1-4.0)
Age 2 to 11 years	3.3 (2.5-4.5)	3.6 (2.7-4.8)	3.2 (2.3-4.5)	4.1 (3.0-5.5)
Age 12 to 16 years	4.6 (3.5-6.0)	2.9 (2.1-4.0)	3.0 (2.1-4.3)	1.3 (0.8-2.3)
Age 17 to 24 years	5.6 (4.4-7.1)	3.6 (2.6-4.8)	3.6 (2.5-5.1)	3.6 (2.5-5.1)

This study actually found no or minimal difference in symptoms in children who tested positive for COVID and those that did not test positive for COVID. As you can see from the numbers above when we compare them.

## Summary

- COVID is an infection of all, but a disease of adults.
- Children are very seldom adversely affected.
- Policies that affect our children should be based on what we know the risks of COVID are to our children.

I'm going to end with this. As I mentioned at the beginning, what I am aiming to achieve is to ensure that we are not exaggerating the risks of COVID when implementing policies that directly affect them. For example, I have recently heard some people suggesting that children should be required to wear N95 masks. When discussing such a thing we have to remember that for children, COVID is not different than any other upper respiratory tract infection. Asymptomatic in many, a mild illness in others, and severe only in a very few. Imposing restrictive, inhibiting restrictions on children should be proportionate.

## Questions?

### First day of grade 1 Sept 2021 Kentucky (Ontario?) and Denmark



This are two photos of the first day of school in Kentucky – though it could just as easily be Ontario – and Denmark. Same kids. Same virus. But two very different school experiences. The kids in Denmark are absolutely fine from the perspective of COVID – and have not suffered from interrupted education, masks, enforced social isolation, cancellation of play, sports, music, art, drama, etc. So again, we need to ensure that we are not exaggerating the risk of COVID to the point we continue to harm our children. Policies should be commensurate to the risk and should never result in harm.







# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education  
**RE:** **Education Services Agreement Annual Reports to:  
Indigenous Services Canada (ISC) and Six Nations of the Grand River &-  
Mississaugas of the Credit First Nation**  
**DATE:** January 10, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
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.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Mississaugas of the Credit First Nation – Education Services Agreement Report as information.

### Background

Attached is the 2020-21 report to Indigenous Services Canada and Six Nations of the Grand River and the 2020-21 report of the Mississaugas of the Credit First Nations under the terms of the Education Services Agreements.

### Grand Erie Multi-Year Plan

These report supports the Learning indicator of Learn Lead Inspire and the following statement: we will build a culture of learning where curiosity and opportunities are nurtured for each learner.

Respectfully submitted,

Kevin Graham  
Superintendent of Education





# Education Services Agreement

## For Six Nations Students

### PROGRESS REPORT FOR 2020-21



The Education Services Agreement for Six Nations Students is an agreement between the Grand Erie District School Board and Indigenous Services Canada (ISC), on behalf of Six Nations of the Grand River, that outlines the services, programs and supports that were provided to students from Six Nations that attend Grand Erie schools.

This report highlights the work of the 2020-21 school year, specifically related to the progress of these students and the team whose work emerges from this Education Services Agreement: the Native Advisory Committee, the Native Trustee, the Native Advisor, and the Native Education Counselling staff.

## Multi-Year Strategic Plan 2021-26

Over the last five years, the 2016 -20 Multi-Year Strategic Plan has provided a focused direction for growth and improvement throughout our schools and all levels of our organization. Coming out of one of the most challenging times in the history of education, now is the right time to chart our path and vision for the future. Setting up students for success must include a bigger focus on access to learning, equity and inclusiveness, and a culture of well-being.

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

### How will we achieve this goal?

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

### How will we know we are successful?

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



# Executive Summary



## Native Advisory Committee

The purpose of Grand Erie's Native Advisory Committee is to represent the interests of students from Six Nations of the Grand River Territory in maintaining quality educational services purchased through the Education Services Agreement and to ensure that the Board members are appropriately advised in matters related to the education of these students.

### Committee Composition

#### **Claudine VanEvery-Albert**

Six Nations Trustee to the Board

#### **Rita Collver**

Trustee of the Board

#### **Denise Martins**

Grand Erie District School Board Superintendent responsible for Indigenous Education

#### **Jeannie Martin**

Native Advisor to the Board

#### **Melissa Turner**

Native Education Counsellor

**Hagersville Secondary School**

#### **Sherri Vansickle**

Native Education Counsellor

**Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School**

#### **Sharon Williams**

Native Education Counsellor

**McKinnon Park Secondary School**

#### **Pam Davis**

Community Liaison Worker

#### **Joseph Tice**

Indigenous Education Lead for the Board

#### **Anne Noyes**

Six Nations Federal schools representative

#### **Luanne Martin**

Six Nations community representative

### Standing invitation to:

#### **JoAnna Roberto**

Director of Education and Secretary of the Board

#### **Audrey Powless-Bomberry**

Representative appointed by Six Nations Elected Council

#### **Vacant**

Representative appointed by Haudenosaunee Confederacy Council

Education Director or designate of the Mississauga of the Credit First Nation

Principals from the six Grand Erie secondary schools that Indigenous Services Canada provides bussing to Brantford Collegiate Institute and Vocational School, Cayuga Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Pauline Johnson Collegiate and Vocational School, Tollgate Technological Skills Centre.

## Let's Celebrate Student Success

Potential - 107 Students

### Commencement

- Graduates ..... 66 Students
- Ontario Scholars ..... 13 recipients
- Gold Award-Honours (90% or higher) throughout Grades 9-12 ..... 4 recipients
- Honours with Distinction ..... 4 recipients
- Honour Roll ..... 1 recipient

### Graduation Awards

- Brantford Muslim Assoc. Inclusive School Culture Award
- Brittany Van Mil Victorious Award
- Carney Elijah Johnson Memorial Award
- Chester Martindale Award
- Excellence in English Award
- Exemplary Community Service Award
- Felix Marcuzzi Foods Award

- James Garlow Memorial Award
- MPSS World History Award
- Patricia White Art Award
- Royal Canadian Legion #145 Award Senior Art Award
- Royal Club of Caledonia Award
- Sara Roberts Memorial Award

### Junior Recognition Awards (Grades 9-11)

Six Nations students were Award recipients in the following categories:

- Grade 9 Club 90 (honours with distinction) ..... 2 recipient
- Grade 10 Club 90 (honours with distinction) ... 7 recipients
- Grade 11 Club 90 (honours with distinction) ..... 2 recipients
- Bronze (honours Gr 9 & 10) ..... 7 recipient
- Silver (honours Gr 9, 10 & 11) ..... 2 recipients
- Cayuga Language ..... 2 recipient
- English ..... 7 recipient

# A Message from the Six Nations Trustee



## Shekoh – Sgeno – Sge:no – Shekohli – Weh sgeno – Cwe:n

These are greetings for all of our six languages. I write these because I believe that Grand Erie has students from all of our six nations: Mohawk – Cayuga – Onondaga – Oneida – Seneca – Tuscarora.



In June 2021 we completed our second school year under Covid restrictions and I am pleased to say that the year fairly went well in spite of all the changes that had to be made on the fly. While we still struggled with connectivity, band width and devices, students and staff were quite resourceful and resilient on the whole. Well-done!

In June we had 66 graduates and while grad ceremonies had to be done in different ways, grad celebrations were conducted this fall 2021 rather than in the spring as was planned.

I am pleased to say that the support services for Six Nations and other Onkwehonne (Indigenous) students continues to grow headed by Jeannie Martin, Native Advisor and Denise Martins, Grand Erie Superintendent for Indigenous Education. Please take note of the number of native staff in this report. At this time, I would like to give a big 'pat on the back' to the native staff who all went well beyond their normal work to ensure that Six Nations students were virtually able to get their credits in this 2020-21 school year. Niawehkawah!

### At the Board Table

All meetings of the Grand Erie District School Board were conducted virtually and all information shared was done by virtual TEAMS meetings, email and phone calls.

As the Six Nations Trustee I was very involved with the Indigenous Trustees Council (ITC) of the Ontario Public Schools Boards' Association (OPSBA) that meets at least three times per year. In the spring 2021 I was asked to write two papers for the ITC. The first was a paper entitled "Why We Need Our Indigenous Languages" and the second was to gather information from the Native Trustees and write an ITC position paper following the OPSBA Discussion paper "Transitioning from the COVID-19 School Experience". Both papers will be presented to the OPSBA Board of Directors either this fall or in the new year. Our senior people for ITC are Sean Monteith (Anishnaabe), Director of Education at the Hastings Prince Edward District School Board who acts as OPSBA support to the ITC and Trustee Elaine Johnston (Anishnaabe), Algoma District School Board who was Chair of the ITC.

Each Trustee of the Board must take part in committees of the Board on the following committees for the 2020-21 school year.

### Native Advisory Committee (NAC)

The NAC is the Grand Erie District School Board Committee called for in the Education Services Agreement (formerly the Tuition Agreement) between the "Crown" and Grand Erie, the Crown being represented by Indigenous Services Canada. NAC is presently a Standing Committee in Grand Erie. Members of NAC include the Grand Erie Director of Education, one other Grand Erie Trustee, a designate of the Six Nations Elected Council and myself, as Six Nations Trustee. As per the ESA, I sit in the position of NAC Chair. There are several Grand Erie staff who attend NAC meetings as Resource persons, Six Nations Education staff, Six Nations community members and the Principals of the secondary schools where Six Nations students attend.

### Indigenous Education Advisory Committee (IEAC)

This Grand Erie committee has been enacted via the Ontario Ministry of Education and the mandate is to promote, enhance and improve education for all indigenous students, both on and off-reserve. The members of this committee include the Grand Erie Superintendent for Indigenous Education, the Six Nations Trustee, a Trustee appointed by the Board, the Grand Erie Native Advisor, Grand Erie Indigenous Education Lead-Teacher Consultant, the Director of Education for Mississaugas of the Credit and other indigenous community representatives from the Grand Erie area. Joe Tice, Grand Erie Indigenous Education Lead-Teacher Consultant is the Chair of this committee.

### Indigenous Student Trustee

Each year an Indigenous Student Trustee is selected by their peers to take a position on the Board. During 2020-21 School Year Miss la'teieka:nereh Doxtator-Swamp took her seat at the virtual Board table. As one of her last acts while in this position, she presented a paper entitled "Remarks by the Indigenous Student Trustee where she spoke about the Land Acknowledgement, Prior Learning Assessment and Recognition (PLAR) for Six Nations student entering Grand Erie secondary schools from a Mohawk or Cayuga immersion program and she asked for secondary school Haudenosaunee socials during the school year. Congratulations to la'teieka:nereh for a job well done.

Thanks again to the Grand Erie staff and the Grand Erie Native Education Staff for all of your work through this difficult covid year. We were able to get through it because of your work and commitment to Indigenous/Onkwehonne education.

If Six Nations parents wish to talk with me, I can be reached at [cva807@gmail.com](mailto:cva807@gmail.com) or by phone at 519-445-0186

Claudine VanEvery Albert,  
**GRAND ERIE NATIVE TRUSTEE**



## Indigenous Allyship Award Recognizes Strength and Resilience on Path to Graduation

The path to graduation often isn't an easy one, but knowing you have a support system in place can make all the difference.

That was the case for Kolbi Williams, who recently received her diploma from Hagersville Secondary School with a special honour; Williams, a Six Nations band member, is the first recipient of the Indigenous Allyship award, which recognizes strength of character in the milestone of completing the requirements of the Ontario secondary school diploma.

"I'm very thankful for this award as it allowed me to realize that I can achieve great things in the face of adversity," said Williams, who is completing an additional year of studies at Hagersville Secondary, and continues to be actively involved in the Indigenous Student Club and Ecosource at the school. She is planning to attend Western University next year with the long-term goal of becoming a doctor. "It's also taught me that through many struggles and hardships, there will always be someone to root for you."

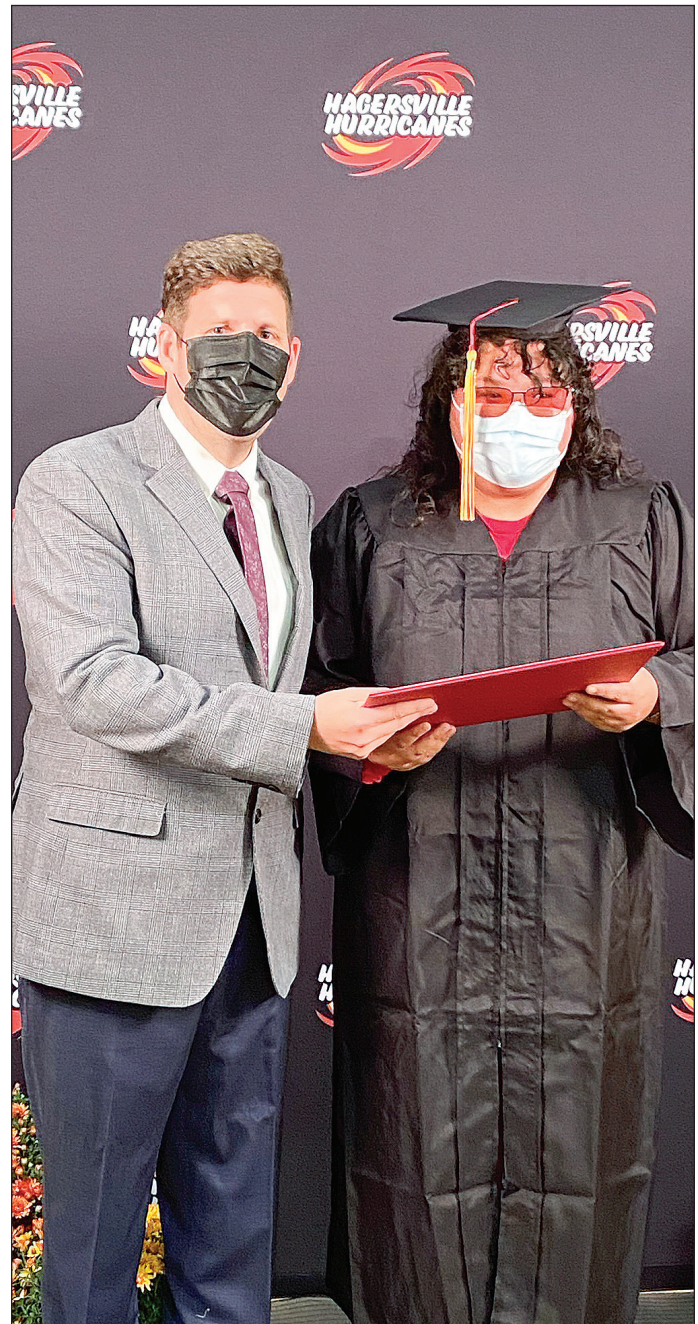
The award will be given annually to a graduating Grand Erie student of Indigenous ancestry (inclusive of students who've self-identified as First Nations, Inuit or Métis), recognized for demonstrating resilience and perseverance in overcoming challenges to find personal success.

"Kolbi has consistently demonstrated outstanding strength of character, kindness, and the ability to persevere," said Jeff Benner, principal at Hagersville Secondary School. "Having the Indigenous Allyship award is another means for students to know that their work, voice and contribution to school life is valued. We are so very proud of Kolbi."

The award was made possible by retired Superintendent of Education Denise Martins, whose portfolio included Indigenous Education, as well as an anonymous donor, and includes \$1000 to help students on their post-secondary paths.

"Obtaining your diploma is always a great achievement, and for students who have overcome significant challenges and shown strength and resilience to get there, the future holds incredible opportunity," said Kevin Graham, Superintendent of Education, whose portfolio includes Indigenous Education in Grand Erie. "I'm thrilled to see this award launched in Grand Erie, and to continue the focus on creating equitable, inclusive and responsive environments for each learner."

Grand Erie's multi-year strategic plan includes a commitment to improving education achievement outcomes for all First Nations, Inuit and Métis students.



**Above:** Jeff Benner, principal at Hagersville Secondary School presents Six Nations band member Kolbi Williams with the first Indigenous Allyship award, which recognizes strength of character in the milestone of completing the requirements of the Ontario secondary school diploma.





## Native Advisor

Grand Erie District School Board employs a Native Advisor of Haudenosaunee ancestry to provide consulting and advisory services to the Board with respect to issues affecting Six Nations students, and to:

- participate in the development, review, and implementation of curricula, programs, and services affecting Six Nations students;
- advise the Board and personnel on the significance and inclusion of Haudenosaunee values and traditions throughout initiatives of the Board;
- participate, by invitation, on committees which deliberate on any issues affecting Six Nations students;
- coordinate and administer the activities of the Native Advisory Committee;
- assist in monitoring services outlined in the Special Services Agreement of the Education Services Agreement;
- provide four (4) update reports and/or articles annually for the Six Nations Band Council newsletter; and
- facilitate all other aspects of the implementation of the Education Services Agreement.

## Native Education Counsellors

Grand Erie District School Board employs three (3) Native Education Counsellors of Haudenosaunee ancestry to provide supplementary counselling and liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- participate in all Individual Placement and Review Committee meetings conducted for Six Nations students;
- be a resource to and assist with initiatives of the Native Advisory Committee;
- establish positive relations with school personnel and parents of Six Nations students attending Grand Erie secondary schools for the purpose of enhancing student success rates;
- establish and maintain up-to-date information regarding entrance, retention, and success rates of Six Nations students; and
- be responsible for increasing the awareness and sensitivity of school personnel with respect to Six Nations students attending the schools.

## Community Liaison Worker

Grand Erie District School Board employs a Community Liaison Worker of Haudenosaunee ancestry to provide supplementary community liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- establish positive relations with parents and agencies of the Six Nations community as they relate to the Six Nations students' education;
- advocate on behalf of Six Nations students and the community;
- establish and maintain up to date information regarding Six Nations students' entrance, retention and success rates in secondary education; and
- provide counselling to Six Nations students who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.



## High Cost Special Education

Grand Erie District School Board provides High Cost Special Education services and equipment to meet the identified high cost special education needs of Six Nations students within the existing processes of the Board. Additional staff supports are provided to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities or exceptionalities.

In 2020-21, Grand Erie District School Board employed nine (9) Educational Assistants to provide additional support to Six Nations students with high cost special education needs allocated as follows:

NAME OF SCHOOL	# EAs
Cayuga Secondary School	2
Hagersville Secondary School	3
McKinnon Park Secondary School	2
Pauline Johnson Collegiate and Vocational School	0
Tollgate Technological Skills Centre	2
Brant Collegiate Institute and Vocational School	0



## Summer Programs

The Grand Erie District School Board Summer School program is open to all Six Nations secondary school students as soon as they complete their Grade 8 school year. Students can register in the Summer School program to get ahead in their credit count or to recover a credit they previously missed in their regular school year. 20 students enrolled in the 2020-21 summer school program. All but 4 students were successful in their courses.

Six Nations students were offered the following additional in-person summer learning opportunities at the Community Based Learning Centre at Six Nations:

### Indigenous Grade 8 Literacy/Numeracy Program

This program provided on reserve Indigenous pupils the opportunity to improve their skills in Literacy and Numeracy. The program was available to Grade 8 students going into Grade 9 to support their transition to secondary school. Transportation was available.

### Indigenous Grade 11 GPP30 (Leadership and Peer Support) Program

This course prepares students to act in leadership and peer support roles. They are provided opportunity to design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles.

### Drop-In Support

Daily drop-in support was available Monday-Friday between 8:00 a.m. and 2:30 p.m. to students enrolled in any online and eLearning summer learning programs through GELA.

Transportation was provided to these.

## Partnership with Six Nations Federal Schools

The Grand Erie District School Board works with Six Nations' education principals and staff for an ongoing and strengthened partnership focused on respect and reciprocity leading to:

- smoother transitions of Six Nations students from Grade 8 to secondary school and improved student attendance and achievement
- opportunities for co-planning/co-teaching
- inclusion of Six Nations federal school staff in Grand Erie professional development for teachers
- participation of Six Nations administrators at Grand Erie Director's meetings
- increased involvement of Six Nations parents/caregivers in the education of their children



# Other ESA Undertakings



## Native Languages

To encourage and support the ongoing commitment to the restoration of Indigenous languages as documented in the Calls to Action from the Truth and Reconciliation Commission final report, 2015, the Grand Erie District School Board has implemented Native Language courses in the Haudenosaunee languages Mohawk and Cayuga in its schools utilizing the same criteria contained in the current Ministry of Education Native Languages curriculum guidelines. These courses are available to all students of the Board where numbers warrant delivery.

Grand Erie District School Board employs two (2) teachers of Haudenosaunee ancestry for the delivery of these Native Language courses.

## Culturally Integrated Curriculum Program

The Grand Erie District School Board offers Native Studies courses in schools enrolling Six Nations students and supports the development of curriculum units and courses of study which infuse Indigenous, history, knowledge and world views; provides professional development for increased educator competency in Indigenous Education; and supports the implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

## Enrolment in Native Language and Native Studies Courses in the 2020-21 school year was:

COURSE CODE	TITLE OF COURSE	ENROLMENT
LNAAO	Cayuga Language Level One	20
LNABO	Cayuga Language Level Two	<6
LNMAO	Mohawk Language Level One	27
LNMBO	Mohawk Language Level Two	0
NAC2O	First Nations Métis and Inuit Peoples in Canada	97
NAC1O	Expressions of First Nations Métis and Inuit Cultures	168
NBE3C	Contemporary First Nations Métis and Inuit Voices	786
NBE3E	Contemporary First Nations Métis and Inuit Voices	283
NBE3U	Contemporary First Nations Métis and Inuit Voices	914
NBV3E	World Views and Aspirations of First Nations Métis and Inuit Peoples in Canada	23

## Mohawk Language Digital Resource Binder

Grand Erie's Indigenous Education Team contracted the services of a Kanyen'kéha teacher from the Six Nations community to develop the first Digital Resource Binder (DRB) for LNMAO - Mohawk Language Level 1. This resource was created for educators as a resource to lesson planning. This DRB was completed June 2021 and is accessible on Grand Erie's virtual learning environment. The DRB units include:

- Unit 1 - Introduction to Kanyen'kéha
- Unit 2 - Tsi Niyonkwariho:tens (Our Ways) Part A: Connection
- Unit 3 - Wa'tkwanonwera:tonh (Greetings)
- Unit 4 - Ka'nikonhra (Mind- Emotional and Mental Wellness)

# Transition to Grand Erie Secondary Schools



Six Nations students may choose from six (6) Grand Erie secondary schools, listed below, for which bussing is provided by Indigenous Services Canada (ISC). Students may register at any other Grand Erie secondary school, however transportation is not provided by ISC.

<b>McKinnon Park Secondary School</b>	<b>Hagersville Secondary School</b>
<p><b>Principal:</b> Cathi Krueger  <b>Vice-Principal:</b> Steve Burroughs  <b>Native Education Counsellor:</b> Sharon Williams</p>	<p><b>Principal:</b> Jeff Benner  <b>Vice-Principal:</b> Adriana Potichnyj  <b>Native Education Counsellor:</b> Melissa Turner</p>
<b>Brantford Collegiate Institute &amp; Vocational School</b>	<b>Pauline Johnson Collegiate &amp; Vocational School</b>
<p><b>Principal:</b> Mike DeGroot  <b>Vice Principal:</b> Deb Barbon  <b>Vice Principal:</b> Jason Smith  <b>Native Education Counsellor:</b> Sherri Vansickle</p>	<p><b>Principal:</b> Griffin Cobb  <b>Vice Principal:</b> Tracy Hale  <b>Vice Principal:</b> Amber Mitchell  <b>Native Education Counsellor:</b> Sherri Vansickle</p>
<b>Tollgate Technological Skills Centre</b>	<b>Cayuga Secondary School</b>
<p><b>Principal:</b> Jessie Hooper  <b>Vice Principal:</b> James Young  <b>Native Education Contact:</b> Marisa Soster                      (Head of Student Services)</p>	<p><b>Principal:</b> Dave Lloyd  <b>Vice Principal:</b> Rob Wong</p>

## Transition Activities

The Grand Erie Transitions team and Native Advisor work collaboratively with Six Nations federal schools administrators and staff to create the annual transition plan for Six Nations Grade 8 students.

The goal of the transition plan is to provide Grade 8 students and parents/caregivers fulsome information to enable them to make the best secondary school choice for the student's individual interests, goals and needs. The plan provides for collaboration with all stakeholders including secondary school staff, Grade 8 school staff, parents/caregivers and students, on a variety of supports for Six Nations students entering Grand Erie Grade 9 program including pathway planning, timetabling, professional supports, etc.

The following activities were completed in the 2020-21 school year to facilitate successful transition of Six Nations students to Grand Erie secondary schools.



## Grand Erie – Six Nations Transition Plan 2020/21 for Regular Program Placements

### Grand Erie Secondary School Information Video

Secondary School Information videos were provided to all Grade 8 classes at J.C. Hill Elementary, Oliver M. Smith Elementary, Emily C. General Elementary and I.L. Thomas Elementary to share with Grade 8 students and parents/caregivers.

The video was also posted to the Six Nations Education website.

### Secondary School information and Special Program information events

All secondary schools facilitated virtual information events for Future Grade 9 students and their parents/caregivers. Six Nations families were invited to attend information events at:

- Brantford Collegiate Institute and Vocational School
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate and Vocational School
- Tollgate Technological Skills Centre

### Grade 8 Transition Meetings

Grand Erie Native Education Services staff organized Grade 8 virtual transition meetings with each Grade 8 teacher to discuss the secondary school needs of each Grade 8 student.

### Secondary School Registration

A bundled registration package for Brantford Collegiate Institute, Cayuga Secondary, Hagersville Secondary, McKinnon Park, Pauline Johnson Collegiate, Tollgate Technological Skills Centre was created in digital format and delivered to all Six Nations schools.

Completed registration packages were submitted digitally by Grade 8 teachers on behalf of parents/caregivers.

Grand Erie and Six Nations staff worked collaboratively to ensure Grade 8 students submitted secondary school registration packages in a timely manner to ensure their programming requests were in place for September.

### Grade 8 Parent meetings

Virtual meeting time was offered to each Grade 8 student and parent with staff from their chosen secondary school (Native Education Counsellors and Student Success teachers) to discuss student strengths, needs, interests, etc.

## My Blueprint Education and Career Planning resource

Grand Erie transitions teacher worked collaboratively with Six Nations intermediate teachers and students on orientation activities available on the MyBlueprint education and career planning website.

## Grand Erie – Six Nations Transition Plan 2020/21 for Self-contained Special Education Placements

### Self-contained recommendations meeting

Grand Erie Program Coordinator for Special Education and Six Nations Special Education/Transition Lead and/or designates reviewed the needs of the students being recommended for self contained placements in Grade 9 to discuss program option. Parents/caregivers were invited to participate.

### Self-Contained Program Placements Confirmed

Self-contained program placement options confirmed by Grand Erie and dialogue initiated with Grade 8 parent/caregiver to discuss and approve final placement via registration forms.

### Parent Meetings

Secondary school staff connected with parents/caregivers of students who registered with their secondary school to discuss individualized transition needs for their student.

### Identification, Placement and Review Committee (IPRC)

Secondary school staff participate in IPRC meeting of Grade 8 students who have registered at their secondary school.







# Beyond the Education Services Agreement

# POLICY P02 - Honouring Indigenous Knowledges, Histories and Perspectives



## POLICY P02

**Board Received:** January 30, 2017

**Review Date:** February 2021

### Policy Statement

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations of the Grand River and Mississauga of the Credit territories are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations of the Grand River, the Mississaugas of the Credit and urban Indigenous First Nations, Métis, and Inuit students. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of actions which serve to honour Indigenous, history, cultures and traditions.

Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific Nation's name will be used; otherwise the term Indigenous, Métis or Inuit will be referenced in print or otherwise.

### Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Increased understanding of the history, knowledge and perspectives of Indigenous populations

### Procedures

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including numbers 62 and 63 specifically focused on education.

*For the purposes of this policy, the Grand Erie District School Board will focus on #63 ii, iii, iv as expectations for the system.*

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

### The Grand Erie District School Board

- Will read the board's acknowledgement statement at the opening of each Committee of the Whole and Regular Board Meeting and ensure that the acknowledgement statement is read at all Grand Erie meetings.

*The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples in order for us to continue our learning here today.*

- Schools will include the board's acknowledgement statement in their opening exercises. The board's acknowledgement statement may be used at other school events outside the school day as deemed appropriate by the Principal.
- Will build understanding of Indigenous knowledges, histories and perspectives, recognition of treaties and the effects of colonialism in curriculum development and delivery, in order advance the process of Canadian reconciliation.
- Will support the development of teacher training and implementation of learning resources that work to heighten the understanding of Indigenous knowledges, histories and perspectives.

### References

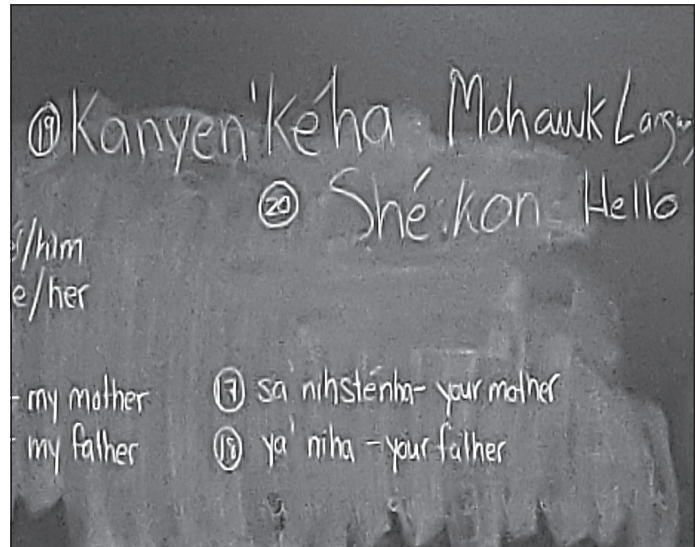
*Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015*



# The Grand Erie Board Action Plan

In line with the Achievement and Equity indicators of the Grand Erie District School Board's Multi-Year Plan and the following statements: "We will set high expectations for our students and staff; We will monitor, measure and reflect on our outcomes; We will promote practices that help students, families and staff feel safe, welcomed and included", the Board Action Plan for Indigenous Students supports the implementation of the First Nation, Métis, and Inuit Education Policy Framework. This provides Six Nations Students with an additional layer of support for their success. The 2020-21 Board Action Plan for Indigenous Students provided for a plethora of initiatives that directly impacted Six Nations students including:

- Indigenous Student Leadership Initiative
- Transition to Secondary School Activities for 8 students at all schools
- Professional development activities for educators
- Cultural Mentorship at Tollgate Technological Skills Centre

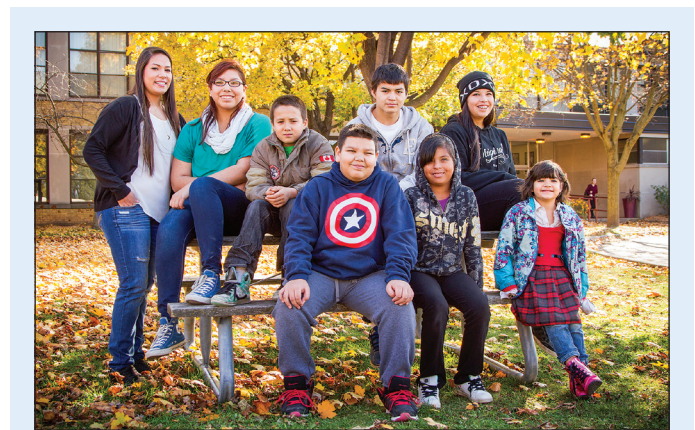


## Annual Events

All Grand Erie schools are encouraged to recognize the following dates of significance. Teachers are encouraged to invite community guest speakers to help facilitate activities for these days. The Indigenous Education team provides resources and supports to schools as requested.

- **Orange Shirt Day** (September 30)  
Acknowledging experiences of students in Residential Schools
- **National Day of Remembrance** (October 4)  
Acknowledging Missing and Murdered Indigenous Women and Girls
- **Treaty Recognition Week** (First week of November)
- **National Inuit Day** (November 7)
- **Rock Your Mocs Day/Week** (November 15)
- **Louis Riel Day** (November 16)
- **Have a Heart Day** (February 14)  
In support of First Nations Child Welfare
- **Honouring Memories/Planting Dreams** (May/June)  
Heart gardens honour residential school survivors and their families
- **Tom Longboat Day** (June 4)
- **National Indigenous Peoples Day** (June 21)

Schools are also encouraged to raise awareness of days of significance significant to the Six Nations community, such as No:ia and Bread and Cheese Day.



### Nutrition Program

Grand Erie staff work with the Six Nations Student Nutrition Program staff to ensure nutritional snacks are available to Six Nations students everyday. The program is delivered as a stand alone program or through existing breakfast programs within the schools.

In 2020-21, the Six Nations Student Nutrition Program program was available to students enrolled at Brantford Collegiate Institute and Vocational School, Cayuga Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Nations and Newstart Community Based Learning Centre, Pauline Johnson Collegiate and Vocational School, and Tollgate Technological Skills Centre.

# Community Based Education Programs



Grand Erie District School Board has developed a variety of innovative community-based education programs to meet the needs of Six Nations students. These programs offered at Grand Erie's Community Based Learning Centre located on Six Nations of the Grand River Territory provide for more opportunities in experiential and culturally relevant learning. Grand Erie District School Board continues to seek innovative strategies and program delivery models to meet the needs of all learners, including those who may require re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

## Nations and Newstart

The Nations and Newstart programs provide alternative learning in a community setting for secondary students from Six Nations, Mississaugas of the Credit First Nation, and surrounding areas. It serves secondary students who prefer a smaller and more flexible learning environment.

### Program highlights:

- **Eligible Students:** Grand Erie secondary students in Grades 9-12+, up to age 21 years old.
- **Supported Pathways:** All grades and pathways.
- **Program Details:** Co-op program

## Section 23 Programs

Under the provisions of Section 23 of the Ministry of Education's General Legislative Grant Regulation (Reg. 287/98) educational programs may be provided by District School Boards in collaboration with community partners, for school-aged young people, who for various reasons are unable to attend regular schools. Grand Erie offers two Section 23 programs specific to Indigenous students.

### Ratiweientehta's – They Are Learning

Grand Erie District School Board has partnered with Ganohkwasra Family Assault Support Services to offer a Section 23 classroom out of the Youth Lodge facility. Ganohkwasra provides therapeutic counselling and services while a Grand Erie Teacher provides individualized academic programming.

### Program highlights:

- **Eligible Students:** Students aged 13-21
- **Supported Pathway:** All grades and pathways
- **Program Details:** Students must complete an intake process with Ganohkwasra intake worker. They must have exhausted resources at their home school.

### oHaHi:Yo Program

In partnership with the Ministry of Child and Youth Services – Youth Justice Services Division, the Grand Erie District School Board employs one (1) itinerant teacher to provide

services and supports to First Nation, Métis and Inuit youth who are engaged in some capacity with the youth justice system. Through a holistic approach, students are provided individualized program planning and support toward their full re-engagement into schooling and community.

### Program highlights:

- **Eligible Students:** FNMI self-identified youth 14-21 years old engaged in Youth Justice System
- **Supported Pathway:** All grades and pathways.
- **Program Details:** Students must be referred by youth justice connection, such as a Probation Officer.

## School College Work Initiative (SCWI) Programs (SWAC)

The School Within A College (SWAC) program is part of the School-College-Work Initiative (SCWI). SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges.

The Ohsweken SWAC program is one of many offered in Grand Erie. In the dual credit portion of the Ohsweken program, students can take up to 4 college credit courses in the Trades and/or Humanity streams.

### Program highlights:

- **Eligible Students:** Grand Erie and BHNCDSD students age 18 to 21 years old
- **Supported Pathway:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program





# Indigenous Student Leadership Initiative



The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's Indigenous Student Leadership Initiative (ISLI), "Build student capacity for intercultural understanding, empathy, and mutual respect."

## ISLI Purpose:

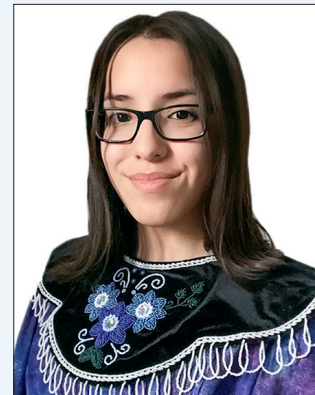
- Enhancing Indigenous students' feeling of acceptance and belonging in their school and communities;
- Expanding Indigenous students' understanding and pride in their culture and the contributions they make to society;
- Providing Indigenous students opportunities to learn and explore outside of their own context;
- Increasing Indigenous students' level of engagement at school and in their communities; and
- Building the confidence, skills and capacity of Indigenous students to serve and lead in their school and communities.

## Specific Goals:

- Provide leadership training and support to secondary Indigenous Student Associations (Native Clubs) to help them grow into vibrant and integral parts of their respective schools;
- Foster student directed events for various cultural initiatives in their schools e.g. Rock Your Mocs, Treaty Recognition Week, Orange Shirt Day, Indigenous Solidarity Day, etc.;
- Support and assist students to undertake Indigenous Appreciation Days in each of the participating schools;
- Create a base of Indigenous student role models/mentors for future cohorts;
- Facilitate the development of an effective and vibrant Indigenous Student Council that includes representatives from all Grand Erie secondary schools;
- Provide a conduit for Indigenous student voice to the Student Senate and to support the new Board role of Indigenous Student Trustee

## Sierra Green – new Indigenous Student Trustee for 2021-22

Grand Erie is delighted to welcome Sierra Green as the Indigenous Student Trustee for the 2021-22 school year. Sierra attends McKinnon Park Secondary School and will represent Indigenous students across Grand Erie. The trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each of the 13 secondary schools in Grand Erie.



The dedicated Indigenous student trustee position is part of Grand Erie's Indigenous Student Leadership Initiative (ISLI). The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for ISLI. Since the initiative was established, Grand Erie has met initial goals to increase the number of schools, staff and students participating, increase the number of Indigenous Engagement activities, and create a Board-wide Indigenous Student Council.

**GRAND ERIE DISTRICT SCHOOL BOARD**

**FREE VIRTUAL WORKSHOP**

# Moccasin Making

**JUNE 21 & 28 12:30 - 3 P.M.**

Learn the basics of moccasin assembly and create a pair of handmade moccasins to take home. This **FREE** workshop is open to all secondary Indigenous students within the Board.

**Spaces are limited! Complete your Moccasin Workshop Registration form to reserve a spot!**

**REGISTER HERE: [Bit.ly/GrandErie-MoccasinWorkshop](https://bit.ly/GrandErie-MoccasinWorkshop)**

**Indigenous Education Services presents**

## Student Hub Virtual Workshops

**MAY 12 & 13 LIMITED SPACES AVAILABLE!**  
Corn Cob Keychains

**MAY 19 & 20 LIMITED SPACES AVAILABLE!**  
Cooking: Indian Cookies and Doughnuts

**MAY 26 & 27 LIMITED SPACES AVAILABLE!**  
Video Information Session:  
**Gardening:** The Three Sisters  
**Spea Fishing:** How to Properly Clean Your Fish

**JUNE 2 & 3 LIMITED SPACES AVAILABLE!**  
**Beading:** Lanyards and Earrings

**Virtual Workshops are free and open to all indigenous students currently registered with Grand Erie District School Board**

**Pre-Register here and receive a FREE materials kit:**  
**[bit.ly/IndigenousVirtualWorkshops](https://bit.ly/IndigenousVirtualWorkshops)**



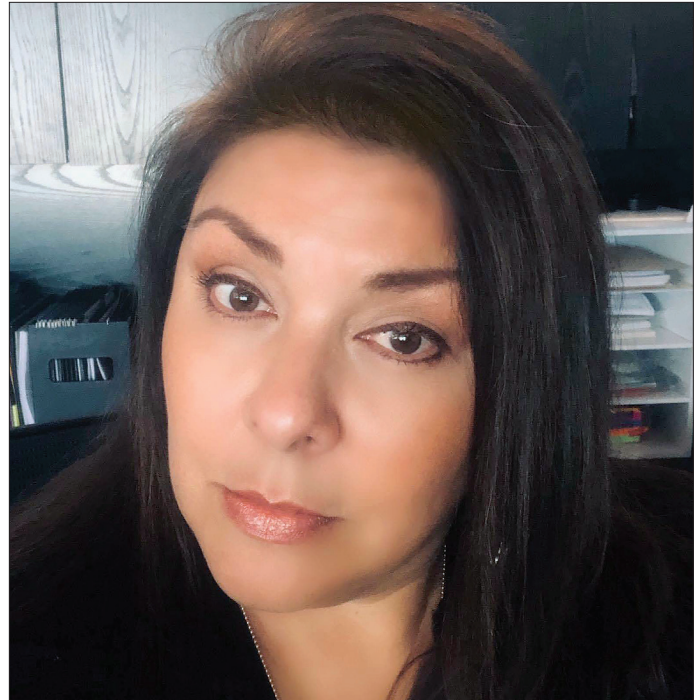
# Grand Erie hires new Principal Leader for Indigenous Education



In April 2021, Grand Erie welcomed Robin Staats as Grand Erie's new System Principal Leader of Indigenous Education and Equity.

Throughout her 30-year career in Indigenous education, Robin has shown a longstanding passion for teaching, mentoring, and empowering her students. Most recently, Robin served as the principal of Emily C. General Elementary School in Six Nations of the Grand River and she has worked closely with many Indigenous communities across Ontario. Robin holds a Masters of Education from Brock University, as well as a series of additional certificates focused on education and teaching. Robin is Mohawk from the wolf clan of Six Nations Territory, and her Ongweho:weh name is Tsisko:ko.

In her new role as System Principal Leader of Indigenous Education and Equity, Robin is responsible for working with First Nations, as well as Métis and Inuit communities, organizations, students, and families to support student achievement, and advance truth and reconciliation within the board. She also helps create and implement curriculum and programs to build knowledge and awareness of all students about Indigenous history, culture, perspectives, and contributions.



## Learning From the Land Initiative

The Learning From the Land Initiative phase one was launched in 2020-21 with the goal of creating a set of resources to inform Grand Erie educators on the Haudenosaunee and Anishinabek worldview and their land-based pedagogical approaches. Working with community partners, a survey of existing land based learning programs was conducted and a data base created for teacher access. Secondly, a series of professional learning videos was produced for teacher training on the Grand Erie virtual learning environment. Local speakers featured included:

- Leroy (Jock) Hill
- Elizabeth (Betts) Doxtator
- Terri-Lynn Brant
- Pete Schuler
- Alva Jamieson
- Stacy Hill on Everlasting Tree School
- Nikki Shawana





# Cultural Competency Training



In 2020-21, mandatory professional development training for all Grand Erie Principals, Vice-Principals and system managers. The Cultural Competency training plan provides a series of 6 sessions on topics intended to deepen understandings around the worldview and lived experiences of Six Nations and other Indigenous students and families in Grand Erie. With the goal of achieving “Success for Every Student”, cultural competency sessions were offered in the Spring 2021 by Niigaan Sinclair, Associate Professor, University of Manitoba, who spoke to ‘Schooling’ from an Indigenous Perspective; and Bob Joseph, President, Indigenous Corporate Training Inc., who facilitated a session on The Indian Act. In Fall 2021, Grand Erie will host Phil Montour of Six Nations and Margaret Sault of Mississaugas of the Credit First Nation (MCFN) to speak on Treaties, Lands, and Resources; Aimee Sault (MCFN) and Dave Vince (Two Rivers Development Resource Center) who will speak to Reserve Economies; and finish with a session on cultural safety followed by optional sessions being available thereafter.

A second round of mandatory cultural competency training will be offered to all Grand Erie educators and staff beginning February 2022.

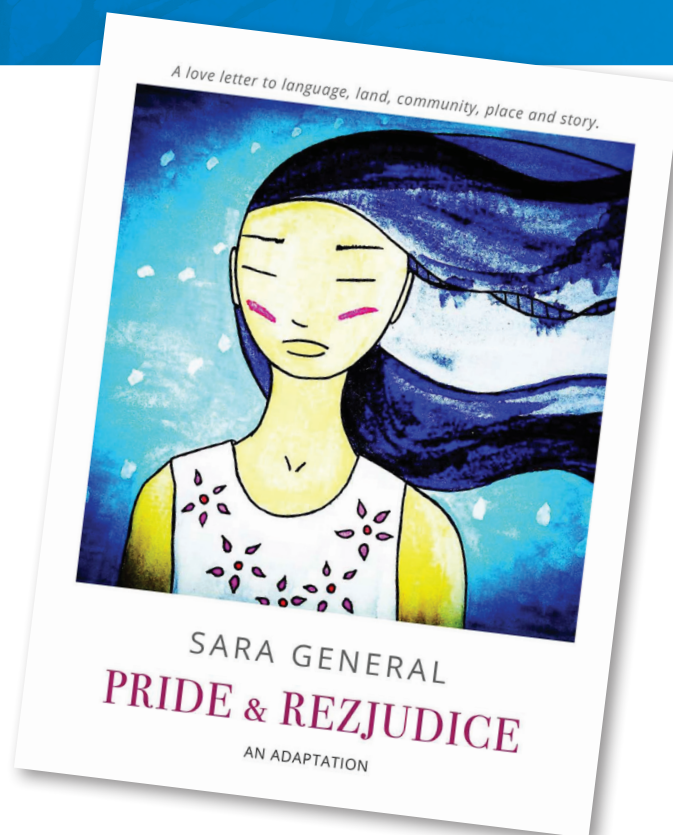


# Contemporary First Nations, Métis and Inuit Voices

As planned, Grand Erie implemented its plan to offer the Contemporary First Nations, Metis and Inuit Voices course as the sole offering to the Grade 11 compulsory English credit requirement. As a result, 1983 Grand Erie students were enrolled in the course for the 2020-21 school year.

In addition to the preparatory professional development provided for teachers previously, the Indigenous Education team held two additional professional development sessions to support teachers in this start up year.

Sara General, Six Nation author, spoke to teachers on her work, *Pride and Rezjudice*. A second session facilitated professional collaboration between teachers to share experiences, lesson ideas and pedagogical approaches.



# Multi-lingual Indigenous Language Learners



## Supporting Indigenous Languages

The Grand Erie DSB recognizes the vital role Indigenous languages play in helping to preserve vital links with families and cultural backgrounds, as well as, developing a solid sense of identity in the individual. The Board's goal is to work collaboratively with the local Indigenous communities to provide programs that support their language restoration and revitalization goals.

The multi-lingual indigenous language program provides additional support to those students who have been in an Indigenous language immersion program at any time during their elementary school years. Through language acquisition assessments and educator professional development teachers are informed of classroom approaches that more effectively support student access to english language curriculum.



## Indigenous Student Hub

All self-identified First Nations, Métis and Inuit (FNMI) secondary students of the Grand Erie District School Board have received an invite to join our newly launched Indigenous Student Hub located within Brightspace (student on-line platform). The Indigenous Student Hub is full of wonderful resources with the goal of improving student success of all Indigenous students across the board.

The Indigenous Student Hub aims to encourage student voice and engagement in academic, social and community opportunities by providing easy access to resources and building a virtual community through an interactive webpage.

Some of the information tabs include:

- Indigenous student leadership
- Indigenous student associations
- United Indigenous Student Council
- Post-secondary resources
- Live virtual workshops and seminars
- Wellness strategies

For more information, reach out to us at: [ies@granderie.ca](mailto:ies@granderie.ca)

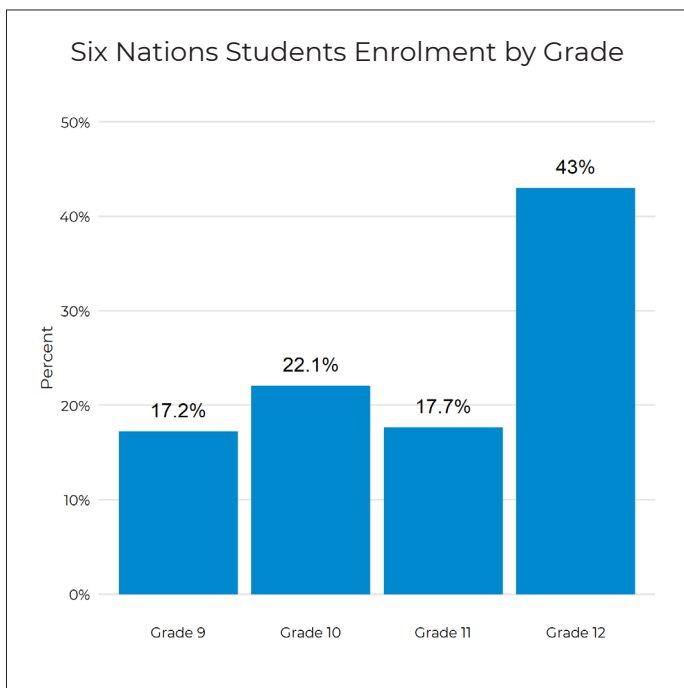




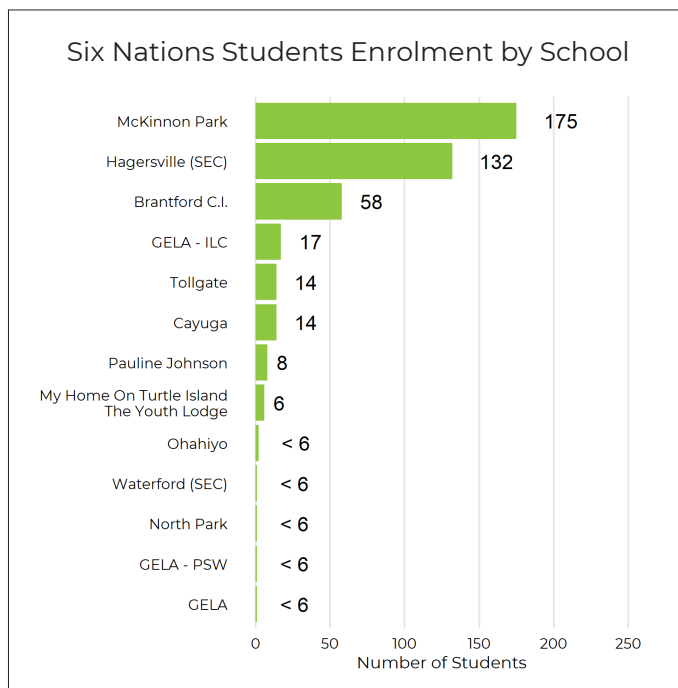


# The Data

# Students Enrolment by Grade 2020-21



The percentage of students from Six Nations fluctuates in Grade 9 to 11, with a large increase in Grade 12.



The majority of Six Nations students attend McKinnon Park followed by Hagersville.

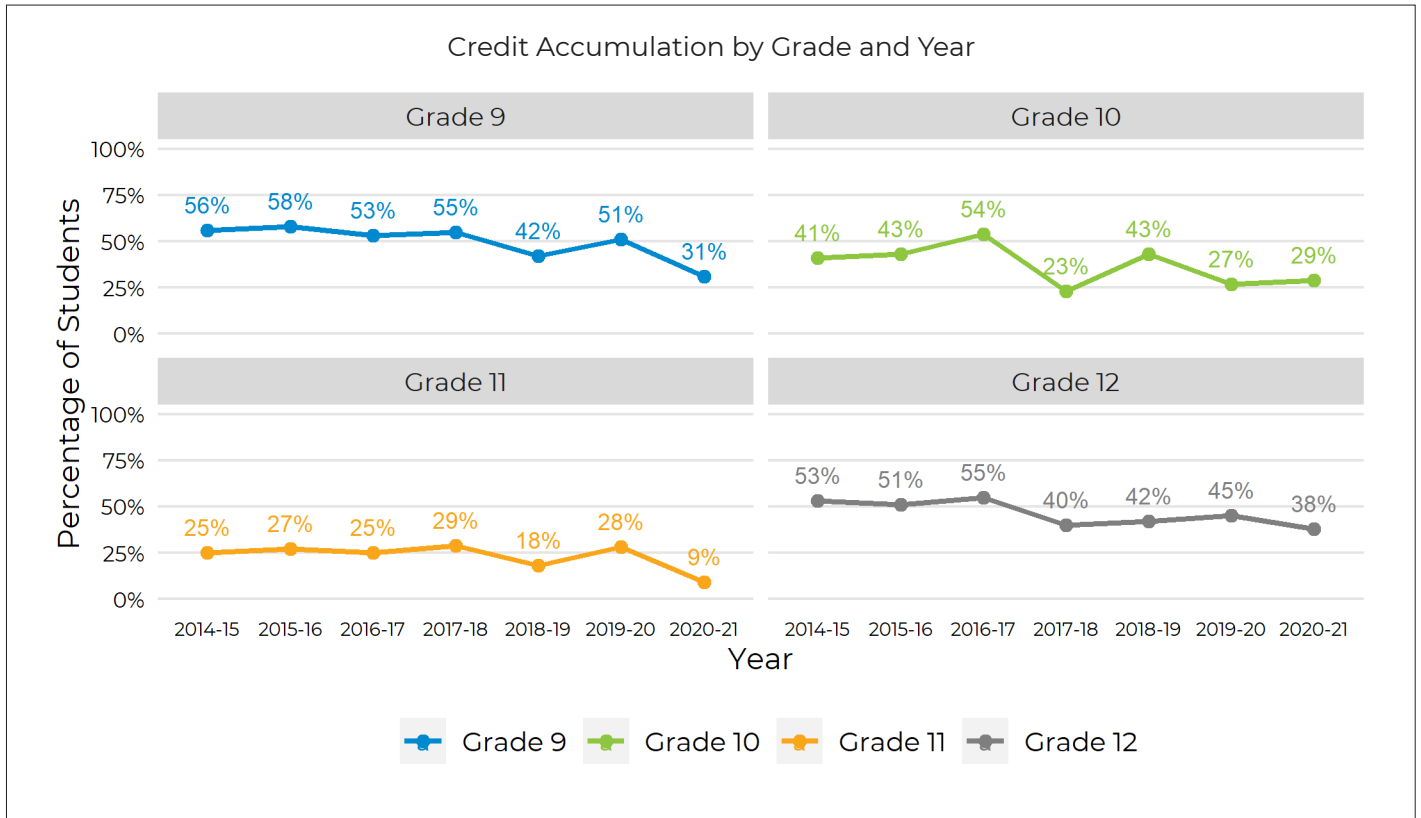
## Student Enrolment by School and Grade

SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
<b>Brantford Collegiate Institute and V.S.</b>	13	20	8	17	58
<b>Cayuga Secondary School</b>	<6	6	<6	6	14
<b>Grand Erie Learning Alternatives</b>	-	-	<6	-	<6
<b>Grand Erie Learning Alternatives - ILC</b>	-	-	-	17	17
<b>Grand Erie Learning Alternatives - PSW</b>	-	-	-	<6	<6
<b>Hagersville Secondary School</b>	13	17	31	71	132
<b>McKinnon Park Secondary School</b>	39	46	31	59	175
<b>My Home On Turtle Island The Youth Lodge</b>	<6	-	<6	<6	6
<b>North Park Collegiate and V.S.</b>	-	-	-	<6	<6
<b>Ohahiyo</b>	-	<6	-	<6	<6
<b>Pauline Johnson Collegiate and V.S.</b>	<6	<6	-	<6	8
<b>Tollgate Technological Skills Centre</b>	<6	<6	<6	<6	14
<b>Waterford District High School</b>	-	-	<6	-	<6

Note: Groups with fewer than six students are not reported



# Credit Accumulation by Grade and Year

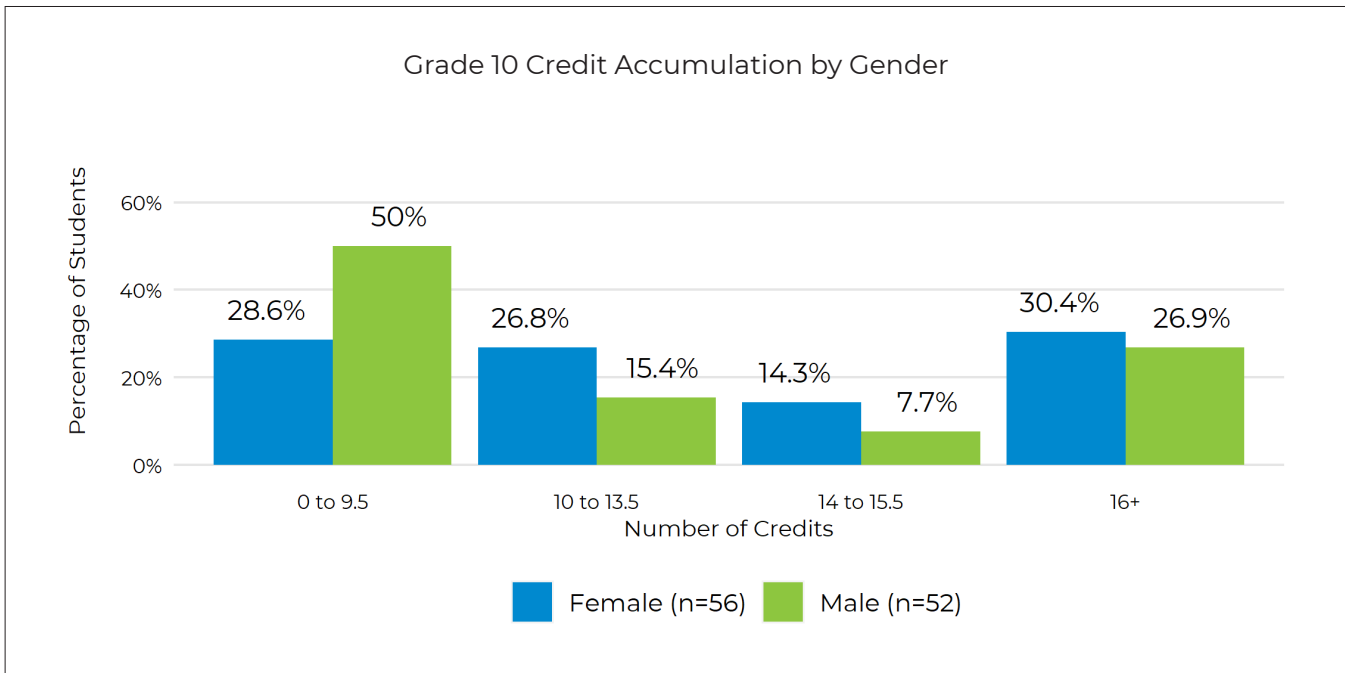
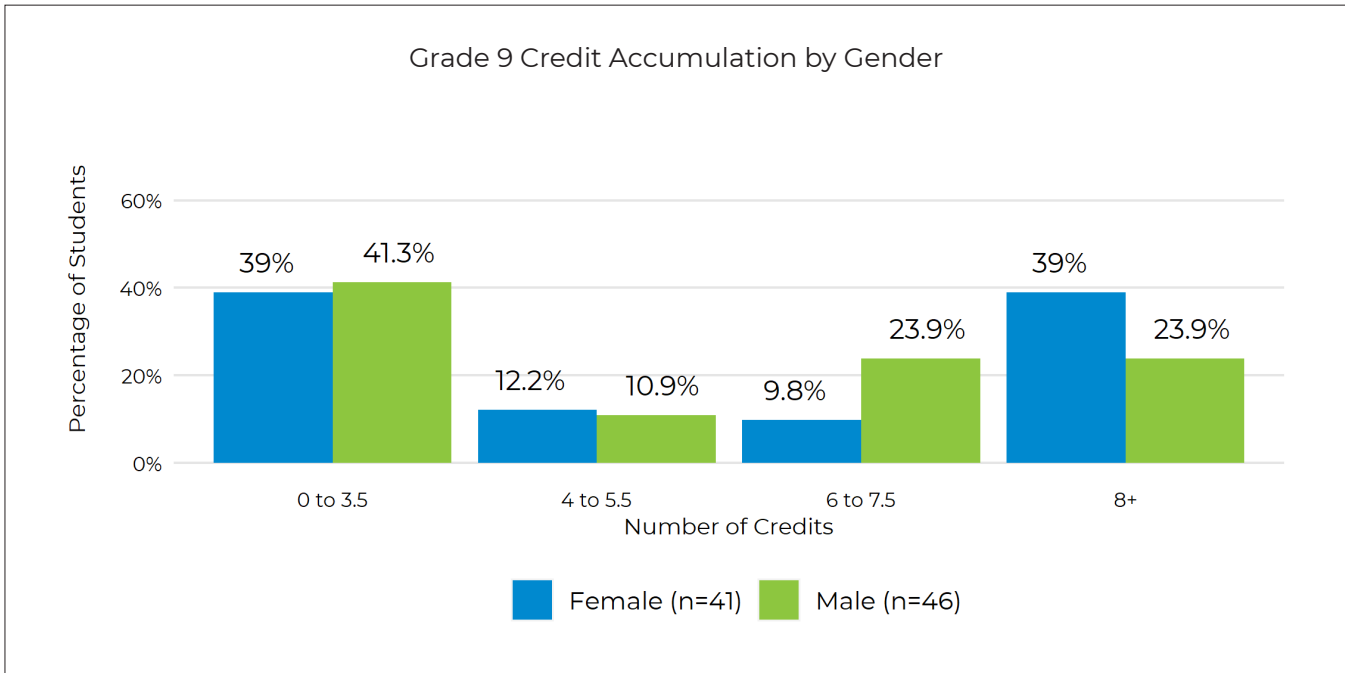


These graphs show the percentage of students who by the end of each grade have the following number of credits:

- Grade 9 – 8 credits
- Grade 10 – 16 credits
- Grade 11 – 24 credits
- Grade 12 – 30 credits



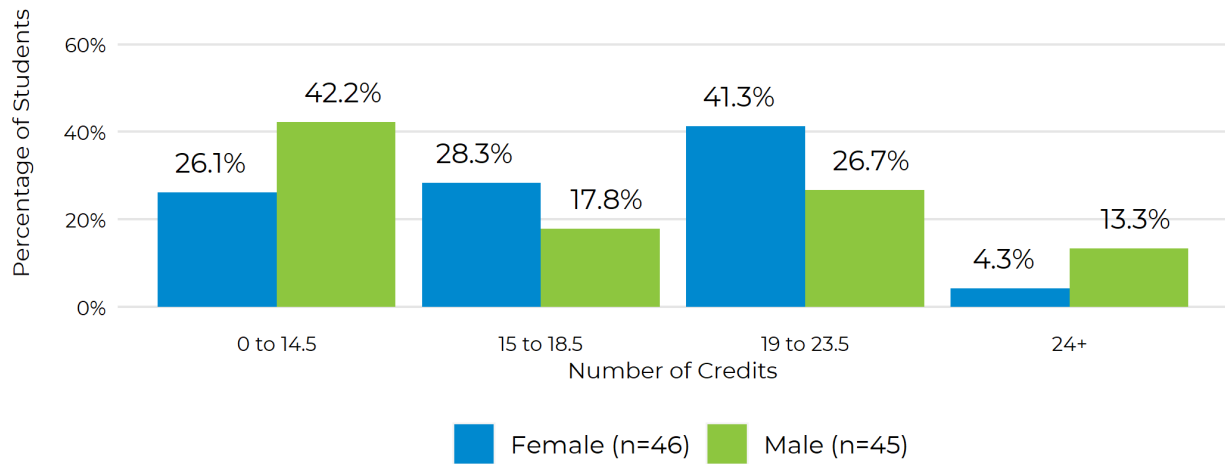
# Credit Accumulation by Grade and Gender



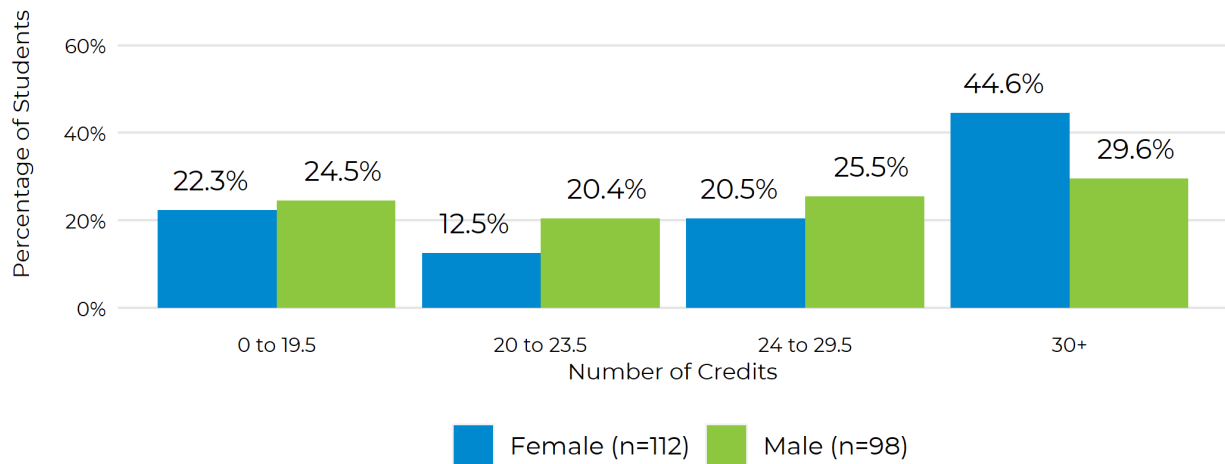
# Credit Accumulation by Grade and Gender



Grade 11 Credit Accumulation by Gender

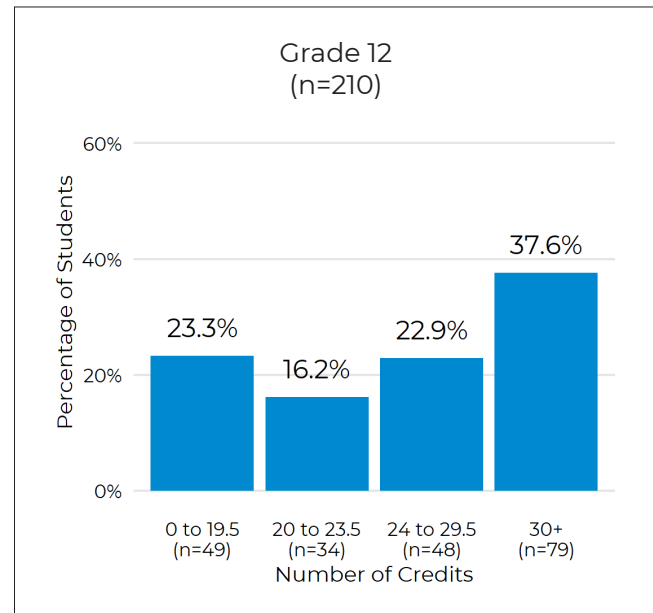
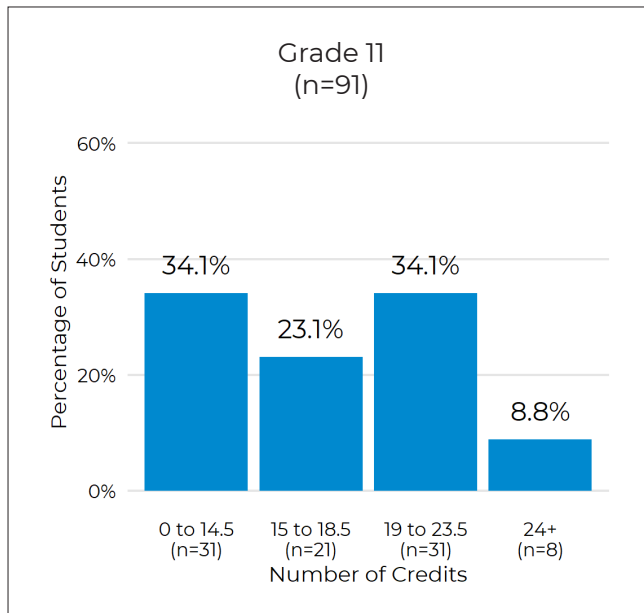
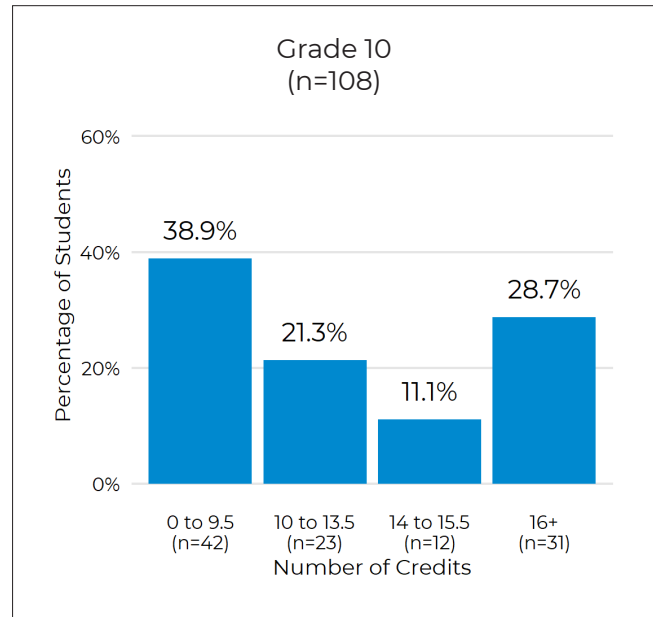
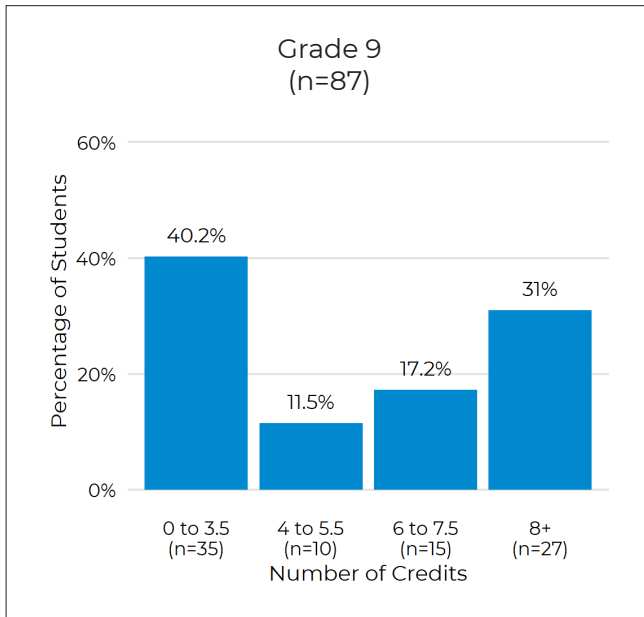


Grade 12 Credit Accumulation by Gender





# Credit Accumulation by Grade



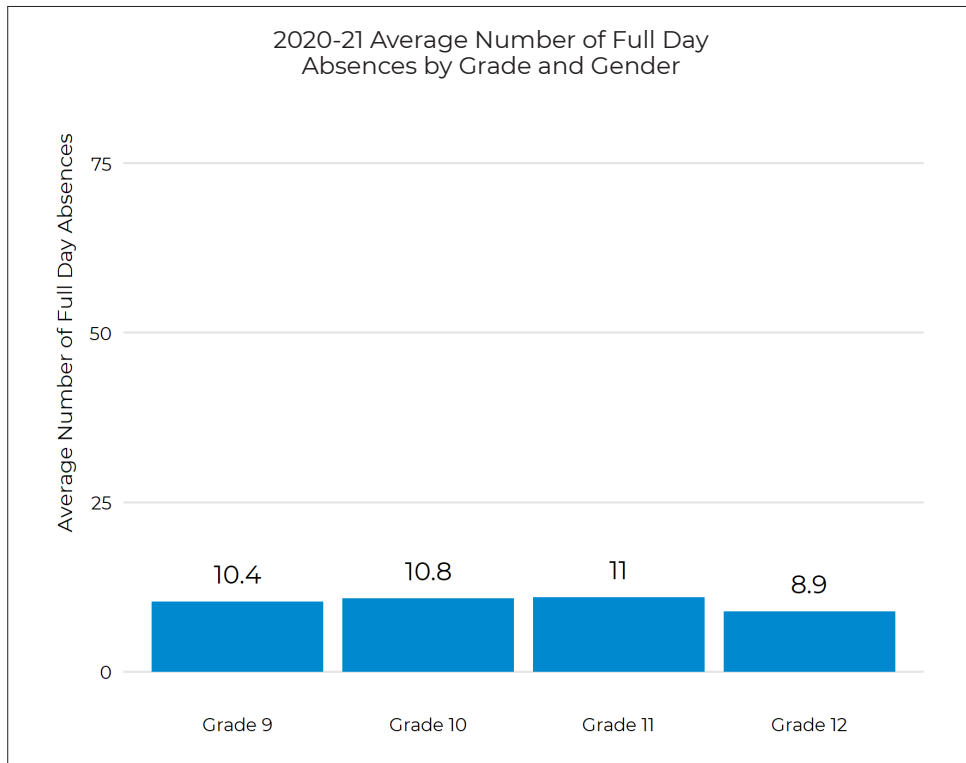
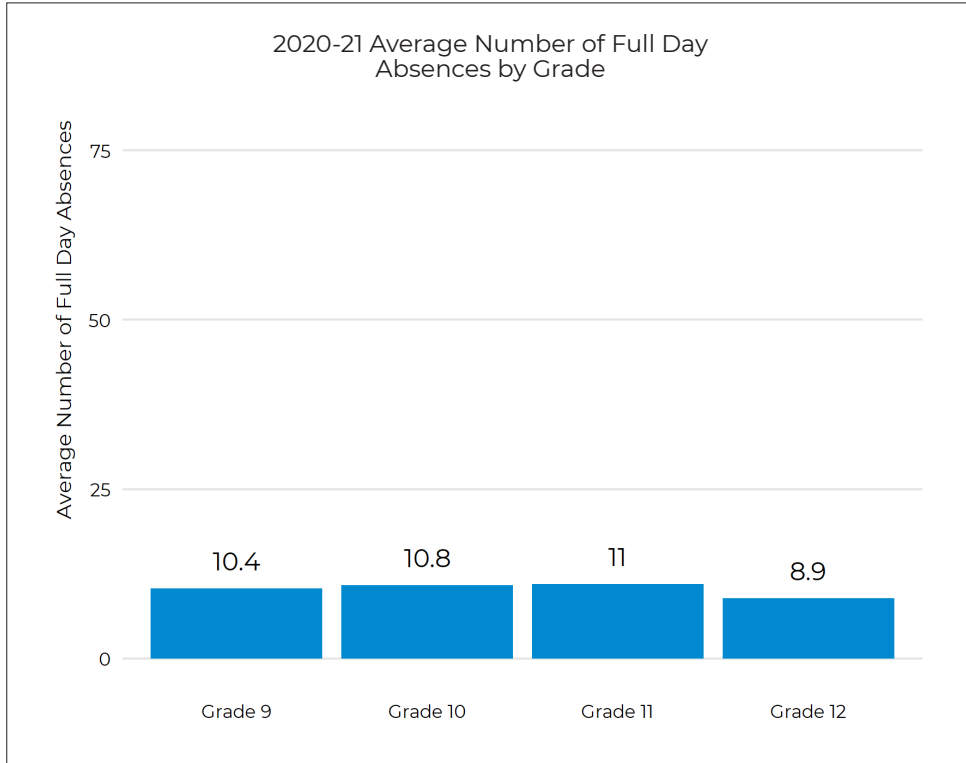
- A total of 48.2% of Grade 9 students achieved 6 or more credits in 2020-21 and are on track to graduate in 3 or 4 years
- A total of 39.8% of Grade 10 students achieved 14 or more credits by the end of June 2021 and are on track to graduate in 2 or 3 years
- A total of 42.9% of Grade 11 students achieved 19 or more credits by the end of June 2021 and are on track to graduate in 1 or 2 years
- A total of 60.5% of Grade 12 students achieved 24 or more credits by the end of June 2021 and have graduated or are on track to graduate in 1 year

# Student Attendance



**Note:** This includes attendance during full virtual learning due to COVID-19.

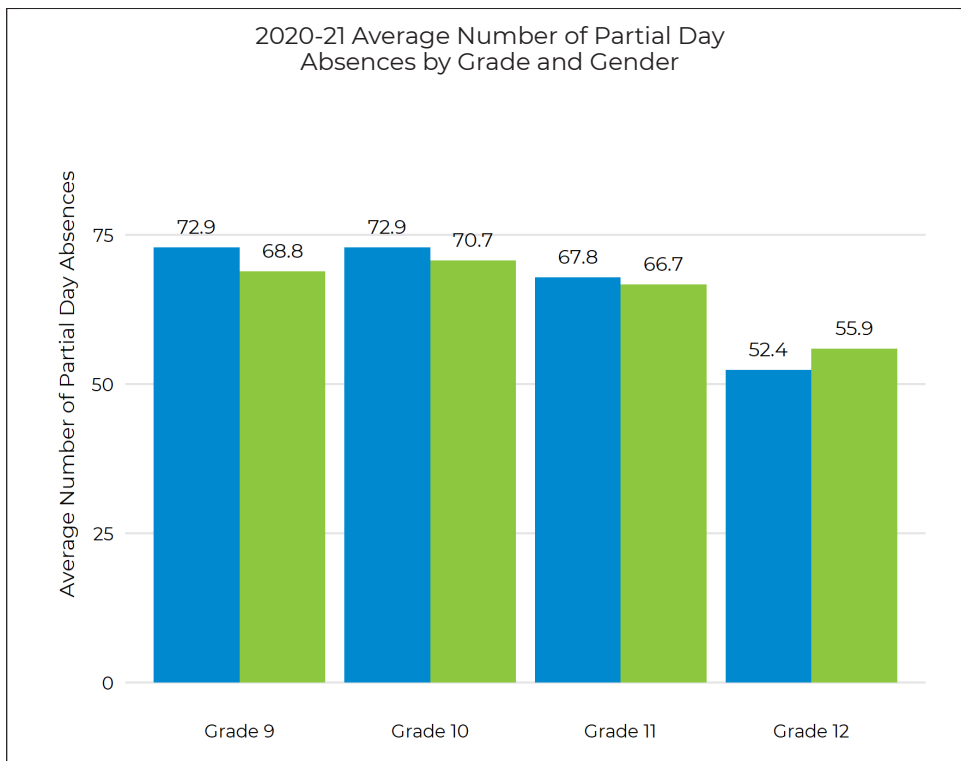
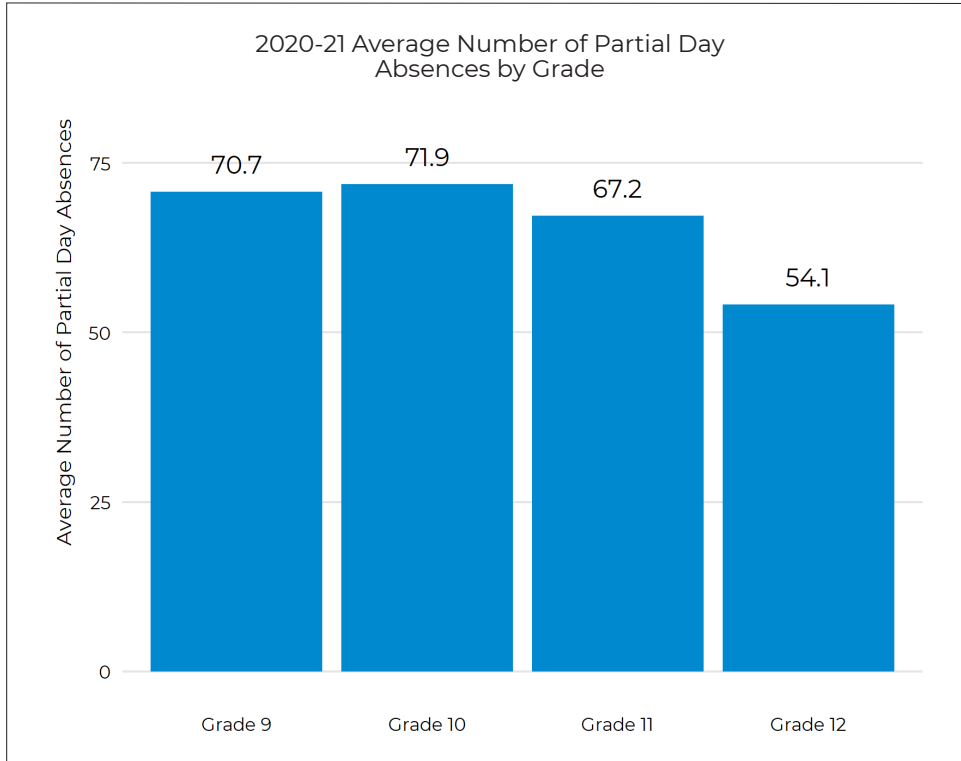
## Full Day Student Absences



Full day absences are highest with Grade 10 and 12 students.



## Partial Day Student Absences



Partial day absences are highest in Grade 11 and 12 students

# Six Nations Students with Special Needs



	Total
<b>Voluntary Individual Education Plan: Non-identified</b>	46
<b>Individual Education Plan: Multiple Exceptionalities</b>	13
<b>Individual Education Plan: Other</b>	7
<b>No IEP: General Education Program</b>	364







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**Email:** [info@granderie.ca](mailto:info@granderie.ca)  
**granderie.ca**



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# **Education Services Agreement**

**For Mississauga of the Credit Students**

**PROGRESS REPORT FOR 2020-21**



# Executive Summary



The Education Services Agreement for Mississaugas of the Credit students is an agreement between the Grand Erie District School Board and the Mississaugas of the Credit First Nation (MCFN), that outlines the services, programs and supports that were provided to students from Mississaugas of the Credit that attend Grand Erie schools.

This report highlights the work of the 2020-21 school year, specifically related to the progress of these students and the team whose work emerges from this Education Services Agreement.

## Multi-Year Strategic Plan 2021-26

Over the last five years, the 2016-20 Multi-Year Strategic Plan has provided a focused direction for growth and improvement throughout our schools and all levels of our organization.

Coming out of one of the most challenging times in the history of education, now is the right time to chart our path and vision for the future.

Setting up students for success must include a bigger focus on access to learning, equity and inclusiveness, and a culture of well-being.



## Indigenous Education Advisory Committee

The purpose of Grand Erie's Indigenous Education Advisory Committee is to promote and improve Indigenous Education for all students. Membership on this committee includes the Mississaugas of the Credit Director of Life-long Learning, Education Pillar Lead and an additional representative.

# Virtual Transition Activities

The Indigenous Lead and transition teacher together with the Lloyd S. King administrators and staff, participated in the implementation of the Grand Erie Transition Plan in 2020-21.

Collaboratively, the staff jointly plan pathway placements, timetabling, and supports for MCFN students entering Grade 9. A designate from the requested secondary school participated in the transition activities accompanied by the school's Student Success Teacher or Learning Resource Teacher.

The following activities were completed in the 2020-21 school year to facilitate successful transition of MCFN students to Grand Erie secondary schools.

## Secondary School Information and Special Program Information Nights

All secondary schools hosted this information event. Grade 8 students and their parents/guardians were invited virtually to attend information nights at any Grand Erie secondary school.

## Identification, Placement and Review Committee (IPRC)

Grand Erie Special Education teacher consultants participated in IPRC transition meetings for Grade 8 students to determine placement recommendations and discuss individual transition plans.





# Indigenous Allyship Award



The Indigenous Allyship Award is a donation for a \$1,000 award for ten (10) years gifted by former Superintendent of Indigenous Education – Denise Martins and an anonymous donor in recognition of the enriching opportunity to ally with Grand Erie's Indigenous staff, students and community. Commencing with the 2020-21 graduating class a Grand Erie graduate of Indigenous ancestry will be selected as the recipient of this award on the basis of the strength of character they have shown in successfully obtaining their Ontario Secondary School Diploma. The term Indigenous is inclusive of students who have self-identified as First Nation, Metis and Inuit.

This year's recipient is Kolbi Williams, a grade 12 student, who attends Hagersville Secondary School.

"I'm very thankful for this award as it allowed me to realize that I can achieve great things in the face of adversity," said Williams, who is completing an additional year of studies at Hagersville Secondary, and continues to be actively involved in the Indigenous Student Club and Ecosource at the school. She is planning to attend Western University next year with the long-term goal of e that through many struggles and and hardships, there will always be someone to root for you."



# Supporting Professional Development Opportunities

The Indigenous Education Teacher Consultant/Lead and the Native Advisor work together to provide professional development opportunities that enable teachers and Board leaders to increase their knowledge and awareness of Indigenous cultures, histories, traditions and perspectives as well as to enhance their capacity to support Indigenous learners more effectively. Opportunities are provided as an Indigenous Education initiative or by the inclusion of an Indigenous lens through various department initiatives.

With the professional learning related to Indigenous Education, the Board is able to further foster staff capacity and thereby further the work of Indigenous Education in a broader and deeper way to the success for every student.







## Culturally Integrated Curriculum Program

The Grand Erie District School Board offers Native Studies courses in schools enrolling Mississaugas of the Credit students and supports the work to develop curriculum units and courses of study which infuse Indigenous, history, knowledge and world views; provides professional development for increased educator competency in Indigenous Education; and supports the implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

Grand Erie PD focuses on “Contemporary Voices of the First Nations, Métis and Inuit” course.

The Indigenous Education team focus for 2019-20 professional development was to prepare Grand Erie teachers to deliver the “Contemporary Voices of the First Nations, Metis and Inuit” course. This English course that all Grand Erie students will take in Grade 11 focuses on Indigenous content and Indigenous authors. During the 2020-21 school year, the Indigenous Education team held two further PD sessions to support our teachers in rolling out the course. The team invited Sara General, the author

of Pride and Rezjustice to speak. As well we had a well-attended session where teachers shared resources, they developed and successful strategies in the classroom.

Grand Erie District School Board represents more than 26,000 students in 58 elementary and 14 secondary schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk as well as secondary students from Six Nations of the Grand River and Mississaugas of the Credit First Nation.

## Partnership

The Grand Erie District School Board works with Mississaugas of the Credit (MCFN) education administrators and staff for an ongoing and strengthened partnership focused on respect and reciprocity leading to:

- smoother transitions of MCFN students from Grade 8 to secondary school and improved student attendance and achievement
- inclusion of MCFN federal school staff in Grand Erie professional development for teachers
- increased involvement of parents/guardians in the education of their children

## Community Based Education Programs for Mississaugas of the Credit Students

### Community Based Education Programs

Grand Erie District School Board has developed a variety of innovative community based education programs to meet the needs of Indigenous students. In 2018-19, the Nations, NewStart and ILA Turning Point programs were amalgamated into one location – the Nations NewStart Community Based Learning Centre. This new setting provides for more opportunities in experiential and culturally relevant learning. Grand Erie District School Board continues to seek innovative strategies and program delivery models to meet the needs of all learners, including those who may require re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

### Nations and Newstart Community Based Learning Centre:

The Nations NewStart Community Based Learning Centre provides alternative learning in a community setting for secondary students from Six Nations, Mississaugas of the Credit First Nation, and surrounding areas. It serves secondary students who prefer a smaller and more flexible learning environment.







# Beyond the Education Services Agreement

# POLICY P02 - Honouring Indigenous Knowledges, Histories and Perspectives



## POLICY P02

**Board Received:** January 30, 2017

**Review Date:** February 2021

### Policy Statement

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations of the Grand River and Mississauga of the Credit territories are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations of the Grand River, the Mississaugas of the Credit and urban Indigenous First Nations, Métis, and Inuit students. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of actions which serve to honour Indigenous, history, cultures and traditions.

Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific Nation's name will be used; otherwise the term Indigenous, Métis or Inuit will be referenced in print or otherwise.

### Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Increased understanding of the history, knowledge and perspectives of Indigenous populations

### Procedures

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including numbers 62 and 63 specifically focused on education.

*For the purposes of this policy, the Grand Erie District School Board will focus on #63 ii, iii, iv as expectations for the system.*

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

### The Grand Erie District School Board

- Will read the board's acknowledgement statement at the opening of each Committee of the Whole and Regular Board Meeting and ensure that the acknowledgement statement is read at all Grand Erie meetings.

*The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples in order for us to continue our learning here today.*

- Schools will include the board's acknowledgement statement in their opening exercises. The board's acknowledgement statement may be used at other school events outside the school day as deemed appropriate by the Principal.
- Will build understanding of Indigenous knowledges, histories and perspectives, recognition of treaties and the effects of colonialism in curriculum development and delivery, in order advance the process of Canadian reconciliation.
- Will support the development of teacher training and implementation of learning resources that work to heighten the understanding of Indigenous knowledges, histories and perspectives.

### References

*Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015*



# The Board Action Plan on Indigenous Education



In line with the Achievement and Equity indicators of the Grand Erie District School Board's Multi-Year Plan and the following statements: "We will set high expectations for our students and staff; We will monitor, measure and reflect on our outcomes; We will promote practices that help students, families and staff feel safe, welcomed and included", the Board Action Plan for Indigenous Students supports the implementation of the First Nation, Métis, and Inuit Education Policy Framework. This provides Mississaugas of the Credit Students with an additional layer of support for their success. The 2020-21 Board Action Plan for Indigenous

Students provided for initiatives that directly impacted students including:

- Indigenous Student Leadership Initiative
- Transition to Secondary School Activities for Grade 7 and 8 students at all schools
- Hiring of Principal Leader of Indigenous Education and Equity and Elementary Engagement and Support Teacher

## Annual Events

All Grand Erie schools are encouraged to recognize the following dates of significance. Teachers are encouraged to invite community guest speakers to help facilitate activities for these days. The Indigenous Education team provides resources and supports to schools as requested.

- **Orange Shirt Day** (September 30) – acknowledging experiences of students in Residential Schools
- **National Day of Remembrance acknowledging Missing and Murdered Indigenous Women and Girls** (October 4)
- **Treaty Recognition Week** (First week of November)
- **National Inuit Day** (November 7)
- **Rock Your Mocs Day/Week** (November 15)
- **Louis Riel Day** (November 16)
- **Have a Heart Day** – in support of First Nations Child Welfare (February 14)
- **Honouring Memories/Planting Dreams** – Heart gardens honour residential school survivors and their families (May/June)
- **Tom Longboat Day** (June 4)
- **National Indigenous Peoples Day** (June 21)



## Hagersville Secondary School Culturally Responsive Virtual Events and Activities

- United Indigenous Student Council meetings
- Corn cob keychains
- Cooking: Indian cookies and doughnuts
- Seeding and gardening
- Beading: lanyards, wristlets and earrings

# Community Based Education Programs for Mississaugas of the Credit Students



## Section 23 Programs

Under the provisions of Section 23 of the Ministry of Education's General Legislative Grant Regulation (Reg. 287/98) educational programs may be provided by District School Boards in collaboration with community partners, for school-aged young people, who for various reasons are unable to attend regular schools. Grand Erie offers two Section 23 programs specific to Indigenous students.

### Ratiweientehta's – They are Learning

Grand Erie District School Board has partnered with Ganohkwasra Family Assault Support Services to offer a Section 23 classroom out of the Youth Lodge facility. Ganohkwasra provides therapeutic counselling and services while a Grand Erie Teacher provides individualized academic programming.

- **Eligible Students:** Students aged 13-21
- **Supported Pathway:** All grades and pathways
- **Program Details:** Students must complete an intake process with Ganohkwasra intake worker. They must have exhausted resources at their home school.

### Ohahi:yo Program

In partnership with the Ministry of Child and Youth Services – Youth Justice Services Division, the Grand Erie District School Board employs one (1) itinerant teacher to provide services and supports to First Nation, Métis and Inuit youth who are engaged in some capacity with the youth justice system. Through a holistic approach, students are provided individualized program planning and support toward their full re-engagement into schooling and community.

#### Program highlights:

- **Eligible Students:** FNMI self-identified youth 14-21 years old engaged in Youth Justice System
- **Supported Pathway:** All grades and pathways.
- **Program Details:** Students must be referred by youth justice connection, such as a Probation Officer.

## School College Work Initiative (SCWI) Programs

The School Within A College (SWAC) program is part of the School-College-Work Initiative (SCWI). SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges.

### School Within a College (SWAC)

The SWAC program is a partnership between Grand River SCWI (Grand Erie and BHNCDSD), and Mohawk College. The program provides secondary school students the opportunity to earn dual credits and secondary school credits in a post-secondary environment.

In the dual credit portion of the program, students can take up to 4 college credit courses in the Trades and/or Humanity streams.

#### Program highlights:

- **Eligible Students:** Grand Erie and BHNCDSD students age 18 to 21 years old
- **Supported Pathway:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program



## Celebrating Success

Each year a special awards event, Celebrating Success at Hagersville Secondary School, is held to recognize the efforts and accomplishments of students in our community-based learning programs. Unfortunately due to the pandemic, awards were not given for our community based learning program students. However there were other Secondary School awards given to recognize the efforts and accomplishment of MCFN students.

### Special Awards

- 7 Secondary School Graduates
- Lloyd S. King Memorial Bursary
- Grade 12 Chemistry Award
- Indigenous Education Award
- HSS Staff Award
- St Leonard's Youth Perseverance Award
- John Hamilton Almas Award ( Valedictorian )
- 5 Senior Honour Roll Students
- 2 Junior Honour Roll Students



# Special Program Highlights



## Indigenous Student Leadership Initiative 2020-21

The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's Indigenous Student Leadership Initiative (ISLI),

*"Build student capacity for intercultural understanding, empathy, and mutual respect."*

## Indigenous Student Leadership Initiative (ISLI)

### Purpose:

- Enhancing Indigenous students' feeling of acceptance and belonging in their school and communities;
- Expanding Indigenous students' understanding and pride in their culture and the contributions they make to society;
- Providing Indigenous students opportunities to learn and explore outside of their own context;
- Increasing Indigenous students' level of engagement at school and in their communities; and
- Building the confidence, skills and capacity of Indigenous students to serve and lead in their school and communities.

### Specific Goals:

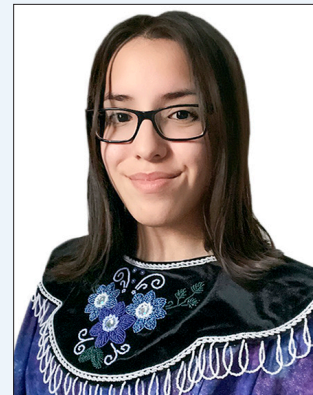
- Provide leadership training and support to secondary Indigenous Student Associations (Native Clubs) to help them grow into vibrant and integral parts of their respective schools;
- Foster student directed events for various cultural initiatives in their schools e.g. Rock Your Mocs, Treaty Recognition Week, Orange Shirt Day, Indigenous Solidarity Day, etc.;
- Support and assist students to undertake Indigenous Appreciation Days in each of the participating schools;
- Create a base of Indigenous student role models/mentors for future cohorts;
- Facilitate the development of an effective and vibrant Indigenous Student Council that includes representatives from all Grand Erie secondary schools;
- Provide a conduit for Indigenous student voice to the Student Senate and to support the new Board role of Indigenous Student Trustee

Since the ISLI began three years ago, we have met all of the initial goals:

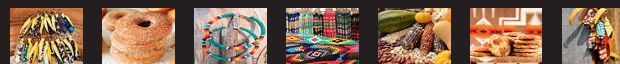
- Increase in number of schools participating in initiative
- Increase in staff and student participation in ISLI events
- Increase in number of Indigenous Engagement activities occurring in participating schools:
- Creation of Board-wide Indigenous Student Council;
- Indigenous student seats secured on Grand Erie District School Board Student Senate;
- Establishment of Indigenous Student Trustee position

## Sierra Green – new Indigenous Student Trustee for 2021-22

Grand Erie is delighted to welcome Sierra Green as the Indigenous Student Trustee for the 2021-22 school year. Sierra attends McKinnon Park Secondary School and will represent Indigenous students across Grand Erie. The trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each of the 13 secondary schools in Grand Erie.



The dedicated Indigenous student trustee position is part of Grand Erie's Indigenous Student Leadership Initiative (ISLI). The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for ISLI. Since the initiative was established, Grand Erie has met initial goals to increase the number of schools, staff and students participating, increase the number of Indigenous Engagement activities, and create a Board-wide Indigenous Student Council.



## Indigenous Education Services presents Student Hub Virtual Workshops

**MAY 12 & 13 LIMITED SPACES AVAILABLE!**

Corn Cob Keychains

**MAY 19 & 20 LIMITED SPACES AVAILABLE!**

Cooking: Indian Cookies and Doughnuts

**MAY 26 & 27 LIMITED SPACES AVAILABLE!**

**Video Information Session:**

**Gardening:** The Three Sisters

**Spears Fishing:** How to Properly Clean Your Fish

**JUNE 2 & 3 LIMITED SPACES AVAILABLE!**

**Beading:** Lanyards and Earrings

**Virtual Workshops are free and open to all indigenous students currently registered with Grand Erie District School Board**

**Pre-Register here and receive a FREE materials kit:**  
[bit.ly/IndigenousVirtualWorkshops](https://bit.ly/IndigenousVirtualWorkshops)



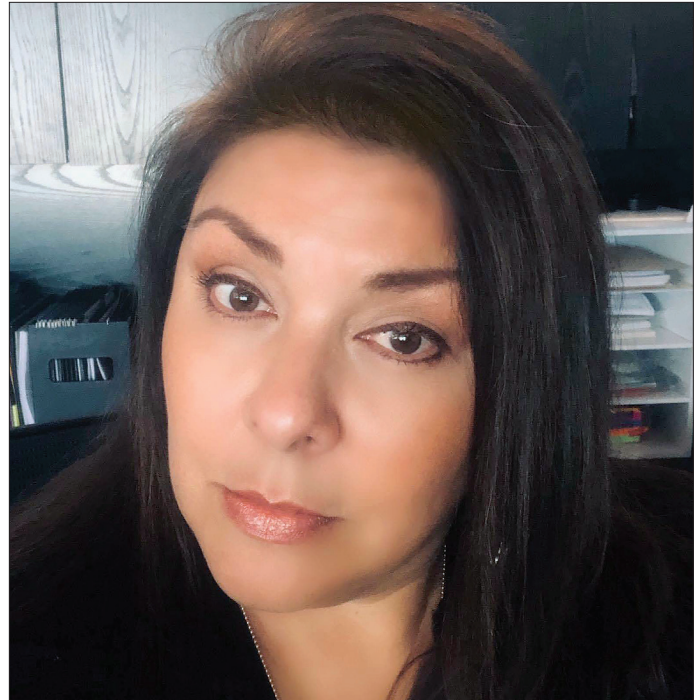
# Grand Erie hires new Principal Leader for Indigenous Education



In April 2021, Grand Erie welcomed Robin Staats as Grand Erie's new System Principal Leader of Indigenous Education and Equity.

Throughout her 30-year career in Indigenous education, Robin has shown a longstanding passion for teaching, mentoring, and empowering her students. Most recently, Robin served as the principal of Emily C. General Elementary School in Six Nations of the Grand River and she has worked closely with many Indigenous communities across Ontario. Robin holds a Masters of Education from Brock University, as well as a series of additional certificates focused on education and teaching. Robin is Mohawk from the wolf clan of Six Nations Territory, and her Ongweho:weh name is Tsisko:ko.

In her new role as System Principal Leader of Indigenous Education and Equity, Robin is responsible for working with First Nations, as well as Métis and Inuit communities, organizations, students, and families to support student achievement, and advance truth and reconciliation within the board. She also helps create and implement curriculum and programs to build knowledge and awareness of all students about Indigenous history, culture, perspectives, and contributions.



## Learning From the Land Initiative

The Learning From the Land Initiative phase one was launched in 2020-21 with the goal of creating a set of resources to inform Grand Erie educators on the Haudenosaunee and Anishinabek worldview and their land-based pedagogical approaches. Working with community partners, a survey of existing land based learning programs was conducted and a data base created for teacher access. Secondly, a series of professional learning videos was produced for teacher training on the Grand Erie virtual learning environment. Local speakers featured included:

- Leroy (Jock) Hill
- Elizabeth (Betts) Doxtator
- Terri-Lynn Brant
- Pete Schuler
- Alva Jamieson
- Stacy Hill on Everlasting Tree School
- Nikki Shawana

### GRAND ERIE DISTRICT SCHOOL BOARD



FREE VIRTUAL WORKSHOP

## Moccasin Making

**JUNE 21 & 28 12:30 - 3 P.M.**

Learn the basics of moccasin assembly and create a pair of handmade moccasins to take home.

This **FREE** workshop is open to all secondary Indigenous students within the Board.

**Spaces are limited! Complete your Moccasin Workshop Registration form to reserve a spot!**

**REGISTER HERE: [Bit.ly/GrandErie-MoccasinWorkshop](https://bit.ly/GrandErie-MoccasinWorkshop)**

# Cultural Competency Training



In 2020-21, mandatory professional development training for all Grand Erie Principals, Vice-Principals and system managers. The Cultural Competency training plan provides a series of 6 sessions on topics intended to deepen understandings around the worldview and lived experiences of Six Nations and other Indigenous students and families in Grand Erie. With the goal of achieving “Success for Every Student”, cultural competency sessions were offered in the Spring 2021 by Niigaan Sinclair, Associate Professor, University of Manitoba, who spoke to ‘Schooling’ from an Indigenous Perspective; and Bob Joseph, President, Indigenous Corporate Training Inc., who facilitated a session on The Indian Act. In Fall 2021, Grand Erie will host Phil Montour of Six Nations and Margaret Sault of Mississaugas of the Credit First Nation (MCFN) to speak on Treaties, Lands, and Resources; Aimee Sault (MCFN) and Dave Vince (Two Rivers Development Resource Center) who will speak to Reserve Economies; and finish with a session on cultural safety followed by optional sessions being available thereafter.

A second round of mandatory cultural competency training will be offered to all Grand Erie educators and staff beginning February 2022.

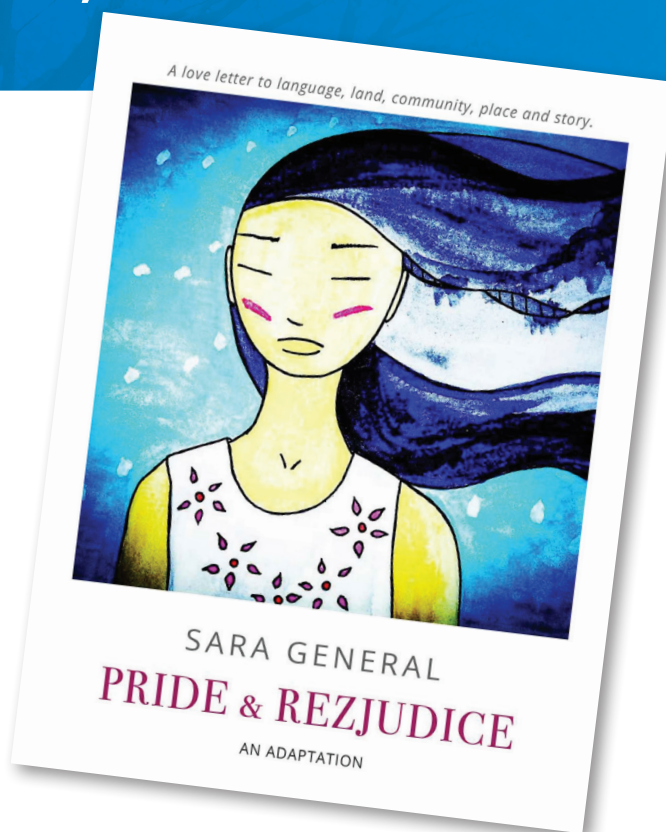


# Contemporary First Nations, Métis and Inuit Voices

As planned, Grand Erie implemented its plan to offer the Contemporary First Nations, Metis and Inuit Voices course as the sole offering to the Grade 11 compulsory English credit requirement. As a result, 1983 Grand Erie students were enrolled in the course for the 2020-21 school year.

In addition to the preparatory professional development provided for teachers previously, the Indigenous Education team held two additional professional development sessions to support teachers in this start up year.

Sara General, Six Nation author, spoke to teachers on her work, *Pride and Rezjudice*. A second session facilitated professional collaboration between teachers to share experiences, lesson ideas and pedagogical approaches.





# Multi-lingual Indigenous Language Learners



## Supporting Indigenous Languages

Grand Erie District School Board recognizes the vital role Indigenous languages play in helping to preserve vital links with families and cultural backgrounds, as well as, developing a solid sense of identity in the individual. The Board's goal is to work collaboratively with the local Indigenous communities to provide programs that support their language restoration and revitalization goals.

The multi-lingual indigenous language program provides additional support to those students who have been in an Indigenous language immersion program at any time during their elementary school years. Through language acquisition assessments and educator professional development teachers are informed of classroom approaches that more effectively support student access to english language curriculum.



## Indigenous Student Hub

All self-identified First Nations, Métis and Inuit (FNMI) secondary students of the Grand Erie District School Board have received an invite to join our newly launched Indigenous Student Hub located within Brightspace (student on-line platform). The Indigenous Student Hub is full of wonderful resources with the goal of improving student success of all Indigenous students across the board.

The Indigenous Student Hub aims to encourage student voice and engagement in academic, social and community opportunities by providing easy access to resources and building a virtual community through an interactive webpage.

Some of the information tabs include:

- Indigenous student leadership
- Indigenous student associations
- United Indigenous Student Council
- Post-secondary resources
- Live virtual workshops and seminars
- Wellness strategies

For more information, reach out to us at: [ies@granderie.ca](mailto:ies@granderie.ca)







# The Data

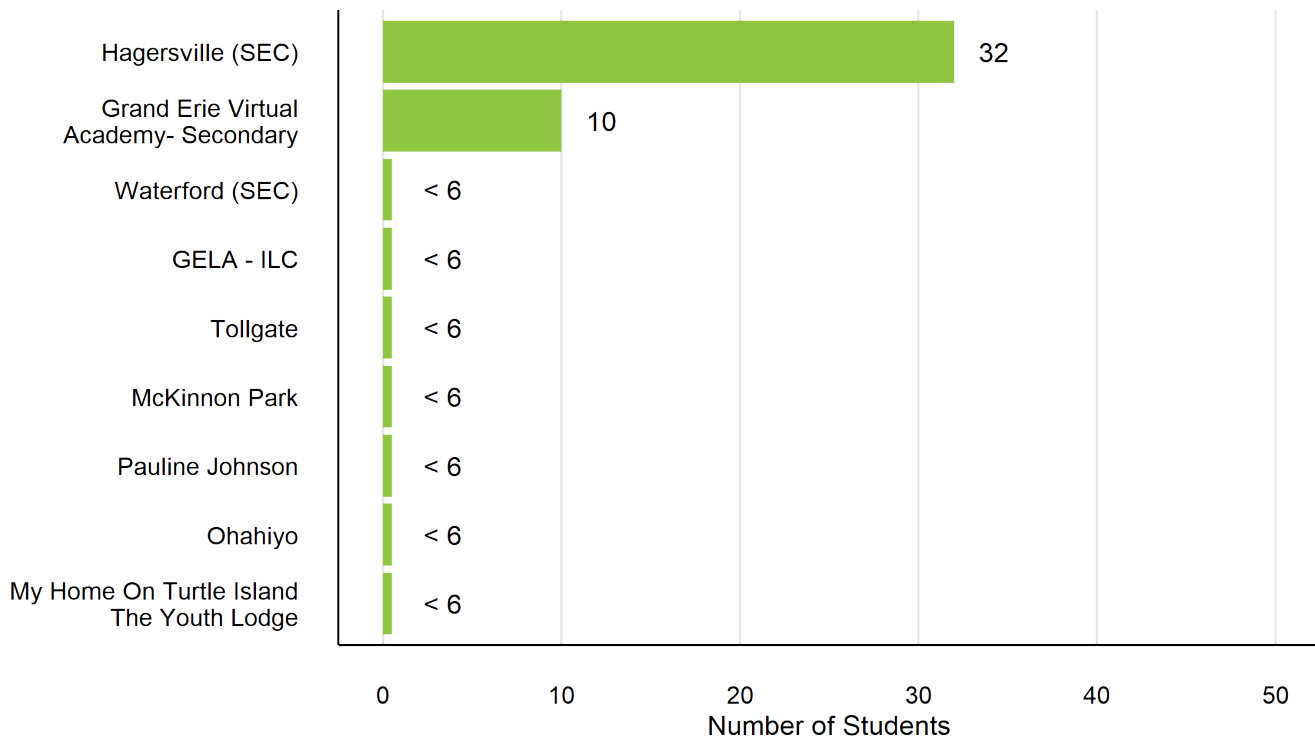


# Mississaugas of the Credit Student Enrolment by School 2020-21



## Student Enrolment by School

Mississaugas of the Credit Student Enrolment by School (2020-21)

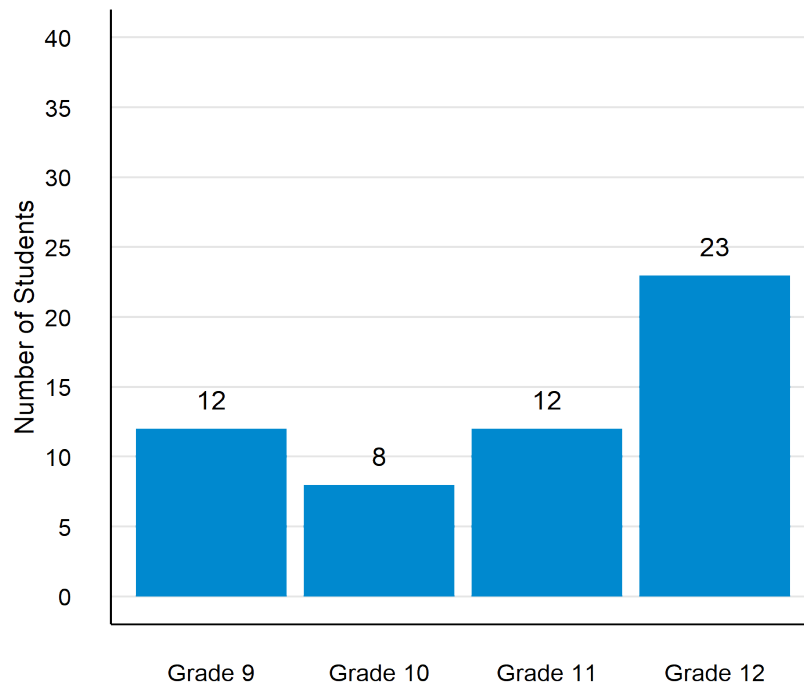


# Mississaugas of the Credit Student Enrolment by Grade 2020-21



## Student Enrolment by Grade

Mississaugas of the Credit Student Enrolment by Grade (2020-21)

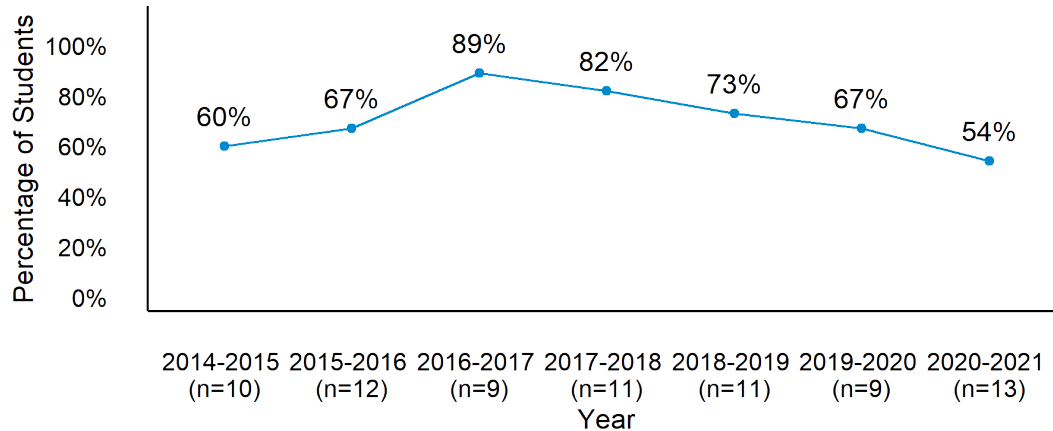




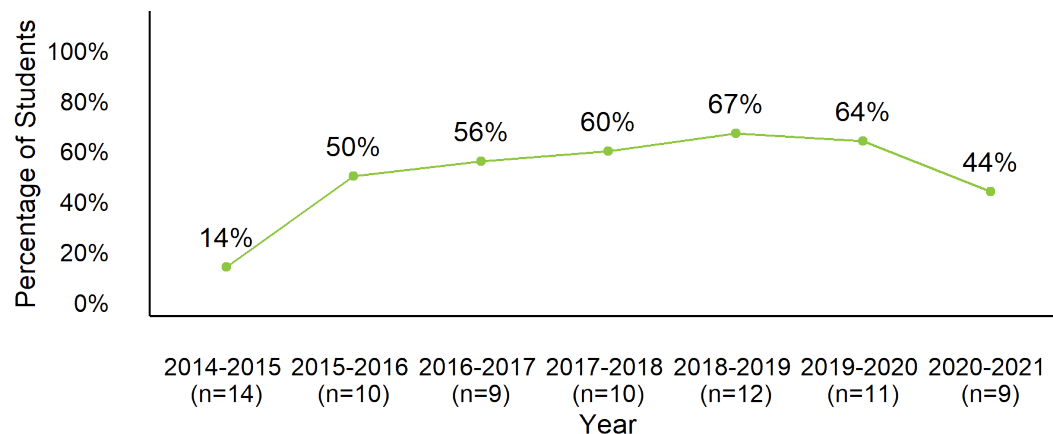
# Mississaugas of the Credit Student Credit Accumulation by Grade and Year



### Grade 9 Credit Accumulation (8 or More)



### Grade 10 Credit Accumulation (16 or More)



These graphs show the percentage of students who by the end of each grade have the following number of credits:

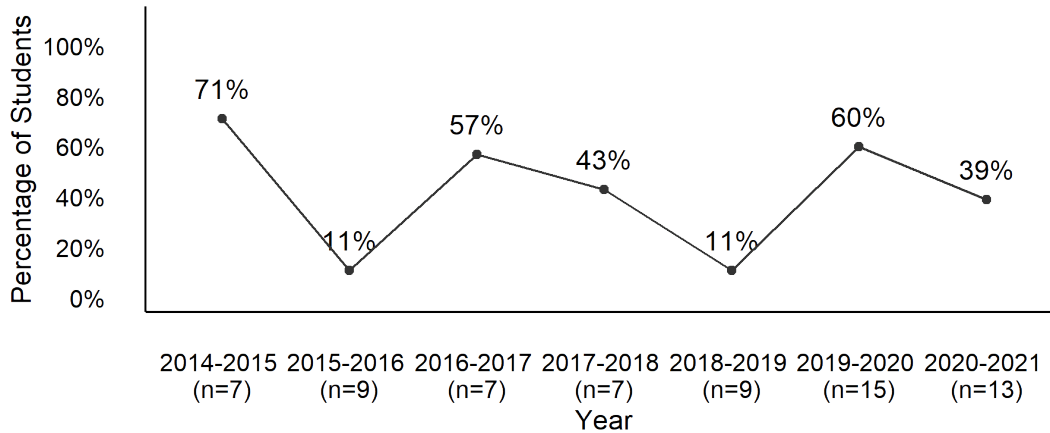
- Grade 9 – 8 credits
- Grade 10 – 16 credits
- Grade 11 – 24 credits
- Grade 12 – 30 credits

- The percentage of Grade 9 students achieving 8 credits has decreased from 2020 from 67% to 54%.
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes.
- The percentage of Grade 10 students achieving 16 credits has decreased from 64% to 44% since 2020.
- Credit accumulation for students in Grade 11 decreased 21% in 2020-21.
- Grade 12 credit accumulation has decreased 42% in 2020-21.

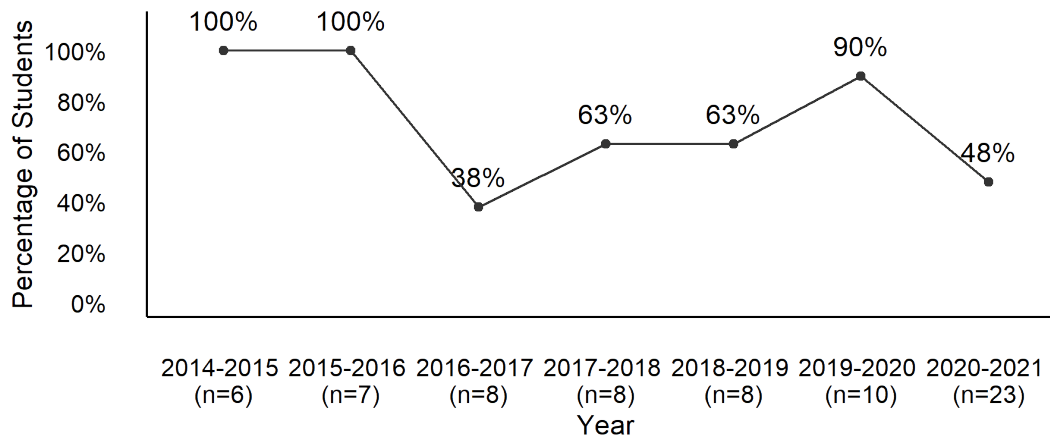
# Mississaugas of the Credit Student Credit Accumulation by Grade and Year



### Grade 11 Credit Accumulation (24 or More)



### Grade 12 Credit Accumulation (30 or More)



**NOTE:** Grand Erie cannot report on groups with 5 or fewer students. As a result, data concerning Students with Exceptionalities is unable to be provided as part of this report. This information will be shared with the MCFN Education Director upon request.

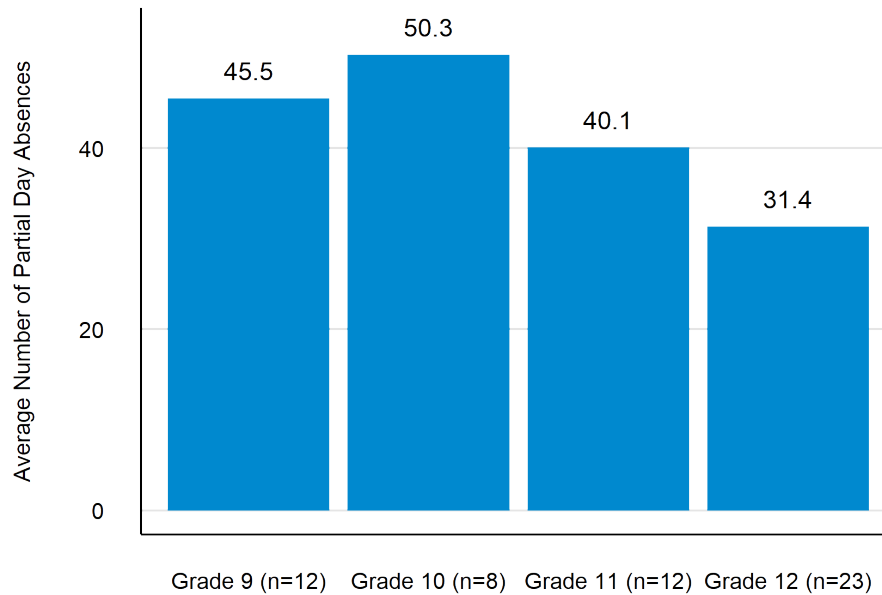
- Grade 9 EQAO Mathematics Assessment did not occur during the 2020-21 school year.
- The Ontario Secondary School Literacy Test did not occur during the 2020-21 school year. The literacy requirement was waived for students graduating in the 2020-21 school year.

# Mississaugas of the Credit Student Enrolment by Grade 2020-21

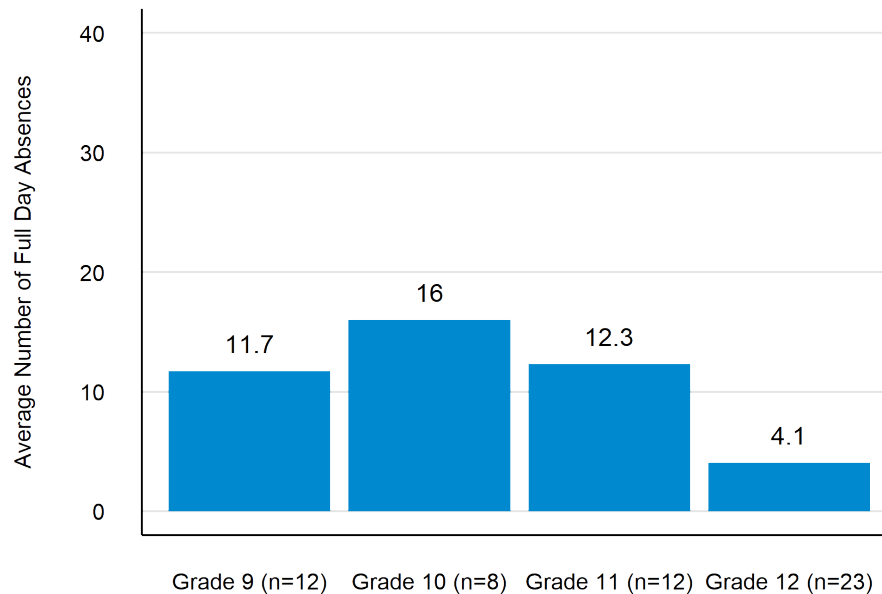


## Partial and Full Day Student Absences

2020-2021 Average Number of Partial Day Absences by Grade



2020-2021 Average Number of Full Day Absences by Grade



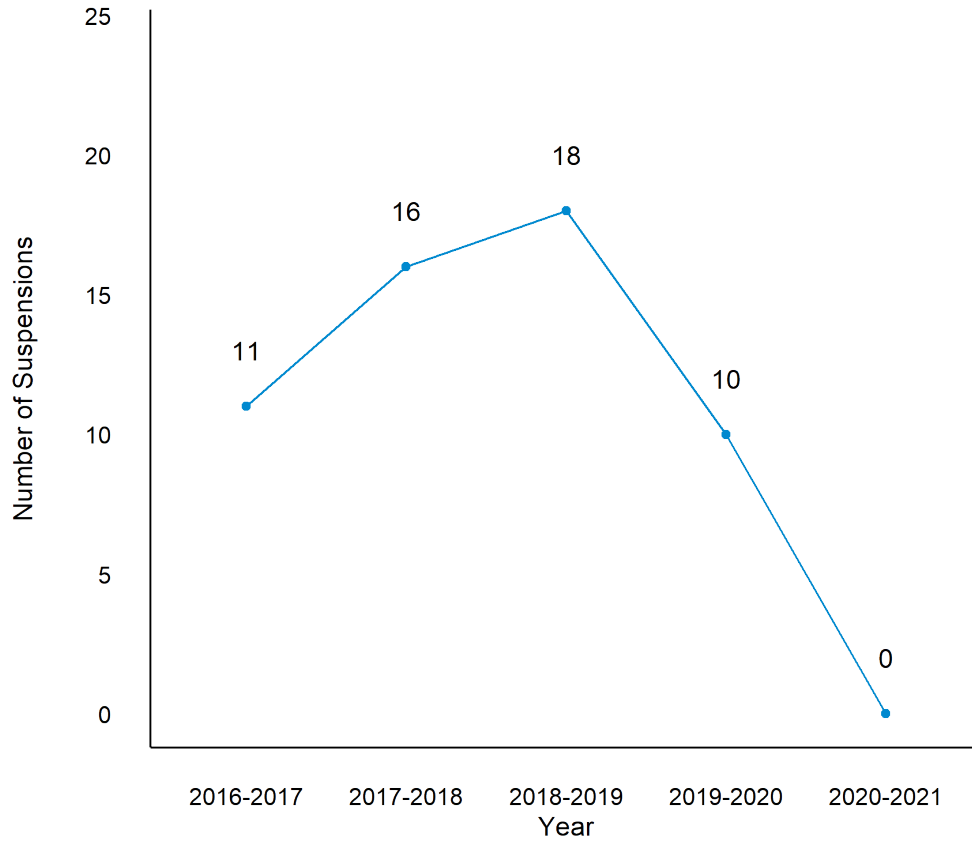
■ Full day absences are highest with Grade 12 students.



# Student Suspensions



### Mississaugas of the Credit Suspensions





349 Erie Avenue,  
Brantford, Ont., N3T 5V3

**Telephone:** 519-756-6301 | **Toll Free:** 1-888-548-8878

**Email:** [info@granderie.ca](mailto:info@granderie.ca)  
**granderie.ca**



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[@granderiedsb](#) on Instagram.



# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education  
**RE:** **Category III Trips (SO15)**  
**DATE:** January 10, 2022

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the <b>Category III Trips (SO15)</b> report as information.</p>
--

### Background

As per Procedure SO15 “Out-of-Classroom Field Trips and Excursions”, the attached list is for trustee information.

### Additional Information

The January report includes trips that were approved between June and December 2021, and previously approved trips that have not yet taken place.

### Grand Erie Multi-Year Plan

This report supports the Learning indicator of Learn Lead Inspire and the following statement: we will build a culture of learning where curiosity and opportunities are nurtured for each learner.

Respectfully submitted,

Kevin Graham  
Superintendent of Education



Director Approval	School	Destination	Trip Departure Date	Trip Return Date	Anticipated # Students	Educational Purpose & Outcomes
January 23, 2020	DDSS	Mediterranean Coast	March 2022	March 2022	5	CANCELLED: Participate in linguistic and food activities (School Trips #207)

This Chart reflects all trips approved by the Director since the last Board Report on June 14, 2021; and all previously approved trips that have not taken place yet.





# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education  
**RE:** **Grand Erie Learning Alternative (GELA) Annual Report**  
**DATE:** January 10, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Grand Erie Learning Alternatives (GELA) Annual Report as Information.

## Background

A program review for Grand Erie Learning Alternatives was completed and reported to the Board in February 2014. Since that time, an annual update on the status of Grand Erie Learning Alternatives (GELA) has occurred. We continue to implement Ministry initiatives and new revenue streams to support and engage all students as they strive to complete their Ontario Secondary School Diploma (OSSD).

## Update of Programs and Services offered by GELA

For the purpose of this report, GELA's programs and services will be offered in Appendices A, B, C, D and grouped by the following Ministries:

- 1) Ministry of Education (MOE – for students under 21 years of age) – *Appendix A*
- 2) Ministry of Education (MOE – for students under 21 years of age) – Summer School-  
*Appendix B*
- 3) Ministry of Education (MOE – for students over 21 years of age) - *Appendix C*
- 4) Other Ministry Offerings – *Appendix D*
  - Ministry of Children, Community and Social Services (MCCSS)
  - Ministry of Immigration, Refugees and Citizenship Canada (IRCC)
  - Ministry of Labour, Training and Skills Development (MLTSD)
  - CareerLink - Employment Ontario Service (EOS), funded by MLSTD
  - Ministry of Community Safety & Correctional Services

### 1) Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

- Refer to Appendix A - Ministry of Education Programs (MOE - for Students Under 21 Years of Age)
- Programs include:
  - Day School Program
  - School Within a College (SWAC)
  - Night School
  - Passion Courses
  - Dual Credit
  - Heritage Languages Elementary Program
  - After-School Help

**DAY SCHOOL (BRANTFORD CAMPUS AND SIMCOE CAMPUS)**

The day school program supports students up to 21 years of age. The main campus is located on Rawdon Street in Brantford and a satellite campus is located at the Simcoe Town Centre in Simcoe. A model of continuous intake is used so that students can register throughout the school year. Students achieve credits through classroom instruction and teacher supported eLearning. Teachers use the eLearning Virtual platform within their classrooms by blending it with regular instructional strategies. Students are supported academically, socially and emotionally with support from staff and community partners. As a result of an MOE audit in 2014, the program at the Rawdon Street campus saw a reduction of program offering of 12 sections. Compulsory courses were retained while the optional course offering was reduced.

Session	Enrollment	Credits Attempted	Credits Earned	Success Rate %
2018-2019	82	674	350	52%
2019-2020	70	505	280	55%
2020-2021	66	413	199	48%

**2) Ministry of Education (MOE – for students under 21 years of age) – Summer School**

- Refer to Appendix B - Ministry of Education (MOE - for Students Under 21 Years of Age) – Summer School
- Programs include:
  - Summer School - eLearning
  - Summer School – In-Class
  - Summer Co-op
  - Summer Literacy and Numeracy Program
  - Reach Ahead Opportunities

**SUMMER SCHOOL**

In 2021, Summer School was offered in two formats: eLearning and hybrid courses. Student course offerings for credit recovery, credit upgrade, Reach Ahead and the Grade 6,7 and 8 Literacy and Numeracy program were delivered using a hybrid virtual model that allowed students to engage in both synchronous and asynchronous learning daily throughout the duration of the course. The Reach Ahead Program offered Grades 7 and 8 students the opportunity to earn Secondary School credits prior to entering Grade 9. (Note: data is included in Appendix B)

Observations:

- a) 976 eLearning credits attempted, and 886 credits were successful (90.78%)
- b) 547 Hybrid credits attempted, and 513 credits were successful (93.8%)
- c) Co-operative Education did not occur this summer.

**OVERALL CREDIT SUMMARY**

Session	Credits Attempted	Credits Earned	Success Rate %
2018	1659	1530	92.2%
2019	1842	1682	91.3%
2020	1991	1893	93.89%
2021	1523	1399	91.9%



## FOUR-YEAR TREND DATA – COURSE ATTEMPTS

Grade/Mode	Brantford 2018	Brantford 2019	Hybrid 2020	Hybrid 2021
9	101	122	112	154
10	150	169	133	358
11	51	59	22	28
12	26	28	5	7
Co-op	54	56	0	0
Literacy/Numeracy Program	16	19	50	75
<b>Total</b>	<b>1551</b>	<b>1674</b>	<b>272</b>	<b>622</b>
Grade/Mode	Hagersville 2018	Hagersville 2019	eLearning 2020	eLearning 2021
9	37	52	20	19
10	39	78	559	260
11	14	10	604	337
12	5	4	536	360
Dual Credit	24	38	0	0
Literacy/Numeracy Program	10	15	0	0
<b>Total</b>	<b>129</b>	<b>197</b>	<b>1719</b>	<b>976</b>
<b>Grand Total</b>	<b>1680</b>	<b>1871</b>	<b>1893</b>	<b>1598</b>

Note: Grade 7&8 Reach Ahead is inclusive of Hybrid and eLearning credit attempts.

### 3) Ministry of Education Programs (MOE) for Students Over 21 Years of Age

- Refer to *Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)*
- Programs include:
  - Mature Prior Learning Assessment and Recognition (MPLAR)
  - Adult Day School Brantford City Centre Campus
  - Adult Dual Credit
  - eLearning
  - Independent Study
  - Adult Co-operation Education (Co-op)
  - Personal Support Worker Certificate (PSW)
  - Family Literacy Program

In 2020-21, Adult Education included a full or part-time program for adults to complete their OSSD. The new campus at Tollgate in Brantford offers four, 9-week sessions per year. Students achieve credits through classroom instruction, eLearning using the Ministry's Virtual Learning platform, and Adult Co-op with an opportunity for adult students to earn Co-op credits at their place of employment.

Independent Study and eLearning weekly program supports were discontinued for adult students in Simcoe, Dunnville, Caledonia, Ohsweken and Brantford due to Covid-19 restrictions.

The Personal Support Worker Program ran in Brantford at John Noble Home both semesters. Thirty-five students successfully graduated from the program. Secondary school credits were also obtained.

GELA continued to offer an Adult Dual Credit program in partnership with Conestoga College in Brantford and Fanshawe College in Simcoe. The Ministry of Education fully funds this program that includes a GELA Adult Dual Credit teacher.

#### 4) Other Ministry Offerings

- Refer to *Appendix D – Other Ministry Offerings*
- Programs include:
  - Ministry of Children, Community and Social Services (MCCSS) - English as a Second Language Program (ESL + CLARS)
  - Ministry of Immigration, Refugees and Citizenship Canada (IRCC) - Language Instruction for Newcomers to Canada with Care for Newcomer Children (LINC + CNC + CLARS)
  - Ministry of Labour, Training and Skills Development (MLSTD)- Employment Ontario Service (EOS)- CareerLink
  - Ministry of Labour, Training and Skills Development (MLTSD) - Bridges to Success (BTS)

In 2020-21, other Ministry offerings included language supports through the English as a Second Language Program and Language Instruction for Newcomers to Canada (LINC) along with employment and literacy supports through CareerLink and Bridges to Success (BTS).

#### GELA CREDIT TOTALS: Inclusive of Appendices A, B and C

Session	Credits Earned
2018-19	3057
2019-20	3181
2020-21	2215

This number does not include credits from PLAR or MPLAR assessments.

#### GELA GRADUATES:

School Year	Under 21 years of age	Over 21 years of age	TOTAL Number of Graduates
2018 - 2019	15	115	130
2019 - 2020	16	135	151
2020 - 2021	10	115	125

**Summary**

Grand Erie Learning Alternatives strives to meet the needs of a diverse group of learners in our communities. Our learners require various pathways and modes of program delivery in a learning environment that is sensitive to social and family circumstances as well as physical and emotional states.

**Next Steps**

- Through the Literacy and Numeracy register we will be targeting after school programs to support students in grades 7 and 8 who need support. Elements of each program will be developed based on the needs of each elementary school community.
- Many GELA programs did not run in 2020-21, we are working with the communities and clients that we serve to get all programs up and running and back to pre-pandemic service levels.
- Using current staffing models, we have begun to look at opportunities to serve all areas of the Board with alternative programming for students in all secondary grades.

**Grand Erie Multi-Year Plan**


This report supports the Learning, Well Being and Belonging indicators of Learn Lead Inspire and the following statements: We will build a culture of learning where curiosity and opportunities are nurtured for each learner, we build a culture of well-being to support the cognitive, social emotional and physical needs of each learner, and we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,


Kevin Graham  
Superintendent of Education




Appendix A - Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

 <b>GELA</b> <small>Continuing Education</small>	<b>GELA Day School Program (Rawdon Campus and Simcoe Campus)</b>	<b>School Within a College (SWAC)</b>	<b>Continuing Education</b>	<b>Passion Courses</b>	<b>Dual Credit</b>	<b>Heritage Languages Elementary Program</b>	<b>After-School Help</b>
<b>Description</b>	This program is offered at two locations. Rawdon Street in Brantford and the Simcoe Town Centre in Simcoe. Students achieve credits through classroom instruction and teacher supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	School Within a College (SWAC) is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities. The program is taught by College Instructors and Grand Erie Teachers to deliver college and high school credits. This dual credit program allows students to earn up to four college credits while completing their Ontario Secondary School Diploma (OSSD). The GELA SWAC program was in partnership with Conestoga College and was located at our Rawdon St campus in Brantford. Program offerings included Fit & Wellness (in partnership with the YMCA) and Media studies.	In 2020-21, credit night school course offerings included Punjabi language in Brantford.	Passion courses allow students the opportunity to pursue credits in an area of specialization that are either not offered during day school or conflict with other timetable choices in day school. In 2020-21, specialized music courses that have run in previous years were not offered due to pandemic restrictions.	Dual Credits allow students to attend after-school courses taught by College Instructors and Grand Erie secondary teachers. In previous years, dual credit courses in Welding were offered at VHS and DSS. These courses could not run during the 2020-2021 school year due to pandemic restrictions.	Heritage Languages classes are normally offered to elementary school-age children at various locations in Brantford. Due to the pandemic, face to face classes were cancelled. Three classes were held online, 2 in Punjabi and 1 in Mandarin.	After school help programs did not run during the 2020-2021 school year due to pandemic restrictions.
<b>Enrollment</b>	55	11	17	N/A			Nil
<b>Credits Attempted</b>	368	45	17	N/A		N/A	N/A
<b>Credits Earned</b>	157	42	15	N/A		N/A	N/A
<b>Success Rate</b>	43%	93%	88.2%	N/A		N/A	N/A

**Appendix B - Ministry of Education Programs (MOE - for Students Under 21 Years of Age) – Summer School**


	<b>Summer School - eLearning</b>	<b>Summer School – Hybrid Classes</b>	<b>Summer Co-Op</b>	<b>Summer Literacy and Numeracy Program</b>
<b>Description</b>	GELA offered 53 different eLearning Courses covering a range of subjects primarily at the senior level. Students are able to take courses that may not normally be offered in their home school and are able to interact with students all across the province. Online learning offers students an educational experience that is engaging and flexible and meets their own unique learning needs.	GELA offered 44 different courses in Grades 9 to 12 in summer school. These hybrid courses consisted of combined synchronous and asynchronous learning. New this year was a selection to upgrade a course.	Due to a reduction in safe work opportunities, Co-Op experiences could not be offered.	The Summer School program for Grades 6, 7 & 8 offered by the Grand Erie District School Board provided pupils the opportunity to improve their Basic Skills in Literacy and Numeracy. The program used the hybrid format involving synchronous and asynchronous learning.
<b>Enrollment</b>	976	547	N/A	75
<b>Credits Attempted</b>	976	547	N/A	N/A
<b>Credits Earned</b>	886	513	N/A	N/A
<b>Success Rate</b>	90.8%	93.8%	N/A	N/A

Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)

	<b>Mature Prior Learning Assessment and Recognition (MPLAR)</b>	<b>Adult Day School Tollgate Campus</b>	<b>Adult Dual Credit</b>	<b>eLearning</b>	<b>Independent Study</b>	<b>Adult Co-op</b>	<b>Personal Support Worker Certificate (PSW)</b>	<b>Family Literacy Program</b>	<b>After School Help Literacy/Numeracy for Current Students</b>
<b>Description</b>	MPLAR is a formal evaluation and accreditation process for secondary school adult learners over the age of 21. This process recognizes the knowledge and skills that adults have acquired, in both formal and informal ways, outside of the regular secondary school setting. MPLAR credits count toward the completion of the OSSD. The MPLAR process for mature students involves three components: individual assessment/equivalency (Grade 9/10), equivalency (Grade 11/12), and challenge (Grade 11/12).	The Adult Day School program is a full or part-time program for adults to complete their OSSD. The City Centre Campus was moved to Tollgate to allow for more streamlined services for adult students in Brantford. We offer four, 9-week sessions per year. Students achieve credits through classroom instruction and teacher-supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	The Adult Dual Credit program continued into its second year in partnership with Fanshawe College in Simcoe and Conestoga College in Brantford. GELA adult students were able to enroll in college courses while completing secondary credits with the support of a GEDSB teacher. The Ministry of Education provided funding to create, implement and monitor this program.	eLearning is a method through which secondary school credit courses are delivered online, using the Ministry's Brightspace platform. There were 60 courses offered which allowed students to study at their own pace in a continuous intake model. With continuous enrollment students do not always earn the credit in the same school year they enrolled.	These courses are independent study booklet courses that allow adult students to work at their own pace. We offered 27 of these courses last year. These courses are continuous enrollment and as such students sometimes don't earn the credit in the same year they enrolled.	Adult Co-op provides an opportunity for adult students to earn Co-op credits at their place of employment. This continuous intake model increases the graduation numbers for employed students. Many of these students are also enrolled in night school credits or eLearning credits. Many students were not able to complete due to COVID-19. They were continued into the current school year and expect success.	The Personal Support Worker Certificate (PSW) program was offered in Brantford. This program is provincially accredited is offered by 23 school boards in Ontario. This program also allows students to earn six secondary school credits. The employment rate at graduation is 98%. This program moved to the John Noble Home to take part in a living classroom environment. COVID-19 provided a significant challenge during this year.	A family literacy program was offered in Norfolk through partnership with the Norfolk Community Help Centre. The Norfolk Community Help Centre provides the location, volunteer staff, meals and free child minding. Adults primarily from the Mennonite community may take classes ranging from beginner reader to advanced literacy classes. These classes increase literacy levels and enables parents to better assist their children academically at home.	This program provides literacy and numeracy support to students who are enrolled in secondary school after the school day or during lunch breaks. Students can attend as needed for additional help with their studies. Continuing education students are also able to access additional assistance throughout the GEDSB area. This is typically available to them twice per week.
<b>Enrollment</b>	(Grade 9/10) 72 (Grade 11/12) 186 Assessments	143	8	534	187	13	40 registered 35 graduates	10	(under 21) 42 (over 21) 11
<b>Credits Attempted</b>	N/A	263	9	960	338	32	201	N/A	N/A
<b>Credits Earned</b>	(Grade 9/10) 306.5 (Grade 11/12) 432.5	97	5	368	129	3	191	N/A	N/A
<b>Success Rate</b>	N/A	74%	55%	38%	38	9%	95%	N/A	N/A



Appendix D – Other Ministry Offerings

	<b>Ministry of Labour, Training and Skills Development (MLTSD)</b>  <b>Adult Non-Credit Language Training English as a Second Language (ESL)</b>	<b>Ministry of Immigration, Refugees and Citizenship Canada (IRCC)</b> <b>- Language Instruction for Newcomers to Canada (LINC) and Care for Newcomer Children (CNC)</b>	<b>Ministry of Labour, Training and Skills Development (MLTSD)</b> <b>Bridges to Success (BTS)</b>	<b>Co-Funded Ministry of Labour, Training and Skills Development (MLTSD) and Ministry of Immigration, Refugees and Citizenship Canada (IRCC)- Coordinated Language Assessment and Referral System (CLARS)</b>	<b>Ministry of Labour, Training and Skills Development</b> <b>- CareerLink - an Employment Ontario Service (EOS)</b>
<b>Description</b>	<p>The Adult Non-Credit Language Program (ESL) offers tuition free language training to adult immigrants in Brantford. Learners enroll in language training with a wide variety of goals in mind, including improving their language skills for daily life, for the labour market or to pursue higher education. New learners must be assessed for their language proficiency levels by a qualified assessor at a CLARS centre.</p> <p>To be eligible, you must be 18 years old, someone whose first language is not English (or French) and:</p> <p>A Canadian citizen, permanent resident, Convention refugee or a refugee claimant; or a provincial nominee, or their dependent; or a temporary foreign worker, or their dependent; or approved as a foreign domestic worker admitted under the Live-In Caregiver Program.</p> <p>Fiscal Year: September 1 – August 31 Program operates from Sept-June</p>	<p>Language Instruction for Newcomers to Canada (LINC) is a program in Brantford offered to adults that are new to Canada. New learners must be assessed for their language proficiency levels by a qualified CLB assessor at a CLARS centre. Care of Newcomer Children (CNC) is an on-site child-minding service available to LINC students. CNC has limited spaces and is subject to availability. To be eligible, you must be of legal school-leaving age and be:</p> <p>A permanent resident of Canada; or a protected person; or a person determined by the Immigration and Refugee Board to be a Convention Refugee; or a person in Canada applying to become a Permanent Resident with initial approval of application.</p> <p>Fiscal Year: April 1 – March 31 Program operates from Sept-June</p>	<p>Bridges to Success (BTS) is an Employment Ontario service funded by the Ministry of Labour, Training and Skills Development (MLTSD) with locations at 1 Market Square (Upper Level) and Dunnville Secondary School. BTS is offered free and offers a continuum of education and training services available to adults over the age of 19. These services are learner-centred, transition-oriented, based on adult learning principles and linked to the broader education and training system as well as the labour force. BTS helps learners prepare for e-learning and adult credit, post-secondary programs, employment and independence needs. BTS also offers a number of topic specific targeted training programs such as:</p> <ul style="list-style-type: none"> <li>• Digital Basics</li> <li>• Customer Service</li> <li>• Office Administration</li> <li>• Family Literacy</li> <li>• Budgeting, Organization and Time Management</li> <li>• G1 Prep</li> <li>• Personal Support Worker (PSW) Prep</li> <li>• Early Childhood Educator (ECE) Prep</li> </ul> <p>Fiscal Year: April 1 – March 31 Program operates year round</p>	<p>The Coordinated Language Assessment and Referral System (CLARS) centre is located at JBLC. All students are provided with a language assessment prior to beginning classes. The assessment allows them to be placed appropriately according to their levels in reading, writing, speaking, and listening skills using the Canadian Language Benchmark Assessment (CLB) Assessment. Itinerant service is also offered on an as needed basis. Clients assessed are referred into the ESL or LINC program.</p> <p>Fiscal Year: April 1 – March 31 Program operates year round</p>	<p>CareerLink is located at 1 Market Street (upper level) in Brantford. Services are provided to assist individuals to identify and reach their employment goals, make informed career choices and approach their job search with focus and confidence. CareerLink also offers supportive services to employers to assist them to meet their staffing and training needs. CareerLink is currently part of a provincial prototype as part of an Employment Transformation program. The program is now also overseen by FedCap Canada, a private company contracted by MLSTD. Employment Consultants offer 1:1 confidential assistance for employment and/or training/education. These services may include:</p> <ol style="list-style-type: none"> <li>a) Resumes, cover letters, references, job interview preparation, client supports (i.e. clothing, transportation, tools) Incentives to clients for employment retention.</li> <li>b) Canada Ontario Job Grant and Second Career</li> <li>c) Job Development – referrals to employers for job trials, apprenticeship, on the job training, coaching and mentoring</li> <li>d) Referrals for Ontario Self Employment Benefit, Job Creation Partnership, Education Upgrading, Ontario Works, ODSP, Canadian Mental Health Association, Business Resource Centre, Adult Credit, Bridges to Success and many more.</li> <li>e) Ongoing collaboration with GELA, Business Resource Centre, Ontario Works, Workplace Safety Prevention Service, Enterprise Brant, and Workforce Planning Board of Grand Erie</li> </ol> <p>Fiscal Year: April 1 – March 31</p>
<b>Number of Clients Served</b>	<p>87 students (Sept 2020-August 2021)</p>	<p>52 students+ 2 children in CNC (April 2020-March 2021)</p>	<p>49 learners (April 2020-March 2021)</p>	<p>35 assessments (April 2020-March 2021)</p>	<p>329 assisted clients 441 served remotely</p>
<b>Success Rate</b>	<p>N/A</p>	<p>N/A</p>	<p>121% overall service quality score</p>	<p>N/A</p>	<p>N/A</p>







# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **Enrolment vs Capacity by School Report**  
**DATE:** January 10, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Enrolment vs Capacity report as information.

**Background:**

Prior to the moratorium on school closures, the Grand Erie District School Board actively participated in pupil accommodation reviews in order to right size its capacity with pupil enrolment. The Ministry has not yet provided updated Pupil Accommodation Review Guidelines (PARG) to school boards; therefore, it is unknown when boards will be able to reinitiate pupil accommodation reviews in the future.

The format of the charts used in this report illustrate classroom space that has been provided for use by community partners and resulting net capacity in use. School capacity does not include space that is leased on a full cost recovery basis to others.

The following table summarizes the **draft** enrolment, school capacity and utilization as of October 29, 2021 with comparative data from October 31, 2020. Elementary utilization has increased to 87.9% (from 84.9%) of capacity and increases to 89.3% when accounting for space provided for community partners. Secondary utilization has decreased from 64.8% to 64.2%.

	Elementary			Secondary			Total		
	Oct 31, 2020	Oct 29, 2021	Change	Oct 31, 2020	Oct 29, 2021	Change	Oct 31, 2020	Oct 29, 2021	Change
<b>Enrolment</b>	17,838	18,468	630	7,649	7,683	35	25,487	26,151	665
<b>School Capacity</b>	21,015	21,015	-	11,799	11,967	168	32,814	32,982	168
<b>% in use</b>	84.9%	87.9%	3.0%	64.8%	64.2%	-0.6%	77.7%	79.3%	1.6%
<b>Surplus Capacity</b>	3,177	2,547	- 630	4,150	4,284	133	7,327	6,831	- 497

*\* Due to the COVID-19 pandemic, enrolment figures for Oct 29, 2021 should be considered DRAFT.*

It should be noted that these draft enrolment numbers, which have not yet been confirmed through the ONSIS verification process, reflect a combination of both virtual and face-to-face students.

School by school data is provided in Appendix A attached.





**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



## Enrolment vs Capacity by School: October 29, 2021

Elementary School Building	Total FTE Enrol. Oct 29/21	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	*Portables	Portapaks	RCMs
Agnes G. Hodge Public School	416	492	85%	76.1		85%			1
Banbury Heights School	377	469	80%	91.9		80%			6
Bellview Public School	208	308	68%	99.9	23.0	73%			1
Bloomsburg Public School	188	268	70%	79.8		70%			
Boston Public School	196	233	84%	37.3		84%			
Branlyn Community School	274	426	64%	151.9	23.0	68%			
Brier Park Public School	312	363	86%	50.6		86%	2		
Burford District Elementary School	421	541	78%	120.3		78%			
Caledonia Centennial Public School	459	366	125%	-93.1		125%	8		
Cedarland Public School	263	348	76%	84.6		76%			
Centennial-Grand Woodlands School	150	326	46%	175.8		46%			
Central Public School	196	190	103%	-5.7		103%	2		1
Cobblestone Elementary School	579	536	108%	-42.8		108%	4		
Courtland Public School	215	294	73%	78.9		73%			
Delhi Public School	395	412	96%	17.2		96%	1		5
Echo Place School	160	213	75%	52.6		75%			
Ecole Confederation	504	547	92%	42.8		92%			4
Ecole Dufferin	303	380	80%	76.7		80%			
Elgin Avenue Public School	235	469	50%	233.7		50%			
Glen Morris Central Public School	170	222	77%	51.7		77%			2
Graham Bell-Victoria Public School	130	305	43%	174.7	23.0	46%			
Grandview Public School	175	334	52%	159.2	23.0	56%			
Greenbrier Public School	225	303	74%	78.1		74%			
Hagersville Elementary School	267	338	79%	71.2		79%			2
Houghton Public School	249	305	82%	56.2	23.0	88%	3		4
J. L. Mitchener Public School	362	420	86%	58.2	46.0	97%			
James Hillier Public School	389	314	124%	-74.5		124%	2		1
Jarvis Public School	378	400	95%	22.0	23.0	100%			9
King George School	267	412	65%	145.5	23.0	69%			
Lakewood Elementary School	580	705	82%	125.4	23.0	85%			
Langton School	174	245	71%	71.1		71%			
Lansdowne-Costain Public School	299	328	91%	29.0		91%			4
Lynndale Heights Public School	433	465	93%	32.1		93%	1		9
Major Ballachey Public School	300	377	80%	76.8	23.0	85%			
Mapleview Elementary School	391	421	93%	30.1	23.0	98%	1		
Mt. Pleasant School	255	236	108%	-19.0		108%	1		
North Ward School	419	504	83%	84.7	23.0	87%			7
Oakland-Scotland Public School	190	225	85%	34.7		85%			
Oneida Central Public School	234	213	110%	-20.7		110%	3		
Onondaga-Brant Public School	231	190	121%	-40.8		121%	2		1
Paris Central Public School	226	259	87%	33.5		87%			
Port Rowan Public School	230	294	78%	64.5		78%			5
Prince Charles Public School	206	300	69%	94.4	23.0	74%			1
Princess Elizabeth Public School	208	294	71%	85.9	23.0	77%			
Rainham Central School	253	297	85%	44.3		85%			3
River Heights School	613	668	92%	55.5		92%	1		12
Russell Reid Public School	267	377	71%	109.8		71%			
Ryerson Heights Elementary School	821	616	133%	-205.3		133%	8		
Seneca Central Public School	170	164	103%	-5.5		103%	1		
St. George-German Public School	400	479	83%	79.4		83%			5
Teeterville Public School	218	272	80%	54.1		80%			
Thompson Creek Elementary School	504	539	93%	35.2		93%			
Walpole North Elementary School	245	236	104%	-8.5		104%	1		
Walsh Public School	410	421	97%	11.2		97%	2		3
Walter Gretzky Elementary	654	498	131%	-155.9		131%	9		
Waterford Public School	413	285	145%	-127.5		145%	6		
West Lynn Public School	245	337	73%	92.5		73%			7
Woodman-Cainsville School	421	236	178%	-184.8		178%	8		1
<b>Total Elementary:</b>	<b>18,468</b>	<b>21,015</b>	<b>87.9%</b>	<b>2547</b>	<b>345</b>	<b>89.3%</b>	<b>66</b>		<b>94</b>

Secondary School Building	Total FTE Enrol. Oct 29/21	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables	Portapaks	RCMs
Brantford Collegiate Institute & Vocational School	999	1260	79%	261		79%			
Cayuga Secondary School	504	927	54%	423		54%			
Delhi District Secondary School	573	546	105%	-27		105%			
Dunnville Secondary School	278	978	28%	700	21.0	29%			
Grand Erie Learning Alternatives	61	168	36%	107		36%			
Hagersville Secondary School	333	801	42%	468		42%	1		
McKinnon Park Secondary School	694	558	124%	-136		124%	10		
North Park Collegiate & Vocational School	1036	1386	75%	350		75%	4		
Paris District High School	834	948	88%	114		88%	4		
Pauline Johnson Collegiate & Vocational School	826	1374	60%	548		60%			
Simcoe Composite School	588	1083	54%	495		54%			
Tollgate Tech Skills Centre	273	630	43%	357	21.0	45%	1	2	
Valley Heights Secondary School	394	702	56%	308		56%			
Waterford District High School	353	606	58%	253		58%			
<b>Total Secondary:</b>	<b>7,744</b>	<b>11,967</b>	<b>64.7%</b>	<b>4223</b>	<b>42</b>	<b>64.9%</b>	<b>20</b>	<b>2</b>	

NOTE: Portables reflect November 2021 figures







# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **Quarterly Budget Report**  
**DATE:** January 10, 2022

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Quarterly Budget Report for the three months ended November 30, 2021 as information.</p>
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### Background

Consistent with Policy - Budget Development Process, the Quarterly Budget Report for the three months ended November 30, 2021 is attached.

### Additional Information

Similar to the 2021-22 Revised Budget Estimates report shared with Trustees at the December 13, 2021 Board Meeting, the update for the first quarter represents information that reflects the first 3 months of the school year. The attached report illustrates those changes on the financial dashboard with revenue and expenditure details on the subsequent pages.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

Grand Erie District School Board  
2021-22 Revised Estimates Dashboard  
For the period ended August 31, 2022

Summary Comparison of 2021-22 Revised Budget versus 2021-22 Estimates Budget

(\$ Figures in Thousands)	21-22 Estimates	21-22 Revised	Variance	
			\$	%
<b>Revenue</b>				
Provincial Grants (GSN)	297,571	305,867	8,296	2.8%
Grants for Capital Purposes	4,838	3,872	(966)	-20.0%
Other Non-GSN Grants	9,129	13,902	4,773	52.3%
Other Non-Grant Revenues	8,387	8,302	(85)	-1.0%
Amortization of DCC	18,419	16,815	(1,604)	-8.7%
<b>Total Revenue</b>	<b>338,344</b>	<b>348,759</b>	<b>10,414</b>	<b>3.1%</b>
<b>Expenditures</b>				
Classroom Instruction	231,391	238,793	7,402	3.2%
Non-Classroom	28,887	29,648	761	2.6%
Administration	7,897	8,732	835	10.6%
Transportation	14,360	14,677	317	2.2%
Pupil Accommodation	50,617	49,812	(805)	-1.6%
Contingency & Non-Operating	5,192	8,284	3,092	59.5%
<b>Total Expenditures</b>	<b>338,344</b>	<b>349,945</b>	<b>11,601</b>	<b>3.4%</b>
<b>In-Year Surplus (Deficit)</b>	<b>-</b>	<b>(1,187)</b>	<b>(1,187)</b>	<b>-</b>
Prior Year Accumulated Surplus for compliance	2,960	5,998	3,039	102.7%
<b>Accumulated Surplus (Deficit) for compliance</b>	<b>2,960</b>	<b>4,812</b>	<b>1,852</b>	<b>62.6%</b>

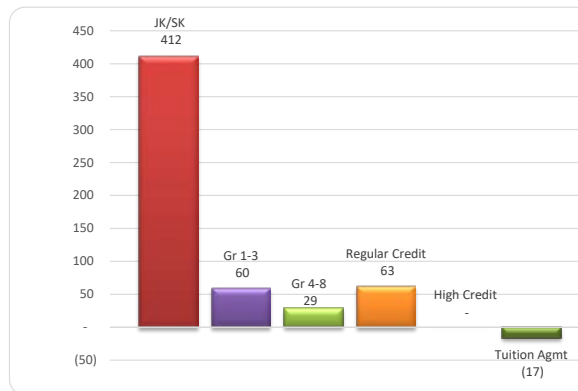
Summary of Enrolment

ADE	21-22 Estimates	21-22 Revised	Variance	
			#	%
<b>Elementary</b>				
JK/SK	3,036	3,448	412	13.6%
Gr 1-3	5,530	5,590	60	1.1%
Gr 4-8	9,402	9,431	29	0.3%
<b>Total Elementary</b>	<b>17,968</b>	<b>18,468</b>	<b>500</b>	<b>2.8%</b>
<b>Secondary &lt;21</b>				
Regular Credit	7,061	7,124	63	0.9%
High Credit	40	40	-	0.0%
Tuition & Visa	427	410	(17)	-4.0%
<b>Total Secondary</b>	<b>7,528</b>	<b>7,574</b>	<b>46</b>	<b>0.6%</b>
<b>Total Board</b>	<b>25,496</b>	<b>26,042</b>	<b>546</b>	<b>2.1%</b>

Summary of Staffing

FTE	21-22 Estimates	21-22 Revised	Variance	
			#	%
<b>Classroom</b>				
Teachers	1,632.7	1,684.0	51.3	3.1%
Early Childhood Educators	122.0	123.0	1.0	0.8%
Educational Assistants	350.5	358.5	8.0	2.3%
<b>Total Classroom</b>	<b>2,105.2</b>	<b>2,165.5</b>	<b>60.3</b>	<b>2.9%</b>
School Administration	226.3	230.3	4.0	1.8%
Board Administration	65.0	67.5	2.5	3.8%
Facility Services	211.4	219.4	8.1	3.8%
Coordinators & Consultants	43.0	40.5	(2.5)	-5.8%
Paraprofessionals	52.5	56.0	3.5	6.7%
Child & Youth Workers	17.0	19.5	2.5	14.7%
IT Staff	31.0	34.0	3.0	9.7%
Library	12.8	12.8	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	6.0	6.0	-	0.0%
Continuing Ed	8.1	8.1	-	0.0%
Trustees	14.0	14.0	-	0.0%
<b>Non-Classroom</b>	<b>693.0</b>	<b>714.1</b>	<b>21.1</b>	<b>3.0%</b>
<b>Total</b>	<b>2,798.2</b>	<b>2,879.6</b>	<b>81.4</b>	<b>2.9%</b>

Changes in Enrolment: Budget v Forecast



**Grand Erie District School Board**  
**2021-22 Revised Estimates Dashboard**  
**Revenues**  
**For the period ended August 31, 2022**

(\$ Figures in Thousands)

	Budget Assessment				Material Variance Note
	2021-22 Estimates	2021-22 Revised	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
<b>Grant Revenues</b>					
Pupil Foundation	141,223	144,748	3,525	2.5%	a.
School Foundation	20,715	20,983	268	1.3%	
Special Education	38,195	39,874	1,679	4.4%	b.
Language Allocation	4,403	4,403	-	0.0%	
Supported School Allocation	29	29	(0)	(1.6%)	
Rural and Northern Education Funding	629	749	120	19.1%	c.
Learning Opportunities	4,459	5,308	849	19.0%	d.
Continuing and Adult Education	1,515	1,391	(123)	(8.1%)	e.
Teacher Q&E	28,094	28,601	507	1.8%	
ECE Q&E	1,614	1,826	212	13.2%	f.
New Teacher Induction Program	138	138	(0)	(0.2%)	
Restraint Savings	(80)	(80)	-	0.0%	
Transportation	13,659	13,852	194	1.4%	
Administration and Governance	7,493	7,652	159	2.1%	
School Operations	26,789	27,226	437	1.6%	
Community Use of Schools	360	360	-	0.0%	
Declining Enrolment	595	422	(173)	(29.0%)	g.
Indigenous Education	2,685	3,226	541	20.2%	h.
Support for Students Fund	2,816	2,816	-	0.0%	
Mental Health Workers Allocation	509	567	58	11.4%	
Safe Schools Supplement	504	514	10	2.0%	
Program Leadership	965	999	34	3.6%	
Permanent Financing - NPF	262	262	0	0.1%	
<b>Total Operating Grants</b>	<b>297,571</b>	<b>305,867</b>	<b>8,296</b>	<b>2.8%</b>	
<b>Grants for Capital Purposes</b>					
School Renewal	2,937	2,937	-	0.0%	
Temporary Accommodation	262	346	84	32.1%	i.
Short-term Interest	200	200	-	0.0%	
Debt Funding for Capital	2,934	2,934	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(1,495)	(2,545)	(1,050)	70.2%	j.
<b>Total Capital Purposes Grants</b>	<b>4,838</b>	<b>3,872</b>	<b>(966)</b>	<b>(20.0%)</b>	
<b>Other Non-GSN Grants</b>					
Priority & Partnership Fund (PPF)	3,464	5,033	1,570	45.3%	k.
Provincial COVID-19 Funding	3,092	6,185	3,092	100.0%	l.
Other Federal & Provincial Grants	2,573	2,684	111	4.3%	
<b>Total Non-GSN Grants</b>	<b>9,129</b>	<b>13,902</b>	<b>4,773</b>	<b>52.3%</b>	
<b>Other Non-Grant Revenues</b>					
Education Service Agreements - Six Nations	5,688	5,715	27	0.5%	
Education Service Agreements - MCFN	594	534	(60)	(10.1%)	
Other Fees	145	145	-	0.0%	
Other Boards	210	210	-	0.0%	
Community Use & Rentals	865	751	(114)	(13.2%)	m.
Miscellaneous Revenues	885	947	62	7.0%	
<b>Non Grant Revenue</b>	<b>8,387</b>	<b>8,302</b>	<b>(85)</b>	<b>(1.0%)</b>	
<b>Deferred Revenues</b>					
Amortization of DCC	18,419	16,815	(1,604)	(8.7%)	n.
<b>Total Deferred Revenue</b>	<b>18,419</b>	<b>16,815</b>	<b>(1,604)</b>	<b>(8.7%)</b>	
<b>TOTAL REVENUES</b>	<b>338,344</b>	<b>348,759</b>	<b>10,414</b>	<b>3.1%</b>	

**Explanations of Material Grant Variances**

- a. Increase in revenue as a result of higher enrolment, specifically in the JK/SK grades.
- b. Increase as a result of a rise in enrolment as well as significant deferred revenue from 2020-21.
- c. Increase due to the utilization of deferred revenue from 2020-21.
- d. Increase due to deferred revenue from 2020-21.
- e. Decrease due to lower than anticipated enrolment in some programs.
- f. Increase due to number of staff and placement on salary grid.
- g. Decrease as a result of higher enrolment; intended to smoothen abrupt changes in enrolment.
- h. Increase due to significant amount residing in deferred revenue from 2020-21.
- i. Increase due to deferred revenue from 2020-21.
- j. Reduction in revenue due to the increases in the capitalization of technology.
- k. Increase as a result of additional PPFs announced by the Ministry for targeted initiatives.
- l. Increase as a result of Ministry announcement providing COVID-19 support funding for the second half of 2021-22.
- m. Decrease due to the impact restrictions will have in the volume of community use of schools permits.
- n. Decrease as a result of lower amortization than previously forecasted.

**Notes:**

- 1. 2021-2022 Estimates Budget as approved by the Board in June 2021



**Grand Erie District School Board**  
**2021-22 Revised Estimates Dashboard**  
**Expenses**  
**For the period ended August 31, 2022**

(\$ Figures in Thousands)

	<b>Budget Assessment</b>				Material Variance Note
	2021-22 Estimates	2021-22 Revised	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
<b>Classroom Instruction</b>					
Teachers	170,541	174,099	3,559	2.1%	a.
Supply Teachers	6,254	7,366	1,112	17.8%	b.
Educational Assistants	18,966	19,259	292	1.5%	
Early Childhood Educators	6,798	6,850	52	0.8%	
Classroom Computers	4,497	5,345	848	18.9%	c.
Textbooks and Supplies	8,117	8,793	676	8.3%	d.
Professionals and Paraprofessionals	9,926	10,695	769	7.7%	e.
Library and Guidance	5,214	5,220	6	0.1%	
Staff Development	678	765	87	12.8%	
Department Heads	401	401	-	0.0%	
<b>Total Instruction</b>	<b>231,391</b>	<b>238,793</b>	<b>7,402</b>	<b>3.2%</b>	
<b>Non-Classroom</b>					
Principal and Vice-Principals	14,620	14,591	(29)	(0.2%)	
School Office	6,783	7,282	499	7.4%	f.
Co-ordinators and Consultants	6,002	5,544	(458)	(7.6%)	g.
Continuing Education	1,483	2,231	748	50.4%	h.
<b>Total Non-Classroom</b>	<b>28,887</b>	<b>29,648</b>	<b>761</b>	<b>2.6%</b>	
<b>Administration</b>					
Trustees	362	361	(1)	(0.2%)	
Director/Supervisory Officers	1,494	1,494	0	0.0%	
Board Administration	6,041	6,877	836	13.8%	i.
<b>Total Administration</b>	<b>7,897</b>	<b>8,732</b>	<b>835</b>	<b>10.6%</b>	
<b>Transportation</b>	<b>14,360</b>	<b>14,677</b>	<b>317</b>	<b>2.2%</b>	
<b>Pupil Accommodation</b>					
School Operations and Maintenance	25,188	26,008	820	3.3%	j.
School Renewal	2,937	2,937	-	0.0%	
Other Pupil Accommodation	3,496	3,496	-	0.0%	
Amortization & Write-downs	18,996	17,371	(1,625)	(8.6%)	k.
<b>Total Pupil Accommodation</b>	<b>50,617</b>	<b>49,812</b>	<b>(805)</b>	<b>(1.6%)</b>	
<b>Contingency &amp; Non-Operating</b>	<b>2,099</b>	<b>2,099</b>	<b>-</b>	<b>0.0%</b>	
<b>COVID-19 Expenditures</b>	<b>3,093</b>	<b>6,185</b>	<b>3,092</b>	<b>100.0%</b>	l.
<b>TOTAL EXPENDITURES</b>	<b>338,344</b>	<b>349,945</b>	<b>11,601</b>	<b>3.4%</b>	

<b>Explanations of Material Expense Variances</b>	
a.	Increase in salaries due to increase of 51.3 teaching staff.
b.	Increase to staff absenteeism costs, including casual rate wage increases.
c.	Increase due to additional Data Centre purchase, devices for EAs, buyout of iPads and support for connectivity and network costs
d.	Increase to due texts, materials and resources requirements; primarily funded through PPFs.
e.	Increase due to new positions in IT as well as deferral of SEA equipment costs from 2020-21.
f.	Increase due to introduction of credit cards to school cash online as well as investments in clerical support (hours and positions)
g.	Decrease due to re-classification of TCs. New roles directed at students and classrooms.
h.	Increase costs due to new funding targeting the PSW Financial Support PPF.
i.	New Finance software, in addition to new roles added to support board administration (Privacy, Communications, Labour). Increase also includes administrative PPF (EEAF) to support the recruitment process in Human Resources
j.	Increase as a result of additional staff, purchase of a vehicle, increases in utilities and increases in contracts (Snow, Grass and Security) as well as an investment in the Menstrual Equity project.
k.	Decrease as a result of lower amortization than previously forecasted.
l.	Increased expenses as a result of additional funding received for COVID PPFs.

**Notes:**

- 2021-2022 Estimates Budget as approved by the Board in June 2021



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F4 Trustee Honoraria**  
DATE: January 10, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy F4 Trustee Honoraria.**

## Background

Policy F4 Trustee Honoraria was circulated to all appropriate stakeholders for comments to be received by November 24, 2021.

## Comments Received

- Comment: Unsure why the calculations for trustee’s honorarium have been suggested to be removed from the policy - A clear statement to our stakeholders about how the honorarium is calculated without going to the regulation is part of open and honest government

**Response:** Amended to include a link to the regulation. This will prevent the need to revise the policy when changes are made to the regulation.
- Comment: The attendance amount (357/07 7 (2) of \$50.00 for attendance at statutory committees is available for the trustees, if the Board so chooses

**Response:** Acknowledged.
- Comment: Suggest adding a process for deciding on the attendance amount if adding an attendance amount is requested.

**Response:** This would need to be considered during the approval of the Trustee Honoraria report presented annually.
- Comment: a number of items in this policy appear redundant or are already embedded in the regulation – suggestion to remove redundant items

**Response:** Amended.

## Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

## Next Steps

This approved Policy will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



# POLICY

F4

## Trustee Honoraria

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

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

### Policy Statement:

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

### Accountability

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

~~**Term of Office:** A year of a member's term of office shall be set in accordance with the Ontario Education Act, specifically Ontario Regulation 357/06 "Honoraria for Board Members".~~

### Procedures:

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

### References:

- ~~• [O. Reg. 357/06: Honoraria for Board Members: https://www.ontario.ca/laws/regulation/060357](https://www.ontario.ca/laws/regulation/060357)~~





# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Jennifer Tozer, Superintendent of Human Resources  
RE: **HR118 Occasional Teacher Evaluation**  
DATE: January 10, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure HR118 Occasional Teacher Evaluation**, as information.

### Background

Procedure HR118 Occasional Teacher Evaluation was circulated to all appropriate stakeholders for comments to be received by November 24, 2021.

### Comments Received

1. Comment: Can an occasional teacher of less than 4 months request an evaluation?  
**Response:** Comment considered – there is nothing prohibiting an occasional teacher from requesting an evaluation in an assignment of less than 4 months, but there is no requirement for the principal to complete one.
  
2. Comment: Title – ‘Occasional teacher evaluation’, but procedure #1 refers to ‘Performance appraisal process’ should language be consistent?  
**Response:** Comment considered – the occasional teacher evaluation is the performance appraisal process. We will un-capitalize the words ‘performance appraisal’ so that it doesn’t appear to be a separate process.
  
3. Comment: 2f – add guardians  
**Response:** Comment considered – legal guardians added.
  
4. Comment: 2l – should this include student in this area when they can be part of the IEP process.  
**Response:** Comment considered - no change made as it is not necessary to outline the IEP process in this procedure. Included full titles for Individual Education Plans and Learning Resource Teacher.
  
5. Comment: #4 – should VP be added here since they are referenced in #1 and other places?  
**Response:** Comment considered – change made. Updated grammatical areas in this section for consistency.
  
6. Comment: 5c – is the title correct – should it be Superintendent of Human Resources?  
**Response:** Comment considered – change made
  
7. Comment: Appendix A – should there be a retention statement on this document  
**Response:** Comment considered – this document is filed in the personnel file. We follow the retention schedule regarding personnel files.

8. Comment: Remove 3(e) as this could be an assumption and could label people.  
**Response:** Comment considered – change made.
9. Comment: Update the observable indicators for safe and inclusive learning environments based on the Ministry’s Equity Action Plan.  
**Response:** Comment considered - changes made.
10. Comment: Remove reference to contract teachers in section 2  
**Response:** Comment considered - change made. Moved h) to d) due to importance of instructional strategies in evaluation process.
11. Comment: Basic Assumptions area not necessary as already requirements of principal and the evaluation process.  
**Response:** Comment considered - changes made. Moved section a) to 4 as this is more appropriately included as part of the evaluation process. 3 (b) to (f) removed.

**Additional Information**

As a result of these comments, revisions have been made to the Procedure and a draft revised procedure is attached. Accountability section was removed.

**Next Steps**

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

Respectfully submitted,

Jennifer Tozer  
Superintendent of Human Resources



# PROCEDURE

# HR118

## Occasional Teacher Evaluation

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

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

### Accountability:

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

### Procedures:

#### 1. Purpose

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

#### 2. Expectations

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

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

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

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



### 3. ~~Basic Assumptions~~

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

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

### 4.3. Evaluation Requirements

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

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

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

### 5.4. The Evaluation Process

The evaluation of an occasional teacher can be initiated by:

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

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

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

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

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

The date of the classroom observation is pre-determined by both parties and recorded on the Occasional Teacher Evaluation form. The observable indicators listed for each performance expectation are possible ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do not all need to be demonstrated during the teacher's assignment.

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

Copies will be distributed as follows:

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

### **6.5 Unsatisfactory Evaluations**

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

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

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

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

<b>Performance Expectations</b>	<b>Possible Observable Indicators (not exhaustive, not all indicators need to be demonstrated)</b>	<b>Outcome</b>
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> <li>Follows appropriate legislation, local policies and procedures with regard to student safety and welfare</li> <li>Ensures and models <u>bias-free assessment equitable, fair and inclusive environments.</u></li> <li>Values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, gender identity, gender expression, sexual orientation, race, disability, age, religion, culture or similar factors</li> <li><u>Communicates information from a bias-free, multicultural perspective Implements culturally relevant and responsive teaching and assessment practices</u></li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> <li>Models and promotes the joy of learning</li> <li>Effectively motivates students to improve student learning</li> <li>Demonstrates a positive rapport with students</li> <li>Promotes polite and respectful student interactions</li> <li>Develops clear and achievable classroom expectations with the students</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> <li>Demonstrates care and respect for students by maintaining positive interactions</li> <li>Addresses inappropriate student behaviour in a positive manner</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> <li>Exhibits an understanding of the Ontario curriculum when teaching</li> <li>Presents accurate and up-to-date information</li> <li>Demonstrates subject knowledge and related skills</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		

Performance Expectations	Possible Observable Indicators (not exhaustive, not all indicators need to be demonstrated)	Outcome
Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> <li>• Applies knowledge about how students develop and learn physically, socially and cognitively</li> <li>• Chooses pertinent resources for development of instruction</li> <li>• Organizes subject matter into meaningful units of study and lessons</li> <li>• Uses a clear and consistent format to plan and present instruction</li> <li>• Uses a variety of effective instructional strategies</li> <li>• Models and promotes effective communication skills</li> <li>• Uses instructional time in a focused, purposeful way</li> <li>• Assists students to develop and use ways to access and critically assess information</li> <li>• Uses available technology effectively</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> <li>• Shapes instruction so that it is helpful to all students, who learn in a variety of ways</li> <li>• Responds to learning exceptionalities and special needs outlined in the IEP by modifying instructional and assessment strategies to ensure needs of special students are met</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Utilizes a variety of evidence-based assessment and evaluation strategies	<ul style="list-style-type: none"> <li>• Uses a variety of techniques to report student progress</li> <li>• Engages in meaningful dialogue with students to provide feedback during the teaching/learning process</li> <li>• Gathers accurate data on student performance and keeps comprehensive records of student achievement</li> <li>• Uses a variety of appropriate assessment and evaluation techniques</li> <li>• Uses ongoing reporting to keep both students and parents informed and to chart student progress</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Summary Comments:		

**Outcome of Evaluation**

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

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

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

**Date:**       yyyy/mm/dd      

**Date:**       yyyy/mm/dd      

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







# Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary of the Board  
FROM: Liana Thompson, Superintendent of Education  
RE: **Policy P01 Service Provision for Students with Special Education Needs**  
DATE: January 10, 2022

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Policy P01 Service Provision for Students with Special Education Needs** to all appropriate stakeholders for comment to be received by **February 24, 2022**.

### Background

Policy P01 Service Provision for Students with Special Education Needs is a new policy. This policy is based on the Policy P1 – Special Education Guiding Principles, which went out for comment in the 2020-21 school year. There was a deferral in bringing this policy back from comment for approval in order to review it against the lens of the draft Accessibility for Ontarians with Disabilities Act (AODA) Education Standards K-12 document. During this same timeframe, focused work in governance took place at the Board level and it has been established that procedures be removed from policy document.

The Policy was reviewed for input with Grand Erie stakeholders. During this review, it became clear that the information in the policy is also included in Grand Erie’s Special Education Plan, Standard 2 – The Board’s General Model for Special Education.

### Additional Information

Policy P01 Service Provision for Students with Special Education Needs is attached for circulation to stakeholders for comment. A reference to Grand Erie’s Special Education Plan – Standard 2 – The Board’s General Model for Special Education is referenced in the policy. If this policy is approved by the Board of Trustees, Policy P1 – Special Education Guiding Principles will be rescinded.

### Next Steps

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

### Grand Erie Multi-Year Plan

This report supports the Well-Being and Belonging indicators of Learn Lead Inspire and the following statements: we build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner; and we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Liana Thompson  
Superintendent of Education





**Service Provision for Students with Special Education Needs**

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

**Policy Statement:**

Grand Erie District School Board programs and services are delivered in safe and enabling environments that promote success for students with special education needs. An enabling environment is positive, inclusive, provides for full participation of all students, and fosters student independence, belonging, and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/guardians and other involved agencies. Using all available information to understand each child's unique strengths and needs, responsive instructional and assessment practices are implemented. Policies and programs in Grand Erie serve students with disabilities within the context outlined in the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, and/or the AODA, 2005 and the Ethical Standards for the Teaching Profession.

**Reference:**

- [Grand Erie's Special Education Plan](#), Standard 2, The Board's General Model for Special Education



## Special Education Guiding Principles

Board Received:

March 27, 2017

Review Date:

April 2021

### Policy Statement:

Grand Erie District School Board special education programs and services are delivered in safe and enabling environments in order to promote success for students with special education needs. An enabling environment is positive, inclusive and fosters student independence and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/guardians and other involved agencies, using all available information to develop an understanding of each child's unique strengths and needs, and to program in the most appropriate manner.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success –
  - Access to educational opportunities for all students
  - Students receive program in most enabling environment
  - Partnerships to support student needs are developed and promoted, within the board and in the community (see SO108 – Community Service Providers and Schools Working Together)
  - Training and support for classroom teacher, early childhood educator, and other school support staff are apparent
  - Resources are allocated to meet the most urgent student safety and learning needs

Special education programs and services within the Grand Erie District School Board are guided by the following eight principles. See Appendix A for more description:

1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.
4. The goal for all schools is to create environments that consider and include the learning needs of all students.
5. Resources are provided to support students to become independent in reaching their educational goals.
6. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.
7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.
8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.



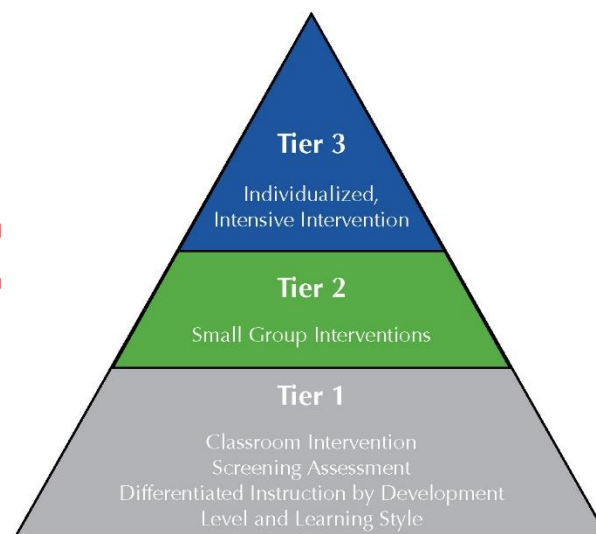
## Guiding Principles in Special Education

1. **All students can succeed. Success looks different for different students.**

In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program. Programs are developed to challenge students to achieve at a greater level, while building in regular opportunities for success. Student success is measured by their achievement of the goals outlined in their Individual Education Plan (I.E.P.).

2. **Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.**

Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that using a tiered approach to the identification of learning needs in the classrooms provides assessment and instruction that are responsive to student needs. Supports are organized and offered based on student need. In Tier 1 students meet their educational goals in a whole class setting, with supports provided. In Tier 2 students require small group support in order to meet their educational goals. In Tier 3, students may require an alternative setting or individualized support in order to meet with success. When individualized support is required, it is time-limited and every effort is made to support the student to move to small group or whole class instruction as soon as possible. Very few students require Tier 3 support. We believe that the education of every child is the collective responsibility of every adult within a school community.



3. **Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.**

Schools within the Grand Erie District School Board represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.

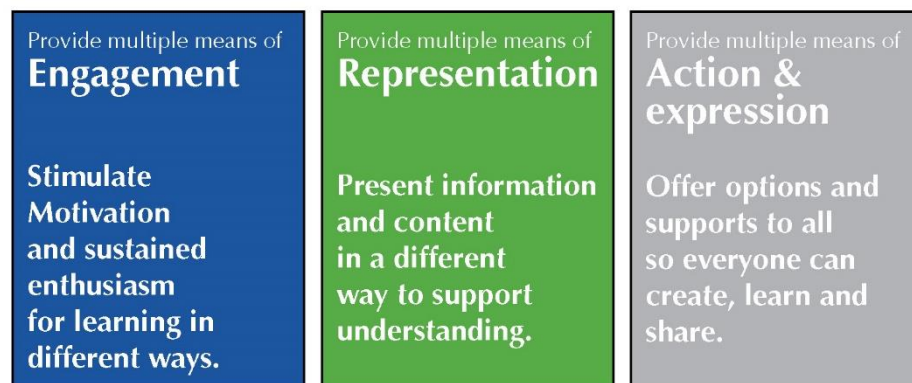
Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of

talents and abilities and that our classroom learning environments must be accessible to all. Classroom physical and learning environments can be made accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning.

We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics.

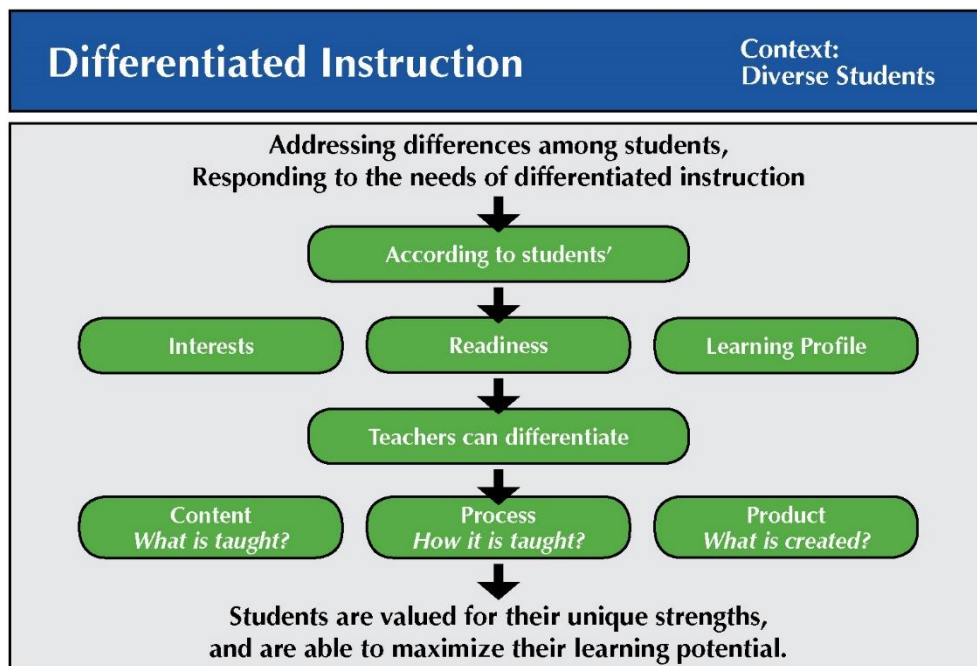
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

### Universal Design for Learning



Universal Design for Learning: 3 principles

### Differentiated Instruction



**4. The goal for all schools is to create environments that consider and include the learning needs of all students.**

The culture of the school is essential in fostering an attitude of inclusion and the school principal takes the lead in building an inclusive school culture. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and invites students and their parents to actively participate in the educational process.

An attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. While consultation with specialized personnel may help the regular classroom teacher and early childhood educator deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents, school staff, system special education support staff and the student, as appropriate. In most cases it must be demonstrated that the student has had adequate opportunity to access program in a regular classroom setting and that the regular classroom is not meeting the individual needs of the student before a self-contained classroom placement is considered.

An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities. Inclusion can occur during both instructional and non-instructional time and is based on providing the optimum experience for the student to meet with success in the integrated setting.

**5. Resources are provided to support students to become independent in reaching their educational goals.**

While education supports the special learning needs of students, it does not treat children for medical, mental health and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment for students, if this is required. In the school setting, supports to promote student well-being are implemented.

**6. The classroom teacher and early childhood educator are the primary supports for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.**

Human resource supports are organized to support the classroom teacher and early childhood educator, so that students can remain in their community schools for as long as it is in their best educational interests.

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher and early childhood educator, are the primary means by which special education needs are identified and addressed. The regular classroom teacher and early childhood educator play a central role in the process of identifying special needs, coordinating the additional supports to build a better understanding of an individual student and developing an Individual Education Plan (I.E.P.) to address these needs. Our respect for the regular classroom teacher and early childhood educator is reflected in the allocation of resources to develop their skills on an on-going basis. Effective special educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers and early childhood

educators, must be supported by in-service, coaching materials and planning resources that target these areas.

At the school level, special education support for the classroom teacher and early childhood educator will be provided by the Learning Resource Teacher. To the greatest extent possible, this support should be delivered within the classroom setting.

In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued members of the student's support team, providing shared support to students. This means that the Educational Assistant is not allocated solely to one child and the movement of Educational Assistants at regular intervals is encouraged. It is in this way that schools work to minimize the dependency that can be created by an over-reliance on one individual staff member or one level of service.

System special education support staff build the capacity of schools to meet the broad range of student special education needs. Specialized supports within the Grand Erie District School Board, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, System Learning Resource Teachers and system non-teaching staff - Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Counsellors, Communicative Disorders Assistants and Lead Educational Assistants - are accessed through the School Resource Team.

It is recognized that the success of special education programs depends on the quality of the staff delivering the program. Selection of suitable, qualified personnel is as important as on-going training.

- 7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.**

Early identification of learning needs - and programming to address them - is part of classroom planning for all students. Where significant academic challenges persist, special education services, including access to self-contained placements, may be appropriate.

If a student's needs can be met in a regular classroom with *accommodations* and *modifications*, placement should be in a regular classroom in the home school.



Accommodations or Modifications?	
Accommodations	Modifications
Do <b>NOT</b> fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.	Do <b>Fundamentally</b> alter or lower expectations or standards in instructional level, content, or performance criteria.
Provide equal <b>ACCESS</b> to learning and equal <b>OPPORTUNITY</b> to demonstrate what is learned	Provide student meaningful and productive learning experiences based on individual needs and abilities.
Grading and credit is the <b>SAME</b> as typical student	Grading and credit are <b>DIFFERENT</b>

Self-contained class placements are a more defined environment within the education system. The individual needs of some students with specific exceptionalities are such that placement within a self-contained class can also be the most enabling. Programs in self-contained settings will be *alternative* to a regular class program. Alternative programming addresses various aspects of student need that are not specifically represented in the Ontario curriculum. These may include social skills, self-help skills, life skills, self-advocacy skills, self-regulation skills and the learning of new behaviours. Alternative curriculum expectations must be related to the student's exceptionality and individualized according to the student's needs.

Self-contained placements are offered within the Grand Erie District School Board recognizing that learning needs and long-term educational outcomes vary based on student exceptionality. For some exceptionalities, placements offer time-limited but intensive support in order to address specific, identified needs that will enable students to achieve educational goals within their home school. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-regulation skills required for success in a regular classroom.

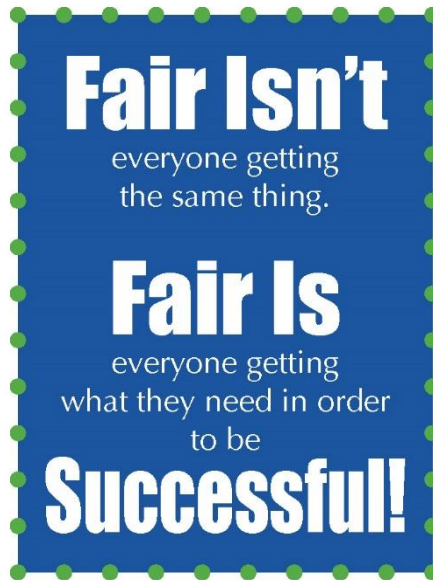
When a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade due to their developmental needs, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in their best interests. For example, a student with a developmental disability then continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students who are identified formally as a result of the blanket testing of grade 3 students will receive effective programming within the regular classroom, but could choose at some point to access enrichment or gifted-class opportunities. Access to any alternative programs must be based on assessment data and supported by the School and Resource Team.

Educational implications of participation in self-contained programs should be discussed with the parents and students through the Identification, Placement and Review Committee (I.P.R.C.) planning process, as well as part of Individual Educational Plan (I.E.P.) development, Annual Goal setting and Transition Planning. If the long-term goal for a student is the completion of an Ontario Secondary School Diploma or Ontario Secondary School Certificate of Achievement,

self-contained class placement must be time limited to enable the development of the non-academic skills required for success in regular classes (i.e. independent work completion and goal setting, time management, organization, peer relationships, planning etc.). If the long-term goal for a student is the completion of a Certificate of Accomplishment, then opportunity for continued placement until June the year the student turns the age of 21 must be ensured.

Current Version - to be rescinded

8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.



We believe that students need to be provided with programs and supports in an equitable manner. Equitable does not mean equal treatment for all students. Students will receive programs and support based on assessment data that will help them to meet with success in their individualized programs. There are many ways that program supports and services are provided to students that vary from student to student but decrease the barriers faced by those students in meeting with success.

For example, some students may require technology use in a whole class setting, other students may require the support of an Educational Assistant working in a small group setting, and others may require placement in a self-contained classroom with a smaller number of students and a focus on alternative learning goals. Other students may require changes to the content, delivery and assessment of their programs as outlined by their classroom teachers in their Individual Education Plans.



# Grand Erie District School Board

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TO: JoAnna Roberto, Ph.D., Director of Education and Secretary  
FROM: April Smith, Superintendent of Program K-12 (Teaching and Learning)  
RE: **SO121 Request to Attend a School Outside the Home Area**  
DATE: January 10, 2022

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure SO121 Request to Attend a School Outside the Home Area</b> to all appropriate stakeholders for comments to be received by <b>February 24, 2022</b>.</p>
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### Background

Procedure SO121 Request to Attend a School Outside the Home Area was approved by the Board in November 2017 and has been identified for review.

### Additional Information

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

### Next Steps

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

Respectfully submitted,

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





# PROCEDURE

SO121

## Request to Attend a School Outside the Home Area School ~~Area~~

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Accountability:

- ~~1. Frequency of Reports — As Needed~~
- ~~2. Criteria for Success — The opportunity to apply to attend school outside home school area available to all students~~  
~~Approval will be limited~~  
~~Process followed in fair and equitable manner.~~

### **Procedures**

We believe that all students should attend their home area school according to their designated attendance area determined by their primary address in which they are residing with their parents/guardians.

### **Elementary School Students**

- The decision to approve requests for attendance outside the home area school (out-of-area) is based primarily on school enrolment, including but not limited to the following: school operating capacity at the requested school; board compliance with mandatory Ministry class size caps and district averages; school organizations; and, profiles of the requested ~~school (e.g., compensatory education, special education classes).~~
- Requests to attend a school outside the home area school ~~area~~ must be made on the appropriate "Request to Attend a School Outside the Home Area School ~~Area~~" form (Appendix B), by the parent or guardian to the Principal of the requested out-of-area school. The out-of-area school Principal will send all requests to the Family of Schools Superintendent of Education (Family of Schools). Requests for the following school year may be submitted each year beginning on January 1.
- The request must clearly state the rationale to register outside of the "Home Area School ~~Area~~".
- Parent/Guardians will be notified in writing of the outcome of their application by the end of June.
- All approvals are for the designated school year only. Requests must be re-submitted annually for approval by the out-of-area school Principal.
- Disputes over attendance requests will be referred to the Superintendent of Education responsible for the requested school.

### Secondary School Students

1. The decision to approve requests for attendance outside the home area school ~~area~~ is based primarily on school enrolment, including but not limited to the following: school operating capacity at the requested school; board compliance with mandatory Ministry class size caps and district averages; school organizations; and, profiles of the requested school (e.g., compensatory education, special education classes).
2. Each request to attend a school outside the home area school ~~area~~ will be determined by the out-of-area school Principal based on the school's ability to accommodate program requests.
3. Disputes over attendance requests will be referred to the Superintendent of Education responsible for the ~~requested~~ out-of-area school.

### Additional Considerations

1. All requests will be dealt with in the order in which they are received.
2. Transportation for students attending an out-of-area school is the responsibility of the parent/guardian. Courtesy transportation for students attending an out-of-area school may be provided by the Board, based on current transportation policy, FT6.
3. Approved out-of-area courtesy school transportation may be discontinued at any time that the seating is required by a "right to ride" pupil.
- ~~3.4.~~ A school transfer could affect eligibility to participate in sports.

## APPENDIX A



## SO121 Request to Attend a School Outside the Home Area School - Elementary Manual

### 1. Previously Approved Out-of-Area Students

~~All students previously approved, on or before September 2016, As of September 2016, all students who have been previously approved~~ for out-of-area attendance will be approved to attend the receiving out-of-area school until Grade 8 graduation. This provision does not include siblings who have not received approval prior to June 2016.

For students who meet the criteria outlined as above, the out-of-area school Principal will count the student as part of school organization numbers when submitting enrolment during the staffing process, as they do not need to apply yearly as per the criteria above.

### 2. New K-Grade 8 Out-of-Area Applications

- a. The out-of-area school Principal will advise parents to register their child in the Home Area School until notice of determination has been received.
- b. Parents must complete a "Request to Attend a School Outside the Home Area School-Area" form (Appendix B) and have this acknowledged and signed by the home area school Principal. The home area school Principal will send the acknowledged request to the out-of-area school Principal. The out-of-area school Principal can begin receiving requests on January 1<sup>st</sup> for the following school year.
- ~~c. The Principal will advise parents to register their child in the Home School until notice of determination has been received.~~
- c. The out-of-area school Principal ~~of the requested school~~ will acknowledge and send a copy of the acknowledged and signed "Request to Attend a School Outside the Home Area School Area" form to the ~~Family of Schools (FOS)~~ Superintendent of Education (Family of Schools), for all students.
- d. In consultation with the ~~FOS~~ Superintendent of Education (Family of Schools), the out-of-area school Principal will make a determination by the end of June regarding the request and will notify the parent(s)/guardian(s) in writing.
- e. Once a student has received permission to attend an out-of-area school, the out-of-area school Principal ~~of the receiving school~~ will notify the student's home area school.

APPENDIX B



REQUEST TO ATTEND A SCHOOL OUTSIDE THE HOME AREA SCHOOL AREA

Please Print Clearly

Please check one:  JK  SK  Gr.1  Gr.2  Gr.3  Gr.4  Gr.5  Gr.6  Gr.7  Gr.8

Student OEN: \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_ Year / Month / Day

Student's Name: \_\_\_\_\_  
Last First

Parent/Guardian Name: \_\_\_\_\_  
Last First

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Area School: \_\_\_\_\_

Requested Out-of-Area School: \_\_\_\_\_ School Year Requested: \_\_\_\_\_

Reason for Request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I UNDERSTAND THAT:**

- Completion of this form does not guarantee placement at the requested out-of-area school.
- Requests are granted in very rare circumstances.
- I must register my child at their home area school and make appropriate daycare arrangements, if needed.
- If this application is approved, it is for **ONE SCHOOL YEAR ONLY**. Transportation for students attending an out-of-area school is the parent's/guardian's responsibility.
- I will be notified of the final decisions by the end of June.

I agree with the terms set out in this application form. I have received a copy of this form.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

HOME AREA SCHOOL

RECEIVING OUT-OF-AREA SCHOOL

Acknowledgement of Request

~~Acknowledged Request is Approved~~ Acknowledged:  Yes  No

Home School Principal's Signature: \_\_\_\_\_

Receiving Out of Area School Principal's Signature \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

~~Request in Approved~~

School Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Schools – Please Note: The requested out-of-area school must make copies of this form for its own file, the home area school and the parent. This form must be delivered to the requested out-of-area school and then sent by the out-of-area school to the appropriate applicable Superintendent of Education (Family of Schools) office.





# OPSBA Submission Regarding 2022-23 Education Funding and the GSN (Grants for Student Needs)





ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

**Leading Education's Advocates**

**Ontario Public School Boards' Association**  
439 University Avenue, 18th Floor  
Toronto, ON M5G 1Y8  
Tel: (416) 340-2540  
Fax: (416) 340-7571  
www.opsba.org

Cathy Abraham  
President

W.R. (Rusty) Hick  
Executive Director

December 1, 2021

The Honourable Stephen Lecce  
Minister of Education

Dear Minister:

The Ontario Public School Boards' Association (OPSBA) welcomes the opportunity to respond to the Ministry of Education's 2022-2023 Education Funding Guide, and to share key areas of funding to support student achievement and well-being. Our submission reflects feedback from students, trustees, the OPSBA Indigenous Trustees' Council, member board business officials, and senior OPSBA staff. Similar to past practice, we have also connected with the Council of Senior Business Officials (COSBO) and are aligned in our Guide recommendations.

Many boards continue to face funding pressures that have been exacerbated by the pandemic, and we want to acknowledge our appreciation for the recent release of the second half of the federal COVID-19 funding. This funding will allow school boards to continue to responsibly plan for safe and effective mitigation measures for the remainder of the school year. Some boards will continue to need a degree of flexibility to manage in-year deficits resulting from the COVID crisis and we are asking again for the government's support in permitting those boards to prepare plans that lead to balanced budgets.

Of note, we have included a comprehensive section in our submission to reflect our suggestions regarding student mental health and re-engagement. This is an area of great importance to our Association, which has been underscored by the COVID-19 pandemic. The suggestions align and support the feedback from OPSBA's [Transitioning from the COVID 19 School Experience](#) discussion paper and the meetings held by the Education Partners Discussion Table. This group, which has over 30 organizations represented, has met monthly to identify key education priority areas and has begun to propose recommendations for transformative change in schools to enable all students and staff to thrive. Some of the co-created recommendations are included in this GSN submission related to Mental Health Supports, Technology and Bandwidth and Equity, Diversity and Inclusion.

As part of our internal consultation process, OPSBA recently conducted a survey among our Board of Directors. Nearly 67% of responding member boards said they will require additional funding to cover areas for COVID-19 support. Respondents noted that long-term commitments of dedicated funding would be appreciated to ensure students and staff are supported when

addressing the burgeoning mental health and learning support needs in all schools. If it is determined that school boards will continue enacting public health protocols in the near-term, support for additional PPE will be required.

School boards noted the following additional COVID-19-related funding needs: mental health resources for staff and students, early intervention and learning gap supports, additional school-based staff, technology and broadband for students who were unable to connect in a reliable manner, virtual school administration, sick leave and replacement staffing, pandemic management/reporting expectations, ventilation and filtration costs, and supports for school administration to reflect demands placed on them. Many of these supports will be required even if the pandemic subsides.

The survey also showed that the top four post-pandemic areas of funding concern noted by school boards are Special Education, Mental Health Supports (including Student Learning Supports), Student Transportation, and Capital Funding.

In addition, at the last OPSBA Annual General Meeting, two policy resolutions were approved that we wish to share for funding considerations:

- 1) Research Funding – OPSBA is seeking additional funding for the equivalent of two full time Research Officers, per school board, to support the new Board Improvement and Equity Plan (BIEP) and the collection of identity-based data on educational outcomes, as directed by the Ministry of Education.
- 2) Funding for Indigenous Trustee Positions in School Boards – OPSBA is requesting that the ministry revise Ontario Regulation 462/97, First Nations Representation on Boards, or provide an alternative mechanism, in order for boards to have a process to add an additional, funded designated Indigenous Trustee. (This would be to support those school boards that do not meet the threshold of identified Indigenous students or have local agreements.)

Finally, below are unique funding areas that we also ask the ministry to consider:

*Labour Relations:* All current collective agreements expire on August 31, 2022, and OPSBA will be bargaining for fair, inclusive agreements, which will require full funding and will need to reflect the changes in program delivery resulting from the pandemic. We would also encourage the government to extend the availability of any unspent funding contained in the current collective agreements that boards have been unable to use because of COVID-19.

*Executive Compensation:* With a virtual freeze on broader public sector executive compensation for over ten years now, we are seeking adjustments for this group on a go-forward basis. It is critical for recruitment and retention, with the freeze having already resulted in very significant turnover in key roles.

*Accessibility:* OPSBA responded to the K-12 Education Standards Development Committee's development of proposed Kindergarten to Grade 12 (K-12) education standards and the related initial recommendations report in October 2021. Many of our comments concerned a lack of funding to meet the expectations of the proposed recommendations, as well as the 2025 deadline under the AODA. Our response can be found on our [website](#).



OPSBA appreciates the government's responsiveness regarding the TVO mandate allowing school boards and TVO to continue to do what they each do best and to work collaboratively to grow and enhance the quality of online learning credit courses. To support the implementation of the two online credit graduation requirement, beginning in 2022-23, OPSBA recommends the Ministry of Education establish a steering committee to prioritize the development and revision of course offerings and to regularly review and respond to implementation progress as required. The composition of the ministry committee would include OPSBA representation, school board leaders, school board online experts, OeLC and TVO leadership.

OPSBA has, for many years, advocated for the education system to be "fully-funded." A fully-funded system is one in which school boards receive sufficient funding to cover the costs of the programs they deliver and reflects inflation and other cost increases.

In closing, school boards require strong, predictable and equitable education funding in order to set the conditions that promote and sustain improved student achievement and well-being. We always want to stress that education funding is not a one-size-fits-all approach. Every community and school board has its own local context that needs to be considered to maximize student outcomes and therefore school boards require local flexibility.

Sincerely,



Cathy Abraham  
President  
Ontario Public School Boards' Association

cc.

Nancy Naylor, Deputy Minister (Education)  
Andrew Davis, Assistant Deputy Minister (Education)  
Dasha Androusenkov, Deputy Director, Stakeholder Relations (Minister's Office)

The Ontario Public School Boards' Association represents English public district school boards and public school authorities across Ontario, which together serve more than 1.3 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA is seen as the credible voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions.

## 2022-23 Education Funding Guide

OPSBA has connected with the Council of Senior Business Officials (COSBO) and we are aligned in many of our recommendations on the areas of discussion proposed in the Ministry of Education's 2022-23 Education Funding Guide.

### **Mental Health Supports**

Please see our recommendations for mental health supports that are referenced on page 7.

### **Reducing Administrative Burden and Red Tape**

Public education has regular and transparent reporting with many accountability measures in place. We recognize that the government has introduced several pieces of legislation (i.e. Bill 13, Supporting People and Businesses Act, 2021) to address the issue of multiple and unnecessary reports and this has been appreciated.

We note that COSBO has specific recommendations for this including the reporting of occasional teachers, the use of consistent reporting templates for Priorities and Partnerships Funds (online vs. Excel), streamlining the funding source for the New Teacher Induction Program and High Skills Major Program (currently both in GSN and PPF), and duplicate reporting requirements for certain plans. We also support the request to include timelines within transfer payment agreements so that reporting expectations are known prior to due dates.

In addition, there are two significant policy/regulation changes that OPSBA recommends, which will significantly support the funding of needed capital projects in school boards:

OPSBA recommends:

- Lifting the moratorium on school closures and releasing the revised Pupil Accommodation Review Guidelines (PARG).
- Amending the Education Development Charge (EDC) regulation to allow for flexibility for non-eligible boards to collect EDCs and increase the EDC rates to accurately match actual land purchase costs.

### **The Learning Opportunities Grant (LOG)**

We continue to ask that the Ministry of Education use more current data sets than the 2006 Census information for the Demographic Allocation, which is used to determine the LOG amounts for each board. This information is very outdated and could significantly impact students at the local level.

OPSBA recommends:

- Using current data taken from the long-form census and also using authentic benchmarks for funding calculations.
- Considering demographic information as part of a Board Improvement and Equity Plan.

### **Urban and Priority High Schools**

OPSBA understands that this funding has been provided to 40 high schools in 12 school boards in the Greater Toronto and Hamilton Area, London, Ottawa, Waterloo, and Windsor. These are urban areas that are faced with challenges such as students experiencing poverty, students having conflicts with the law, academic achievement issues and the lack of access to community resources. Funding is driven by several socio-economic factors and selection is determined by a needs impact value.

OPSBA recommends:

- Updating the list based on the most recent data, which may result in additional boards qualifying for funding. Boards are currently collecting demographic data on staff and students and that data could support this update through a common reporting tool.
- Reporting on the allocation be done through the Student Success lead.

**The New Teacher Induction Program (NTIP)**

OPSBA agrees that the first few years of teaching are a critical time for new educators and supports the resources dedicated to orientation, mentoring and professional learning. We are unclear about the value of a province-wide benchmark for this program as the number of new teachers entering each year varies significantly by board.

OPSBA recommends:

- Establishing standard learning opportunities in August or at the beginning of employment. Faculties of education could be potential partners in this work.
- Allowing for release time for mentors and mentees for coaching and check-ins.

# **OPSBA's Priority Funding Areas**

## **MENTAL HEALTH SUPPORTS**

OPSBA continues to support the implementation of a comprehensive and coordinated mental health and addictions strategy. With long-standing data indicating that approximately one in five children and youth in Ontario have a mental health challenge, early investments in school-based mental health and addictions services will yield long-term benefits for the health care system and the wellness of students and future generations. Currently, due to the circumstances surrounding COVID-19, the prevalence of mental health issues among students and staff has risen significantly.

A number of studies have documented the increased prevalence of mental health concerns among children and youth during the pandemic (e.g., Hospital for Sick Children, 2021). When coupled with a recent report by Children's Mental Health Ontario (2020) showing increasing wait times for mental health services, these data confirm the growing need for services provided by mental health professionals in schools and elsewhere. Similarly, there are recent reports from school boards suggesting a dramatic increase in the number and severity of mental health concerns. It is also important to emphasize the need for further efforts and strategies to support staff mental health at all levels in the education sector.

These realities necessitate the development of a staged three-to-five-year strategic "Grants for Student Needs" funding plan to support school boards, schools, educators, students, parents/guardians, and families as they transition from the COVID-19 school experience.

From a healthy classroom perspective there has never been more evidence to support the compelling need to balance and integrate curricular and mental health and well-being expectations into every classroom. School transformation over the next five to 10 years must incorporate this as a critical underpinning. Although the primary responsibility resides with the Ministry of Education, interministerial collaboration is essential to remedy a fractured and significantly underfunded continuum of care.

Mental health and equitable student outcomes are inextricably linked. A strong pre-condition for all school-based mental health services are school boards and schools that operate through an anti-racism, anti-oppressive stance. It is important to ensure that interventions are culturally responsive or can be transformed to meet the needs of the students served. For this work to be effectively incorporated into daily practice, there must be training and resources for all staff, which will require funding and resource development.

Appendix A lists all of the evidence-based resources and structures that are currently in place to support mental health in schools and that continue to require a concerted effort to have them consistently accessed, promoted and delivered within all 72 school boards.

All of the recommendations below reflect long-standing mental health and well-being needs at the school, system and community level, which were exacerbated during the pandemic, raising concerns over its longer-term impact. There needs to be a collective understanding that mental health and well-being requires a sustained predictable commitment of government funding to effectively address the increased need for supports and services for students, staff and families for the foreseeable future.



OPSBA recommends:

- The Ministry continue to annually increase the funding for School Mental Health Ontario's (SMHO) infrastructure that reflects current system needs and long-term sustainability.
- That the equivalent funding of a full-time position be implemented in all 72 school boards for each of the next three years for a designated School Board Staff Mental Health Lead to coordinate with the student mental health lead in support of healthy classrooms. Professional learning, training and provincial coordination should be integral to support this position (\*see rationale below).
- A continued focus on expanding school-based resources, supports and services (e.g., mental health promotion, early identification, prevention and intervention) for children, youth and their families.
- Reviewing the already overcrowded Ontario curriculum to include and appropriately balance student mental health and well-being expectations with other learning expectations. Curriculum revisions require sufficient implementation time, resources, professional learning and training with an appropriate balance of expectations.
- Prioritizing funding to support sustained, ongoing, incremental, iterative professional development opportunities (e.g., job-embedded approaches, a coaching model) to eliminate the negative schooling outcomes associated with all forms of historic systemic discrimination. This is a precondition for culturally responsive, identity-affirming mental health support.
- A continued increase in the number of school-based mental health professionals (social workers, psychologists, guidance counsellors, child and youth workers, school mental health workers) to address the significant increase in the number and severity of students requiring support.
- A continued increase in community agency supports and services to eliminate wait lists for sufficient and timely pathways to care across the province, especially in northern, remote and rural areas.
- Investment in a system of care that includes community mental health, public health, hospitals, cultural/faith partners that has students and families at the centre, ensuring that community mental health centres focus primarily on intensive services and are staffed sufficiently for this role.
- Ensuring a focus on mental health supports for transitional youth, especially youth transitioning to post-secondary settings, with an even greater focus in this area due to the pandemic.
- Providing additional resources for attendance counsellor support and credit recovery/rescue support, especially to reengage students and families as a result of remote learning and COVID-19 as indicated through the increase in home schooling.
- The provincial government strongly advocate to the federal government for mental health supports and services in First Nations, band-operated schools, proportional to supports available in provincially funded schools.
- Marketing careers in the mental health sector.
- Pre-service teacher programs include mental health and well-being learning that is aligned with School Mental Health Ontario resources/supports being delivered in Ontario school boards.

### \* **School Board Staff Mental Health Lead Rationale**

In 2011-12, OPSBA proposed the staged implementation of school board mental health leads to support students in all 72 school boards. In conjunction with the leadership of School Mental Health Ontario, this successful strategy has been integral to creating coordinated school board and provincial mental health action plans, development of evidence-based resources, building staff capacity over time and facilitating key community connections.

There are no mentally healthy classrooms and students without mentally healthy school and board staff. Given the stressors linked to supporting students during the pandemic, there is an identified need to replicate this successful model by creating a similar position that designates a School Board Staff Mental Health Lead to support staff. Although an Employee Assistance Program (EAP) is a helpful staff resource, this position by comparison is designed as a proactive strategy to build capacity for healthy classrooms. Ideally, this Lead position would be a registered health professional with defined areas of competence related to adult mental health and workplace mental health.

Over the last number of years there have been many requests of the student mental health leads to support staff mental health, which is inconsistent with the original intent of the role and diverts key resources/supports away from escalating student-based mental health needs. Given the current realities related to staff mental health, it is recommended that the equivalent funding of a full-time position be implemented in all 72 school boards for each of the next three years. This staff mental health lead position would directly champion the priority of staff mental health, and work in tandem with the Student Mental Health Lead to coordinate, align and implement strategies and practices to build, maintain and sustain healthy classroom environments for students and staff. This dual-pronged approach will lead to improved, sustainable outcomes for both students and staff.

Implementing this strategy will demonstrate the incredible value that we collectively place on school and board staff. It will intentionally promote inclusive and productive learning and teaching environments needed for all members of the school community to thrive.

OPSBA would be pleased to be part of an education partner working group to further develop this strategy.

### **EQUITY, DIVERSITY AND INCLUSION (EDI)**

Schools play a critical role in providing educational pathways that ensure equitable learning outcomes. As such, educators must have access to data, tools and resources for the purposes of achieving equitable student outcomes, including those identified in school board improvement and equity plans (BIEPs). This commitment relies on the continuous analysis of learning outcomes for all students in order to support constructive critique of past practices and promising new approaches.

The experiences of students' learning during the pandemic has shed a stronger light on the latent effects of historic patterns of discrimination. They have also underscored the urgent call to disrupt these systemic patterns and structures by transforming existing curricula, systems of support, and commitments to equity.

OPSBA recommends the Ministry of Education develop a three-to-five-year plan that:

- Funds the equivalent of two full time Research Officers, per school board, to support the new Board Improvement and Equity Plan (BIEP) and the collection of identity-based data on educational outcomes, as directed by the Ministry of Education.
- Prioritizes sustained funding for ongoing, incremental, iterative professional development opportunities (e.g., job-embedded approaches, a coaching model) that support effective transformative instruction that results in equitable learning outcomes. Transformative instruction includes elements such as: identity-affirming classrooms; students' sense of belonging; and culturally relevant pedagogy.
- Recognizes the complexities of the transition to a de-streamed curriculum and dedicates funding for the development of appropriate learning resources and student supports that facilitate differentiated instruction.
- Incorporates supportive interventions in the early years that optimizes student and family engagement and sense of belonging, e.g., use of Universal Design for Learning (UDL).

## **SPECIAL EDUCATION**

Special Education continues to be an area that is underfunded given the prevalence and complexity of student needs. This is even more significant where community services and supports are not readily available or easily accessible and have been highlighted and exacerbated during COVID-19. These students could now potentially have even more significant learning gaps that need to be intentionally addressed.

OPSBA recommends:

- Predictable and responsive funding that reflects the ongoing specialized needs of students who require special education supports and/or services.
- Continued review of the special education grant components to ensure they are reflective of the current school board realities.
- A comprehensive review to fully understand the issue of assessment wait times, gaps in services and access to professional staff across the province in order to provide timely and relevant supports to students and their families. This is more acute in northern, rural, and remote communities.
- That special education and specifically autism supports and services continue to be reviewed and revised to meet the student and family needs, especially as it relates to the impact of COVID-19 on learning and well-being.
- Predictable and stable funding to ensure that all learning spaces, educational equipment and teaching practices are fully accessible, under the *Accessibility for Ontarians with Disabilities Act* and associated regulations under the Act, for all students to engage and thrive in all aspects of school.
- Continued support for the valuable contributions that our school treatment centres offer to students and their families, and for locally seconded staff.

## **INDIGENOUS EDUCATION**

OPSBA's Indigenous Trustees' Council continues to advocate for enhanced and focused funding for all First Nations students in publicly funded schools, and consistent with its identified priority of Advancing Reconciliation, believes support extends to ensuring gaps for on-reserve

and off-reserve Indigenous students. As part of its core belief in ensuring equity, funding must be targeted to allow all First Nations students the opportunity to achieve a provincial standard, regardless of where they live, and whether they are included under an Education Services Agreement/Reciprocal Education Approach (ESA/REA).

2021 has represented a pivotal change in Canada's relationship with all First Nations People, and First Nations communities. The ongoing discovery of the graves, mostly unmarked, of children who died while in the care of Canada's Residential School System and as part of government policy, has ushered in a new era of responsibility of understanding, teaching, learning, and accepting this country's shared history.

Supporting and strengthening Indigenous Education continues to be a priority for First Nations, for OPSBA, and for governments across the country. Advancing Reconciliation in support of the recommendations of the Truth and Reconciliation Commission is a major focus of OPSBA's Indigenous Trustees' Council and is one of OPSBA's key priorities. It must be understood that protecting and revitalizing culture, and recognizing that culture and language are inseparable, is necessary for reconciliation and history to be reclaimed.

A lack of broadband access is an issue for many Indigenous students, which has been even more problematic in the ongoing pandemic environment. Achievement gaps have the potential to widen between those who have technological access and those who do not. Investing in this is critical to the educational future of these students.

Annualized funding with a long-term commitment to supporting the development of First Nations educational leaders will provide a growing pool of talent and mentorship for Indigenous youth.

OPSBA recommends:

- The provincial government appropriately fund and demonstrate its commitment to accurately represent Canada's legacy of Residential Schools, by developing a mandatory "Residential Schools" Curriculum for all students to be required to be taught, as part of the Ontario Secondary School Diploma (OSSD). Included in such funding would be supports for teaching staff, curriculum support and professional development that allows for a provincially mandated credit bearing course, and also the ability for collaboration at the local level between First Nations and school boards to embed locally developed content, reflecting local history.
- Improved funding for dedicated Indigenous language instruction, taught by accredited Indigenous language speakers. Programming and staffing, such as graduation coaches, should be enhanced, particularly at the secondary level to support Indigenous languages, and land-based teaching.
- Investing and expanding broadband access for Indigenous students.
- Supporting the promotion and development of Indigenous people into teaching positions and teachers into leadership positions – such as school principals and vice-principals, supervisory officers, and directors of education – to advance reconciliation.

## **NORTHERN AND RURAL CHALLENGES**

OPSBA's northern and rural members continue to identify the unique needs and challenges their communities face, which include difficulty attracting and retaining employees, limited specialized professionals and services (as they relate to filling board positions in the areas of



Mental Health and Well-Being, Special Education Resource, Experiential Learning and Trades, and Language teachers, specifically Indigenous Language teachers), limited and loss of community employers, and overall geography.

Student transportation continues to be a major issue when considering the availability and shortage of qualified drivers, length of routes, extreme temperatures, and the costs of ground and air transportation for Indigenous students from remote northern communities who attend public schools in urban communities.

Northern students also face many additional hardships and inequities in the area of access due to insufficient broadband capability and/or costly internet services. This continues to impact students and creates an even wider gap in areas such as e-learning access and virtual learning worlds.

The rising cost of capital projects due to the limited access to construction materials in all trades, combined with a lack of tradespeople and the soaring costs of energy resources and fuel in our northern, rural, and remote areas, continues to place major pressures on our systems.

There is a mental health crisis in northern communities that boards are also attempting to support as a point of first contact, and this has only been intensified by COVID-19. Flexible funding that each individual board can use to address local issues must be considered. Every effort must be made to address these issues to maximize student engagement, improve achievement, promote and support student mental health and well-being, and improve graduation rates and preparation for future endeavours.

OPSBA recommends:

- Consulting with northern boards and authorities when determining funding packages.
- Implementing board and authority-specific needs assessments as part of funding decisions.
- Allowing increased flexibility in the teaching qualifications for specialized staff in northern regions.
- Acting on the list of identified needs and short and long-term strategies and recommendations outlined in our [December 4, 2019 letter](#).
- Commit to an ongoing dialogue between northern government decision-makers and education leaders.

## **PROFESSIONAL LEARNING**

Building capacity for teachers, education workers and school administrators is an essential component for a successful provincial education system. When school staff participate in professional learning and training, it promotes professional dialogue and reflective practice and facilitates alignment of classroom and instructional practice with the school and school board improvement and equity plan. These important collaborative professional learning activities produce the necessary cohesion and synergy for improving student achievement.

OPSBA recommends:

- Delivering responsive, relevant professional learning and training that has direct application to improving learning and working conditions in classrooms and schools, while building staff confidence and maximizing engagement.

- Providing ongoing professional development in multiple formats – virtual, collaborative inquiry (TLLP), or job-embedded, so they are not just linked to Professional Activity (PA) Days.

## **FRENCH AS A SECOND LANGUAGE (FSL)**

OPSBA has recently completed a three-year Ontario Labour Market Partnership initiative with the Ministry of Labour, Training and Skills Development entitled *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario*. This initiative was in response to concerns raised by OPSBA member boards about the growing gap between the number of students enrolling in French language programs and the recruitment and retention of sufficient numbers of FSL teachers and support staff. This issue has become an increasing challenge for all English language public school boards in Ontario. School boards continue to struggle with providing opportunities for student and parent choice for FSL options and this has been especially exacerbated during COVID-19.

Issues relate to:

- Significant accommodation pressures causing multiple boundary changes leading to a lack of predictability for families
- Inability to recognize French Immersion as a rationale for capital projects
- Significant transportation costs not recognized for this "optional program"
- A lack of sufficient numbers of language-proficient French teachers at both the elementary and secondary level as well as French language ECE's and other education workers
- Limiting Core French to only 600 hours of instruction, which begins in Grade 4 rather than starting earlier in Grade 1
- Maintaining English track viability in dual track schools
- Relocating English track students out of neighbourhood schools to accommodate French immersion.

OPSBA recommends:

- Continuing the proactive focus on FSL teacher supply and demand in an effort to alleviate significant school board pressures and to more accurately reflect the current reality of parent/guardian choice in a plurilingual society.
- Continuing to support innovative workable solutions as outlined in OPSBA's Labour Market FSL Initiatives to fund the ongoing collaborative work of the multisectoral FSL Labour Market Partnership to:
  - Mobilize the research findings from Phase I, II and III of the labour market partnership report with English-language publicly funded school boards in order to deepen understanding of the factors affecting FSL teacher recruitment, hiring, professional support and retention.
  - Facilitate the implementation of promising strategies and practices in English-language publicly funded school boards that directly affect the recruitment, hiring, professional support and retention of FSL teachers.
  - Implement the Specialized High Skills Major Non-Profit in Education stream dedicated to FSL Core, French Immersion and extended French students.

## **SKILLED TRADES AND APPRENTICESHIPS**

OPSBA applauds the government's recent efforts to promote the skilled trades and apprenticeships. OPSBA would like to see even more focus at the provincial and local elementary and secondary school level to help students develop positive attitudes toward the trades and be provided with more "hands on" and experiential learning opportunities. An apprenticeship focus can easily be expanded and integrated into existing vocational school programs and through secondary school experiential and cooperative education programs, as well as Specialist High Skills Majors. This will involve balancing and/or shifting funding levels for commencing an apprenticeship to secondary schools rather than only in post-secondary and employment settings.

OPSBA recommends:

- Supporting continued funding for the Ontario Youth Apprenticeship Program and the Specialist High Skills Major programs, but also request that the government expand relevant opportunities for students to begin to earn apprenticeship hours while in secondary school and address the issue of a lack of skilled trades' education and apprenticeship options for Indigenous students in Indigenous communities.
- Providing dedicated funding for renovations in secondary school facilities and new construction to provide shop programs to support careers in the trades (Grades 7 to 12)
- Support for amendments that will change the journey person to apprentice ratio for all trades to increase student access to these career opportunities.
- A continued targeted marketing and communications plan, specifically directed at parents, students, educators and employers, to further elevate skilled trades to a respected and desirable pathway.

## **CAPITAL AND FACILITIES FUNDING**

Boards spend considerable time and effort developing their Long-Term Program and Accommodation Strategy in a manner that balances student enrolment and equitable access to programming. They also take into consideration the use of schools by local child care partners and community groups. In many areas, schools remain community hubs and need to be supported for their widespread and after school usage.

It is important for capital projects (new builds, additions, and retrofits) to be announced regularly and predictably, and they need to reflect the local needs of the school board. Delays between approvals and funding flowing have led to increased costs for goods and services, particularly seen during the pandemic. These are typically absorbed by the board.

Any improvements to the Approval to Proceed process would be greatly appreciated and allow boards to keep students in their home school environments longer.

OPSBA recommends:

- Continuing to provide funding for capital maintenance for heating, ventilation and air conditioning systems, as well as structural, mechanical and electrical repairs. This is even more critical in the COVID-19 era.
- Continuing to release Capital Priority project funding on a regular planning cycle.
- Providing transparency in the decisions for why capital projects are approved and denied.

- Increasing capital funding benchmarks to reflect the increased cost of construction (related to supply chain/material shortages/labour shortages).
- Review and amend Ontario Regulation 193/10: Restricted Purpose Revenues, to allow school boards more flexibility in how they use monies received from selling surplus board properties.

## **STUDENT TRANSPORTATION**

The main transportation issues for school boards continue to be ride times, driver retention, funding, and school bus safety. Many boards regularly overspend their transportation budgets to meet their own unique needs. OPSBA remains a member of the Ministry of Education’s Student Transportation Advisory Group (STAG). The last update (August 5, 2021) indicated that next steps included “a potential funding option centred on a needs-based funding approach which can incorporate a benchmark framework and a volume-based approach built on province-wide common reference standard to improve consistency in funding across the province, as well as a review of contracting practices.” The transportation funding benchmark has remained unchanged in two consecutive GSN announcements, disregarding the fact that tendered contracts have annual increases in costs that school boards have had to absorb.

OPSBA recommends:

- Providing regular updates as to the next steps of the STAG.
- Considering the unique student transportation circumstances and needs that each board (northern, rural and urban) faces. This would also include supporting student participation in field trips, sporting events and extracurricular activities.
- Committing to the investment of increased funding to attract and retain school bus drivers.
- Update the transportation funding benchmark to reflect increased costs.
- Convening a working group with the Ministry of Municipal Affairs and the Ministry of Transportation to discuss and develop shared busing options for students.

## **TECHNOLOGY AND BROADBAND**

The pandemic has reinforced the importance of in-person learning and the role schools serve as hubs for learning, critical social interaction and community connection. It has also reinforced that technology can play an important supplementary role in student learning.

Investments need to continue for school boards to support the classroom experience for staff and students through access to computers and software. The ministry should also provide funding to allow school boards to provide students with quality devices and create equitable access to reliable, affordable internet bandwidth, which is needed beyond the school setting and currently lacking in many rural, remote, northern and Indigenous communities. Lack of this infrastructure across the province continues to create gaps in equitable learning opportunities for vulnerable and marginalized student populations. We are also aware of boards that are facing increased challenges associated with the costs and limitations of software licensing agreements, which were heightened during emergency remote learning.



OPSBA recommends:

- Implementing a predictable cycle of evergreen technology funding so that all students and staff have ready access to technology devices for individual use, as needed, to support learning and working.
- Ensuring corresponding funding for IT departments to meet the increased demand for technology support for staff, students and families.
- Continuing the work of the Broadband Modernization Program to ensure there is equitable and timely access to improved technology infrastructure for all school boards across the province by regularly connecting with school boards to identify areas where infrastructure gaps remain.
- Reinstating the dedicated funding for the procurement of licenses for educational software (previously coordinated by the Ontario Software Acquisition Program Advisory Committee [OSAPAC]).
- That the provincial government strongly advocate to the federal government for technology and broadband supports and services in First Nations, band-operated schools proportional to supports available in provincially funded schools.
- Prioritizing funding to support sustained professional learning opportunities (e.g., job-embedded approaches or a coaching model) to support effective pedagogical design for the integration of technology in the classroom.

## **2022 MUNICIPAL AND SCHOOL BOARD ELECTIONS**

In previous election years (2010, 2014 and 2018) OPSBA worked with the Ministry of Education's Governance and Leadership Branch and the Ontario Education Services Corporation on the creation of, and revision to, several resources. As we begin to prepare for the 2022 elections, our objectives will be:

- To promote and increase the awareness for the role of democratic locally elected school board trustee (and their contribution to public education)
- To encourage a more diverse group of individuals to consider becoming a trustee candidate
- To increase overall voter turnout for municipal and school board elections

OPSBA recommends:

- The Ministry of Education soon confirm secured funding to support the creation and/or revision of election resources.
- The Ministry of Education co-develop with school board and trustee associations orientation sessions for the next term of trustees.
- A coordinated strategy targeted at potential trustee candidates to learn about the role and responsibilities of school boards and elected trustees.
- Support for mandatory and consistent trustee governance orientation and Professional Development.

## Appendix A: What are we currently doing to support student mental health?

Through School Mental Health Ontario and school boards, structures, systems, and programming have been created to support effective implementation of research-based, culturally responsive school mental health practices in schools. The listing below summarizes some of the tools and supports available to support student mental health through the pandemic and beyond. The key is to ensure sufficient time for continuing to build awareness of these resources, training of the resources, coordinate and implement the resources for the various identified audiences.

Audience	Sample Resources	Brief Description
Students	<a href="#">Student MH LIT</a>	Four-lesson mental health literacy for secondary students. Watch the two-minute overview video <a href="#">here</a>
	<a href="#">Anxiety Shareables</a>	Set of social media shareables focused on coping with stress and anxiety, developed with ThriveSMH student reference group
	<a href="#">Equity and Allyship Shareables</a>	Set of social media shareables focused on equity within mental health, developed with ThriveSMH student reference group
	<a href="#">Grounding Shareables</a>	Set of social media shareables focused on grounding techniques, using acronyms like SOLID with associated prompts
	<a href="#">ThriveSMH Instagram</a>	A student-led Instagram account developed by SMH-ON's student reference group, ThriveSMH
	<a href="#">Guided Video Series</a>	Series of videos that students can use to help with relaxation techniques like visualization and calm breathing
	<a href="#">Help-Seeking Resources</a>	Set of tools to promote student help-seeking, reduce stigma, and articulate pathways to support (pocket and screen reader versions)
	<a href="#">Topics in mental health</a>	Information sheets on topics that may be relevant for secondary school students
	<a href="#">Tools for Adult Allies</a>	Set of tools to support adults who encourage and facilitate student voice and leadership in the mental health promotion space
Parents / Caregivers	<a href="#">Suicide Prevention Resources</a>	Tools to help parents understand, identify, and respond to signs of suicidal ideation and behaviour (in multiple languages)
	<a href="#">Early identification resources</a>	Tools to help parents recognize signs of a mental health problem
	<a href="#">Topics in mental health</a>	Information sheets on topics that may be relevant for parents and caregivers (e.g., substance use prevention, digital technology use, wellness promotion at home)
	<a href="#">Back to school resources</a>	Series of tip sheets and web-based information to support parents with the return to school during COVID-19 (in multiple languages)
	<a href="#">Tools for school staff</a>	Tip sheets to support compassionate and helpful conversations about mental health with parents and caregivers
Audience	Sample Resources	Brief Description
Educators	<a href="#">MH LIT</a>	Six-module online learning about mental health designed for the educator role, available on the VLE
	<a href="#">Everyday Mental Health Practices</a>	Series of everyday mental health practices compiled in collaboration with ETFO, OECTA, OSSTF, and AEFO

	<a href="#">Virtual Field Trips</a>	Series of lesson plans and virtual field trips, K-12, focused on strategies for coping with stress. Watch a sample video <a href="#">here</a> .
	<a href="#">HPE Lesson Plans</a>	Series of lesson plans, K-8, with minds-on activities and mentor texts aligned with mental health in HPE curriculum
	<a href="#">Read Alouds</a>	Series of read alouds that can accompany the HPE lesson plans or may be used more generally in the classroom or at home (currently in EN, FR, and Inuktitut)
	<a href="#">SEL posters</a>	Series of posters that serve as reminders related to everyday practices that support social emotional skill development
	<a href="#">Reflection Tools</a>	Tools to help educators build and maintain mentally healthy classroom settings for every student
	<a href="#">Back to school resources</a>	PD Day slide decks and videos, First 10 Days resource, conversation starters, etc. to support wellness promotion with return to school. Many resources are packaged within this <a href="#">guide</a> for easy access.
	<a href="#">Early identification resources</a>	Tools to help educators to notice and respond to student mental health problems, in-person and during remote learning
	<a href="#">Equity and mental health resources</a>	Information sheets to help educators plan for safe and supportive conversations related to anti-racism, anti-oppression and the intersection with mental health
Child and Youth Support Staff	Rising to the Challenge Workshops	Workshop created with and for child and youth workers, chaplains, and other school staff who are engaged in class-wide and small group mental health promotion services
	Kids Have Stress Too!	Training and four-unit resource for child and youth support staff to implement alongside educators in the classroom to support student learning about stress and coping
	Emotion Coaching	Series of modules and resources to support the use of emotion coaching as a strategy for helping to validate and support students
Principals / Vice-Principals	<a href="#">MH LIT</a>	Six-module online learning about mental health designed for the school leader role, available on the VLE
	Leading Mentally Healthy Schools	One stop reference for school leaders related to creating the conditions for good student mental health, updated release in 2022
	<a href="#">Equity and mental health resources</a>	Resources to support school leaders in their efforts to advance equity and mental health outcomes
<b>Audience</b>	<b>Sample Resources</b>	<b>Brief Description</b>
Principals / Vice-Principals	<a href="#">Decision Support Tools</a>	Tools to help school leaders in selecting mental health awareness and promotion activities
	<a href="#">Supporting Student Mental Health Series</a>	Series of webinars and podcasts co-developed with OPC, CPCO, and ADFO
SMH Professionals	Training in early intervention protocols	Synchronous and recorded training, and ongoing coaching/consultation for implementation of evidence-based stepped care protocols like Brief Digital Interventions (Harvard/McMaster), Brief Interventions for School Clinicians (Washington U), and Supporting Transition Resilience of Newcomer Groups (National Center for School Mental Health).

	Suicide Risk Assessment Training	Three-session workshop series with McMaster Children's Hospital on suicide risk assessment for the school setting
	Workshops on critical topics in SMH service delivery	Workshops with expert speakers on topics like eating disorder prevention, gaming addiction, measurement-based care, substance use and overdose prevention, complex issues in virtual care
	Centering Black youth well-being certificate course	Four-week certificate course offered in partnership with YouthRex for regulated SMH professionals to learn ways to centre Black student well-being and to combat anti-Black racism
	Culturally-adapted Cognitive Behaviour Therapy	Online course in development alongside the CAMH Office of Health Equity
Mental Health Leadership Teams	Implementation Coaching	Every board has a SMH-ON coach who provides guidance related to the development and implementation of the board mental health and addictions strategy and related initiatives, helps with contextualizing provincial guidance to the local setting, and offers assistance with critical incidents, etc.
	Regional and provincial community of practice	Regular meetings designed to facilitate cross-board sharing, common messaging, and alignment with the provincial school mental health action plan
	Tools and templates	Board mental health leadership teams have access to a Leadership Portal that houses a range of tools, templates, slide decks, videos, and resource repositories that they can draw upon to create board-specific professional learning, resources, etc.





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December 16, 2021

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

Dear Minister Lecce,

At the December 7<sup>th</sup>, 2021, meeting of the Special Education Advisory Committee (SEAC) of the Halton District School Board (HDSB) the following motion was carried unanimously:

*“That the Chair of the HDSB Special Education Advisory Committee write a letter to the Minister of Education requesting that Attention Deficit Hyperactivity Disorder (ADHD) be included in the list of categories of exceptionalities”*

ADHD is a neurobiological disorder that affects 5-12% of the population, more than 100,000 elementary and high school students in Ontario. ADHD impacts focus, impulse control, planning, and other executive functions, all skills which are required to succeed in a school setting. ADHD is recognized as a neurodevelopmental disorder in the Diagnostic and Statistical Manual of Mental Disorders (the DSM–5), in the same category as Learning Disabilities and Autism Spectrum Disorders. It is a life-long condition and is often genetic in nature.

ADHD has a neurobiological cause. It is thought to be related to an imbalance of neurotransmitters in the affected individual’s brain and a lag in the development of the brain’s pre-frontal cortex of up to 30% versus peers. This equates to up to approximately 3 years of lag in executive functioning skills in elementary students and up to 6 years in high school students. It can have a profound impact on a student with ADHD’s physical health, academic and occupational success, and socio-emotional and mental well-being.

Many students with ADHD experience significant difficulty at school. Focus and executive functioning skills are vital in any student’s life and are more closely linked to academic outcomes than intellect. Unfortunately, these essential skills require long-term explicit teaching, and cannot be remediated through the use of technology. To be successful, our students need access to specialized executive functioning programming and to be accommodated in the regular classroom

Without this support, ADHD “is associated with poor grades, poor reading, and math standardized test scores, and increased grade retention. ADHD is also associated with...relatively low rates of high school graduation and post-secondary education” (Loe et al, 2007). This lack of academic success for students with ADHD “may affect a child’s emotional well-being in several ways, including feelings of anxiety, lower self-esteem, poorer psychosocial health, and poorer overall quality of life” (Peasgood et al, 2016).

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. None of these categories specifically include ADHD. While the memorandum, “Categories of Exceptionalities,” issued by the Ministry of Education on December 19, 2011, provides further guidance to

school boards on supporting students with ADHD, the lack of inclusion of ADHD as an exceptionality, in its own right, has led to inconsistent support for students with ADHD in Ontario.

In passing this motion, the Special Education Advisory Committee of the HDSB is asking you to consider adding ADHD as a separate exceptionality in the same category as learning disabilities and autism spectrum disorders. This category could then be more appropriately renamed Neurodevelopmental exceptionalities, rather than Communication, with Deaf and Hard of Hearing being moved into Physical Disabilities.

The inclusion of ADHD as an exceptionality would:

1. Increase the ease of access by students with ADHD to the specialized programming and appropriate accommodations they need to be successful
2. Ensure more consistent service for students with ADHD within different school boards. Currently, a child with ADHD may obtain a “Behavioural” identification in one board and a “Communication” identification in another board. Transfer between boards then becomes difficult.
3. Decrease the stigma felt by students with ADHD and their parents that often comes with the Behavioural identification required to access support.

Until ADHD is included as an exceptionality, we also recommend that the Ontario College of Teachers’ programs include education and resources on supporting students with neuro-diversities, including ADHD, as part of the curriculum and pre-service training.

I would like to thank you in advance for your consideration of this request. The members of the HDSB SEAC believe this change would allow the educational community to better serve students with ADHD and their families in Halton, and across Ontario, and create a more supportive and inclusive environment for all.

Yours Sincerely,



Alison Brindle  
Chair, Special Education Advisory Committee, HDSB

Works Cited:

*Irene M. Loe, MD, Heidi M. Feldman, MD, PhD, Academic and Educational Outcomes of Children With ADHD, Journal of Pediatric Psychology, Volume 32, Issue 6, July 2007, Pages 643–654,*

*Peasgood, Tessa et al. “The impact of ADHD on the health and well-being of ADHD children and their siblings.” European child & adolescent psychiatry vol. 25,11 (2016): 1217-1231.*