



Policy and Program Committee Meeting

Monday, October 3, 2022

6:30 p.m.

Education Centre

AGENDA

A - 1 **Opening Call to Order**

(a) Roll Call

(b) Declaration of Conflict of Interest

(c) Welcome/Land Acknowledgement

The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Métis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.

B - 1 **Approval of the Agenda**

Recommended Motion:

"THAT the Policy and Program Committee agenda be approved."

C - 1 **Approval of the Minutes** - Nil

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

E - 1 **New Business - Policies and Program**

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(a) **French Immersion Review Ad Hoc Committee Update** (A. Smith)

Recommendation:

"THAT the French Immersion Review Ad Hoc Committee Update be received as information."

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(b) **Indigenous Services Canada (ISC) and Six Nations of the Grand River Report** (K. Graham)

Recommendation:

"THAT the Indigenous Services Canada (ISC) and Six Nations of the Grand River Report be received as information."

*

(c) **Mississaugas of the Credit First Nation - Education Service Agreement Report**
(K. Graham)

Recommendation:

"THAT the Mississaugas of the Credit First Nation - Education Service Agreement Report be received as information."

*

(d) **Secondary Transitions/Retention Report** (L. Munro, K. Graham)

Recommendation:

"THAT the Secondary Transitions/Retention Report be received as information."

(e) **Exclusion of Students Policy SO-32** (W. Baker)

Verbal Report – Deferred.



Policy and Program Committee Meeting

Monday, October 3, 2022

6:30 p.m.

Education Centre

AGENDA

- * (f) **Policies for October 17, 2022 Regular Board Meeting Approval** (L. Munro)

Recommended Motions:

"THAT the Acceptable Use of Information Technology Policy SO-27 be forwarded to the October 17, 2022 Regular Board meeting for approval.

THAT the Use of Electronic Communication and Social Media Guidelines Policy SO-03 be forwarded to the October 17, 2022 Regular Board meeting for approval.

THAT the Privacy and Records Information Management Policy SO-19 be forwarded to the October 17, 2022 Regular Board meeting for approval."

F - 1 **Other Business**

G - 1 **Adjournment**

Recommendation:

"THAT the Policy and Program meeting be adjourned."

H - 1 **Next Meeting Date: January 16, 2023, at 6:30 p.m.**



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: April Smith, Superintendent of Education
RE: **French Immersion Review Ad Hoc Committee Update**
DATE: October 3, 2022

Recommendation: Moved by _____ Seconded by _____
THAT the French Immersion Review Ad Hoc Committee Update be received for information.

Background

The Board of Trustees approved the French Immersion Review Plan on April 11, 2022. The French Immersion Review Ad Hoc Committee was formed and met on June 23, 2022, and September 22, 2022.

Committee Membership

Rita Collver, Trustee
Diane De Vos, Manager of Human Resources
David Gervais, Principal (River Heights Public School)
Susan Gibson, Chair of the Board
Nathan Hercanuck, Accommodation and Planning Supervisor
Susan Noort, Principal (North Park Collegiate & Vocational School)
Greg Rousell, System Research Leader
Andrea Smith, Principal (École Dufferin)
April Smith, Superintendent of Program K-12
Dave Smouter, Manager of Communication and Community Relations
Heidi Soules, Teacher Consultant (French as a Second Language)
Liana Thompson, Superintendent of Education
Regan Vankerbroeck, Principal Leader (K-12 Program)

Additional Information

The Committee reviewed historical data related to the locations and dates of opening of French Immersion schools across Grand Erie. Discussion centered on the creation of focus groups for stakeholder consultation and feedback on French Immersion entry points. The randomized selection process, automatic sibling placement and student transition/retention from elementary to secondary programs was discussed.

Next Steps

Initiation of the stakeholder consultation process, which includes surveying all Grand Erie school communities and conducting student and staff focus groups.

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,

April Smith
Superintendent of Education





Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
RE: **Indigenous Services Canada (ISC) and Six Nations of the Grand River Report**
DATE: October 3, 2022

<p>Recommendation: Moved by _____ Seconded by _____ <i>"THAT the Indigenous Services Canada (ISC) and Six Nations of the Grand River Report be received as information."</i></p>

Background

Attached is the 2021-22 report to Indigenous Services Canada and Six Nations of the Grand River under the terms of the Education Services Agreement (ESA).

Next Step

The ESA report will be presented to Six Nations Elected Council. A copy will be forwarded to Indigenous Services Canada.

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



Education Services Agreement

For Six Nations Students

PROGRESS REPORT 2021-22

Grand Erie Land Acknowledgement



Grand Erie District School Board recognizes **Six Nations of the Grand River** and **Mississaugas of the Credit First Nation**, as the longstanding peoples of this territory.

We honour, recognize, and respect these communities as well as all **First Nations, Métis** and **Inuit Peoples** who reside within Grand Erie District School Board.

We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.

Executive Summary

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 2021-22 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.

Executive Summary



Multi-Year Strategic Plan 2021-26

The Multi-Year Strategic Plan provides a focused direction for growth and improvement throughout our schools and all levels of our organization. It charts our path and vision for the future. This Multi-Year Strategic Plan includes a greater focus on access to learning, equity and inclusiveness, and a culture of well-being to foster greater student success.

Our goal:

To 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 and 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 (Ontario Secondary School Diploma (OSSD) and Ontario Secondary School Certificate (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.

Moving Forward

Throughout the 2021-22 school year Grand Erie has worked to ensure supports have been put into place that align with the Strategic Plan of Learning, Well-Being and Belonging. To support this work, efforts have been made by the Indigenous Education Team, Native Counsellors and additional Cultural Mentors/Graduation Coaches who are working directly with students, to monitor the progress of students from registration to graduation. Several new initiatives have also been put into place to support students across the district and within communities; these fall within four areas. Included are examples of what is being done within those areas:

Deliver Indigenous courses that allow students to see themselves in their learning

1. Technology support to reorganize digital platforms for language development and curriculum support
2. Updating the portal to provide a more prevalent Indigenous presence within Grand Erie
3. Review and unpack new curriculum

Authentic learning with Indigenous peoples, communities, and perspectives

1. Teacher requests for community supports
2. Learning Commons development
3. Cultural competency programming
4. Creation of dedicated space to support Indigenous students at Hagersville Secondary School
5. Learning from the land/land-based learning
6. Indigenous Professional Learning Environment (PLE) in BrightSpace

Professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action

1. Professional Development – e.g., Indspire Conference
2. Online resource license
3. Cultural Competency Training for staff
4. Cultural Kits - Resource Implementation, Professional Development

Promote and participate in reconciliation community engagement opportunities

1. Student leadership/engagement (secondary and elementary) – introduction of elementary Cultural Mentor Graduation coaches
2. Indigenous Education Advisory Committee (IEAC)
3. Community Guest Speakers
4. Parent Engagement - Family workshops, information sessions, transition planning for example Let's Read Family Literacy Day with Sarah General.

New! Dedicated Space to Support Indigenous Students

Gathering spaces for Indigenous students were established at Brantford Collegiate Institute, Hagersville Secondary School, McKinnon Park Secondary School and Tollgate Technological Skills Centre. These spaces provide students a central location for quiet study and additional learning support, cultural activities, and access to the Six Nations Student Nutrition Program. Grand Erie Indigenous Graduation Coaches oversee the activities of the Learning Commons areas in these schools.



Native Advisory Committee

The purpose of Grand Erie's Native Advisory Committee (NAC) 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 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

Kevin Graham

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 and Carey Vyse

Community Liaison Workers

Joseph Tice

Indigenous Education Lead for the Board

Robin Staats

Principal Leader of Indigenous Education

Sandra Graham

Six Nations Federal schools representative

Luanne Martin

Six Nations community representative

Liaisons:**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:

Mike DeGroot

Brantford Collegiate Institute and Vocational School

Amber Mitchell

Cayuga Secondary School

Jeff Benner

Hagersville Secondary School

Rob Malcolm

McKinnon Park Secondary School

Griffin Cobb

Pauline Johnson Collegiate and Vocational School

Yvan Brochu

Tollgate Technological Skills Centre



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

Greetings in all of our six languages: Mohawk – Cayuga – Onondaga – Oneida – Seneca – Tuscarora.

The 2021-22 school year continued as one of responding to change, as the pandemic forced transitions between in-person and online learning. Despite these challenges, I am very pleased to see the progress toward student success outlined in this Report.

Over the course of the year, and continuing into this new school year, Grand Erie was able to invest in new resources that directly supported Indigenous students. With the addition of a new Cultural Mentor, there are now four of these educators working directly with Onkwehonwe students in schools, supporting them on their secondary school journey. There was also new technology and new training for staff.

Strong collaboration with the Native Advisory Committee and the Indigenous Education Advisory Committee – both made up of Grand Erie staff and community members – helped make these successes and investments possible.



Claudine VanEvery-Albert
REPRESENTS SIX NATIONS STUDENTS UNDER THE ESA

Grand Erie also made a strong effort to ensure student voice was able to impact decision-making at the classroom, school, and system level. Each year, Grand Erie welcomes an Indigenous Student Trustee. For this school year, 2021-22, Grand Erie welcomed Sierra Green as the Indigenous Student Trustee.

Grand Erie has a team of staff and student champions dedicated to supporting Onkwehonwe students and Indigenous education. They regularly go above and beyond, supporting not just in the classroom, but directly impacting students and families supporting learning, well-being, and belonging.

Thank you, Six Nations, for your ongoing support. Progress would not be possible without your leadership in embracing learning pathways for our students and recognition of the importance of community connections.

I look forward to continuing to work with all of you, Grand Erie, and our committed educators to continue to support success and achievement for Onkwehonwe students in Grand Erie.

If Six Nations parents wish to talk with me, I can be reached at claudine.vaneveryalbert@granderie.ca, cva807@gmail.com, or by phone at **519-445-0186**.

Learn, Lead, Inspire,
Yakowennatoken.

Claudine VanEvery-Albert,
**REPRESENTS SIX NATIONS STUDENTS UNDER THE ESA,
GRAND ERIE DISTRICT SCHOOL BOARD**

Special Services Provided Under the ESA



Native Advisor

Grand Erie District School Board employs a Native Advisor of Haudenosaunee ancestry to provide consulting and advisory services to Grand Erie 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 Grand Erie and personnel on the significance and inclusion of Haudenosaunee values and traditions throughout initiatives of Grand Erie;
- 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;
- 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 additional opportunities for growth.

ESA Undertakings



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 Grand Erie. 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 2021-22, 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	2
McKinnon Park Secondary School	1
Pauline Johnson Collegiate and Vocational School	1
Tollgate Technological Skills Centre	2
Brantford Collegiate Institute and Vocational School	1

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.

In addition to the regular summer school program offerings, Six Nations students were offered the following in-person summer learning opportunities at the Community Based Learning Centre at Six Nations. Transportation was provided to the programs.

Information and Communication Technology – BTT 10

Grade 9 Credited Course – Open to Grades 7-12

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy.

Civics and Citizenship – CHV 20

Grade 10 Credited Course - 0.5 Credit Offered July 5-15 – Open to Grades 7-12

This course explores rights and responsibilities associated with being an active citizen in a democratic society such as: civic importance, social media, and civic engagement.

Career Studies – GLC 20

Grade 10 Credited Course - 0.5 Credit Offered July 18-29 – Open to Grades 7-12

Students will explore a variety of career options making connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace.

Leadership and Peer Support – GPP30

Grade 11 Credited Course - Open to Grades 10-12

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

Non-Credit Courses offered to Incoming Grade 9 Students

Introduction to High School

Offered Twice July 5-15 or July 18-29

This course was offered twice for students who need an introduction to high school. Topics include: connection to identity, the high school experience, surviving social media, dealing with bullying, refresher of English/Math, study skills, and research methods.

Drop-In Support

Available July 5th-July 29th between 8:00 a.m. and 2:15 p.m.

Daily drop-in support was available via Grand Erie's Cultural Mentor Grad Coaches at J.C. Hill for any students needing assistance with their On-line Summer Learning courses offered in Grand Erie.

Other ESA Undertakings



Partnership with Six Nations Federal Schools

The Grand Erie District School Board works with Six Nations' school 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
- increased involvement of Six Nations parents/caregivers in the education of their children

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's 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 Grand Erie 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 2021-22 school year was:

COURSE CODE	TITLE OF COURSE	ENROLMENT
LNAAO	Cayuga Language Level One	50
LNMAO	Mohawk Language Level One	54
LNMB0	Mohawk Language Level Two	<6
NAC10	Expressions of First Nations Métis and Inuit Cultures	127
NAC20	First Nations Métis and Inuit Peoples in Canada	69
NBE3C	Contemporary First Nations Métis and Inuit Voices	714
NBE3E	Contemporary First Nations Métis and Inuit Voices	198
NBE3U	Contemporary First Nations Métis and Inuit Voices	899
NBV3E	World Views and Aspirations of First Nations Métis and Inuit Peoples in Canada	28
NDA3M	Contemporary First Nations Metis and Inuit Issues and Perspectives	<6

Native Language Digital Resource Binders

Grand Erie's Indigenous Education Team contracted the services of Native language teachers from the Six Nations and Mississaugas of the Credit First Nation communities to develop the first Digital Resource Binders (DRB) for Cayuga Language Level 1 and Ojibway Language Level 1. These resources are created for educators as a resource to lesson planning. DRBs are accessible to educators on Grand Erie's virtual learning environment.

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.

McKinnon Park Secondary School	Hagersville Secondary School
<p>Principal: Rob Malcolm Vice-Principal: Yvan Brochu Native Education Counsellor: Sharon Williams</p>	<p>Principal: Jeff Benner Vice-Principal: Adriana Potichnyj Native Education Counsellor: Melissa Turner</p>
Brantford Collegiate Institute & Vocational School	Pauline Johnson Collegiate & Vocational School
<p>Principal: Mike DeGroot Vice Principal: Deb Barbon Vice Principal: Steve Burroughs Native Education Counsellor: Sherri Vansickle</p>	<p>Principal: Griffin Cobb Vice Principal: Tracy Hale Vice Principal: Marcel Vandendriessche Native Education Counsellor: Sherri Vansickle</p>
Tollgate Technological Skills Centre	Cayuga Secondary School
<p>Principal: Jessie Hooper Vice Principal: Jason Smith Native Education Contact: Marisa Soster (Head of Student Services)</p>	<p>Principal: David Lloyd Vice Principal: Amber Mitchell</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 programs including pathway planning, timetabling, professional supports, etc.

The following activities were completed in the 2021-22 school year to facilitate successful transition of Six Nations students to Grand Erie grade 9 program



Transition Activities



Grand Erie – Six Nations Transition Plan 2021-22 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 and in-person 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 and 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 transition teachers worked collaboratively with Six Nations intermediate teachers and students on orientation activities available on the MyBlueprint education and career planning website.

Grade 8 Day

Grand Erie secondary schools welcomed their future Grade 9 students from Six Nations and their parents/caregivers to an orientation day that included school tours, staff and student meet and greets, program information and lunch.

Grand Erie – Six Nations Transition Plan 2021-22 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 options. 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 parents/caregivers 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 participated in IPRC meetings 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 P-02

Board Received: May 30, 2022 | Review Date: June, 2026

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 Mississaugas of the Credit territories are located within our board community. The legacy of residential schools, and colonialism, continues to be felt today by these communities, as well as by the Metis, Inuit and urban First Nations families and students we serve. As part of reflecting its community, Grand Erie supports the Calls to Action of the TRC through a set of actions which serve to honour Indigenous histories, knowledges, and perspectives.

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

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

References: Honouring Indigenous, History Cultures and Traditions (P-002)

The Grand Erie Action Plan

Grand Erie's Multi-Year Strategic Plan includes the following priorities around Learning, Well-Being and Belonging:

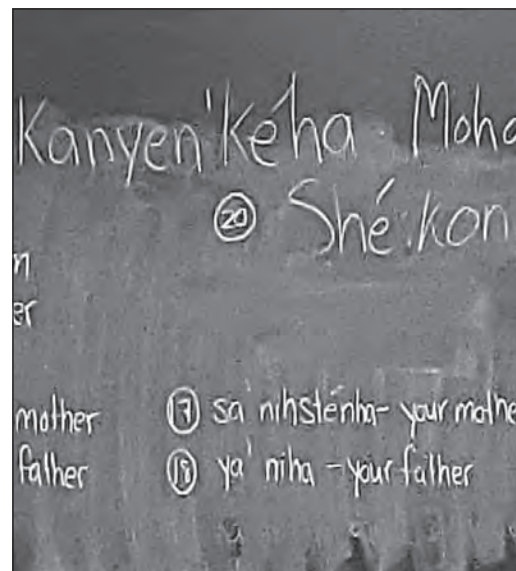
We build a culture of learning to nurture curiosity and opportunity for each learner;

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

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

This provides Six Nations Students with an additional layer of support for their success. The 2021-22 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 Grade 8 students at all schools
- Professional development activities for educators
- Intermediate Graduation Coach and Elementary Indigenous 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.

- **National Truth and Reconciliation Day (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 2021-22 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.

Sierra Receives Western University Scholarship

Congratulations to McKinnon Park Secondary School graduate and former Indigenous Student Trustee Sierra Green, who was the recipient of the 2022 National Indigenous Scholarship at Western University. This scholarship is awarded annually to three incoming Indigenous undergraduate students (First Nations, Métis and Inuit) studying full time at Western's main campus.

The scholarship is awarded for outstanding academic excellence and meaningful and impactful contribution to Indigenous communities and is valued at \$50,000.

Congratulations Sierra and good luck as you continue your academic studies at Western University!



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

Education and Community Partnership Programs (ECP)

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 Education and Community Partnership Programs (ECP) 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 ECP 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 Pathways:** 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), School Within a College (SWAC) 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.

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 students
- **Supported Pathways:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program.

Building Capacity in Grand Erie



Cultural Competency Training 2021-22

Mandatory cultural competency training for all Grand Erie Principals, Vice-Principals, Senior Administration and system managers was completed with sessions on *Treaties, Lands and Resources* with Phil Montour (Six Nations) and Margaret Sault (Mississaugas of the Credit First Nation); *Reserve Economies* with Aimee Sault (MCFN) and Dave Vince (Two Rivers Development Corporation); and *Introduction to Cultural Safety* led by Stephanie George.

Phase two of mandatory cultural competency training including all Grand Erie educators and staff started in April 2022 with Niigaan Sinclair, Associate Professor, Indigenous Studies, University of Manitoba speaking on *Schooling Success from an Indigenous Perspective*.

Not Just a Day But a Way:

Grand Erie educators participated in Grand Erie's professional development day on Indigenous Education, *It's Not Just a Day, but a Way*. Keynote speaker, Niigaanwewidam James Sinclair, shared on "Indigenous Perspectives on Student Success".

Niigaan, is an Anishinaabe from St. Peter's/Little Peguis and is an Associate Professor at the University of Manitoba. He is an award-winning writer, editor and activist who was named one of *Monocle Magazine's* "Canada's Top 20 Most Influential People" and he won the 2018 Canadian columnist of the year at the *National Newspaper Awards* for his bi-weekly columns in *The Winnipeg Free Press*.

In 2019 he won Peace Educator of the Year from the *Peace and Justice Studies Association* based at Georgetown University in Washington, DC. He is an international media commentator as a part of the "Power Panel" on CBC's *Power & Politics* and *National*



Affairs panel on CBC's *The Current*. He is also a former secondary school teacher who has trained educators and students across Canada.

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 Grand Erie role of Indigenous Student Trustee

Grand Erie DSB welcomes Aleena Skye as the Indigenous Student Trustee for the 2022-23 school year

Aleena attends Brantford Collegiate Institute and Vocational School and will represent Indigenous students across Grand Erie. The Indigenous Student Trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each Grand Erie secondary school.

The dedicated Indigenous student trustee position is part of Grand Erie's Indigenous Student Leadership Initiative (ISLI). Since the initiative was established, Grand Erie has met its initial goals to increase participation of staff and students from all 14 secondary schools, increase the number of Indigenous student engagement activities, and create a Grand Erie-wide Indigenous Student Council. The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's ISLI.




Orange Shirt Day – September 30, 2021



Many schools within Grand Erie hosted a number of school-based Orange Shirt Day activities during the week of September 27 – October 3 in order to:

- Increase awareness about the truth and impacts of Indigenous residential schools in Canada;
- Honour the children who attended residential schools;
- Remember the children who did not make it home.





GRAND ERIE ELEMENTARY TEACHERS' FEDERATION
IN PARTNERSHIP WITH
GRAND ERIE DISTRICT SCHOOL BOARD


SHARING OUR VOICES

'We are the Water'

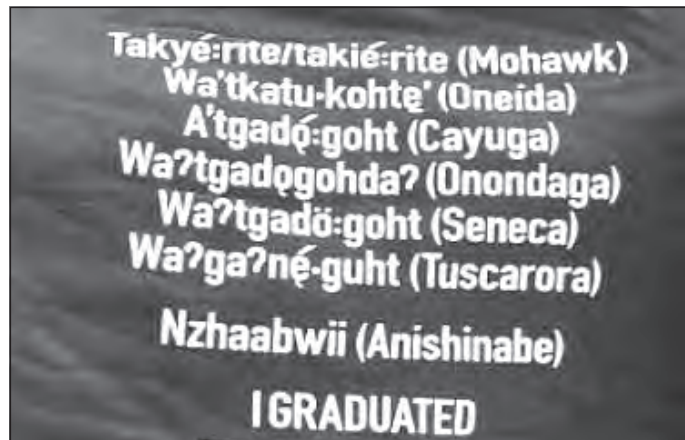
Water... it is above us, it is around us, and it is within us.

Students were invited to submit expressions of our responsibility to the water and explore their creativity to produce a dance, a song, a poem, a rant or a beautiful artwork expressing our relationship with the WATER.

THIS VIRTUAL EVENT WAS HELD ON JUNE 20, 2022 AND IS AN EXAMPLE OF STUDENT VOICE ACROSS GRAND ERIE.
VIEW THE RECORDED LIVESTREAM AT bit.ly/3elx0vo



Graduation Recognition 2021



Grand Erie partnered with Six Nations Elected Council, Mississaugas of the Credit First Nation, Six Nations Polytech, Kawennio and the Brant-Haldimand-Norfolk Catholic DSB to host the "Honouring Their Successes" to celebrate all the communities graduates 2021 from Grade 8 to Post-Secondary.

National Day of Awareness - MMIWG



May 5th is Canada's National Day of Awareness to bring attention to the national tragedy of missing and murdered Indigenous women and girls.

In Canada, Indigenous women and girls are 12 times more likely to go missing or be murdered than any other group.

Targeted for violence more than any other group, a 2019 National Inquiry into MMIWG named this crisis a genocide.

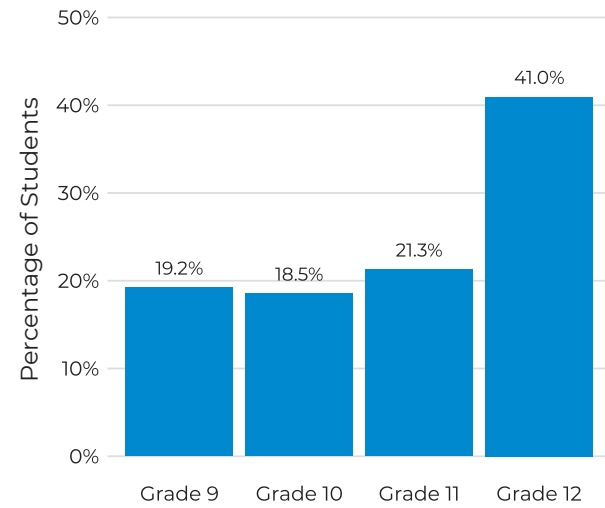
Staff and students across Grand Erie are encouraged to wear red on this day as a means to remember these women and their families, and to raise awareness about this very important issue.

The Data

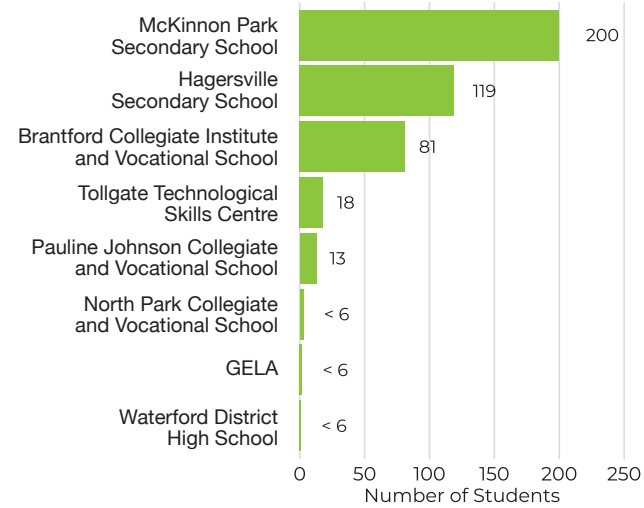
Students Enrolment by Grade 2021-22



Six Nations Students Enrolment by Grade



Six Nations Students Enrolment by School



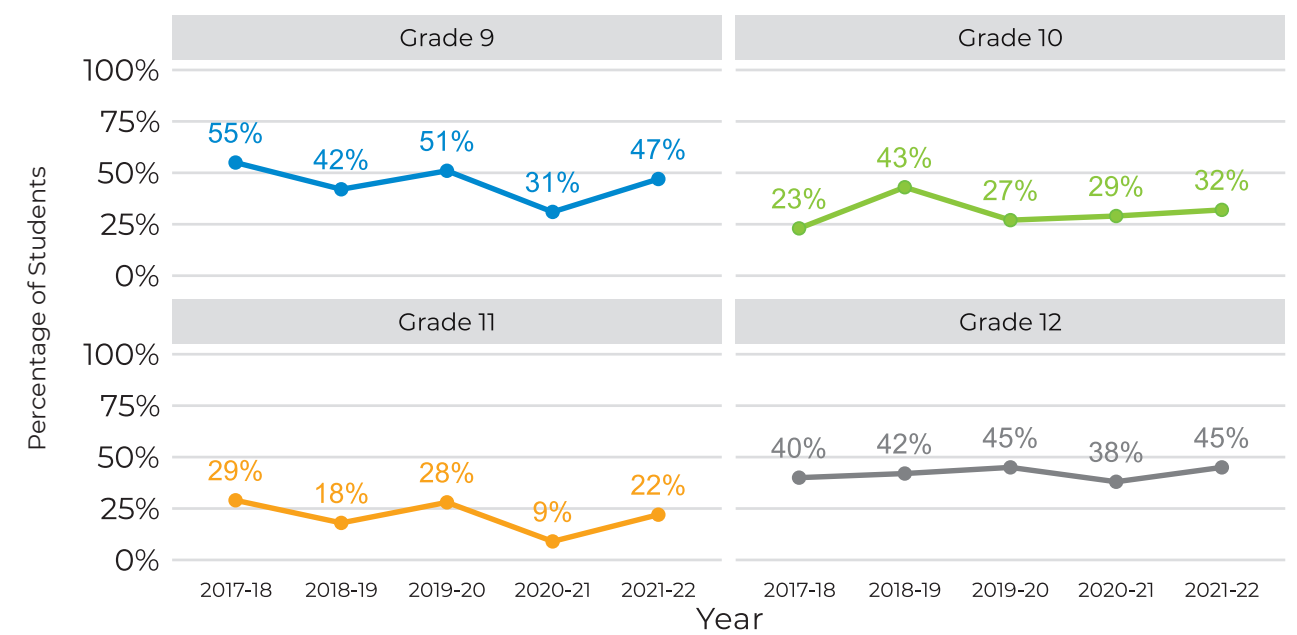
The percentage of students from Six Nations fluctuates in Grade 9 to 11, with a large increase in Grade 12.

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

Credit Accumulation by Grade and Year



Credit Accumulation by Grade and Year



The percentage for students being on track to graduate in 4 years has increased at every grade level in 2021-22.

■ Grade 9 – 8 credits ■ Grade 10 – 16 credits ■ Grade 11 – 22 credits ■ Grade 12 – 30 credits

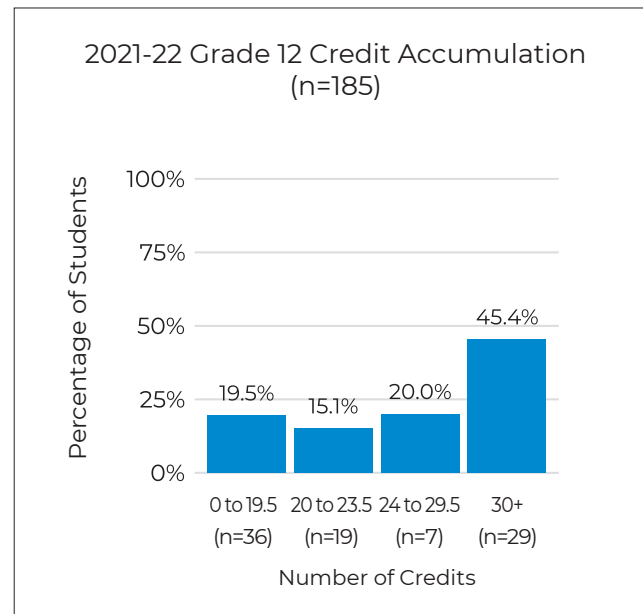
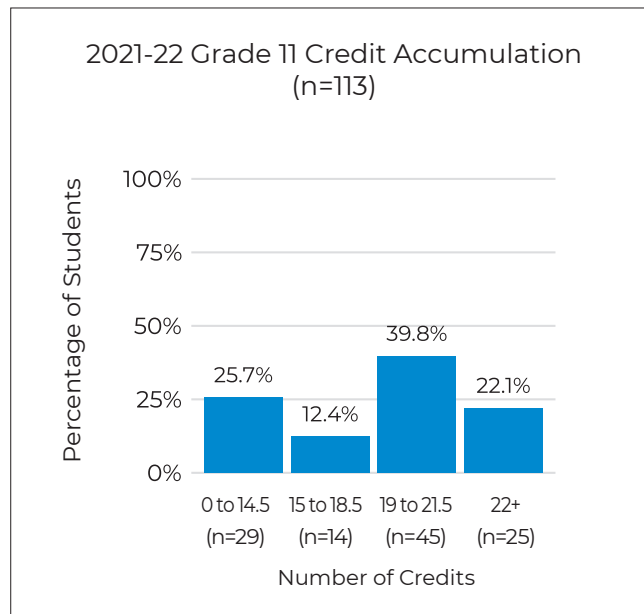
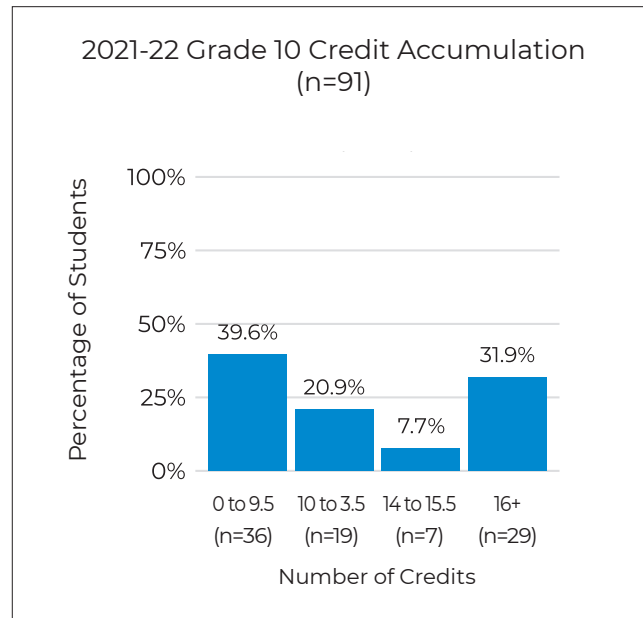
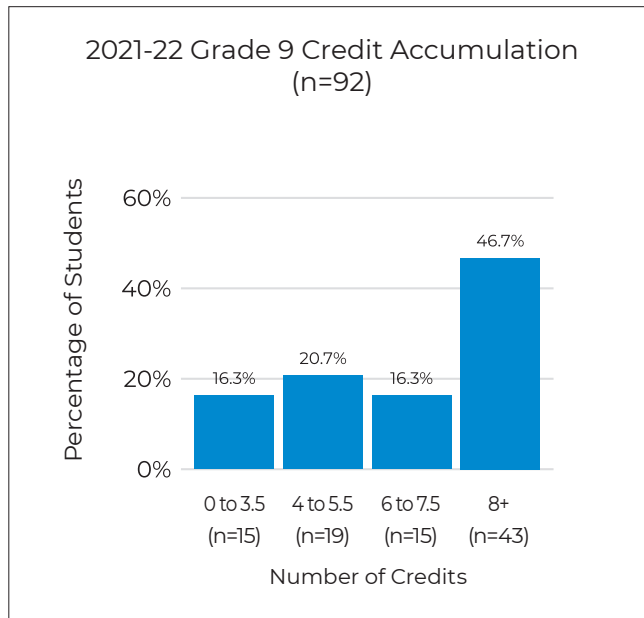
Student Enrolment by School and Grade

SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Brantford Collegiate Institute and V.S.	19	15	23	24	81
Grand Erie Learning Alternatives (GELA)	-	-	-	<6	<6
Hagersville Secondary School	16	15	16	72	119
McKinnon Park Secondary School	40	42	50	68	200
North Park Collegiate and V.S.	<6	<6	-	<6	<6
Pauline Johnson Collegiate and V.S.	<6	<6	<6	6	13
Tollgate Technological Skills Centre	<6	<6	<6	6	18
Waterford District High School	-	-	-	<6	<6

Note: Groups with fewer than six students are not reported

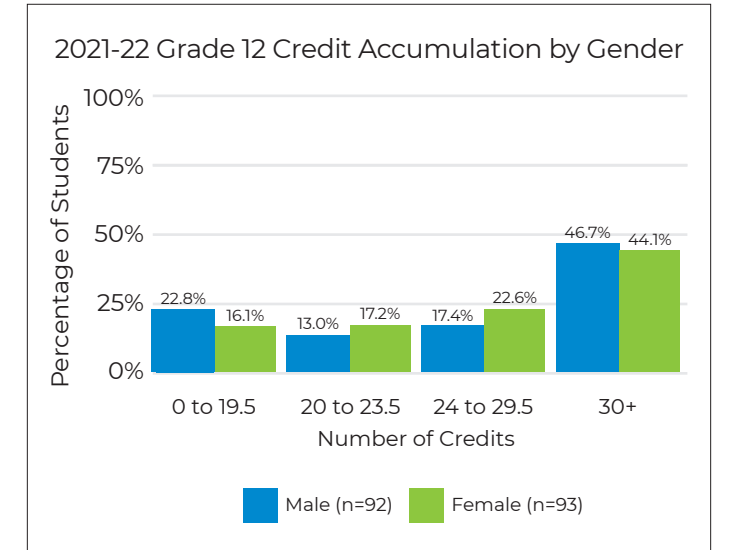
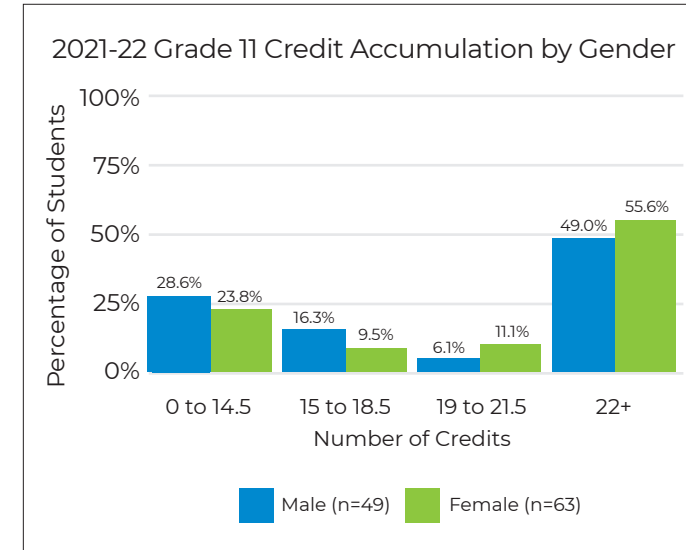
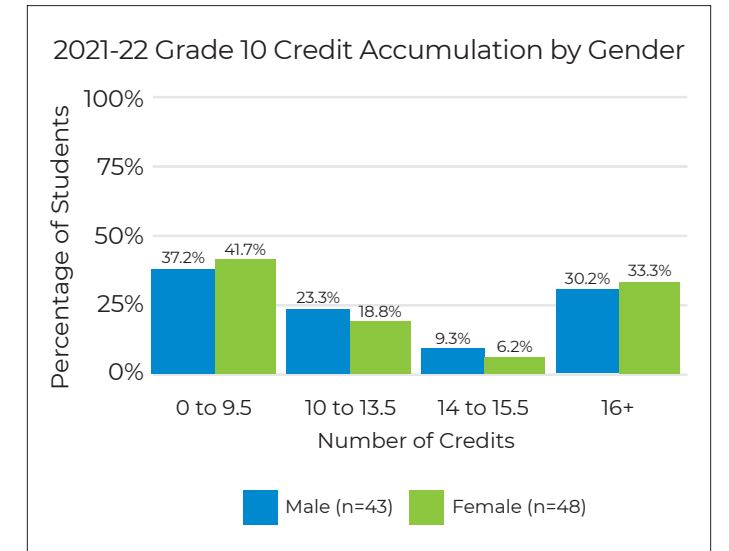
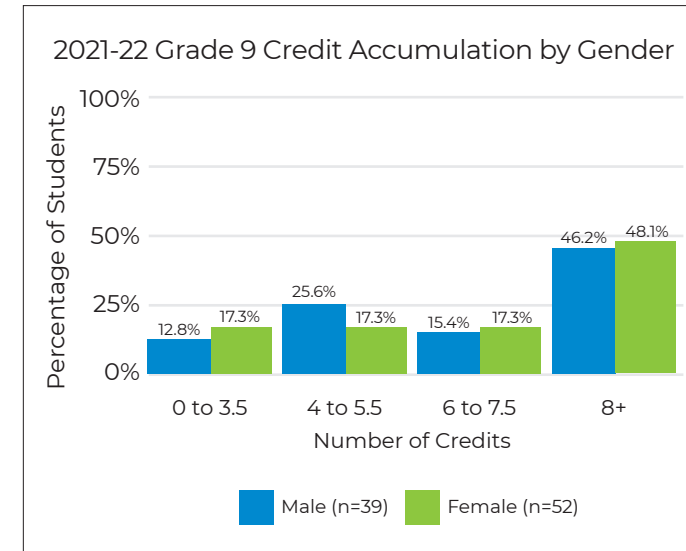


Credit Accumulation by Grade



- A total of 63% of Grade 9 students achieved 6 or more credits in 2021-22 and are on track to graduate in 3 or 4 years
- A total of 39.6% of Grade 10 students achieved 14 or more credits by the end of June 2022 and are on track to graduate in 2 or 3 years
- A total of 61.9% of Grade 11 students achieved 19 or more credits by the end of June 2022 and are on track to graduate in 1 or 2 years
- A total of 65.4% of Grade 12 students achieved 24 or more credits by the end of June 2022 and have graduated or are on track to graduate in 1 year

Credit Accumulation by Grade and Gender



Students from Six Nations with Special Education Needs

Exceptionality	Total
Students with an IEP, not identified through the IPRC process	37
Students with an IEP, identified through the IPRC process	15
No IEP: General Education Program	385

*note: data provided is extracted from Powerschool and accounts for students enrolled in Semester 2 only.



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

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

Email: info@granderie.ca
granderie.ca



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[@granderiedsb](#) on Instagram.



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
RE: **Mississaugas of the Credit First Nation – Education Services Agreement Report**
DATE: October 3, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ <i>"THAT the Mississaugas of the Credit First Nation - Education Services Agreement Report be received as information."</i></p>
--

Background

Attached is the 2021-22 report of the Mississaugas of the Credit First Nation under the terms of the Education Services Agreement (ESA).

Next Step

The ESA report will be presented to Mississaugas of the Credit First Nation.

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



Education Services Agreement

**For Mississaugas of the Credit
First Nation Students**

PROGRESS REPORT 2021-22

Grand Erie Land Acknowledgement



Grand Erie District School Board recognizes **Six Nations of the Grand River** and **Mississaugas of the Credit First Nation**, as the longstanding peoples of this territory.

We honour, recognize, and respect these communities as well as all **First Nations, Métis** and **Inuit Peoples** who reside within Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.

Executive Summary

The Education Services Agreement for Mississaugas of the Credit First Nation 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 First Nation that attend Grand Erie schools.

This report highlights the work of the 2021-22 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

The Multi-Year Strategic Plan provides a focused direction for growth and improvement throughout our schools and all levels of our organization. It charts our path and vision for the future. This Multi-Year Strategic Plan includes a greater focus on access to learning, equity and inclusiveness, and a culture of well-being to foster greater student success.

Our goal:

To 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 and 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 (Ontario Secondary School Diploma (OSSD) and Ontario Secondary School Certificate (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



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.

Moving Forward

Throughout the 2021-22 school year Grand Erie has worked to ensure supports have been put into place that align with the Strategic Plan of Learning, Well-Being and Belonging. To support this work, efforts have been made by the Indigenous Education Team, Native Counsellors and additional Cultural Mentors/Graduation Coaches who are working directly with students, to monitor the progress of students from registration to graduation. Several new initiatives have also been put into place to support students across the district and within communities; these fall within four areas. Included are examples of what is being done within those areas:

Deliver Indigenous courses that allow students to see themselves in their learning

1. Technology support to reorganize digital platforms for language development and curriculum support
2. Updating the portal to provide a more prevalent Indigenous presence within Grand Erie
3. Review and unpack new curriculum

Authentic learning with Indigenous peoples, communities, and perspectives

1. Teacher requests for community supports
2. Learning Commons development
3. Cultural competency programming
4. Creation of dedicated space to support Indigenous students at Hagersville Secondary School
5. Learning from the land/land-based learning
6. Indigenous Professional Learning Environment (PLE) in BrightSpace

Professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action

1. Professional Development – e.g., Indspire Conference
2. Online resource license
3. Cultural Competency Training for staff
4. Cultural Kits - Resource Implementation, Professional Development

Promote and participate in reconciliation community engagement opportunities

1. Student leadership/engagement (secondary and elementary) – introduction of elementary Cultural Mentor Graduation coaches
2. Indigenous Education Advisory Committee (IEAC)
3. Community Guest Speakers
4. Parent Engagement - Family workshops, information sessions, transition planning for example Let's Read Family Literacy Day with Sarah General.

New! Dedicated Space to Support Indigenous Students

Gathering spaces for Indigenous students were established at Brantford Collegiate Institute, Hagersville Secondary School, McKinnon Park Secondary School and Tollgate Technological Skills Centre. These spaces provide students a central location for quiet study and additional learning support, cultural activities, and access to the Six Nations Student Nutrition Program. Grand Erie Indigenous Graduation Coaches oversee the activities of the Learning Commons areas in these schools.

Supporting Professional Development Opportunities

The Indigenous Education team works together to provide professional development opportunities that enable teachers and Grand Erie 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, Grand Erie 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.



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 Emily Brown, a grade 12 student, who attended Delhi District Secondary School.

A huge congratulations to graduating student Emily Brown on winning the Grand Erie District School Board's Indigenous Allyship Award for 2022! This award is granted to an Indigenous student in Grand Erie who has demonstrated exceptional leadership in promoting awareness and education around issues of Indigenous significance to their school.

Emily is a proud Mohawk, Snipe Clan member and has shared her cultural pride over the last four years with great passion. She has participated in countless opportunities to educate staff and students at Delhi District Secondary



School (DDSS) over the years and never passed on an opportunity to learn more about her Indigenous traditions and culture. It is because of Emily, and other Indigenous Student Association members, that Raiders have made strides in creating an atmosphere of understanding, respect and fundamentally Reconciliation here at DDSS.

Emily will use the prize money of \$1,000 to support her as she starts her academic career at Brock University in September. We wish Emily continued success as she leaves DDSS.

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 2021-22.

Collaboratively, the staff jointly plan pathway placements, timetabling, and supports for Mississaugas of the Credit First Nation (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 2021-22 school year to facilitate successful transition of MCFN students to Grand Erie grade 9 programs.



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 events at Grand Erie secondary schools.

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.

Summer Programs



Grand Erie District School Board Summer School program is open to all Mississaugas of the Credit First Nation (MCFN) 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 previous missed in their regular school year.

In addition to the regular summer school program offerings, MCFN students were offered the following in-person summer learning opportunities at the Community Based Learning Centre. Transportation was provided to the programs.

Information and Communication Technology BTT 10

**Grade 9 Credited Course
Open to Grades 7-12**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy.



Civics and Citizenship CHV 20

**Grade 10 Credited Course - 0.5 Credits
Offered July 5-15 – Open to Grades 7-12**

This course explores rights and responsibilities associated with being an active citizen in a democratic society such as: civic importance, social media, and civic engagement.

Career Studies GLC 20

**Grade 10 Credited Course - 0.5 Credits
Offered July 18-29 – Open to Grades 7-12**

Students will explore a variety of career options making connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace.

Leadership and Peer Support GPP30

**Grade 11 Credited Course
Open to Grades 10-12**

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

Non-Credit Courses offered to Incoming Grade 9 Students

Introduction to High School Offered Twice July 5-15 or July 18-29

This course will be offered twice for students who need an introduction to high school. Topics include: connection to identity, the high school experience, surviving social media, dealing with bullying, refresher of English/Math, study skills, and research methods.

Drop-In Support

**Available July 5th-July 29th between
8:00 a.m. and 2:15 p.m.**

Daily drop-in support is available via Grand Erie's Cultural Mentor Grad Coaches at J.C. Hill for any students needing assistance with their On-line Summer Learning courses offered in Grand Erie.

Other ESA Undertakings



Partnership with Mississaugas of the Credit First Nation (MCFN) Federal Schools

The Grand Erie District School Board works with MCFN's school principals 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
- opportunities for co-planning/co-teaching
- inclusion of MCFN federal school staff in Grand Erie professional development for teachers
- increased involvement of MCFN parents/caregivers in the education of their children

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's final report, 2015, the Grand Erie District School Board offers Ojibway language courses to schools where numbers warrant delivery.

Culturally Integrated Curriculum Program

The Grand Erie District School Board offers Native Studies courses in schools enrolling Mississaugas of the Credit First Nation (MCFN) 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 Studies Courses in the 2021-22 school year was:

COURSE CODE	TITLE OF COURSE	ENROLMENT
NAC1O	Expressions of First Nations Métis and Inuit Cultures	127
NAC2O	First Nations Métis and Inuit Peoples in Canada	69
NBE3C	Contemporary First Nations Métis and Inuit Voices	714
NBE3E	Contemporary First Nations Métis and Inuit Voices	198
NBE3U	Contemporary First Nations Métis and Inuit Voices	899
NBV3E	World Views and Aspirations of First Nations Métis and Inuit Peoples in Canada	28
NDA3M	Contemporary First Nations Metis and Inuit Issues and Perspectives	<6

Native Language Digital Resource Binders

Grand Erie's Indigenous Education Team contracted the services of Native language teachers from the Six Nations and Mississaugas of the Credit First Nation (MCFN) communities to develop the first Digital Resource Binders (DRB) for Cayuga Language Level 1 and Ojibway Language Level 1. These resources are created for educators as a resource to lesson planning. DRBs are accessible to educators on Grand Erie's virtual learning environment.

Transition Activities



Grand Erie – Mississaugas of the Credit First Nation Transition Plan 2021-22 for Regular Program Placements

Secondary School information and Special Program information events

Secondary School information videos were provided to staff, students, parents/caregivers of Lloyd S. King Elementary School.

Secondary School information and Special Program information events

All secondary schools facilitated virtual and in-person information events for future Grade 9 students and their parents/caregivers. Mississaugas of the Credit First Nation (MCFN) 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
- Waterford District High School

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 Lloyd S. King Elementary School and Waterford District High School.

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

Grand Erie and MCFN 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 (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 MCFN intermediate teachers and students on orientation activities available on the MyBlueprint education and career planning website.

Grade 8 Day

Grand Erie secondary school welcomed their future Grade 9 students from MCFN and their parents/caregivers to an orientation day that included school tours, staff and student meet and greets, program information and lunch.

Grand Erie – Mississaugas of the Credit First Nation Transition Plan 2021-22 for Self-contained Special Education Placements

Self-contained recommendations meeting

Grand Erie Program Coordinator for Special Education and Mississaugas of the Credit First Nation (MCFN) 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 options. 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 parents/caregivers 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 meetings of Grade 8 students who have registered at their secondary school.



POLICY P02 - Honouring Indigenous Knowledges, Histories and Perspectives

POLICY P-02

Board Received: May 30, 2022 | Review Date: June, 2026

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 Mississaugas of the Credit territories are located within our board community. The legacy of residential schools, and colonialism, continues to be felt today by these communities, as well as by the Metis, Inuit and urban First Nations families and students we serve. As part of reflecting its community, Grand Erie supports the Calls to Action of the TRC through a set of actions which serve to honour Indigenous histories, knowledges, and perspectives.

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

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 Action Plan

Grand Erie's Multi-Year Strategic Plan includes the following priorities around Learning, Well-Being and Belonging:

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

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

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

This provides Mississauga of the Credit First Nation (MCFN) Students with an additional layer of support for their success. The 2021-22 Board Action Plan for Indigenous Students provided for a plethora of initiatives that directly impacted MCFN students including:

- Indigenous Student Leadership Initiative
- Transition to Secondary School Activities for Grade 8 students at all schools
- Professional development activities for educators
- Intermediate Graduation Coach and Elementary Indigenous Engagement and Support teacher



Beyond the Education Services Agreement

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.

- **National Truth and Reconciliation Day (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.



Hagersville Secondary School Culturally Responsive Events and Activities

- United Indigenous Student Council meetings
- Traditional foods luncheon
- Seeding and gardening
- White corn recipes shared with students
- Display cases created for Indigenous Veterans Day Murdered and Missing Indigenous Womens day. As well displays were created for snowsnakes and lacrosse.

Sierra Receives Western University Scholarship

Congratulations to McKinnon Park Secondary School graduate and former Indigenous Student Trustee Sierra Green, who was the recipient of the 2022 National Indigenous Scholarship at Western University. This scholarship is awarded annually to three incoming Indigenous undergraduate students (First Nations, Métis and Inuit) studying full time at Western's main campus.

The scholarship is awarded for outstanding academic excellence and meaningful and impactful contribution to Indigenous communities and is valued at \$50,000.

Congratulations Sierra and good luck as you continue your academic studies at Western University!



Community Based Education Programs



Grand Erie District School Board has developed a variety of innovative community-based education programs to meet the needs of Mississaugas of the Credit First Nation (MCFN) students. These programs offered at Grand Erie's Community Based Learning Centre located on MCFN 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

Education and Community Partnership Programs (ECP)

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 Education and Community Partnership Programs (ECP) 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 ECPP 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 Pathways:** 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 Pathways:** All grades and pathways.
- **Program Details:** Students must be referred by youth justice connection, such as a Probation Officer.

School College Work Initiative (SCWI), School Within a College (SWAC) 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.

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 students
- **Supported Pathways:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program.

Building Capacity in Grand Erie



Not Just a Day But a Way:

Grand Erie educators participated in Grand Erie's professional development day on Indigenous Education, *It's Not Just a Day, but a Way*. Keynote speaker, Niigaanwewidam James Sinclair, shared on "Indigenous Perspectives on Student Success".

Niigaan, is an Anishinaabe from St. Peter's/Little Peguis and is an Associate Professor at the University of Manitoba. He is an award-winning writer, editor and activist who was named one of *Monocle Magazine's* "Canada's Top 20 Most Influential People" and he won the 2018 Canadian columnist of the year at the *National Newspaper Awards* for his bi-weekly columns in *The Winnipeg Free Press*.

In 2019 he won Peace Educator of the Year from the *Peace and Justice Studies Association* based at Georgetown University in Washington, DC. He is an international media commentator as a part of the "Power Panel" on CBC's *Power & Politics* and *National Affairs* panel on CBC's *The Current*. He is also a former secondary school teacher who has trained educators and students across Canada.

Cultural Competency Training 2021-22

Mandatory cultural competency training for all Grand Erie Principals, Vice-Principals, Senior Administration and system managers was completed with sessions on *Treaties, Lands and Resources* with Phil Montour (Six Nations) and Margaret Sault (Mississaugas of the Credit First Nation); *Reserve Economies* with Aimee Sault (MCFN) and Dave Vince (Two Rivers Development Corporation); and *Introduction to Cultural Safety* led by Stephanie George.

Phase two of mandatory cultural competency training including all Grand Erie educators and staff started in April 2022 with Niigaan Sinclair, Associate Professor, Indigenous Studies, University of Manitoba speaking on *Schooling Success from an Indigenous Perspective*.

Grand Erie DSB welcomes Aleena Skye as the Indigenous Student Trustee for the 2022-23 school year

Aleena attends Brantford Collegiate Institute and Vocational School and will represent Indigenous students across Grand Erie. The Indigenous Student Trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each Grand Erie secondary school.

The dedicated Indigenous student trustee position is part of Grand Erie's Indigenous Student Leadership Initiative (ISLI). Since the initiative was established, Grand Erie has met its initial goals to increase participation of staff and students from all 14 secondary schools, increase the number of Indigenous student engagement activities, and create a Grand Erie-wide Indigenous Student Council. The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's ISLI.



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 Grand Erie role of Indigenous Student Trustee

National Day of Awareness - MMIWG



May 5th is Canada's National Day of Awareness to bring attention to the national tragedy of missing and murdered Indigenous women and girls. In Canada, Indigenous women and girls are 12 times more likely to go missing or be murdered than any other group.

Targeted for violence more than any other group, a 2019 National Inquiry into MMIWG named this crisis a genocide. Staff and students across Grand Erie are encouraged to wear red on this day as a means to remember these women and their families, and to raise awareness about this very important issue.

GRAND ERIE ELEMENTARY TEACHERS' FEDERATION
IN PARTNERSHIP WITH
GRAND ERIE DISTRICT SCHOOL BOARD

SHARING OUR VOICES

'We are the Water'

Water... it is above us, it is around us, and it is within us.

Students were invited to submit expressions of our responsibility to the water and explore their creativity to produce a dance, a song, a poem, a rant or a beautiful artwork expressing our relationship with the WATER.

THIS VIRTUAL EVENT WAS HELD ON JUNE 20, 2022 AND IS AN EXAMPLE OF STUDENT VOICE ACROSS GRAND ERIE.
VIEW THE RECORDED LIVESTREAM AT bit.ly/3elx0vo

Orange Shirt Day – September 30, 2021



Many schools within Grand Erie hosted a number of school-based Orange Shirt Day activities during the week of September 27 – October 3 in order to:

- Increase awareness about the truth and impacts of Indigenous residential schools in Canada;
- Honour the children who attended residential schools;
- Remember the children who did not make it home.



Graduation Recognition 2021



Grand Erie partnered with Six Nations Elected Council, Mississaugas of the Credit First Nation, Six Nations Polytechnic, Kawennio and the Brant-Haldimand-Norfolk Catholic DSB to host the “Honouring Their Successes” to celebrate all the communities graduates 2021 from Grade 8 to Post-Secondary.



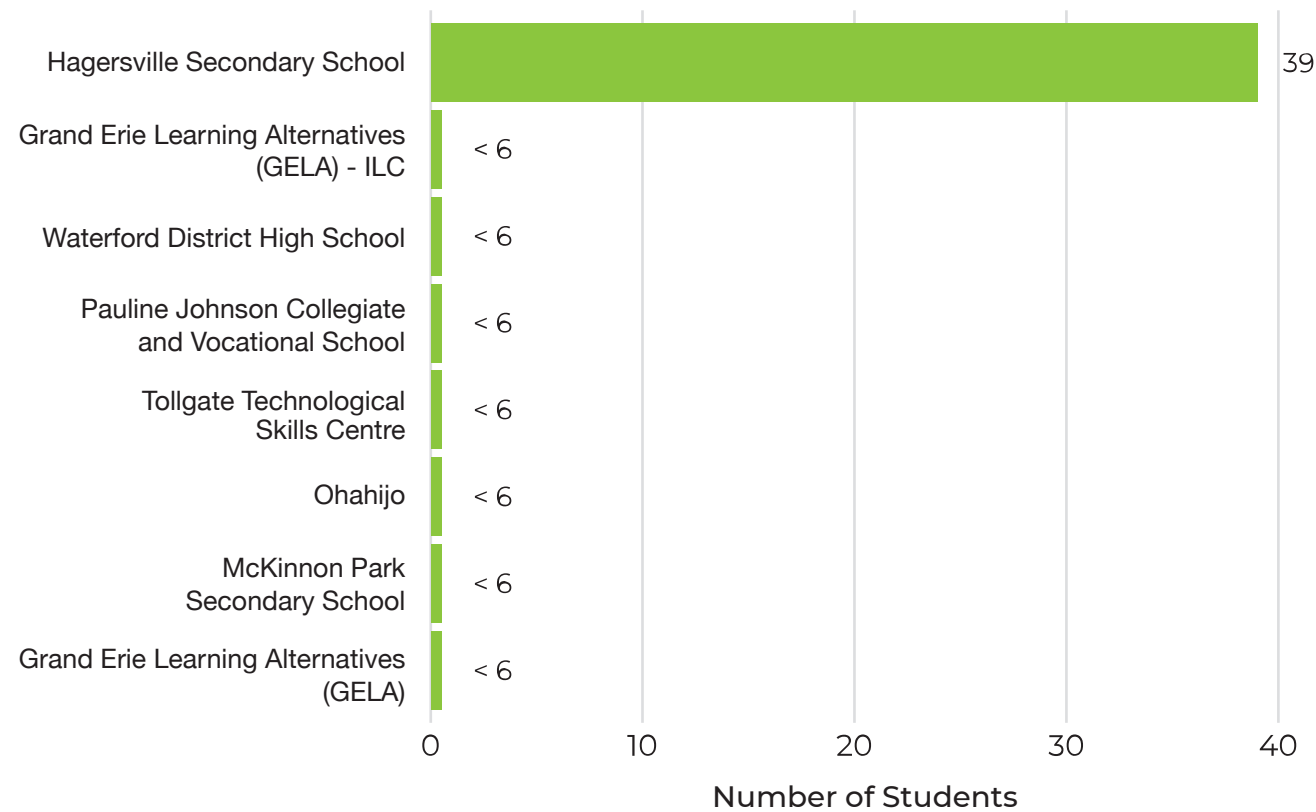
The Data

Mississaugas of the Credit First Nation Student Enrolment by School 2021-22



Student Enrolment by School

Mississaugas of the Credit First Nation Student Enrolment by School (2021-22)

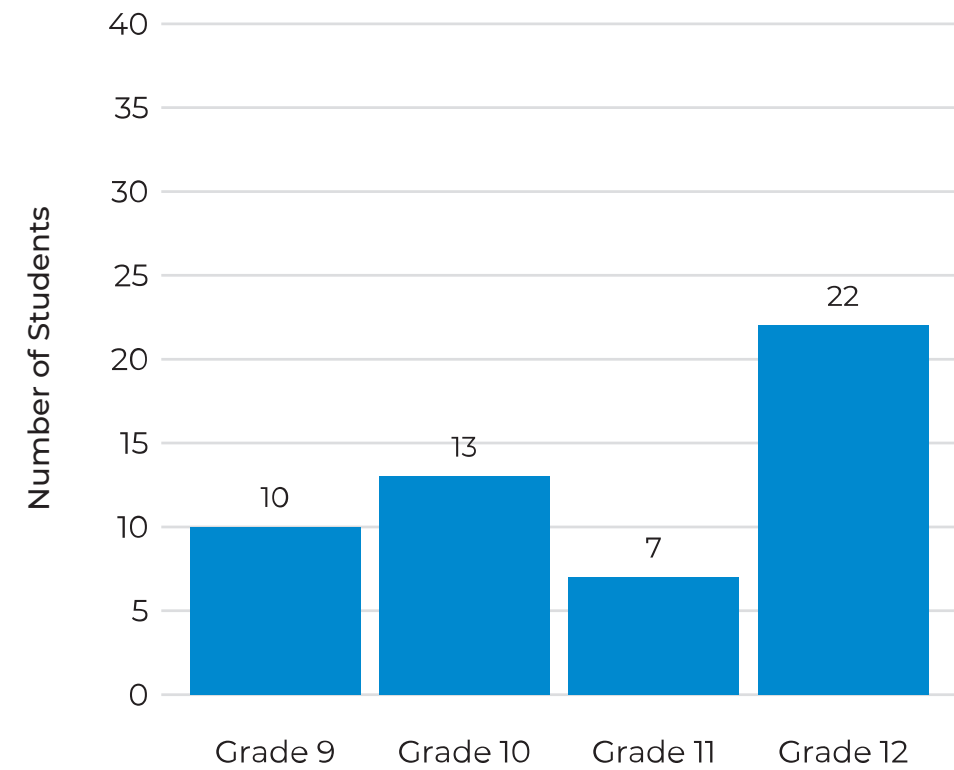


Mississaugas of the Credit First Nation Student Enrolment by School 2021-22



Student Enrolment by Grade

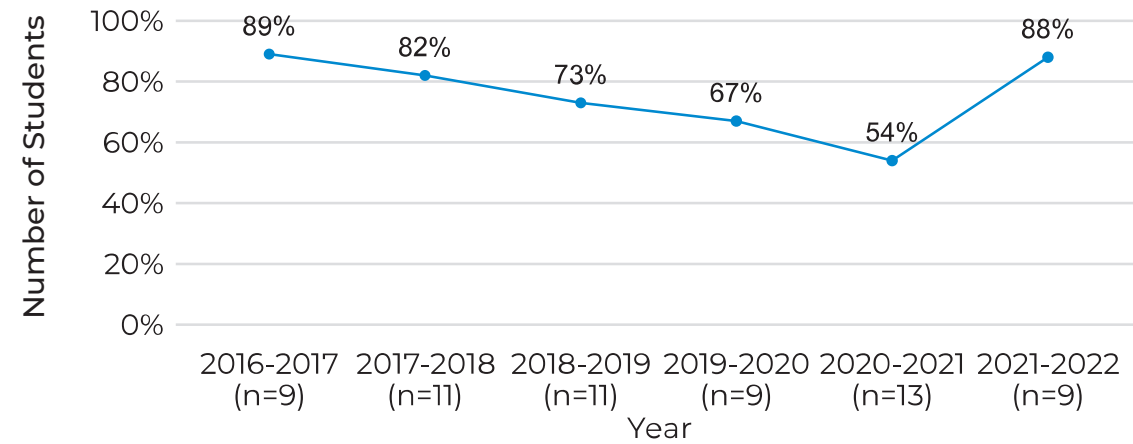
Mississaugas of the Credit First Nation Student Enrolment by Grade (2021-22)



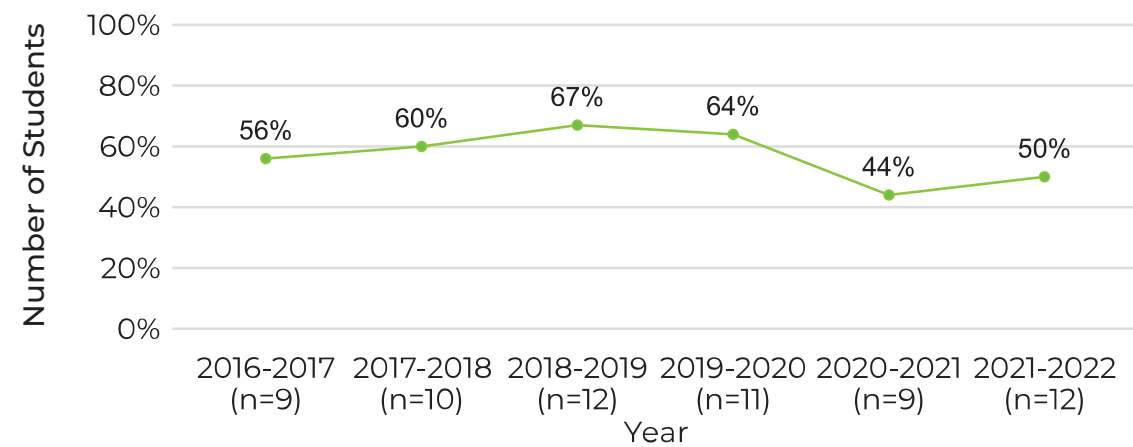
Mississaugas of the Credit First Nation Student Credit Accumulation by Grade and Year



Grade 9 Credit Accumulation (8 or More)



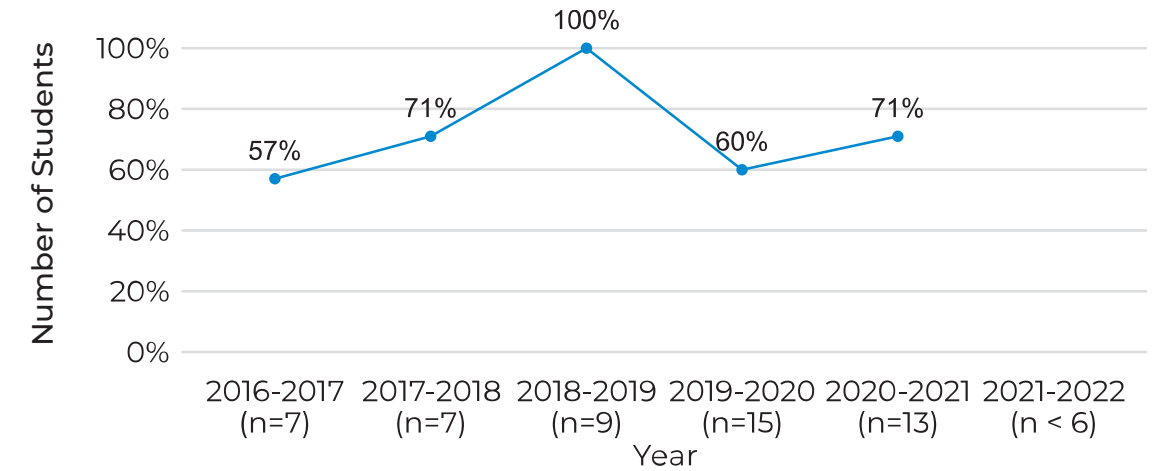
Grade 10 Credit Accumulation (16 or More)



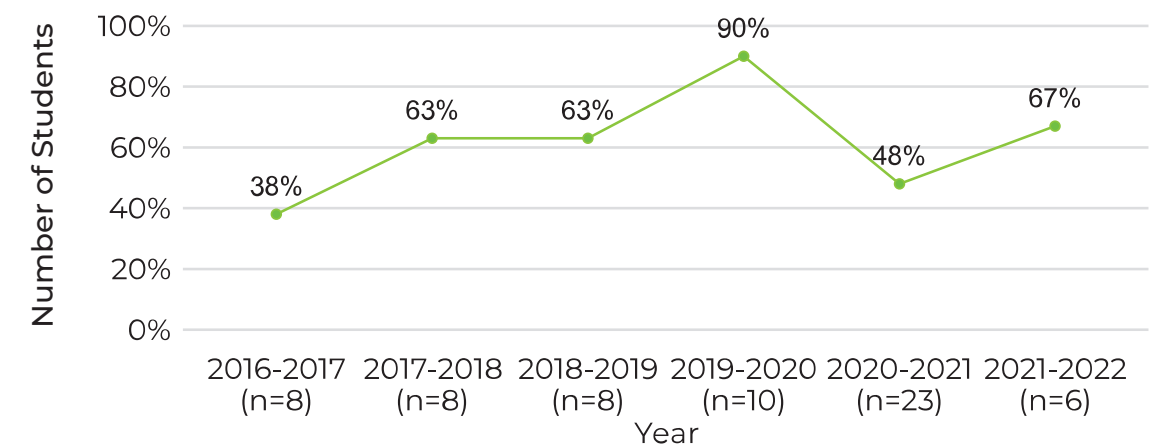
Mississaugas of the Credit First Nation Student Credit Accumulation by Grade and Year



Grade 11 Credit Accumulation (22 or More)



Grade 12 Credit Accumulation (30 or More)



These graphs show the percentage of students who by the end of each grade have earned the following number of credits to be on track for graduation within 4 years.

- Grade 9 – 8 credits
- Grade 10 – 16 credits
- Grade 11 – 22 credits
- Grade 12 – 30 credits

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.

- The percentage of Grade 9 students achieving 8 credits has increased from 2021 from 54% to 88%. 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 increased from 44% to 50% since 2021.
- Grade 12 credit accumulation has increased to 67% in 2021-22.



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

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

Email: info@granderie.ca
granderie.ca



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Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education and Lisa Munro, Superintendent of Education
RE: **Secondary Transitions/Retention Report**
DATE: October 3, 2022

Recommendation: Moved by _____ Seconded by _____
“THAT the Secondary Transitions/Retention Report be received as information.”

Background

School transitions represent new beginnings and new opportunities for supports, by creating experiences where students feel a strong sense of belonging that supports students' well-being, leading to higher achievement rates and positive outcomes of inclusion and identity.

In 2021-22 a Transition working group comprised of elementary and secondary administrators was created to specifically focus on identifying existing and new transition strategies by:

1. Identifying best practices to further support students transitioning between different milestone periods – specifically with a focus on Grade 8 to grade 9.
2. Gathering Student Voice through Student Senate whereby students identified why they selected a Grand Erie secondary school.
3. Identifying unique school-based initiatives to pilot, explore and potentially expand to support transitions.

The Transition working group identified the following strategies as existing best practices in Grand Erie schools:

- School Information nights (tours for students and families to view physical spaces and receive presentations from departments and programs).
- Options day (students participate in optional courses to support choosing classes they have not experienced before: tech, art, family studies, etc.).
- Course selection through My Blueprint to include a home component involving parents/caregivers; information displayed in associate schools containing pathways, links to Secondary events/activities.

Student Voice was gathered and the following experiences were identified as having a positive impact on their experiences in Grand Erie schools:

- A community feel that was more integrated into the town/area where the school was located was appreciated.
- Overall feeling a of safe and welcoming environment.
- Positive relationships were solidified with secondary teachers and grade 8 students after their Open House experience.
- Early on connection in the secondary school throughout their elementary school experiences enhanced the overall transition experience.
- Resources, ongoing communication in elementary grades made a difference in their school selection and comfort level.
- Appreciated the Link Program as it was a valuable experience.

Additionally, the Transition working group generated specific unique school-based initiatives as potential suggestions for other schools to pilot and explore to further enhance and support transitions within Grand Erie:

- Expand student transition group support (i.e., Link Crew) to all schools and continue throughout Semester one.
- Identify early on transition events and elementary school-based opportunities to include earlier grades.
- Secondary and Elementary associate schools continue to collaborate with specific context to the community to be responsive to community needs.
- Improve the Board's transition webpage to include information supporting student/family decision-making.
- Continue working with the Communications Department and Community Engagement to design and produce informative promotional materials.
- Strategically work with growing and changing communities to identify student and parent/caregiver voice.

Next Steps

The Transition Working Group will continue to meet in 2022-23 to formalize the information gathered to date and develop a guide to include recommended best practices and timelines to further measure the impact of transitions and retention strategies that may include but are not limited to:

- Develop a Communication and Community Relations *Student Recruitment* plan with marketing resources in multiple languages and campaigns throughout the year focused on grade 8-9 transitions; Revise school profiles and school websites;
- Develop a video series featuring unique school program offerings, Student Senate members, Educators, Principals, Parents, Support Staff, former graduates and elementary and secondary students across the district promoting Grand Erie;
- Create a guide based on Grand Erie secondary schools best practices for all schools to reference as an at a glance tool when planning transition opportunities, identifying strategies and structures for recruitment, and establishing key check-in points throughout the year.
- Provide opportunities for elementary/secondary planning;
- Gather feedback from grade 8 students as they experience their pre-transition opportunities;
- Provide ongoing transition plans with Six Nations and Mississaugas of the Credit First Nation;
- Expand committee members to include staff representation from the Planning Department, Program K-12, Specialized Services, Indigenous Education, Equity, Safe and Inclusive Schools, Communication and Community Relations, educators and GELA to help support the transition processes, implement the guide and suggested best practices.
- Develop and review retention tracking data that can be sourced and referenced year over year to confirm the impact of the strategies in place and inform next steps.
- Elicit input from Grand Erie's Parent Involvement Committee, Special Education Advisory Committee, Native Advisory Committee and Indigenous Education Advisory committee

Grand Erie Multi-Year Plan

This report supports the Learning and Belonging 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, 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
Lisa Munro Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Education
RE: **Policies for October 17, 2022 Regular Board Meeting Approval**
DATE: October 3, 2022

Recommended Motions: Moved by _____ Seconded by _____

"THAT the Acceptable Use of Information Technology Policy SO-27 be forwarded to the October 17, 2022 Regular Board meeting for approval.

THAT the Use of Electronic Communication and Social Media Guidelines Policy SO-03 be forwarded to the October 17, 2022 Regular Board meeting for approval.

THAT the Privacy and Records Information Management Policy SO-19 be forwarded to the October 17, 2022 Regular Board meeting for approval."

The following policies have received stakeholder consultation and are presented for review and discussion:

- Acceptable Use of Information Technology Policy SO-27
- Use of Electronic Communication and Social Media Guidelines Policy SO-03
- Privacy and Records Information Management Policy SO-19

Respectfully submitted,

Lisa Munro
Director of Education & Secretary of the Board



POLICY

SO-27

Acceptable Use of Information Technology	
Superintendent Responsible: Superintendent of Education, Information Technology Services	Initial Effective Date: 2014/10/20
Last Updated: 2022/10/17	Next Review Date: YYYY/MM/DD

Objective:

[To support the appropriate use of information technology resources by providing guidelines and expectations for all Grand Erie users to support building a culture of learning, well-being and belonging.](#)

Policy Statement:

The Grand Erie District School Board believes that every user of Information Technology resources has a responsibility to comply with all related policies, procedures and relevant legislation and take all reasonable measures and precautions to assist in ensuring the safe, secure, ethical and appropriate use of Information Technology resources at all times.

~~Grand Erie~~**The board** believes that students and staff should have opportunities to:

- be both consumers and creators of information;
- collaborate and communicate with both local and global communities;
- develop knowledge and skills that will be useful throughout their lives.

Grand Erie will make all reasonable efforts, using the resources available, to create and maintain a positive, productive, safe and secure Information Technology environment.

Reference:

- Acceptable Use of Information Technology (SO-027)
- Cyberbullying (SO-9)
- Progressive Discipline and Promotion of Positive Student Behaviour (SO-11)
- Code of Conduct (SO-12)
- Privacy and Information Management (SO-19)
- Copyright – Fair Dealing Guidelines (SO-24)
- Privacy Breach Response (SO-105)
- Duties and Expectations of Teachers (HR-103)
- Progressive Discipline (HR-119)
- ~~Grand Erie District School Board Code of Digital Citizenship (Appendix B)~~
- Grand Erie Social Media Guidelines
- *Municipal Freedom of Information and Privacy Protection Act*



POLICY

SO-03

USE OF ELECTRONIC COMMUNICATION AND SOCIAL MEDIA

Superintendent Responsible: Superintendent, Information Technology	Initial Effective Date: 2018/05/28
Last Updated: 2022/10/17	Next Review Date: YYYY/MM/DD

Objective:

To support appropriate, safe and secure two-way communication between Grand Erie District School Board schools and ~~board~~ departments and their communities (~~teachers~~, staff, students, parents/caregivers), by providing guidelines for effective electronic communication to support building a culture of learning, well-being and belonging.

Policy Statement:

Grand Erie encourages schools and ~~board~~ departments to communicate information and activities by developing and maintaining appropriate communications channels and tools in consultation with ~~relevant internal~~all departments.

~~The Board~~Grand Erie recognizes the changing nature of technology and continues to work to remain current while providing staff with increased opportunities to develop and implement new technologies and applications.

References:

- Use of Electronic Communication and Social Media Guidelines (SO-~~XXX~~003)
- Code of Conduct (SO-12)
- ~~Grand Erie's Code of Digital Citizenship~~
- Acceptable Use of Information Technology (SO-027)
- Website Requirements (SO-134)
- Ontario College of Teachers – *Professional Advisory: Use of electronic communication and social media*
- ~~Elementary Teachers' Federation of Ontario – *Electronic Communication and Social Media: Advice to Members*~~



POLICY

SO-19

PRIVACY AND RECORDS INFORMATION MANAGEMENT

Superintendent Responsible: Superintendent, Privacy and Information Management	Initial Effective Date: 2014/05/26
Last Updated: 2022/10/17	Next Review Date: YYYY/MM/DD

Objective:

The Grand Erie District School Board is committed to the protection of personal information and management of records information to which it is entrusted and to the individual's right of privacy regarding personal information that is collected, used, disclosed, and retained within its care and custody.

Policy Statement:

~~The Grand Erie District School Board~~ complies with all applicable provisions under the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Personal Health Information Protection Act (PHIPA)*, the *Education Act*, including the *Ontario Student Record Guidelines*, and the *Personal Information and Protection of Electronic Documents Act (PIPEDA)* and such other relevant statutes and regulations of the Province of Ontario and the Government of Canada

~~The board~~ Grand Erie further commits to follow a national standard called the Canadian Standards Act (CSA) Model Code for the protection of personal information which is comprised of 10 Fair Information Principles grounded in ~~Ontario privacy~~ legislation.

The Director of Education shall serve as Freedom of Information Head for all purposes outlined in the *Municipal Freedom of Information and Protection of Privacy Act*, in accordance with s.3(1) and the Privacy Officer as Freedom of Information Coordinator, in accordance with s.49(1). The Director shall be informed of any privacy concerns.

References

- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Personal Health Information Protection Act (PHIPA)*
- *Personal Information Protection and Electronic Documents Act (PIPEDA)*
- *Education Act*
- *Ontario Student Record (OSR) Guideline 2000*
- ~~Procedure SO104~~ Ontario Student Records [\(SO-104\)](#)
- ~~Procedure SO105~~ Privacy Breach Response [\(SO-105\)](#)
- ~~Procedure SO126~~ Volunteers [\(SO-126\)](#)