



AGENDA

- A – 1 **Opening**
(a) Roll Call
(b) Declaration of Conflict of Interest
(c) In Camera Session (**6:30 p.m.**)
 (i) Personnel Matters
 (ii) Legal Matters
 (iii) Property Matters
(d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
(e) Memorials
(f) Agenda Additions/Deletions/Approval
(g) In Camera Report
(h) Delegations
- B – 1 **Approval of Minutes**
* (a) October 30, 2017 (Regular Board)
* (b) November 13, 2017 (Committee of the Whole)
* (c) November 14, 2017 (Special Board)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
* (a) Camp SAIL (Summer Adventures in Learning) 2017 L. De Vos
* (b) Facility Partnership Liaison Update R. Wyszynski
- D – 1 **Director’s Report**
- E – 1 **Student Trustee Report**
- F – 1 **Committee Reports**
* (a) Committee of the Whole – November 13, 2017 T. Waldschmidt
- G – 1 **New Business**
* (a) Organizational Board Meeting – Set Date, Time & Place B. Blancher
* (b) Report to INAC (Indigenous and Northern Affairs Canada) and Six Nations of the Grand River B. Blancher
* (c) Enrolment Update R. Wyszynski
* (d) Major Construction Update R. Wyszynski
* (e) Preliminary Year End (F2) R. Wyszynski
* (f) Workforce Report S. Sincerbox
* (g) Technology Infrastructure Update D. Abbey
- H – 1 **Other Business**
* (a) Summary of Accounts – October 2017 R. Wyszynski
* (b) Special Education Advisory Committee Minutes – October 19, 2017 L. Thompson

SUCCESS for Every Student



Regular Board Meeting
 Monday, November 27, 2017
 Board Room, Education Centre

- * (c) Joint Occupational Health & Safety Committee Minutes – October 16, 2017 R. Wyszynski
- * (d) Grand Erie Parent Involvement Committee Minutes (Draft) – October 26, 2017 B. Blancher
- * (e) Student Transportation Services Brant Haldimand Norfolk Minutes (Draft) – October 31, 2017 R. Wyszynski
- * (f) Privacy and Information Management Committee Minutes (Draft) – November 3, 2017 D. Abbey
- * (g) Safe and Inclusive School Committee Minutes (Draft) – November 9, 2017 W. Baker
- * (h) Audit Committee Minutes – November 21, 2017 R. Wyszynski

I – 1 **Correspondence**

- * (a)

J - 1 **Adjournment**

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

Chairs' Committee	November 27, 2017, 5:45 p.m.	Board Room
Board Meeting	November 27, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	November 28, 2017, 9:00 a.m.	Pauline Johnson Collegiate
Board Nomination and Organizational	December 4, 2017, 7:15 p.m.	Board Room
Audit Committee	December 5, 2017, 4:00 p.m.	Brant Room
Student Trustee Senate	December 7, 2017, 10:30 a.m.	Board Room
Special Education Advisory Committee	December 7, 2017, 6:00 p.m.	Board Room
Inaugural Board	December 11, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	December 18, 2017, 9:00 a.m.	Hagersville Secondary
Safe and Inclusive School Committee	January 11, 2018, 1:00 p.m.	Board Room
Grand Erie Parent Involvement Committee	January 11, 2018, 6:30 p.m.	Dogwood Meeting Room, Norfolk SSC
Committee of the Whole Board	January 15, 2018, 7:15 p.m.	Board Room
Special Education Advisory Committee	January 18, 2018, 6:00 p.m.	Board Room
School Year Calendar	January 24, 2018, 4:00 p.m.	Pine Tree Room Joseph Brant Learning Centre
Chair's Committee	January 29, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	January 29, 2018, 7:15 p.m.	Board Room

SUCCESS for Every Student



MINUTES

Present: Board Chair D. Dean, Board Vice-Chair G. Anderson, R. Collver, B. Doyle, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, J. Hsiao (Student Trustee)
L. Kelly (Student Trustee)

Administration: Director - B. Blancher; Superintendents – D. Abbey, W. Baker, L. DeVos, D. Martins,
S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: A. Felsky
Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Chair, D. Dean at 6:30 p.m. for the purpose of conducting the Open Session.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Board move into In Camera Session to discuss personnel and legal matters at 6:30 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, D. Dean at 7:15 p.m.

(e) Memorials

(i) Jayne Nixon, Walpole North Elementary School

The memorial statement was read by B. Doyle. The Trustees and Senior Administration took a moment of silence to honour Jayne.



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

Presented as printed.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Agenda be approved as printed.

Carried

(g) **In Camera Report**

Moved by: D. Sowers

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the revised Pay Equity Plan for the Grand Erie Management Support Team, to be effective September 1, 2016.

Carried

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Pay Equity Plan for the Grand Erie Management Support Team, effective from January 1, 2001 to August 31, 2016.

Carried

Moved by: J. Harris

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve C-1-f.

Carried

(h) **Presentations - Student Recognition Awards**

The recognition program is Grand Erie District School Board's way to honour and celebrate students who have accomplished excellence in the areas of academics, athletics, and the arts, as well as excellence in the community. All recipients receive a certificate signed by B. Blancher and D. Dean, Chair of the Board. Trustee Waldschmidt and Director Blancher presented the certificates to those recipients present.

Allan St. Pierre – Grade 12 – Tollgate Technical Skills Centre – was elected to the Niagara Peninsula Aboriginal Area Management Board's Indigenous Youth Advisory Committee, one of just 10 students selected, and the only one from our region. Allan's strong desire to understand and participate in his cultural heritage makes him a leader and a positive influence.



The recipient was congratulated by the trustees and responded to questions and comments.

(i) **Delegation**

Shannon Noonan presented her delegation regarding transportation for students attending Paris District High School living in the south end of Paris.

R. Collver asked Mrs. Noonan if she made a delegation to Brant County as some of the safety concerns and solutions suggested in the delegation are the responsibility of the County? Mrs. Noonan responded that she had not and appreciated the feedback.

Moved by: T. Waldschmidt

Seconded by: R. Collver

THAT the Grand Erie District School Board request a report back on the transportation issue outlined in the delegation from Sr. Administration to the Board at the November 13, 2017 Committee of the Whole Board Meeting.

Carried

B – 1 **Approval of Minutes**

(a) **Regular Board Meeting – September 25, 2017**

Presented as printed.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Minutes of the Regular Board Meeting, held September 25, 2017 be approved.

Carried

(b) **Committee of the Whole Board – October 16, 2017**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Minutes of the Committee of the Whole Board Meeting, held October 16, 2017 be approved.

Carried



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

(a) Communication Plan for the Multi-Year Plan

B. Blancher invited K. Newhouse, Manager of Communication and Community Relations, to the table. B. Blancher referred to the 2017-18 Communications Strategy for Grand Erie's Multi-Year Plan report. B. Blancher noted in 2016, Grand Erie approved a new five-year strategic direction to guide the work that the school board is doing and noted communicating the plan to all of the Board's internal and external audiences is crucial to its success, this process began in 2016-17.

B. Blancher referred to Appendix A: 2017-18 Multi-Year Plan Communication Strategy which outlined the areas of focus and detailed tactics for:

- Building awareness and understanding of the plan with all internal and external audiences
- Demonstrating progress made during the first year of the plan by highlighting a wide range of 2016-17 activities, initiatives and events connected to the plan
- Ensuring all internal audiences (i.e., staff) recognize how they fit into the plan and how they contribute to its overall success through their day-to-day actions and activities.

R. Collver noted this is very comprehensive plan and is looking forward to the "Did you know" piece. R. Collver further noted that we may want to consider using "Grand Erie Employees" instead of "staff".

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the report on the 2017-18 Communications Strategy for the Multi-Year Plan as information.

Carried

(b) Rural and Northern Education Fund (RNEF)

R. Wyszynski referred to the Rural and Northern Education Fund Report noting in June 2017 the Ministry announced new funding through the Grants for Student Needs (GSN), dedicated for school boards to further improve education for students from rural communities. R. Wyszynski provided further background on how the School Board must use the funding and report publicly on how the funding is used. R. Wyszynski noted Grand Erie District School is expected to receive \$583,173 for the 2017-18 School Year and reviewed how the Board anticipates to utilize the funding.



G. Anderson asked if this annual funding. R. Wyszynski responded it is part of the GSN and suspected it will be. G. Anderson further asked if the Secondary Athletic Facilitator is a contract position. B. Blancher responded it is. G. Anderson asked how long the Dunnville Principal release time will be? R. Wyszynski responded 6 weeks.

C.A. Sloat indicated that we need to publicly post how the funding was spent, will the details come back to board? C.A. Sloat further commented that the B-memo received from the Ministry had suggestions regarding how the funding is to be used, did we consider having Wi-Fi on buses for those students who travel over an hour? B. Blancher responded that information included on the B-memo were suggestions, Sr. Administration did discuss Wi-Fi on buses but felt that we could not monitor if the Wi-Fi would be use to completed homework. B. Blancher further noted that Trustees will be involved in the decision of how the funding will be spent in 2018-19 during the Budget process

J. Harris asked if the Ultraviolet Purification Systems is a one-time cost and next year we would that funding to focus on a new area. R. Wyszynski responded that is correct.

R. Collver commented that this may be one-time funding and cautions the Trustees that we may not see this money again. R. Collver commented that she needs more understanding around the Additional Secondary programing in semester two? D. Martins responded the outline for the opportunity to look at programs that they could never offer based on the school size and/or class size ratio. D. Martins further noted the Secondary Schools will need to outline on their wish list if it is one section or two.

D. Sowers noted she really likes this report and hopes that if the funding is there next year, we considering adding more arts programs for our rural kids.

R. Collver noted that this report supports the community and environment indicators of our multi-year plan

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the allocation of funding in the Rural and Northern Education Fund (RNEF) Report.

Carried

(c) **Boundary Review - McKinnon Park Secondary School**

R. Wyszynski referred to the Boundary Review – McKinnon Park Secondary School Report providing background and noting in preparation for the boundary review, that Sr.



Administration has been reviewing enrolment and attendance pattern data for students who attend McKinnon Park from Six Nations and data for the Oneida Public School catchment.

It was recommended the Board re-introduce the September 11, 2017 motion to allow the review of the data.

Moved by: J. Richardson

Seconded by: J. Harris

THAT the Grand Erie District School Board suspend the motion approved at the September 11, 2017 Committee of the Whole Meeting initiating a Boundary Review for McKinnon Park Secondary School to begin in November 2017.

Carried

R. Wyszynski reviewed the various data with the Board which consisted of:

1. Six Nations and New Credit Enrolment Choice: March 2017
2. March 2017 Enrolment Numbers for Six Nations and New Credit
3. Historical and Project Enrolment including Capacity Percentages
4. Option 1: Boundary at Fourth Line and Chiefswood Road
5. Option 2: Boundary at Fifth Line and Chiefswood Road
6. Option 3: Boundary at Sixth Line and Chiefswood Road

R. Wyszynski noted that upon a review of the data, Senior Administration concluded that a boundary review to establish new boundaries for current attendance areas of McKinnon Park would not result in the desired impact on enrolment pressures. Grand Erie would need to redirect approximately 200 students to other Haldimand Secondary Schools and a boundary change will not achieve this result.

R. Wyszynski further reviewed Senior Administration's recommendation:

1. Suspend the motion that initiated the Boundary Review
2. Consider revisiting the original Haldimand Secondary ARC recommendation for McKinnon Park approved by Trustees in November 2014:
"Consult with Six Nation Education Council to determine an appropriate capped number of students for acceptance at grade nine."
3. Support other Haldimand secondary schools, specifically Hagersville and Cayuga Secondary in recruiting more students through program offerings and other supports. Also, explore the possibility of creating a school within a school for Indigenous education.

G. Anderson stated he supports suspending the motion and suggested that if we start to modify the boundaries, Six Nations needs to be heavily involved in the decision and we need to be very cautious how we proceed with this. K. Sandy stated it is in the best interest



that we do suspend the motion and instead initiate a consultation with Six Nation Education Council so as not to further divide the community.

B. Doyle asked if we consider the revisiting the ARC, do we have a plan to reduce the number of portables at McKinnon Park Secondary. B. Blancher noted we have reduced two portables this year as we moved some number students when the Iroquois Lacrosse Program moved to Hagersville. B. Doyle noted he understands that we have reduced the portables by two but some are in need of replacing, we need to find a solution and we will need to make some hard decisions.

J. Harris agreed with G. Anderson's statement and reminded Trustees we need to embody reconciliation and identify what is best for the students of Six Nations. J. Harris strong recommends the need to consult with Six Nations.

C.A. Sloat noted her concerns that we did this work back in 2014-2015 and we have not cracked this nut, there are still 19 of the 20 recommended items from the 2015 Haldimand ARC that have not been completed.

R. Collver thanked Administration for looking at this and providing all the options. R. Collver further noted that this needs to flush out on where we stand. R. Collver stated she needs a better understanding on the work that the Community Partner liaison is doing.

D. Sowers agrees that we need to include Six Nations, but feels we also need include the voice of the whole Caledonia community.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board withdraw the motion approved at the September 11, 2017 Committee of the Whole Meeting initiating a Boundary Review for McKinnon Park Secondary School to begin in November 2017.

Carried

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board strike a committee with Senior Administration, Trustee and support staff to consult with the Six Nations Education Committee regarding enrolment process at McKinnon Park and shared solutions.

Carried

J. Harris asked the Director of Education if this going to work for you? B. Blancher responded that this will work for us and will be good for the Trustees to hear the voice of Six Nations.



D – 1 Director’s Report

J. Richardson left the meeting at 8:39 p.m.

Director’s highlights:

- Treaties Recognition Week – November 5 – 11: in 2016, the Ministry of Indigenous Relations and Reconciliation declared the first of November as Treaties Recognition Week. The intention is to raise awareness and promote public education of treaties and treaty relationships. The week allows for educators to set aside time for curriculum related activities to share with both indigenous and non-indigenous students, families and staff.
- Fall Commencements are finishing up this week
- First Student Senate Meeting of the Year took place on Tuesday, October 24, 2017
- Take Our Kids to Work Day – November 1, 2017
- Holocaust Education Week – November 2 – 9
- Remembrance Day – November 11 – schools will be holding services on Friday, November 10th
- PPM161 – B. Blancher asked L. Thompson to speak to this item. L. Thompson referenced this draft PPM on Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools and how our Policy SO30 – Management of Potentially Life-Threatening Health Conditions in Schools.
- College Strike and Impact on Dual Credit and School Within a College (SWAC) Program B. Blancher asked D. Martins to speak to this item. D. Martins advised that our students are receiving quality education from our secondary teachers and programs are continuing well the college instructors are on strike.

D. Sowers left the meeting at 8:40 p.m.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director’s Report of October 30, 2017 as information.

Carried

E – 1 Student Trustees’ Report

J. Hsiao and L. Kelly provided a verbal summary on the first Student Senate meeting that occurred on Tuesday, October 24, 2017.

Moved by: B. Doyle

Seconded by: C.A. Sloat



THAT the Grand Erie District School Board receive the Student Trustees' Report of October 30, 2017 as information.

Carried

F -1 Committee Report

(a) Committee of the Whole Board – October 16, 2017

Moved by: T. Waldschmidt

Seconded by: J. Harris

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated October 16, 2017 as follows:

1. Violent Incidents in Schools – Grand Erie Perspective

THAT the Grand Erie District School Board receive the report on Violent Incidents in Schools – Grand Erie Perspective as information.

2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of October 16, 2017 as information.

3. Enrolment Update

THAT the Grand Erie District School Board receive the Enrolment Update report as information.

4. Primary Class Size Report

THAT the Grand Erie District School Board receive the Primary Class Size Report as information.

5. Data Report – Voluntary Indigenous Self-Identification

THAT the Grand Erie District School Board receive the Data Report – Voluntary Indigenous Self-Identification as information.



6. 2017-18 Board Action Plan on First Nation, Métis and Inuit Education (FMNI)

THAT the Grand Erie District School Board receive the 2017-18 Board Action Plan on Indigenous Education as information.

7. Public Consultation Plan for Special Education Plan Annual Review

THAT the Grand Erie District School Board receive the Public Consultation Plan for Special Education Plan Annual Review report as information.

8. "Our School" Survey Results

THAT the Grand Erie District School Board receive the report "Our School Survey 2016-17" as information.

9. Elgin Avenue Public School Consolidation Project

(a) Temporary Accommodation Strategy

THAT the Grand Erie District School Board approve the Placement of 10 Portables at Lynndale Heights Public School during the Elgin Avenue Public School Consolidation.

THAT the Grand Erie District School Board approve the Self-Contained and Snozelen Rooms at Elgin Avenue Public School be relocated to Bloomsburg Public School.

(b) Striking Project Team

THAT the Grand Erie District School Board approve the striking of a project team for the Elgin Avenue Public School Consolidation Project.

10. F5 Advocacy

THAT the Grand Erie District School Board forward Policy F5 Advocacy to all appropriate stakeholders for comments to be received by January 12, 2018, as amended.

11. HR2 Consideration of Employee Concerns

THAT the Grand Erie District School Board forward Policy HR2 Consideration of Employee Concerns to all appropriate stakeholders for comments to be received by January 12, 2018.



12. F2 Budget Development Process

THAT the Grand Erie District School Board approve Policy F2 Budget Development Process, as amended.

13. F102 Purchasing Card Program

THAT the Grand Erie District School Board forward Procedure F102 Purchasing Card Program to all appropriate stakeholders for comments to be received by January 12, 2018.

14. F103 Travel and Expense Claims

THAT the Grand Erie District School Board forward Procedure F103 Travel and Expense Claims to all appropriate stakeholders for comments to be received by January 12, 2018.

15. FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment

THAT the Grand Erie District School Board forward Procedure FT112 Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment to all appropriate stakeholders for comments to be received by January 12, 2018.

16. OPSBA Report

THAT the Grand Erie District School Board received the OPSBA report as information.

Carried

G – 1 New Business

(a) 2016-17 Board Improvement Plan for Student Achievement Outcomes

L. De Vos referred to the 2016-17 Board Improvement Plan for Student Achievement Outcomes report provide background and additional information. L. De Vos further noted the 2016-17 Theory of Change outlined in the Board Improvement Plan is the foundation for which the implementation and actions with respect to the outcomes were attained.

L. De Vos continued to review the Elementary Outcomes and Data-Based Observations for the following areas:



1. Primary Assessment of Reading, Writing and Mathematics Percentage of Students at Level 3 – 4 for All Student and Participating Students.
2. Junior Assessment of Reading, Writing and Mathematics Percentage of Student at Level 3 -4 for All Students and Participating Students

D. Martins reviewed the Secondary Outcomes and Observations for the following areas:

1. Literacy
 - a. Percentage of Students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 Ontario Secondary School Literacy Test (OSSLT)
2. Numeracy:
 - a. Percentage of Students achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for fully participating students in Applied Grade 9 math and fully participating students in the Academic Grade 9 math
 - b. Percentage of Students achieving Level 3 or 4 in Number Sense and Numeration and Patterning and Algebra stands in Grade 7 and 8 on report card
3. Credit Accumulation
 - a. Percentage of Students achieving 8/8 credits by the end of Grade 9
 - b. Percentage of Students achieving 16/16 credits by the end of Grade 10

The next steps were reviewed for both Elementary and Secondary.

K. Sandy left the meeting at 9:06 p.m.

C.A. Sloat asked about the OSSLC results? D. Martins responded that of 1173 eligible students, 495 were completing the course requirement, big differential between male (305) and female (190) enrolled. 60% of the students successfully achieved the literacy requirement through the OSSLC.

C.A. Sloat asked about Alternative Ed, who is reviewing and is a report coming to the board? D. Martins responded that the Alternative Education Program review in the secondary system is underway with representatives from across the system. The outcome of this review will be shared with the board at the time staffing and budget considerations are taken forward.

R. Collver noted under identifying students in grade 8 support, how soon is the child recognized who in grade 8 was 100% and then walks through the door into grade 9 and begins to struggle? D. Martins responded that we are doing PD and support with Student Success Teams and that this is all a part of the Transition Plan. For a student who previously has not displayed any risk factors, a teacher would bring the profile of the student forward



to the In-School Resource team for consideration of how and who can and will intervene to support the student.

D. Dean commented the literacy results for boys are disturbing, what are we doing to address that? D. Martins responded we are looking for relevant resources such as graphic texts, online documents that provide resources that male students are interested in to enhance engagement and interest to meet those needs.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the 2016-17 Board Improvement Plan for Student Achievement Outcomes as information

Carried

(b) **2017-18 Grand Erie Student Achievement Plan: Success for Every Student**

L. De Vos referred to the 2017-18 Grand Erie Student Achievement Plan: Success for Every Student report noting the Grand Erie Student Achievement Plan Leadership Committee met several times in September and October to examine the data and develop a plan. Sr. Administration then took the plan to central teams for input. The focus of the plan is aligned with the Grand Erie Multi-Year Plan and the Renewed Math Strategy.

L. De Vos reminded the Board Grand Erie's Student Achievement Plan is considered a living document and changes can be made throughout the school year based on identifying, reflecting and responding to system needs to ensure a focused, intentional improvement plan.

L. Kelly left the meeting at 9:31 p.m.

D. Martins and L. De Vos reviewed each section of the Grand Erie's Student Achievement Plan in detail. L. Thompson reviewed the Special Education piece of the Plan.

L. De Vos further reviewed the next steps and communication plans.

C.A. Sloat questioned why the achievement results focus only on EQAO and where is the information from "How Did We Do" section of the 2016-17 BIPSA? B. Blancher responded that this is partly directed from the Ministry and partly due to the fact that this is information we receive and it is standardized but that this is not the only data we review. We review report card data, graduation rate data, LLI, Empower and other pieces. B. Blancher further responded that in terms of the "How Did We Do" section there are pieces that are collected



for the Program Teams to review to inform further directions and some data we collect for presentation purposes.

L. De Vos add that qualitative data is gathered, but is difficult to quantify, here in Grand Erie, but also provincially.

R. Collver commented that Trustees are accountable for student achievement and success for every student and wondered how Trustees are accountable if all they get is EQAO data – where are other examples of achievement? B. Blancher commented that achievement and success for every student encompass more than just academic achievement and listed a number of ways Trustees are provided with student success items – through all of the Multi-Year Plan indicators and through presentations such as Student Recognition.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the 2017-18 Grand Erie Student Achievement Plan as information.

Carried

H – 1 **Other Business**

(a) **Summary of Accounts – September 2017**

Presented as printed.

Moved by: J. Harris

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Summary of Accounts for the months of September 2017 in the amount of \$13,281,662.23.12 as information.

Carried

(b) **Special Education Advisory Committee Minutes – September 14, 2017**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – September 14, 2017 as information.

Carried



(c) **Joint Occupational Health & Safety Committee Minutes – September 21, 2017**

Presented as printed.

Moved by: B. Doyle

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – September 21, 2017 as information.

Carried

(d) **Native Advisory Committee Minutes (Draft) – September 12, 2017**

Presented as printed.

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes (Draft) – September 12, 2017 as information.

Carried

(e) **Compensatory Education Committee Minutes (Draft) – September 21, 2017**

Presented as printed and L. Thompson noted that meeting attendance will be added to the minutes.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Compensatory Education Committee Minutes (Draft) – September 21, 2017 as information.

Carried

(f) **Safe and Inclusive Schools Committee Minutes (Draft) – October 5, 2017**

Presented as printed and W. Baker noted one correction will be made to the regrets.

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Safe and Inclusive Schools Committee Minutes (Draft) – October 5, 2017 as information.

Carried



I – 1 Correspondence

- (a) Waterloo Region District School Board Letter – September 15, 2017
- (b) Waterloo Region District School Board Letter – September 22, 2017

Moved by: J. Harris

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive correspondence as information.

Carried

J – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 9:53 p.m.

Carried

Board Chair, David Dean



MINUTES

Present: T. Waldschmidt – Committee Chair, G. Anderson, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, J. Richardson, K. Sandy, D. Sowers, C.A. Sloat, J. Hsiao (Student Trustee),

Administration: Director - B. Blancher; Superintendents - D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: L. Kelly (Student Trustee)

Administration: Nil

A – 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, T. Waldschmidt at 6:30 p.m. for the purpose of conducting the In Camera Session.

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: A. Felsky

Seconded by: D. Sowers

THAT the Board move into In Camera Session to discuss personnel, and legal matters at 6:30 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, T. Waldschmidt at 7:17 p.m.

(e) Agenda Additions/Deletions/Approval

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the agenda be approved

Carried



Committee of the Whole Board

November 13, 2017
Education Centre, Board Room

- (f) **In Camera Report**
Nil

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

T. Waldschmidt relinquished Chair to Committee Vice Chair A. Felsky.

- (a) **Response to the October 30, 2017 Delegation**

R. Wyszynski referred to the Response to October 30, 2017 Delegation providing background regarding S. Noonan's delegation requesting the board reconsider the 3.2 kilometer threshold and/or create additional stop along an existing route to pick up courtesy seat riders for Paris District High School (PDHS) students who reside in the south end of Paris.

R. Wyszynski provided an overview of the investigation completed by the Student Transportation Services Brant Haldimand Norfolk (STSBHN) and highlighted the following:

- The distance calculated is within the 3.2 kilometer walking distance for secondary students as set out in Policy FT6 Student Transportation.
- Suggested Ms. Noonan apply for a courtesy seat which would decrease the walking distance. The student was approved and currently assigned to a bus with pick-ups and drops off at Cobblestone Elementary School
- Possibility of adding a stop for courtesy riders at Paris Twisted Treats would create a precedent that could trigger a wave of reviews in other schools
- The County of Brant indicates that there are safe pedestrian routes for these students from home to PDHS

It was recommended that Ms. Noonan contact the County's road technologies to address the concerns stated above and develop a mutually acceptable walking path to and from PDHS.

T. Waldschmidt commented that the individual is currently on courtesy route but believes we need to put a weight on the value of student safety and lives.

B. Doyle referred to R. Wyszynski's, comment that the County of Brant came up with safe routes and would like to know what routes. Does it add to the distance if the students are walking on Hwy 24? R. Wyszynski provided an overview of the routes that the students would take, noted they do not go near Hwy 24 and the distance is still under the 3.2 km.



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Moved by: D. Sowers

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the report on the Response to the October 30, 2017 Delegation.

Carried

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board request Senior Administration create an additional stop for the school bus on King Edward St. to accommodate the students in the Hanley subdivision.

R. Collver noted more information is required before she can support this motion.

P. Kuckyt, Manager of Transportation, was invited to the table to support the discussion. G. Anderson asked what is the distance? P. Kuckyt provided a detailed response and indicated that the distance is just under the 3.2 km threshold.

C.A. Sloat asked for clarity if the student is currently walking over 2 km and crossing Hwy 24 to access courtesy ride from Cobblestone. P. Kuckyt responded it is approximately 2.02 km and yes they are crossing Hwy 24.

D. Sowers asked if we also need to look at the attendance for those 35 students who are in a similar walking distance situation.

R. Collver asked for clarity regarding the 35 students. P. Kuckyt responded that there are 35 ineligible students in the area and 8 students have been approved for courtesy ride.

G. Anderson supported that we need further information before a decision can be made.

T. Waldschmidt withdrew his original motion.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board request Senior Administration look at the cost for additional bus route from the Hanley subdivision to Paris District High School for safety concerns.

Carried

A. Felsky relinquished Chair to Committee Chair T. Waldschmidt.



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C – 1 Director's Report

The Director highlighted:

- November 8, 2017 – Visit to Six Nations Education Committee to share with the committee the motion passed by Trustees on October 30th to withdraw the boundary review for McKinnon Park. The Committee Chair shared their preference to the committee if instead of “consulting” with them, we include members of Six Nations on the committee as fully contributing representatives. It was also suggested that we shouldn't limit representation to just the Education Committee of the elected council. B. Blancher reviewed the currently approved motion and proposed Trustees reconsider the approved motion. R. Collver supported the change of motion. J. Harris supported the change.

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board reconsider the original motion *“THAT the Grand Erie District School Board strike a committee with Senior Administration, Trustee and support staff to consult with the Six Nations Education Committee regarding enrolment process at McKinnon Park and shared solutions”* from the October 30th, 2017 Regular Board Meeting

Carried

Moved by: R. Collver

Seconded by: J. Harris

That the Grand Erie District School Board strike a committee including Senior Administration, Trustees, support staff and representatives of Six Nations of the Grand River regarding enrolment pressures at McKinnon Park and shared solutions.

Carried

- Funding for Curriculum Changes re: TRC Calls to Action – on November 9th, the Ministry of Education sent out a memo responding to the TRC Calls to Action #62 and #63 with information on curriculum revisions and Indigenous Education-Focused Collaborative Inquiry. Revisions focus on strengthening the learning connected to indigenous perspectives, cultures, histories and ways of knowing. The draft curriculum revisions will be shared in Fall 2017 for soft implementation, followed by anticipated final documents in winter 2018 for full implementation in September 2018. To support the implementation, funding and capacity building will be provided through Transfer Payment Agreements.
- On November 9th, Grand Erie also learned that the Ministry is conducting an Independent Review of Assessment and Evaluation and there will be a Regional Consultation on Assessment. We have been asked to put together a Board team for an



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- afternoon session in Hamilton on December 5th, there will also be an evening session and an opportunity for online submissions. Exec Council will discuss who should be part of the team and it is suggested that a Trustee be part of the team. B. Blancher will work through the Chair to get a Trustee representative.
- On November 3rd, we learned that Ontario will be enhancing the Grade 10 career studies course to bring in mandatory learning on financial and digital literacy as well as expanding hands-on learning opportunities. We await more information on this new direction.
 - Louis Riel Day is held every year on November 16 across the Metis Homelands, which is the anniversary of Riel's execution in 1885.
 - Friday, November 17th is a PA Day for both elementary and secondary schools
 - Caledonia Centennial is celebrating its 50th Anniversary this Saturday. Trustee Doyle and Director Blancher will bring greetings on behalf of Trustees and Senior Administration.
 - Bullying Awareness and Prevention Week begins on Sunday, November 19th.
 - Focus on Staff Video – Barb Guest, Secretary at Brantford Central Public School.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Director's Report of November 13, 2017 as information.

Carried

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

(a) **Trustee Honoraria (F4)**

R. Wyszynski referred to the Trustee Honoraria report providing background and additional information noting the Trustee Honoraria consists of three components: a base amount (\$5,900 per Trustee), an enrolment amount (adjusted annually based on the actual enrolment from the previous year) and Board Chair/Vice Chair Allowances. R. Wyszynski reviewed the detailed calculation for the proposed honoraria effective December 1, 2017.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2017 to November 30, 2018 as presented.

Carried



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(b) Trustees' Travel and PD Expenses (BL15)

R. Wyszynski referred to the Trustee Expense Report which is prepared in accordance with Bylaw 15. R. Wyszynski reviewed the total expenses reimbursed for the year end August 31, 2017 and current year to date expenses for 2017-18.

Moved by: G. Anderson

Seconded by: D. Dean

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

Carried

D – 2 New Business – Information Items

(a) Data Report – Student Expulsion Report (SO7)

W. Baker referred to the Data Report – Student Expulsion report noting expulsions are preceded by a 20-day suspension for very serious infractions. W. Baker noted there were two expulsions in 2016-17 and reviewed the reasons for expulsion.

G. Anderson asked if the two individuals have returned to school or are still in safe school. W. Baker responded that one has returned and the other will be returning shortly.

Moved by: G. Anderson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive Data Report – Student Expulsion 2016-17 as information.

Carried

(b) Data Report – Student Suspension Report (SO6)

W. Baker referred to the Data Report – Student Suspension Report providing background on the Regulation 298. W. Baker further reviewed the following 2016-17 Suspension Data charts and observations:

- Total Suspensions: 3776 for 2016-17, 1665 Elementary and 2111 Secondary
- Suspensions by Grade: included data from JK to Grade 12
- Response for Suspensions for Elementary and Secondary
- Suspension by Lengths (Days): majority being 1 – 3 days
- Suspension by Gender for 1-5 days, 6-10 days and 11 – 20 days



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Moved by: B. Doyle

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive "Data Report – Student Suspensions 2016-17" as information.

Carried

(c) **Annual Update, Multi-Year Accessibility Plan 2012-17**

L. Thompson referred to the Annual Update, Multi-Year Accessibility Plan 2012-17 Report providing background noting Boards of Education are required to prepare an annual accessibility plan that outlined strategies to identify, eliminate and prevent barriers to accessibilities for persons with disabilities related to Customer Service, Transportation, Information and Communication, Employment and the Built Environment. Grand Erie created a Multi-Year Accessibility Plan for the period of 2012-17 which must be reviewed every five years with an annual progress report. L. Thompson noted the cycle for the Annual Update of the Multi-Year Accessibility Plan was complete in August 2017 and a Renewed Multi-Year Accessibility Plan 2017-22 has been prepared.

Moved by: D. Dean

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the Annual Update, Multi-Year Accessibility Plan for 2012-17.

Carried

(d) **Renewed Multi-Year Accessibility Plan 2017-22**

L. Thompson referred to the Renewed Multi-Year Accessibility Plan 2017-22 report providing background and noted the Renewed Multi-Year Accessibility Plan incorporates any new or revised aspects from the Accessibility for Ontarians with Disabilities Act and the Integrated Accessibility Standards Regulations. L. Thompson informed the Board that the proposed plan has been vetted through Executive Council and Accessibility Committee and presented to the Special Education Advisory Committee for input.

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Renewed Multi-Year Accessibility Plan 2017-22.

Carried



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(e) **Grand Erie Graduation Rate Report**

D. Martins referred to the Graduation Rate Report providing background and reviewed the 2016, 2015 & 2014 Graduation Rates. D. Martins noted a graduation rate increased in each of the last two years, showing a 3.7% increase in the four-year graduation rate and a 3.4% increase in the five-year graduation rate. D. Martin reviewed the engagement strategies.

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Graduation Rate report as information.

Carried

(f) **Parenting and Family Literacy Centres Update**

L. De Vos referred to the Parent and Family Literacy Centres (PFLC) Update Report providing background and noted in February 2016 the Ministry announced its intention to transform Ministry-funded child and family programs into an increasingly integrated, cohesive system of services and support for children ages 0-6 and all existing child and family programs will be combined into one program model. As of January 1, 2018, Consolidated Municipal Service Managers (CMSMs) and District Social Service Administration Boards (DSSABs) will be responsible for the local management of Ontario Early Years Child and Family Centres. The Consolidated Municipal Service Manager has created a Transition Plan for the 2017-18 School year and during the transition phase from January 1 to June 20, 2018, the (PFLC) will continue to receive status quo funding from the municipality; operate at the current sites; and provide the current service delivery model.

L. De Vos reviewed the 2016-17 and September 2017 attendance statistic that are collected by Ministry of Education three times a year for Major Ballachey Public School and Princess Elizabeth Public School. L. De Vos reviewed the PFLC Community Outreach activities that have occurred and the events in our school community that PFLC has taken part to promote the programs. L. De Vos noted families are asked annually to provide ongoing formal and informal feedback on the program and reviewed the summary of highlights from the 2017 Parent Survey.

L. De Vos noted on October 24, 2017, the Ministry launched its new EarlyOn brand for child and family programs across Ontario, which will begin in January 2018 and will replace the Ontario Early Years Child and Family Centre name.



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A. Felsky stated that it is clear from the report that there is incredible value for our families from the PFLC and it is a testament to our staff and atmosphere.

Moved by: B. Doyle

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the report Parent and Family Literacy Centres Update as information.

Carried

(g) **Health and Safety Annual Report 2016-17**

R. Wyszynski referred to the Health and Safety Annual Report 2016-17 which consisted of:

- Instruction – Occupational Health and Safety Services
- Program Administration
 - Joint Occupational Health and Safety Committee (JOHSC)
 - Guidelines for the Joint Occupation Health and Safety Committee
- Accident/Incident Statistics
- Management of Hazardous Materials
- Compliance with Health & Safety Legislation
- Indoor Air Quality
- Harassment and Objectionable Behaviour
- Priorities for 2017-18
 - Workplace Violence and Student Aggression
 - Slips, Trips and Fall, Strains and Sprains
 - Workplace Hazardous Materials Information Systems
 - Machine Guarding in Technology Classes
 - Training and Development
 - Chemical Management Program
 - Ministry of Labour: Safe at Work Ontario and Education Initiative

C.A. Sloat noted concerns with the non-response from the Ministry of Labour regarding our JOHSC Terms of Reference submission. R. Collver commented that the timeline is the timeline and will support our staff and push back. R. Collver asked if we have been notified when the Ministry of Labour will be visiting our sites? R. Wyszynski responded that we have not received any notification.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2016-17 as information.

Carried



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(h) Grand Erie Parent Involvement Committee (GEPIC) Membership 2017-18

B. Blancher referred to the Grand Erie Parent Involvement Committee (GEPIC) Membership Report noting the first meeting was held on October 26, 2017 and Sarah Nichol was elected as 2017-18 Chair of GEPIC.

Moved by: D. Sowers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2017 to November 2018 as information, as amended.

Carried

(i) French Immersion Capping Report

L. De Vos referred to the French Immersion Capping report providing background that in November 2016 the Board received a report and approved the following:

- Caps be established each year prior to Kindergarten registration for all French Immersion programs and that caps for any new program space consider the space that will be required for full implementation of the new planned French Immersion program;
- Kindergarten siblings be grandfathered and exempt from the capping process, gaining direct registration into the French Immersion Program where families already have a child registered in French Immersion; and,
- Transportation no longer be provided from the Burford and Paris French Immersion Catchment to Ecole Dufferin and Ecole Confederation and students will return to their French Immersion home school, once the French Immersion Program is fully implemented to Grade 8 at Paris Central in 2019-2020.

L. De Vos reviewed the following data:

- original cap allocated for January 2017,
- current enrolment as of September 29, 2017,
- number of students on the waitlist February 2017, and
- number of students who did not access to the Kindergarten French Immersion program for each of the schools.

L. De Vos noted that as a result of anticipating increasing demand consideration that Physical Space and School Organization and Staffing needs to be factored in. She reviewed the draft French Immersion Kindergarten and Grade 1 registration process for September 2018.



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L. De Vos reviewed Senior Administration recommendations:

1. In addition to the Kindergarten French Immersion cap, an additional cap be implemented for Grade 1.
2. When the number of registrants exceeds the spaces, a lottery be implemented at each grade level K1, K2 and Grade 1 to proactively keep grade cohorts from shifting.
3. Proactive communication in the form of individual family letters be sent to all out of area families currently accessing transportation to Ecole Dufferin and Ecole Confederation, as this transportation will be discontinued when Grade 8 is fully implement at Paris Central in 2019-20.

G. Anderson commented that he supports the direction presented.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve an additional cap be implemented in Grade 1 regarding French Immersion Program.

Carried

C.A. Sloat noted that there needs to be further clarification on Appendix A.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the communication to all out of area families at Ecole Dufferin and Ecole Confederation that transportation will be discontinued in the 2019-2020 school year.

Carried

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

(a) **SO27 Acceptable Use of Information Technology**

D. Abbey noted Policy SO27 Acceptable Use of Information Technology has been identified for review and will be going out for comment and referred to the major revisions.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Policy SO27 Acceptable Use of Information Technology to all appropriate stakeholders for comments to be received by February 9, 2018.

Carried



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(b) FT114 Employee Use of Board-Owned Property and Equipment

R. Wyszynski noted Procedure FT114 Employee Use of Board-Owned Property and Equipment has been identified for review and this Procedure will be going out for comment and referred to the revisions.

Moved by: D. Dean

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Procedure FT114 Employee Use of Board-Owned Property and Equipment to all appropriate stakeholders for comments to be received by February 9, 2018.

Carried

(c) FT119 Boundary Review

R. Wyszynski noted Procedure FT119 Boundary Review has been identified for review and this Procedure will be going out for comment and referred to the minor revisions.

R. Collver requested clarification and the understanding of why we propose to take away the portion of the meeting to take questions. R. Wyszynski responded that we are not taking this away completely, we are just rewording to provide more options.

B. Blancher responded that R. Wyszynski is looking at the different models used by other boards and municipalities of holding public meetings. R. Collver feels strongly it is important to have question and answer. J. Harris feels that we need to look at different ways.

Moved by: D. Sowers

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Procedure FT119 Boundary Review to all appropriate stakeholders for comments to be received by February 9, 2018.

Carried

(d) HR112 Employee Assistance Program

S. Sincerbox noted Procedure HR112 Employee Assistance Program has been identified for review and will be going out for comment and referred to the minor revisions.



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Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Procedure HR112 Employee Assistance Program to all appropriate stakeholders for comments to be received by February 9, 2018.

Carried

(e) **HR124 Principal / Vice Principal Performance Appraisal**

S. Sincerbox noted Procedure HR124 Principal / Vice Principal Performance Appraisal has been identified for review and will be going out for comment and referred to the minor revisions.

Moved by: B. Doyle

Seconded by: J. Harris

THAT the Grand Erie District School Board forward Procedure HR124 Principal / Vice Principal Performance Appraisal to all appropriate stakeholders for comments to be received by February 9, 2018.

Carried

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

L. De Vos noted Procedure SO121 was circulated to all appropriate stakeholders during the 2015-16 school year and was revised and implemented, since that we time it was determined that the process needed further clean up prior to when registration begins in January 2018 and is requesting that Bylaw 9 be suspended so that the draft procedure does not need to be for 60 days.

R. Collver noted the nature of this request is quite a change in practice and feels we need to ensure that stakeholders have the opportunity to provide input. R. Collver would like SO121 to go out for consultation with comments due back by December 1, 2017.

J. Harris in any policy there is always an exception, he asked if there a mechanism for consideration? L. De Vos responded that we will continue to review those exceptions on a case by case basis.

B. Doyle is pleased with the end of June decision date.

C.A. Sloat noted that she agrees that we need to send to stakeholders, even if it is a shorter period of time.



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Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board suspend the requirement of Bylaw 9 which states that the draft procedures shall be circulated to all stakeholders for a minimum of 60 days for input.

Carried

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward Procedure SO121 Request to Attend a School Outside of the Home School Area to all appropriate stakeholders for comments to be received by December 1, 2017.

Carried

(g) **BL25 Director's Performance Appraisal**

B. Blancher noted that comments of the content of the Bylaw were requested and received by October 27th. B. Blancher noted that a number of the comments require input from the Board and reviewed those comments.

R. Collver asked for clarification, did the committee meet to go over the Bylaw or are these responses of the Director. B. Blancher responded that these are the Director's response.

J. Harris provided his response to number of the comments:

#4 - involvement of the System Researcher does not need to be included in the Bylaw as that is operational

#17 – does not feel the list of questions should be attached to the bylaw, as they may change year to year.

#13 – does not feel that the Director or Chair should prepare a separate report but possibly put together some form of the consolidated version.

C.A Sloat noted that Trustees should be able to see questions that go out to the system and suggest that they be attached to as a manual to allow for revisions to be made as needed and will align with the Bylaw.

R. Collver noted that she liked the changes that have been provided for the feedback. For clarification under August is the Annual Learning Plan going to be presented as approved? B. Blancher responded that was to be removed and will ensure that happens.



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Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve Bylaw 25 – Director’s Performance Appraisal, as amended.

Carried

E – 2 Procedures Consideration – Information Items

Nil

F– 1 Other Business

Nil

G – 1 Correspondence

(a) Peel District School Board Letter – October 17, 2017

(b) Grand Erie District School Board Letter to Ministry of Education – November 2, 2017

Moved by: J. Harris

Seconded by: G. Anderson

THAT the Grand Erie District School Board received correspondence as information.

Carried

H – 1 Adjournment

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the meeting be adjourned at 9:27 p.m.

Carried

Committee of the Whole Board Chair, Tom Waldschmidt



MINUTES

Present: D. Dean - Board Chair, G. Anderson, C.A. Sloat

Via Teleconference: R. Collver, B. Doyle, K. Sandy, T. Waldschmidt

Administration: Director - B. Blancher; Superintendent – S. Sincerbox, Recording Secretary – L. Howells

Regrets:

Trustees: A. Felsky, J. Harris, J. Richardson, D. Sowers, J. Hsiao (Student Trustee), L. Kelly (Student Trustee)

Administration: Superintendents – D. Abbey, W. Baker, L. DeVos, J. Gunn, D. Martins, L. Thompson;

A – 1 Opening

(a) Roll Call

The meeting was called to order by Board Chair, D. Dean at 4:02 p.m.

B - 1 Committee Report

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated November 14, 2017 as follows

1. SO121 Request to Attend a School Outside of the Home School Area

THAT the Grand Erie District School Board suspend the requirement of Bylaw 9 which states that the draft procedures shall be circulated to all stakeholders for a minimum of 60 days for input.

THAT the Grand Erie District School Board forward Procedure SO121 Request to Attend a School Outside of the Home School Area to all appropriate stakeholders for comments to be received by December 1, 2017.

Carried



Special Board Meeting
Tuesday, November 14, 2017
4:00 p.m.
Education Centre, Norfolk Room

C – 1 Adjournment

Moved by: G. Anderson
Seconded by: C.A. Sloat
THAT the meeting be adjourned at 4:07 p.m.
Carried

Board Chair, David Dean



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: Camp SAIL (Summer Adventures in Learning) 2017
DATE: November 28, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Camp SAIL (Summer Adventures in Learning) 2017 Board Report as information.</p>
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Background

Since 2010, CODE (Council of Ontario Directors of Education) has coordinated and provided leadership for a summer literacy and numeracy learning program funded by the LNS (Literacy and Numeracy Secretariat), Ontario Ministry of Education.

The SLP (Summer Learning Program) is to focus on Literacy, Numeracy and include specific support for Indigenous students. It is intended to support year two kindergarten and grades 1-5 students experiencing achievement gaps and/or social and economic challenges that may impact their success in school. The primary focus of the program is to support these students in acquiring the essential Ontario curriculum literacy and/or numeracy expectations, sustain/increase individual skill development, engage parents, and develop student self-confidence.

The involvement of parents has been critical to the success of the Summer Learning Program over the years. Boards are asked to inform parents of the: purpose, expected student outcomes; logistics of the SLP; and, obligation to commit to regular attendance of their child(ren). Ongoing communication with parents of participating students is recommended throughout the Summer Learning Program.

Participating school boards receive \$15,000.00 for each organized class participating in the CODE Summer Learning Program (SLP) and CODE/LNS Summer Learning study. Classes are to be organized with a minimum of 15 students. Programs must be offered for a minimum of three weeks with interactive and engaging literacy and/or numeracy instruction scheduled daily for at least a half-day. Overall, 45 hours of literacy and/or numeracy instruction must occur during a three-week period.

In conjunction with the summer learning program, there is a significant research study to examine the factors that minimize summer learning loss and close the achievement gap. All participating English language boards are required to conduct STAR testing, collect data, and complete an Excel spread sheet that was submitted to the Literacy and Numeracy Secretariat.

Grand Erie District School Board has offered Camp SAIL (Summer Adventures in Learning) since the summer of 2011. Since that first year, it has grown from one to seven site locations. Over the years, the program focused on Literacy and FNMI Literacy.

Additional Information

This year was the first year that participating Grand Erie schools focused on Numeracy with an intentional alignment to our 2016 -17 Board Improvement Plan as well as the work of Renewed Math Strategy that extended from a Ministry focus on mathematics achievement. The Summer Learning Program was yet another opportunity for Grand Erie students to work towards improved achievement in mathematics. It allowed for students to be engaged in a smaller teacher-to-student ratio, with activities and lessons designed to meet the needs of students. The program incorporated manipulatives, at-home support, and technology, with an emphasis on making math fun and accessible to every style of learner.

Invitation to Students

In Grand Erie, Administrators and teachers identified students who would benefit from the program. Initial invitations were purposely extended to grade 2 students, with an intent to close gaps and address further summer learning loss and begin to give them a structured mathematics environment in preparation for grade three in the fall. Surrounding grades were then invited, and as a result, there were a range of students who were identified and participated: less than 1% SK, 13 % grade 1, 46% grade 2, 32% grade 3, 7% grade 4 and 1% grade 5. In total we had 207 students attend camp this year, with an average of 14.78 students per camp.

Activities and Strategies to Increase Parent Engagement

Teachers, principals, and summer learning leads provided a range of opportunities for parent engagement and involvement. Parents were invited to participate in daily math activities with their children. A ring of math activities and the materials to complete the activities were provided to each student. These activities were specifically designed so that families could use them at home as a way of making math fun while reinforcing some key math concepts. Lessons learned from these activities will be used to further successful parent engagement strategies during the regular school year.

Parents also completed a survey at the end of the camp to share their thoughts and reflections on the experience. Comments indicate that they:

- better understand how math is now being taught in schools. (ie understanding the “New Math”.);
- appreciated that the games were quick and easy to play, while reinforcing skills;
- felt their students had fun, enjoyed the program, and have improved their attitude towards learning math;
- appreciated the resources (manipulatives) that were sent home as they were helpful to parents; and,
- felt the technology component was very engaging for students.

Social Media Communication

Camp SAIL used Twitter for additional parent and community engagement. Our great work was also highlighted @OntarioSLP, which is also featured on CODE's summer learning resource hub, ontariosummerlearning.org.

New Requirements for 2017

The following two components of the Summer Literacy and Numeracy Board Plan were new this year:

- The 2017 Board Plan now includes an Outcomes Report Back section. This year's plan detailed what boards hoped to accomplish (Plans), and was resubmitted with Report Back on the successes (Outcomes) of the 2017 SLP. The template of the 2017 board plan is attached as Appendix A and provides additional details.
- All board supervisory officers are required to present a report to the Board of Trustees highlighting their organization and successes of the 2017 summer learning program.

Next Steps

This report will be submitted electronically to CODE on November 30, 2017.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff.

This report supports the Community indicator of Success for Every Student and the following statement: we will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **Facility Partnership Liaison Update**
 DATE: November 27, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Facility Partnership Liaison Update report as information.

Background:

At the March 9, 2015 Committee of the Whole meeting, Trustees approved an implementation plan for recommendations from the Haldimand Secondary School ARC that took place in 2013-14. Included in this plan was an action to hire a firm specializing in community development and partnerships to work on leasing out available space in our schools to community organizations and businesses. A Request for Proposals was completed with no interested parties responding, therefore a different approach was taken. Following the announcement in the spring of 2016 regarding enhanced funding to support the development of community facility partnerships, the Board agreed to use some of that funding to hire a suitable consultant to act as Facility Partnership Liaison for the Board.

Since June 2016, Lynn Hewitt has been engaged as the Facility Partnership Liaison to promote the surplus space in our schools.

The Grand Erie District School Board has created the opportunity for organizations, businesses and institutions to lease space within area schools on a long-term basis. By re-purposing these surplus school spaces and using them as permanent business locations, organizations will have the opportunity to serve their community effectively while the Board benefits by offsetting these operational costs with additional revenue.

Additional Information:

The following information summarizes the details of Lynn's work since she started in her role:

- Observed and catalogued the features of Cayuga Secondary School, Hagersville Secondary School and Waterford District High School.
- The following engagements were held with interested groups regarding available space:
 - Kinnections (June 2016, October 2016, February 2017, May 2017, September 2017)
 - Community Living Haldimand (June 2016, September 2016, and October 2016)
 - Grand Erie Business Centre (GEBC) (June 2016, July 2016 and January 2017)
 - Tour given in February 2017
 - Gave GEBC board members a tour in June 2017 of Cayuga Secondary School lower level (4 members toured). This space is short listed with the new County building to be built in 2019-20
 - Second tour given in June again to additional GEBC members
 - GEBC Board turned down option to move into Cayuga in June 2017
 - Economic Development of Haldimand County (June 2016)

- City of Brantford (July 2016)
 - Hagersville daycare (July 2016)
 - Artist inquiring about art studio space in Dunnville (July 2016, August 2016)
 - Group Home in Brantford (July 2016)
 - Grand River Chorus – Local Theater group (July 2016)
 - Haldimand Church organizations (July 2016)
 - Haldimand Hospital (July 2016)
 - Mental Health in Brantford (July 2016)
 - Brantford Symphony (July 2016)
 - Workplace Planning Board (August 2016)
 - Continuing Education at Fanshawe College – Simcoe (August 2016, September 2016 and January 2017)
 - Port Dover Community Health Centre (August 2016)
 - Norfolk Library (August 2016)
 - Brant County Health Unit (September 2016)
 - Medical Centre in Port Dover (September 2016)
 - Brantford Birthright (September 2016)
 - Dunnville Community Theater (September 2016)
 - Haldimand County (September 2016, February 2017 and April 2017)
 - North Shore Athletics – Lakewood Elementary (October 2016)
 - Amtgard – Arts – Brantford (October 2016)
 - IT company enquiring about 2000 square feet – Brantford (October 2016)
 - Automotive Shop – Cayuga Secondary (November 2016)
 - Waterford Media (November 2016)
 - Optimist’s Club – Dunnville (March 2017)
 - Haldimand Abilities Centre (March 2017)
 - Adult Recreational Therapy Centre in Brantford (May 2017)
 - Seniors Support Services in Caledonia (May 2017)
 - Hagersville Abilities Centre (May 2017)
 - Healthcare Hub in Cayuga (June 2017)
 - Hagersville Food Bank (July 2017)
 - Genealogical Society from Cayuga (July 2017)
 - Tours given of Cayuga, Dunnville and Hagersville Secondary Schools
 - Option declined
 - Cayuga Gym Club (September 2017)
 - Tour given in September 2017
 - Tour given in October 2017
 - Has enquired about potential leasehold improvements/architect
 - Apex Driving Academy (September 2017, October 2017, November 2017)
 - Tour given
 - Given sample of lease agreement
-
- Worked on improving promotional materials (literature and publicity)
 - Designed webpage for all four high schools to promote available space
 - Met with planning officials to discuss zoning when necessary
 - Improved floor plans to better illustrate available space to potential clients
 - Published article in local newspapers advertising available space
 - Met and presented available space options to Cayuga Chamber of Commerce on multiple occasions
 - Met and presented available space options to Dunnville Chamber of Commerce multiple occasions
 - Met and presented available space options to Hagersville Chamber of Commerce
 - Pursued corporate sponsorship for Dunnville’s Queen Elizabeth Hall

- Prepared and developed new **Available for Lease** brochures
- Attended the Community Planning & Facility Partnership meeting

Summary:

Grand Erie District School Board continues to promote the unused space as is evident by the quantity of the above engagements. Although there have not been any community partnerships established, there is optimism that persistence will conclude with a signed agreement. There have been challenges in finding appropriate partners but there are also barriers to entry for potential partnerships such as:

- Costs
 - The current costing model aligns with the benchmark amount the Ministry funds the Board for the School Operations Allocation. This calculates to approximately \$10.00 per square foot. The Board has received feedback that the costs are too high and also that the space should be offered at no cost.
- Permits
 - Certain potential partners will require business permits within school-zones and there be may be costs and restrictions in place that could prevent or hinder a for-profit business.
- Transportation issues/location
 - Many of the locations the Board has advertised as surplus space are not near major transportation hubs or the locations are too remote for certain businesses to justify establishing operations.
- Leasehold expenditures
 - Many of our classrooms need to be renovated in order to align the space to the needs of the potential partner. These improvements are very expensive and become a prohibitive investment for a business looking to generate a profitable enterprise.

Although some of these barriers are difficult for many potential partners, there are certain businesses that are able to align their needs with the space available and there is a strong belief that once the board can demonstrate success with one tenant then perhaps that publicity will lead to more successful partnerships in the future.

Respectfully submitted

Rafal Wyszynski,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Tom Waldschmidt, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: November 27, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated November 13, 2017 as follows:

1. Response to the October 30, 2017 Delegation

THAT the Grand Erie District School Board receive the report on the Response to the October 30, 2017 Delegation.

THAT the Grand Erie District School Board request Senior Administration look at the cost for additional bus route from the Hanley subdivision to Paris District High School for safety concerns.

2. Director's Report

THAT the Grand Erie District School Board reconsider the original motion *"THAT the Grand Erie District School Board strike a committee with Senior Administration, Trustee and support staff to consult with the Six Nations Education Committee regarding enrolment process at McKinnon Park and shared solutions"* from the October 30th, 2017 Regular Board Meeting

That the Grand Erie District School Board strike a committee including Senior Administration, Trustees, support staff and representatives of Six Nations of the Grand River regarding enrolment pressures at McKinnon Park and shared solutions.

THAT the Grand Erie District School Board receive the Director's Report of November 13, 2017 as information.

3. Trustee Honoraria

THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2017 to November 30, 2018 as presented.

4. Trustees' Travel and PD Expenses (BL15)

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

5. Data Report – Student Expulsion Report (SO7)

THAT the Grand Erie District School Board receive Data Report – Student Expulsion 2016-17 as information.

6. Data Report – Student Suspension Report (SO6)'

THAT the Grand Erie District School Board receive "Data Report – Student Suspensions 2016-17" as information.

7. Annual Update, Multi-Year Accessibility Plan 2012-17

THAT the Grand Erie District School Board approve the Annual Update, Multi-Year Accessibility Plan for 2012-17.

8. Renewed Multi-Year Accessibility Plan 2017-22

THAT the Grand Erie District School Board approve the Renewed Multi-Year Accessibility Plan 2017-22.

9. Grand Erie Graduation Rate Report

THAT the Grand Erie District School Board receive the Graduation Rate report as information.

10. Parenting and Family Literacy Centres Update

THAT the Grand Erie District School Board receive the report Parent and Family Literacy Centres Update as information.

11. Health and Safety Annual Report 2016-17

THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2016-17 as information.

12. Grand Erie Parent Involvement Committee (GEPIC) Membership 2017-18

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2017 to November 2018 as information, as amended.

13. French Immersion Capping Report

THAT the Grand Erie District School Board approve an additional cap be implement in Grade 1 regarding French Immersion Program.

THAT the Grand Erie District School Board approve the communication to all out of area families at Ecole Dufferin and Ecole Confederation that transportation will be discontinued in the 2019-2020 school year.

14. SO27 Acceptable Use of Information Technology

THAT the Grand Erie District School Board forward Policy SO27 Acceptable Use of Information Technology to all appropriate stakeholders for comments to be received by February 9, 2018.

15. FT114 Employee Use of Board-Owned Property and Equipment

THAT the Grand Erie District School Board forward Procedure FT114 Employee Use of Board-Owned Property and Equipment to all appropriate stakeholders for comments to be received by February 9, 2018.

16. FT119 Boundary Review

THAT the Grand Erie District School Board forward Procedure FT119 Boundary Review to all appropriate stakeholders for comments to be received by February 9, 2018.

17. HR112 Employee Assistance Program

THAT the Grand Erie District School Board forward Procedure HR112 Employee Assistance Program to all appropriate stakeholders for comments to be received by February 9, 2018.

18. HR124 Principal / Vice Principal Performance Appraisal

THAT the Grand Erie District School Board forward Procedure HR124 Principal / Vice Principal Performance Appraisal to all appropriate stakeholders for comments to be received by February 9, 2018.

19. BL25 Director's Performance Appraisal

THAT the Grand Erie District School Board approve Bylaw 25 – Director's Performance Appraisal, as amended.

20. Correspondence

THAT the Grand Erie District School Board received correspondence as information.

Respectfully submitted,

Tom Waldschmidt, Chair
Committee of the Whole Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: Grand Erie Parent Involvement Committee (GEPIC) Membership
DATE: November 27, 2017

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2017 to November 2018 as information.

Background

The Grand Erie Parent Involvement Committee (GEPIC) held their first meeting on October 26, 2017. At the meeting, Sarah Nichol was acclaimed as the Chair of GEPIC for the 2017-2018 year.

GEPIC is a statutory committee of the Board whose purpose is to support, encourage and enhance parent engagement at the Board level in order to improve student achievement and well-being. A parent involvement committee of the Board shall achieve its purpose by sharing effective practices to help engage all parents in their children's learning, identifying and reduce barriers to parent engagement at the system level, providing information and advice to the Board on parent engagement, and communicating with and supporting school councils of the Board.

2017-18 Grand Erie District School Board Membership

GEPIC Chair
Sarah Nichol

All School Council Chairs/Alternate Parent are members

School Council/Parent Members Present at 2017-18 Inaugural Meeting

- Tiffany Night
Jen Smith
Sarah Nichol
Sheila Slood
Marcel Coudenys
Brent Howard
Nancy Waldschmidt

Community Members:

- Jean Montgomery
Christina Rajsic, Brant County Health Unit

Additional Members:

Brenda Blancher (Director of Education)

Karen Sandy (Native Trustee)

Tom Waldschmidt (Trustee, Brant County and Norfolk County, Wards 3 & 7)

Kimberly Newhouse (Manager of Communications and Community Relations)

Barkev Poladian (Elementary Administrator)

Leanne Smith (Secondary Administrator)

Communication Plan

A notice of GEPIC membership will be posted on the Board's website.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

French Immersion Kindergarten and Grade 1 Registration – January 2018

Enrolment Cap – Randomized Selection Process

- There is a Kindergarten and Grade 1 enrolment cap in place which means that there are a limited number of spots available for students entering the program. The cap will be set for each school individually based on space available
- Spots are not assigned on a first come, first served basis. A randomized selection process system will be used for K1, K2 and Grade 1 to identify students gaining entrance into the Kindergarten FI or Grade 1 program for the 2017-18 school year.
- Families should register their child at the French Immersion school within their catchment area by February 9, 2018 at 4:00 pm. Parents can access Boundary Maps, on the Board's Website under the Elementary, French Immersion, Register My Child.
- No out of area requests will be permitted.
- All students who apply by the deadline will be assigned a rank using a computerized random selection process. Once students have been assigned to all available spots registration will close at each school.
- Parents of Kindergarten or Grade 1 students who apply will receive notification to inform them if their children have been placed in the Kindergarten or Grade 1 FI program by February 26, 2018.
- Registration received after the February 9, 2018 deadline of 4:00 p.m. will be placed at the bottom of the waitlist.

Exceptions to the random selection process

Students who currently (2017-18) have siblings in the elementary French Immersion program and **apply by the deadline of February 9, 2018 at 4:00 pm** will be placed into the Kindergarten or Grade 1 FI program. On the Kindergarten or Grade 1 registration form parents will list the name and grade of the sibling(s).

Communication Plan

- In December ~~notice~~ a letter will ~~go out~~ sent home to current FI families regarding the registration process
- Materials will be prepared ready for distribution ~~before we break on December 22~~ prior to the break in December for the Board Holiday as designated on the School Year Calendar.
- A meeting will be held with the Principals of FI schools to confirm the process
 - Registrations for siblings of current students in one folder – count sent to the FOS Superintendent on February 14, 2018 so that we can determine the number of available spots (Linda will be following up and collecting these numbers)
 - **Registrations for new students impacted by the capping process will be put in a second folder** – school secretaries will be sent an Excel spreadsheets to complete with the information from each student **per grade level** and the spreadsheets will be sent to Elaine Roberts by February 16, 2018 along with a scanned copy of each of the registration forms
 - Using the completed K1, K2, Grade 1 spreadsheets Greg Rousell, System Research Leader, will conduct the randomized process
 - As part of the capping process, parents will be sent an email confirming that their registration form has been received

- Parents will be informed, by each school, whether their child is in the program by February 26, 2018
- Parents of students who were not granted a spot in the program through the randomized process will be provided with information on the Wait List process and will be directed to register at their home school

Wait List

Students who wish to enter the Kindergarten FI program but did not register by February 9, 2018 (4:00 pm) will be placed on a wait list.

Students will be placed on a wait list in the following order:

- Students who made the deadline but weren't selected by the randomized process – in the order given by the randomized process
- Students who missed the deadline will be placed in wait list in the order registration is received
- The wait list ends on the first Thursday of the school year

Wait List Timelines

- Once September enrolment data is collected and verified the wait lists will be reviewed and families will be notified whether or not their child is in the program by September 14, 2018
- Principals will consult with their Family of Schools Superintendent before placing a student from the wait list



BYLAW

BL25

Director's Performance Appraisal

Board Received: XXXX

Review Date: December 2020

Guiding Principles

The Director of Education is accountable to the Board of Trustees for the management and leadership of the Grand Erie District School Board. The Board shall ensure that a Director's Performance Appraisal is completed on an annual basis in the following manner:

- 1) The Director's Performance Appraisal shall be conducted by the Director's Performance Appraisal committee. The committee shall include the Chair and Vice-Chair of the Board and two other Trustees as selected by the striking committee of the Board.
- 2) The Director's Performance Appraisal shall be conducted in accordance with the timelines set out in Appendix A of this By-Law.
- 3) The Director's Performance Appraisal shall be based on the following assessment criteria, as approved by the Board:
 - a) ~~Board Improvement Plan for Student Achievement~~ Grand Erie's Achievement Plan – Success for Every Student
 - b) The System Annual Operating Plans
 - c) The Director's Goal Package and Annual Learning Plan (Appendix A)
 - d) Trustees' Performance Appraisal Survey
 - e) System Performance Appraisal Survey
 - f) System Level Data including but not limited to: EQAO (Grade 3,6 and 9), OSSLT, School Climate Survey, Enrolment, Year-end financial.
 - g) Other criteria as determined by the Board
- 4) District Effectiveness Framework Components as follows will be used to frame questions for the surveys that are sent out to staff as part of the Director's Performance Appraisal, as appropriate.
 - a) A broadly shared mission, vision and goals
 - b) A coherent instructional guidance system
 - c) Deliberate and consistent use of multiple sources of evidence to inform decisions
 - d) Learning-oriented organizational improvement processes
 - e) Job-embedded professional learning for all members of the organization
 - f) ~~Budgets, structures, time and personnel policies and procedures aligned with the district's mission, vision and goals~~ support the Board's vision of Success for Every Student
 - g) A comprehensive approach to leadership development
 - h) Productive working relationships with staff and stakeholders
- 5) Personal Leadership Resources as outlined in the The Ontario Leadership Framework (2013) will be used to frame questions for the Trustee survey.
 - a) Problem-Solving Expertise
 - b) Knowledge about school and classroom conditions with direct effects on student learning
 - c) Systems Thinking

- d) The ability to: perceive emotions; manage emotions; act in emotionally appropriate ways
 - e) Optimism
 - f) Self-efficacy
 - g) Resilience
 - h) Proactivity
6. The Executive Assistant to the Board of Trustees will distribute the surveys that have been developed by the System Research Lead in consultation with Trustees, in accordance with the attached timelines (Appendix A), collect and collate all responses. The Executive Assistant will submit the results to the members of the Performance Appraisal Committee and the Director and to the Board with the Committee Report.

Procedure

- a) The Director shall meet with the committee struck by the Board of Trustees to conduct the performance appraisal in accordance with the timelines set out in Appendix A.
- b) The Chair of the Board will lead the performance appraisal process. In accordance with the timelines set out in Appendix A, the Director shall provide evidence to the Performance Appraisal Committee related to the approved assessment criteria. The Director shall compile a file of evidence for summative evaluation purposes.

Appendix A

*Director's Performance Review Stages and Timelines***August and September**

- Board Improvement Plan for Student Achievement and Annual Operating Plans for the next school year are presented to the Board.

August

- During the In Camera session, with just Trustees and the Director present, the Director presents his/her their goals and Annual Learning Plan for the next school year to the Board of Trustees for approval.

September

- Annual Operating Plans for the next school year are presented to the Board.

October

- Director meets with the Performance Appraisal Committee to present Annual Learning Plans for the Director's Goals approved at the August Board Meeting and to review system level data and to present a response to the data including plans for improvement and plans to address gaps in for the current school year.
- Grand Erie's Achievement Plan – Success for Every Student is presented to the Board.

February

- Director and the Performance Appraisal Committee meet for a mid-year performance appraisal.

This meeting will include the following:

- Progress made towards the Director's Goals approved by Trustees in August using an Annual Learning Plan template
- Review of the status of the Annual Operating Plans and Board Improvement Plan for Student Achievement Grand Erie's Achievement Plan – Success for Every Student – on track, challenges, barriers to progress, next steps
- Sharing of any available system level data
- An update on the implementation of Ministry initiatives – Mental Health, Elementary and Secondary Program, Special Education, FNMI, Indigenous Education
- Outline of plans to work towards Director's Goals for the second half of the school year
- Director's Performance Appraisal Committee presents a written interim performance appraisal report to the Board.

April

- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to the Trustees annually. Survey questions are placed in the manual that accompanies this Bylaw.
- Executive Assistant to the Board of Trustees sends out the appropriate performance appraisal survey to superintendents, school administrators and managers on an every other year basis as appropriate.

May

- Performance Appraisal committee and the Director meet to review the approved assessment criteria:

1. Director to provide evidence related to the approved assessment criteria
2. The appraisal surveys

May or June

- Director's Performance Appraisal Committee presents a written performance appraisal, and the appraisal surveys and the Director's completed Annual Learning Plans in a report to the Board.
- Trustees can ask questions of the Director and/or the Director's Performance Appraisal Committee to clarify points included in the report or to ask for further details not included in the report.
- The Board reports in public that the Director's performance appraisal has been completed.

Annual Learning Plan (Insert Year)
Performance Appraisal Tracking

Goals	Strategies	Timelines	Measures/Evidence	Outcomes



Director's Performance Review

MANUAL - SURVEY QUESTIONS

Director's Performance Appraisal Survey Questions

Survey for Trustees
Please rate assess the Director of Education on the following skills:
Analyses the nature of obstacles before seeking solutions
Prioritizes problem solving efforts
Demonstrates knowledge about learning conditions in the schools
Anticipates issues and consequences facing the board
Stimulates and effectively manages change
Sees multiple solutions to a problem
Approaches leadership with an optimistic point of view
Analyzes long-term problems to find solutions
Demonstrates persistence in tasks regardless of obstacles
Rises to the occasion when faced with challenging situations
Demonstrates initiative and perseverance in bringing about meaningful change
Demonstrates effective and appropriate supervision of staff within the Director's portfolio.
Survey for Superintendents, P&VP and Managers
Please indicate how much you agree or disagree with the following statements about the Director of Education:
Consults extensively about district directions as part of the process.
Demonstrates and models Grand Erie's goals, priorities, and values
Advocates for the best available evidence to inform decisions.
Expects schools to focus on needs of individual as well as groups of students.
Use multiple sources of data to inform decision making
Models evidence-informed decision making
Interactions and advice to trustees are grounded in evidence
Develops and implements board improvement plans collaboratively with system leaders
Include system-level leaders in decisions about district-wide improvement decisions.
Aligns professional training with the capacities needed for district and school improvement
Allocates resources with district improvement goals.
Organizational structures are aligned with the district's improvement goals
Encourages trustees to focus on district policy
Encourages trustees to focus on the achievement of the district's goals and priorities
Encourages participation of the elected board in setting broad goals
Promotes high levels of interaction among school leaders.
Routinely consults with community groups on decisions affecting the community
Maintains high levels of engagement with the provincial ministry of education.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Organizational Board Meetings - 2017**
DATE: November 27, 2017

Recommended Action: Moved by _____ Seconded by _____

THAT:

- (a) the Nominating Committee Meeting be held in the Board Room at the Education Centre on December 4, 2017 at 6:30 p.m.;
- (b) the 2017 Organizational Meeting be held in the Board Room at the Education Centre on December 4, 2017, following the Nomination Committee Meeting; and
- (c) the 2017 Inaugural meeting be held in the Board Room at the Education Centre on December 11, 2017 at 7:15 p.m.

Background

In accordance with Bylaw 3, election of officers of the Board occurs annually in December. Section 208 of the Education Act stipulates that the first meeting of the new Board is to be held "*not later than seven days after December 4, 2017, unless a decision to hold the first meeting of the Board at some other time and date is made by a majority of the members of the Board*" (Section 208[3]).

Section 1.0 of Bylaw 3 states that a meeting of all Board members shall be held to prepare a slate of nominees prior to the Annual Organizational Meeting of the Board. The procedures for the annual Organizational Meeting are determined by existing Board Bylaws. Section 2.0 of Bylaw 3 states that "*Each year, at the regular November meeting of the Board, the Board shall, by resolution, set the date, time, and place for a special meeting to organize the Board for the following year.*"

The above recommended action complies with By-Law 3.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education and Secretary

RE: **Report to Indigenous and Northern Affairs Canada (INAC) and Six Nations of the Grand River**

DATE: November 27, 2017

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the report to Indigenous and Northern Affairs Canada (INAC) and Six Nations of the Grand River as information and forward it to Indigenous and Northern Affairs and Six Nations of the Grand River.

Additional Information

Attached is the 2016-17 report to Indigenous and Northern Affairs Canada and Six Nations of the Grand River under the terms of the Tuition Agreement.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Brenda Blancher
 Director of Education



SUCCESS for Every Student



GRAND ERIE'S EDUCATION SERVICES AGREEMENT FOR SIX NATIONS STUDENTS

Progress Report for 2016-17

Executive Summary

This report of the Grand Erie District School Board highlights the results of secondary school endeavours by Six Nations students and the work of the Native Trustee, Native Advisor, and Native Education Counselling staff who work under the Secondary School Tuition Agreement between Indigenous and Northern Affairs Canada and the Grand Erie District School Board on behalf of Six Nations of the Grand River. This document reports on the 2016-17 school year and acknowledges the working relationship with organizations on Six Nations of the Grand River Territory. "Six Nations students" in this document refers to students who reside in Six Nations and who are covered under the tuition agreement.

Multi-Year Plan 2016-2020



Grand Erie Trustees approved a new strategic direction to guide the work we are doing. In the centre of this 2016-2020 Multi-Year Plan is SUCCESS for Every Student. This is our mission, vision and goal statement.

We will achieve this through a focus on students and staff in a culture of high expectations. Indicators that will support our goal include Achievement, Well-Being, Equity, Environment, Technology and Community.

NATIVE ADVISORY COMMITTEE

The Native Advisory Committee represents Six Nations interests in maintaining quality educational services purchased through the Tuition Agreement and ensures that the Board is appropriately advised in matters related to the education of Six Nations pupils.

Voting Members

Karen Sandy, Native Trustee, GEDSB

Helen Miller, Six Nations Community Representative, Six Nations Elected Council (September - November)

Audrey Powless-Bomberry, Six Nations Community Representative, Six Nations Elected Council (From January 2017)

Dave Dean, Trustee, GEDSB (September - December)

Alex Felsky, Trustee, GEDSB (From January 2017)

Grand Erie District School Board Staff Resource

Brenda Blancher, Director of Education

Stacy Hill, Native Advisor

Sabrina Sawyer, Indigenous Education Teacher Consultant

Sherri Vansickle, Native Education Counsellor – Brantford Collegiate Institute, Pauline Johnson Collegiate

Sharon Williams and Rae Anne Hill-Beauchamp (.5), Native Education Counsellor – McKinnon Park Secondary

Melissa Turner, Native Education Counsellor – Hagersville Secondary

Shannon Korber and Pam Davis (.5), Native Community Liaison Officer

Principals of Secondary Schools

Sharon Doolittle, Recording Secretary



Message from the Native Trustee



Indigenous education in Ontario is raising awareness through the commitment of the Ministry of Education in partnership with the Ministry of Advanced Education and Skills Development as it continues to develop student achievement and well-being. Grand Erie District School Board has a number of initiatives through the Indigenous Education board action plan to complement student success. Collaborative relationships are continuing to be explored as the board works with the surrounding communities on various activities.

Support for Indigenous languages in 4 secondary schools in Grand Erie continues to be a priority. The Tuition Agreement (Education Services Agreement) is also being negotiated to support student success. In addition to the Native Advisory Committee which deals specifically with Six Nations students, the Indigenous Education Advisory Committee was recently formed which focuses on First Nation, Metis and Inuit students in the Grand Erie area. Community partners and the Alternative Education programs continue to support our Six Nations students so they can graduate and move onto the next phase of their academic or employment journey. The Native Advisory Committee meets approximately 6 times a year and focuses specifically on Six Nations secondary students.

The Indigenous Trustees Council has undertaken a number of initiatives. This council is part of the Ontario Provincial School Board Association (OPSBA) where approximately 15 Indigenous Trustees from school boards across Ontario assemble to discuss collective interests. They have 4 main focal areas this current year as follows: (1) Improving Indigenous Student Well-Being (2) Enabling Indigenous Education (3) Advancing Reconciliation (4) Building Our Capacity. We meet regularly via conference calls; however we only meet in person 3 times a year.

Reconciliation has been a focus not only in the Grand Erie District School Board but across Ontario and Canada wide with the implementation of the Calls to Action from the Truth and Reconciliation final report. We support sustaining respectful relationships and the land acknowledgement statement opens the Grand Erie District School Board meeting and events.

Many secondary schools are actively supporting and encouraging Native Clubs to help raise awareness and provide an opportunity for students to take on leadership roles in their schools. This is an excellent place for our students to get involved!

As the Six Nations Trustee, I am committed to the following meetings or activities:

- 1 committee of the whole meeting per month
- 1 regular board meeting per month
- Chair of the Supervised Alternative Learning committee (Haldimand)
- Chair of the Native Advisory Committee
- Member of the newly formed Indigenous Education Advisory Committee
- Alternate to the OPSBA Indigenous Director for the Indigenous Trustees Council
- Central West Region Trustee meetings (2-3 times per year)
- Graduations and award ceremonies for secondary schools or Alternative Education programs as requested
- Advocate for student success
- Parent liaison
- Language and Cultural Awareness sessions as requested by Educators
- OPSBA annual assembly and Public Education Symposiums
- Accommodation Review Committee meetings
- Member the Six Nations Education Committee
- Principals Professional Committee (twice per year)
- Report to the Six Nations Elected Council and the Six Nations Language Commission Board

Karen Sandy,
Native Trustee, Grand Erie District School Board





Staff and Focus Areas

Native Advisor

Wa'tkwanonwera:tonh (Greetings), Tekonwaniahe:sen ni ionkiats. Wakeniahten ni waki'taro:ten tahnnon Kanien'kehaka ni wakhwentsio:ten. My Mohawk name is Tekonwaniahe:sen. I am from the Turtle Clan and the Mohawk Nation. My English name is Stacy Hill. This has been my first year as the Native Advisor, providing consulting and advisory services to the Grand Erie District School Board with respect to issues affecting students residing at Six Nations. It is also within my role to be a community liaison and as such I regularly attend meetings of the following community meetings: Six Nations High Risk Committee, Six Nations Elected Council Education Committee and the S.E.E.D. Committee (Science, Education, Employment, Development).

It has been a year full of learning and I have loved it. I want to say Nia:wen to the people I work with in the community, in the school board and to the Indigenous Education team for your patience as I learn the in's and out's of this role.

Native Education Services Staff

Three Native Education Counsellors provide for the instructional, counselling and other needs of Six Nations students at McKinnon Park Secondary, Hagersville Secondary, Brantford Collegiate Institute & V.S. and Pauline Johnson Collegiate & V.S.

One Native Community Liaison Officer provides counselling for pupils who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.

Special Education

The Education Services Agreement provides additional funds for High Cost Special Education needs. With these funds we are able to provide 6 sections in a self contained secondary classroom at Hagersville Secondary School and 9 Educational Assistants allocated as follows: Pauline Johnson Collegiate 2, Cayuga Secondary 1.5, Tollgate Technical Skills Centre 1, McKinnon Park Secondary 1, Hagersville Secondary 3.5.

Partnership with Six Nations Federal Schools

The Grand Erie Director of Education and the Native Advisor met on October 14th with the Director of Federal Schools and 4 Six Nations Principals to review and further develop an action plan for a continued and strengthened partnership. The action plan is focused on building a respectful, reciprocal partnership that will lead to smoother transitions from grade 8 to secondary school as well as improved student attendance and achievement. The plan includes opportunities for co-planning / co-teaching, inclusion of Six Nations federal schools in Grand Erie professional development for teachers and Director's meetings with administrators, improved grade 8 transition meetings and data sharing.

Some highlights from activities completed in the 2016-17 academic year are:

- The Grand Erie Director visited all federal schools and had a guided tour of each.
- McKinnon Park Principal visited all federal schools.
- Agnes Hodge/Oliver M. Smith Music Monday Partnership.
- Development of a plan to support Indigenous English Language Learners.
- 1 Principals' Professional Committee meeting and 1 Data Sharing meeting.
- Six Nations Elementary teachers have been invited to several PD opportunities offered by Grand Erie including: Renewed Math Strategy sessions (*Resources Purchased), Intermediate Literacy and Numeracy Collaborative Learning Sessions, Behaviour Management Systems, Spec Ed in-service, New Kindergarten program PD, Working with Aggressive Students, Autism for Administrators, Residential Schools Literacy Resources (Resources purchased).

Transition to Grand Erie Secondary Schools

Six Nations students choose from 6 High Schools for which bussing is provided by INAC. Students may register at any other high school however transportation is not provided by INAC.

McKinnon Park Secondary

Principal: Dave MacDonald
Vice-Principal: Cathi Krueger
Native Ed Counsellor: Sharon Williams
905-765-4466

Brantford Collegiate Institute

Principal: Ann Myhal
Vice Principal: Jennifer Ippolito
Vice Principal: Regan Vanerrekroeck
Native Ed Counsellor: Sherri Vansickle
519-759-3210

Tollgate Technical Skills Centre

Principal: Brian Quistberg
Vice Principal: James Young
Native Ed Contact: Marisa Soster
(Dept Head of Guidance, Coop, Student Success)
519-759-3691

Hagersville Secondary

Principal: Shaun McMahon
Vice-Principal: Jessie Hooper
Native Ed Counsellor: Melissa Turner
905-768-3318

Pauline Johnson Collegiate

Principal: Mike DeGroot
Vice Principal: Adriana Potichnyj
Vice Principal: Shannon Love
Native Ed Counsellor: Sherri Vansickle
519-756-1320

Cayuga Secondary

Principal: Dave Thomas
Vice Principal: Laurie Tottle
Native Ed Contact: Christine Kononiuk
(Student Success Teacher)
905-772-3301

The following activities were completed in the 2016-17 academic year to assist students with this transition:

Sept. 30/16 Hagersville Secondary School Red and Black Day

Grade 8 students from JC Hill elementary participated.

Nov. 2/16 Grade 8 Day

2 schools had students participate in November 2nd Grade 8 Days. Emily C General students participated at Hagersville Secondary while Oliver M. Smith students participated at BCI.

Nov. /16 Grade 8 Class Visits

Native Education Counsellors visited Six Nations Grade 8 classrooms in early November. A "Right Fit" activity was done to guide students to the high school that best aligns with their interests. Information was provided for each of the 6 schools for which bussing is provided.

Nov. 22/16 Open House / Information Night at the Six Nations Community Hall

Approximately 25 families attended. Oliver M. Smith was the school with the most participation, winning a pizza party for their students.

Dec. 1/16 Grade 8 Day at Tollgate Technical Skills Centre

Students from Oliver M Smith attended a grade 8 Day at Tollgate Technical Skills Centre on December 1st.

Jan. 2017 Transition Interviews

Transition interviews were organized for each Grade 8 student registering in a Grand Erie school. Present at these meetings were the Grade 8 student, their parents and the Grade 8 teacher as well as the Native Education Counsellor from the receiving secondary school. Hagersville Secondary also included the Head of Special Education.

Apr. 12/17 Principal visit to Six Nations

Dave MacDonald, MPSS Principal visited all Six Nations schools as well as the district Badminton tournament.

May. 12/17 Shadow Day

Shadow Day was organized for students registered to attend Hagersville Secondary School, Brantford Collegiate Institute, and Pauline Johnson Collegiate. Students were paired with Grade 9 students and attended classes to experience class at a secondary school.

McKinnon Park Secondary Blue and Gold Day

Students registered to attend McKinnon Park Secondary participated in a "Blue and Gold" Day where they attended "What you need to know about Grade 9" seminar sessions.

June 2/17 **Grade 7 Day**

Grand Erie hosted a day for Six Nations and New Credit Grade 7 classes. Students completed an activity with the goal to assist in choosing a school that will be the right fit for their interests and goals. The rest of the day was spent in half hour sessions learning about what each secondary school has to offer. Each session ended with an interactive activity focused on one of the great programs in the school, i.e. Hockey, Horticulture, and Construction.



July /17

Literacy and Numeracy Program

The Summer School program is for students currently in Grades 5, 6 & 7 and is offered to provide students with the opportunity to improve their Basic Skills in Literacy and Numeracy. Students will also have opportunities to participate in physical activities and explore the arts. 1 Six Nations Elementary student participated.

Reach Ahead Summer School

This program was open to 8 students. Reach Ahead allow students to complete a credit in the summer before their Grade 9 year. Courses offered in July 2017 were:

- Information and Communication Technology in Business, Grade 9, Open
- Drama, Grade 9, Open
- Visual Arts, Grade 9, Open
- Civics, Grade 10, Open (2 weeks - 0.5 credit)
- Career Studies, Grade 10, Open (2 weeks - 0.5 credit)
- 1 Six Nations student participated

The Board Action Plan on Indigenous Education

The Ministry of Education's Indigenous Education Office provides funding to support school boards with developing and implementing a Board Action Plan on Indigenous Education. This provides our students residing on Six Nations with another level of support. This past year, the Board Action Plan provided for several initiatives that directly impacted our students including:

- Supplies for off-site Classrooms for Six Nations/New Credit Students
- Secondary School Projects and Initiatives (Hagersville Secondary, McKinnon Park Secondary, Brantford Collegiate, Pauline Johnson Collegiate, Tollgate Technical Skills Centre)
- Six Nations Polytechnic Recruitment Day and Social
- Supplies for NAC10 classes
- Language Programs Training and Resources
- Transition to Secondary School Activities for Grade 7 & 8 students
- Bridging Our Worlds through Science (BOWS) event – Brock University
- Professional Development Activities with Educators
 - Bundled Arrows Gathering, Grand Erie Administrators' Training session with Dr. Pamela Toulouse and Blanket Exercise, BCI Teacher tour of Mohawk Institute, Bus Tours of Six Nations and New Credit
- Native Advisor Professional Development

The cost of these initiatives added up to \$38,823.14. The total amount of the Board Action Plan spent in 2016-17 school year was \$87,713.66 therefore 44% of the total spent supported students residing on the Six Nations Territory. An additional \$20,340.00 was used from the Board Action Plan to initiate the development of a grade 6 curriculum on Residential Schools with inclusion of Six Nations on the working group. This resource will be shared with the federal elementary schools at Six Nations. Therefore, 67% of the total funds directly and indirectly benefit the Six Nations community.

Highlights

Annual Events

Each year schools of Grand Erie are encouraged to recognize the following days in ways big and small. Resources are shared and support is provided by the Indigenous Education Office when requested.

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

Schools are also encouraged to be aware of days of significance to Haudenosaunee people like No:ia and Bread & Cheese Day. Teachers may wish to teach about the significance of these days. They are great days to invite in community guest speakers and/or try some Indigenous foods.

Nutrition Program

Students of Six Nations are well nourished during their school day. Students have access to breakfast programs offered to all students in Grand Erie. They receive additional nutrition support through funds granted from the National Child Benefit Reinvestment Fund as well as from the Six Nations Student Nutrition Program. The programs are delivered differently in each school. Every effort is made to ensure students have access to these programs every day.

Grand Erie / Six Nations Polytechnic Recruitment Day Social

Grand Erie partnered with Six Nations Polytechnic to host a Recruitment Day and Social on December 15, 2017. It was an amazing day! This was the first time in recent memory that students from six Grand Erie schools gathered for a Board-wide social! Our students showed their leadership potential by leading the Social for over 1.5 hours! Staff and teachers were so proud!



Rick Hill, Deyohaha:ge: Project Coordinator and Lacey Hill were speakers in the morning. Taylor Gibson, Deyohaha:ge: Assistant Researcher, was also present to support students and staff.



Highlights

Walking Together Comes Home

*"He told a story about all the boys
How on the last day of school
Every one of them would run to that particular window
To watch the cars pull up to pick them up
And how every year he waited as nobody came for him"*

– from "Nobody Came", mixed media work by Kaneesha Hill, Pauline Johnson Collegiate & Vocational School

Geronimo Henry has a striking tattoo of the number 48 on his right hand. This is "his number" – the one he was assigned by the Mohawk Institute, the former residential school in Brantford where Henry spent 11 long, heartbreaking years beginning at the age of five.

"They took away our language, our culture... they took away our way of life," said Henry. "I had a lot of anger and resentment for a long time after that."

Sharing his story has become part of a healing journey for Henry, a Cayuga member of Six Nations of the Grand River, who is now 80 years old. His story, along with other survivors of the residential school system, are what informed Walking Together, an intergenerational community arts project that brought together First Nations artists, Elders, and eleven First Nations students from Pauline Johnson Collegiate and Vocational School.

Pauline Johnson C & VS students gathered information through interviews and photography as they spoke with survivors, and together, walked through the former residential school building. Learning of the sad and painful memories, students discovered the heartbreaking legacy the former residential school students have harboured, and, inspired by their courage and resilience, used this legacy to inform the project.

The resulting works of encaustic, mixed media art serve as a reminder of this chapter in Canadian history, and of the importance of having the freedom to speak one's language and live one's culture. These pieces have received wide recognition by the arts community.

The exhibit was displayed at the Brantford Arts Block, Mackenzie House Museum in Toronto and at the Scarborough Museum. The exhibit was displayed at the Scarborough museum for several months with 33, 958 visitors. The students' photography of the project was



**Geronimo Henry stands in
Walking Together exhibit space**

displayed at Toronto's Nuit Blanche where approximately 1,400 people viewed it in one night alone. It was also featured in the Globe and Mail as one of the Sweet Sixteen art displays to see out of the hundreds available!!!

Students and Survivors presented at Ryerson University's Social Justice Week, opening for Dr. Cindy Blackstock - Director of the First Nations Caring Society who won a human rights tribunal against the Government of Canada.

Although the project and subsequent exhibits and displays occurred mostly during the 2015-16 academic year, the project came full circle and returned home to the Woodland Cultural Centre January 31, 2017. The Grand Opening of the exhibit was held on Saturday February 4th. It was a wonderful celebration and a proud moment for Pauline Johnson Collegiate and Grand Erie.

Living the Two Row

Jeannie Martin, Indigenous Student Support and Re-Engagement Itinerant Teacher headed the coordination of the Living the Two Row Project with support from Stacy Hill, Native Advisor for Grand Erie and Sherri Vansickle, Native Education Counsellor. The goal of the project was to work towards implementing the Truth & Reconciliation Commission’s ‘Calls to Action’ by enhancing authentic and accurate understanding of aboriginal treaty rights and issues in Canada and foster the concept amongst staff and students that “we are all treaty people”. This project was funded by a Supporting Racialized Students in Ontario Schools grant. The project had 3 phases and the year ended with students attending a meeting of the Board of Trustees.

Phase 1 - March 3, 2017

Living the Two Row Student Conference

Phase 2 - March 31 – April 27, 2017

Learning Sessions including a Bus Tour of the Lower Section of the Haldimand Tract (Six Nations to Port Maitland)

Phase 3 - May 17, 25, 2017

Presentations

Wrap Up - June 26, 2017

Student Dinner and Attend Board of Trustees Meeting

Overall, the project had a profound effect with students and staff. Some students, who may not have stepped into typical student leadership roles, proved their potential in this project. Two students in particular have gone on to hold leadership positions in area Indigenous organizations!



Living the Two Row Student Conference
Attended by 125 students from six different secondary schools as well as 20 Grand Erie staff members.

Leroy Jock Hill, a Haudenosaunee Faithkeeper and Haudenosaunee Confederacy Council of Chiefs Secretary – Dish With One Spoon

Lacey Hill, Singer/Songwriter –Indigenous-themed Song

Lance Logan-Keye, Youth Corrections Worker – Why We Dance

Engagement Centres – Loom Beading, Lego, Bone & Toggle Game, Two Row Paper Mural, Information Booths, Photo Booth

Indian Taco Lunch by TnT

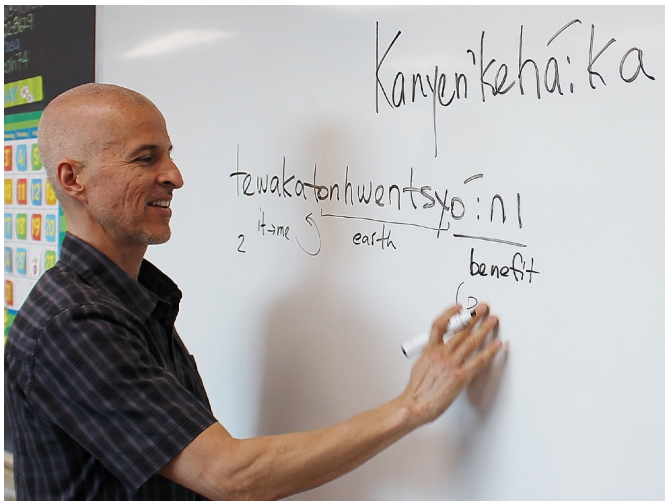
Rick Monture, Academic Director of Indigenous Studies, McMaster University - The Two Row Wampum

Closing remarks by Brenda Blancher, Director of Education, Grand Erie District School Board



Highlights

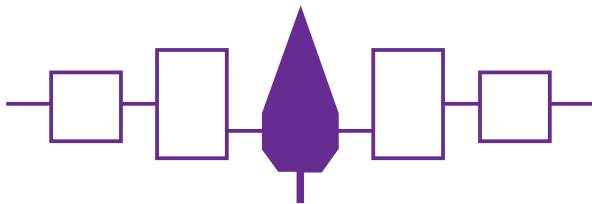
New Mohawk Language Teacher for Brantford Collegiate and Pauline Johnson



“When I speak the language, I feel connected to my family, to my ancestry, to my sense of identity,” says Karonhyawake Jeff Doreen, a Mohawk language teacher who splits his time in Grand Erie between Pauline Johnson Collegiate & Vocational School and Brantford Collegiate Institute & Vocational School. “It connects the past to the present, with the thoughts and stories of our ancestors all a part of the structure of the words.”

It’s a compelling argument for preserving the Iroquoian language (Mohawk is Kanien’kéha to members of its linguistic community), spoken by around 3,500 people. It’s considered a threatened language. But as Canada approaches its 150th birthday, it’s a powerful reminder of the voices that make up the history and traditions of this part of the world.

Doreen began teaching in Grand Erie nearly ten years ago, with contracts along the way teaching Kindergarten immersion in Hamilton and adult language classes in Six Nations of the Grand River. Now back in Grand Erie, he imparts those stories and traditions embedded in the language to Grade 9 students.



Two Day Ribbon Shirt Making Workshop with Judy Taylor



“Love ♥ Love ♥ Love ♥ watching our kids learn our ways!!! A two day traditional ribbon shirt workshop with my friend Judy Taylor is enough to make my Mama Bear heart smile!!! Love my talented kids!!!” – Sherri Vansickle, Native Education Counsellor, BCI/PJ

Darian Martin received the James Bartelman Award



Near the end of her Grade 10 school year, Darianne submitted a poem she wrote to the James Bartelman Aboriginal Youth Creative Writing Award competition. It was based on a fictional character, depicting Six Nations' traditions and culture as seen from a female's perspective, through the stories told to her by her grandfather. In September, 2015, she was chosen as the first place prize winner. She was invited to the awards luncheon, which was held in the Lieutenant-Governor's General Chambers at Queen's Park, with James Bartelman himself. Darianne was also awarded with \$2,500 for first prize.

English Language Learners

Grand Erie values students' heritage languages as having an important place for all learning. Indigenous languages help preserve vital links with families and cultural backgrounds as well as developing a solid sense of identity. They are truly an asset to the growth of the individual and the community. The Native Advisor and the English Language Learner Teacher Consultant have been working together to create a plan that will support Indigenous English Language Learners. These are students who have experienced a Mohawk or Cayuga immersion classroom. With parental permission, language and math assessments will inform us of the types of supports they may need to more effectively access curriculum content.

David Bouchard at McKinnon Park Secondary

On May 30, 2017 David Bouchard, an award winning Canadian author visited McKinnon Park Secondary to share his thoughts about truth and trust in relationships. He gave a message of supporting each other as we move toward reconciliation.



Highlights

Kasto:wa Workshop and Teachings with Darren Thomas

- Story by Sherry Vansickle

Darren Thomas does a beautiful job of teaching our young men! He started with our Ganohonyok (Thanksgiving Address) to ground them in our ancestral ways and remind them to be both thankful and connected to Shonkwaya'tihson. Then they learned about our Peacemaker, wampum beads, living in a humble manner, and all of the roles that they will take on as young men - uncle, brother, partner, grandson, father . . . Although these young men look very handsome in their custom made Gustowah's the important part to me was the opportunity for them to learn our teachings.

My favourite part was watching Darren sew on seven white wampum beads near their left eye, close to their heart. The beads remind these young men, each time they wear their headdress, that they need to be thankful for those seven generations of Haudenosaunee ancestors that came before us. At the same time, they have the same responsibility as our ancestors to make good decisions that will benefit the faces yet to come - seven generations from now. The same faces for whom we offer thanks, for whom we resist colonization, for whom we pray, for whom we shed tears, and for whom we celebrate.

"This is how we resist - we learn our ways. The rebuilding of our nations is based on knowing our ways." Darren Thomas



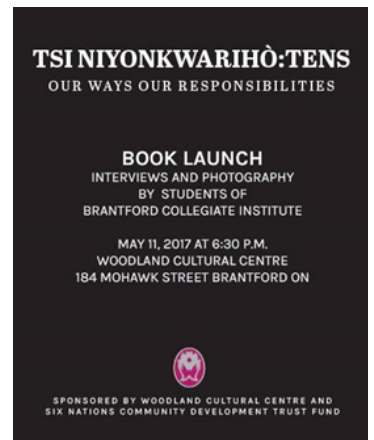
Tsi Niyonkwarihho:tens

Traditional knowledge is passed from one generation to the next. We do not own the knowledge. As people of the land, we tell you who we are in our music, dance, songs, stories, art, beadwork and pottery. Our traditional knowledge comes from the Creator. We are simply carriers of it.

The Elders learn from interacting with the environment throughout their lives. This collective knowledge is a result of living here for thousands of years. The reason we are here today is because this knowledge has been passed from elder to youth in a continuous cycle.

This project nurtured that vital connection that needs to be maintained between youth and elder for the health of our community. It engaged nine First Nation students from Brantford Collegiate Institute and Vocational School and 10 elders from Six Nations. During the workshops it nurtured connections between mentoring artists and the youth and elder. They participated in workshops in current art forms of photography, journalistic research, interviewing skill, creative writing and graphic design.

These young people then sat with elders who are living connections to our history. They listened, they captured their images, wrote their stories and together produced this collection of the words and images.



Supporting Indigenous Professional Development Opportunities

The Indigenous Education Teacher Consultant/Lead and the Native Advisor work together to provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Indigenous cultures, histories, traditions and perspectives as well as to enhance their capacity to support Indigenous learners more effectively. Opportunities are provided as an Indigenous Education initiative or by the inclusion of an Indigenous lens through various department initiatives. Two particularly effective, and well-received strategies have been Bus Tours of the Six Nations of the Grand River and Mississaugas of the New Credit First Nations, and the Kairos Blanket Exercise.

Blanket Exercise

The KAIROS Blanket Exercise is an interactive way of learning the history most Canadians are never taught. The Native Advisor, the Indigenous Education Teacher Consultant, a Native Education Counsellor and a teacher of the Expressing Aboriginal Cultures course worked to revise the Blanket Exercise to be more focused on the history of our local Indigenous communities. The first Blanket Exercise in Grand Erie was completed with approximately 100 Professional Student Services Personnel staff in December 2016. In the remainder of the academic year, this effective strategy was delivered to a group of approximately 100 Principals and Senior Administrators, approximately 120 Secondary teachers and 4 secondary classes.



Bus Tours

Through the Indigenous Education office, two Bus Tours were hosted to provide teachers and other staff with opportunities to visit the community, learn more about possible field trip destinations and answer questions. The first half of the day focused on the Six Nations of the Grand River Territory and included a tour of Her Majesty's Chapel of the Mohawks, a bus ride through the territory highlighting the Sour Springs Longhouse, Oliver M. Smith Elementary School, the Gaylord Powless Arena and Dajoh Youth and Elders Centre, the Old Council House, and the Lands and Membership office. Before lunch, participants toured the home of Pauline Johnson and the grounds of the Chiefswood National Historic Site. Lunch was a traditionally inspired meal. The afternoon focused on the Mississaugas of the New Credit First Nation and included a visit to the Lloyd S. King Elementary School to see and learn a bit about the mural of their history. The bus ride through the territory highlighted the band administration buildings, powwow grounds, daycare and social services. One group spent some time with Nancy Rowe at her Roundhouse. The day concluded with a visit to Iroqrafts. We look forward to offering more tours in the coming school year.



Off-Site Classrooms for Six Nations Students

ALTERNATIVE EDUCATION PROGRAMS

Grand Erie's vision is 'SUCCESS for Every Student'. Through various Ministry Student Success Initiatives, we have developed a variety of innovative alternative education programs that meet the needs of our students who disengage from regular day school. We seek innovative strategies and program delivery models to meet the needs of all learners. For a variety of reasons, students disengage from secondary school and require special re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

Nations (Hagersville SS):

Eligible Students: Six Nations and New Credit students, ages 13-17 years old.

Supported Pathway: Grade 9 and 10 applied and locally developed courses are the priority and those who need additional supports transitioning in secondary school.

Program Details: Ideally for younger learners in Grade 9 and 10.

*This program is paired with NuVision.

NuVision (Hagersville SS):

Eligible Students: Students in or receiving services from CAS (Children Aid's Society) presently or in the past. Students age 13 to 21 years old.

Supported Pathway: All grades and pathways.

Program Details: Open to all credit needs. There is a potential for Prior Learning Assessment and Recognition (PLAR) testing.

*This program is paired with Nations.

New Start (Hagersville SS):

Eligible Students: Six Nations and New Credit Students, ages 16 to adult.

Supported Pathway: All grades and pathways.

Program Details: Open to all credit needs. There is a potential for Prior Learning Assessment and Recognition (PLAR) testing.

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Nations (NuVision)	15	86	61.5	0	71.5	0
NewStart	70	327	78	81	49	19

TURNING POINT PROGRAMS:

The Turning Point program is a re-engagement initiative for students who have disengaged from regular secondary school.

ILA Turning Point Program (McKinnon Park SS)

Eligible Students: Students aged 16-21

Supported Pathway: Workplace and College Preparation courses and experiential learning opportunities

Program Details: A cooperative learning placement or job placement is ideally required.

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
ILA Turning Point	82	291	186		63.9	21

SECTION 23 CLASSROOM

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

Ratiweientehta’s – They Are Learning (Hagersville SS)

Eligible Students: Students aged 13-21.

Supported Pathway: All grades and pathways.

Program Details: Students must complete an intake process with Ganohkwasra intake worker. They must have exhausted resources at their home school.

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Ratiweientehta’s	9	74	63	2	88	0

SCHOOL WITHIN A COLLEGE

This program is a partnership among Brant Haldimand Norfolk Catholic District School Board (BHNCDSB), Grand Erie District School Board, Conestoga College, Brantford, Fanshawe College, Simcoe and Mohawk College. Students engage in a dual credit or apprenticeship program based on their pathway choice.

In the dual credit portion of the program, students take 4 courses in which they work towards secondary credits as well as college credits in the Trades and/or Humanity streams. In the afternoon portion of the day, students work on an individualized program in which they work towards achieving secondary school credits.

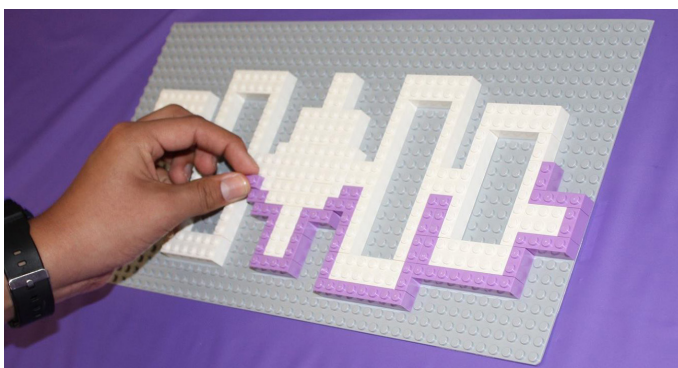
Ohsweken SWAC (Hagersville SS)

Eligible Students: Grand Erie and BHNCDSB students age 18 to 21 years old.

Supported Pathway: All grades and pathways.

Program Details: Students need 22 credits or more to enter the program.

Program	Students Enrolled	Secondary Credits Attempted	Credits Achieved	Co-op Credits Achieved	Dual Credits	% Credit Achievement	Graduates
SWAC	12	40	27	0	27/37	70	3



Let's Celebrate Student Successes

Hagersville Secondary – Six Nations Student Successes 2016-17

2017 Commencement

- 20 Graduates
- 3 Ontario Scholars (and Club 80)
- 1 Silver Medal Award for achieving an 80+ average in all 4 years
- Other awards received by Six Nations Graduates
 - Aboriginal Education Award
 - Diane Finley Award for Student Leadership
 - Don Butler Memorial Award
 - St. Leonard's Youth Perseverance Award
 - Sharon Elaine Sienko Award
 - Kinetics Scholarship
 - Hagersville & District Chamber of Commerce Award

Student Achievement

Club 80

- Grade 9 students – 3
- Grade 10 - 3
- Grade 11 - 1

Club 90

- Grade 9 students – 1 (This student also had the 3rd highest mark of all grade 9 students.)
- Grade 10 – 1

Student Awards

Six Nations students were recipients of the following awards:

- Grade 9 Art
- Grade 9 Phys. Ed
- Grade 10 Cosmetology
- Grade 11 Native Literature
- Grade 11 Cosmetology
- Turning Point Essay Award (2)

Student Involvement

One of our students was selected to sit on the *Minister's Student Advisory Council* for Ontario for the 2016-17 school year.

We had students participate on teams such as Jr. & Sr. Boys basketball, Senior Volleyball, Jr. & Senior Girls Volleyball, Girls Baseball, Girls and Boys Hockey; the Girls won the Haldimand Cup, Badminton, Football, Ultimate Frisbee, and Girls & Boys Lacrosse.

Six Nations Students were also involved with our Crimestoppers, Student Action team and Indigenous Students Association.

McKinnon Park – Six Nations Students' successes 2016-17

2017 Commencement

- 43 Six Nations students graduated with their OSSD
- 5 Six Nations grads were Ontario Scholars
- 1 Six Nations student achieved Gold Award (over 80% average all four years of high school)
- 2 Six Nations students graduated with Specialist High Skills Majors- one in Construction and one in Horticulture
- Other awards won by Six Nations students at Commencement:

Jacor Equity & Inclusiveness Award

MPSS Construction Award

MPSS Custom Woodworking Award

Carney Elijah Johnson Memorial Award

Student Recognition Night 2017

Six Nations Students were winners of the following awards (General Proficiency in these subject areas):

- Grade 9 Mathematics
- Grade 9 Native Art
- Grade 9 Canadian Geography Award
- Grade 10 Construction
- Grade 10 Hospitality
- Grade 10 Native History
- Grade 10 English- two Six Nations recipients
- Grade 10 University of Waterloo Mathematics Competition
- Grade 11 Social Sciences
- Grade 11 Native Literature
- Grade 11 English- two Six Nations recipients
- Grade 11 Visual Arts
- Level 1 Cayuga Language
- Level 2 Cayuga Language

Gr 9 Honours with Distinction (90% + average) - 1 student

Grade 9 Honours Society (80% + average) - 4 students

Grade 10 Honours with Distinction - 3 students

Grade 10 Honours Society - 6 students

Grade 11 Honours Society - 2 students

Bronze Awards (two consecutive years 80% +) - 6 students

Silver Awards (three consecutive years 80% +) - 2 students

Tollgate Technical Skills Centre – Six Nations Student Successes 2016-17

Six Nations students were recipients of the following awards:

- Aboriginal Student Citizenship Award
- Professional Cooking Award
- Visual Arts Award Gr. 10 Highest Achievement
- Special Education Citizenship Award
- Special Education Best Progress Award

Pauline Johnson Collegiate and Vocational School – Six Nations Student Successes 2016-17

2017 Commencement

- 6 Graduates
- 1 Ontario Scholar
- 5 Honour Roll
- 1 Seventh Generation Award

Student Awards

Six Nations students were recipients of the following awards:

- Year Three manufacturing – Custom Woodworking
- Grade 11 Praxair Welding Award
- Grade 11 World History Since 1900: Global and Regional Perspective
- Year Three Physical Geography
- Year Three Foundations for College Mathematics
- Year Two Applied Science of Merit
- Year Three Transportation Technology
- Grade 12 Visual Arts
- Grade 12 English College Preparation

Recognition Assembly

- Special Services Award of Excellence
- Student Council Junior Letter

The PJ Native students organized two fundraisers for the youth in Attawapiskat. They also planted hearts for our Heart Garden to remember and honour Residential School Survivors! They acknowledged our First Nations kids in care by providing an opportunity to tell other students during our Have a Heart Day!

Brantford Collegiate Institute and Vocational School – Six Nations Student Successes 2016-17

2017 Commencement

- 6 Graduates

Student Awards

Six Nations students were recipients of the following awards:

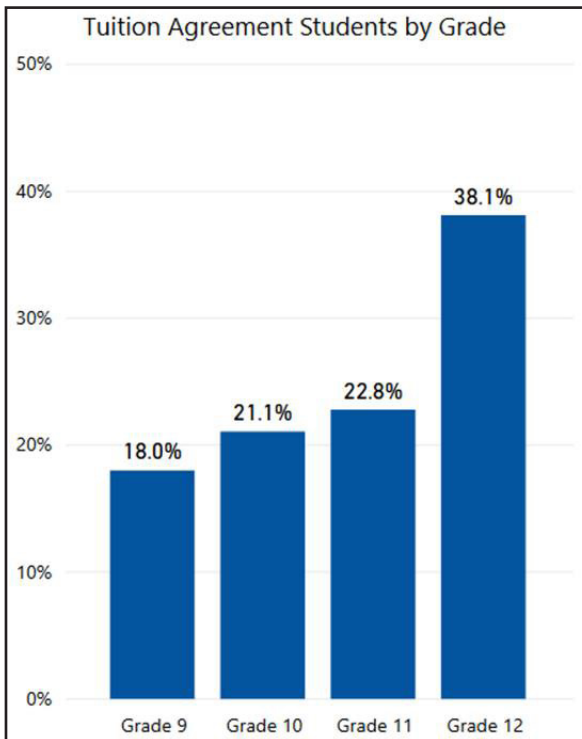
- 6 Honour Roll
- Level One Native Language (2)
- Level Two Native Language
- Expressing Aboriginal Cultures
- Grade 9 English
- Grade 10 Mathematics
- Grade 10 Career Studies
- Grade 10 Canadian History since WW1
- Grade 10 English
- Grade 10 Science
- Grade 11 Functions and Applications
- Grade 11 Instrumental Music – Band
- Grade 11 Music – Vocal/Choral
- Grade 11 Construction Tech – Electrical/Networking Cable
- Grade 11 Aboriginal Beliefs, Values and Inspirations
- Grade 11 Marketing – Goods, Services, Events

Recognition Assembly

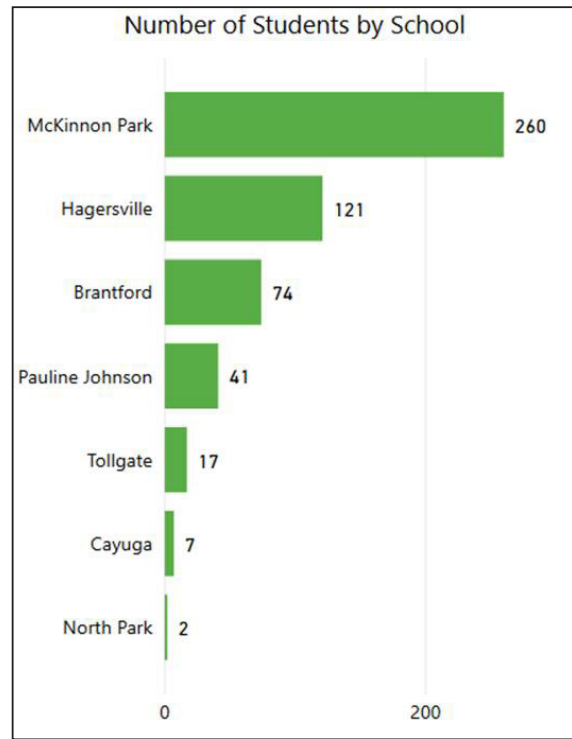
- Junior Symphonic Band – Bronze Medal at Simcoe Music Festival
- Senior Symphonic Band – Bronze Medal at Simcoe Music Festival
- BCI Choir – performed with the Bell City Concert Band
- Tsi Niyonkwariho:tens Elders Book Project – 9 Students
- Sears Drama Regional Level of the Ontario Sears Drama Festival
- Student Council – Grade 12 Rep
- Played in the Cadet Band for the 150th Canada Community Parade in Brantford

The BCI Native students organized two fundraisers for the youth in Attawapiskat. They also planted hearts for our Heart Garden to remember and honour Residential School Survivors! They acknowledged our First Nations kids in care by providing an opportunity to tell other students during our Have a Heart Day!

Six Nations Tuition Agreement Students Enrolment by Grade - 2016-17



- The percentage of students from Six Nations increase by grade. More than 1/3 of these students are in Grade 12 or Grade 12+.



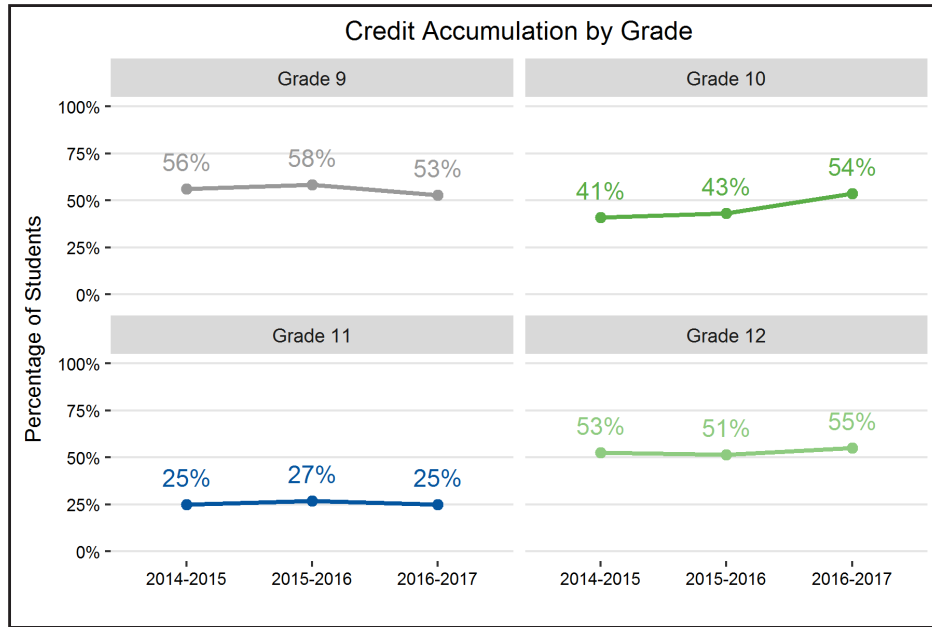
- The majority of Six Nations students attend McKinnon Park followed by Hagersville.

Student Enrolment by School and Grade

School	Grade 9	Grade 10	Grade 11	Grade 12	Total
McKinnon Park	54	48	56	102	260
Hagersville	13	30	26	52	121
Brantford	16	17	22	19	74
Pauline Johnson	4	3	14	20	41
Tollgate	4	8	1	4	17
Cayuga	3	3		1	7
North Park		1		1	2
Total	94	110	119	199	522

Note: Groups with fewer than six students are not reported

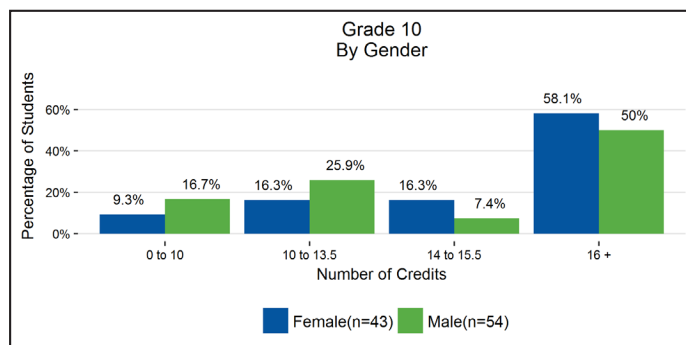
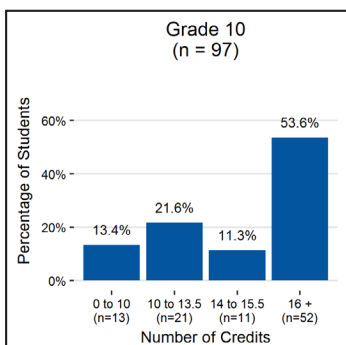
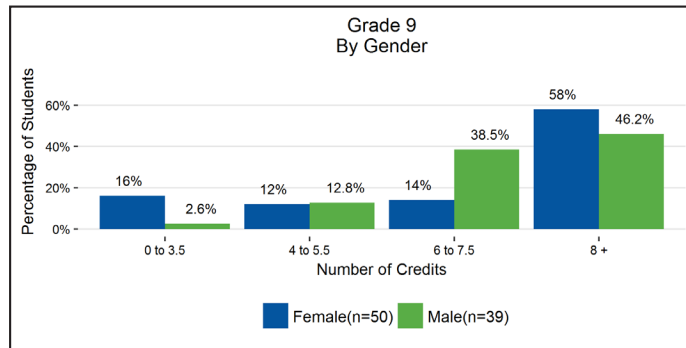
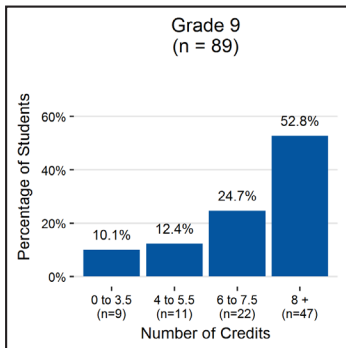
Credit Accumulation by Grade and Year



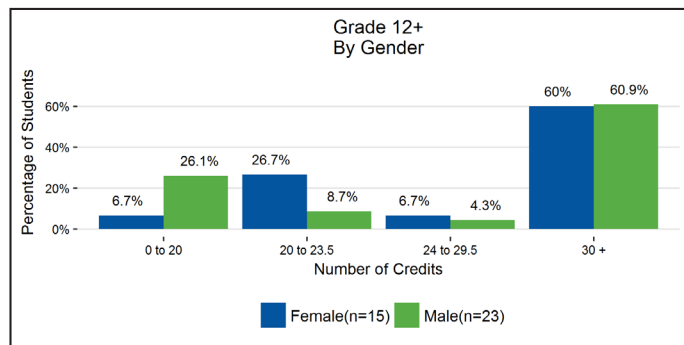
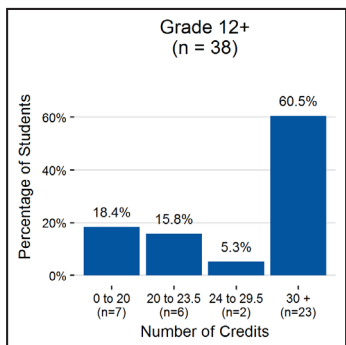
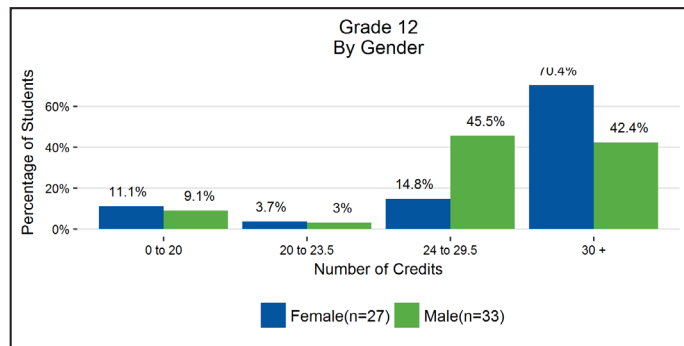
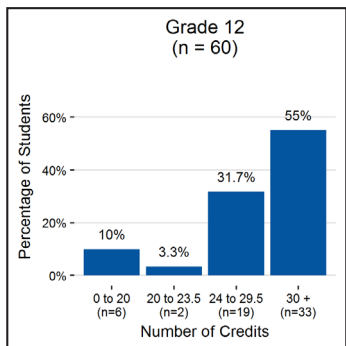
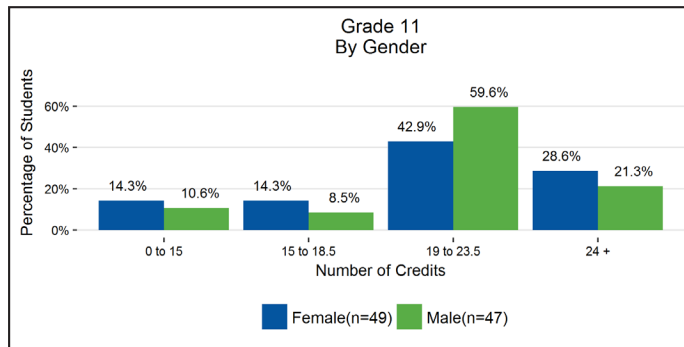
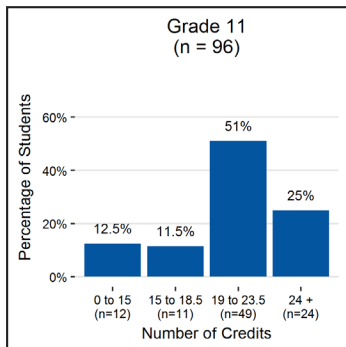
These graphs show the percentage of students who by the end of each grade have the following number of credits:

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

Credit Accumulation by Grade and Gender



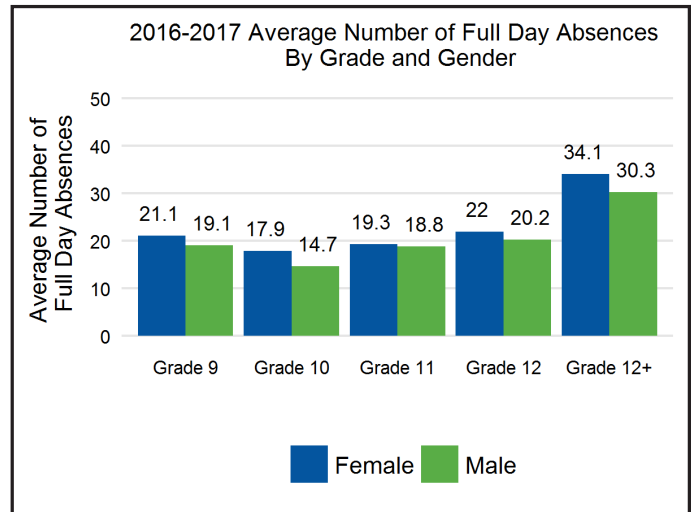
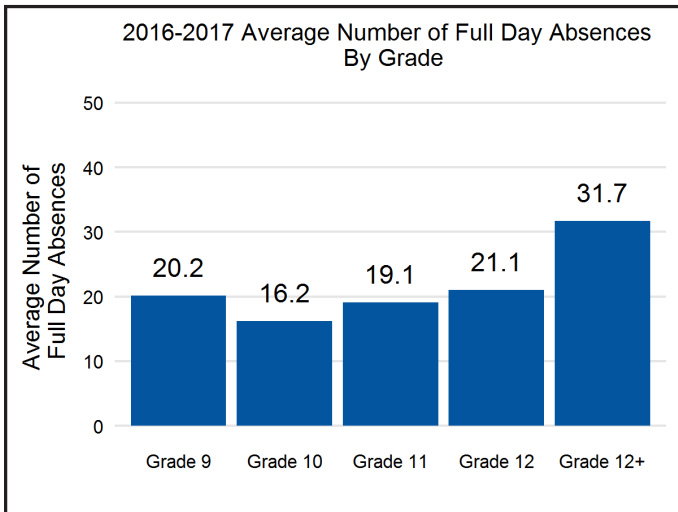
Credit Accumulation by Grade and Gender



- The percentage of Grade 9 students achieving 8 credits has declined the previous three years from 56% to 53%
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes. In 2016-17 only 51% of Grade 9 students attempted 8 credits – of those students, 59% achieved all of their credits. In addition, a further 28% of students who attempted 8 credits, achieved 6 to 7 credits
- **A total of 78% of Grade 9 students achieved 6 or more credits in 2016-17 and are on track to graduate in 3 or 4 years**
- The percentage of Grade 10 students achieving 16 credits has increased over the same time period from 41% to 54%
- In 2016-17, 72% of Grade 10 students attempted a full course load of 8 classes and by the end of Grade 10, 73% of those students achieved all of their credits
- **A total of 75% of Grade 10 students achieved 12 or more credits by the end of June 2017 and are on track to graduate in 2 or 3 years**
- Credit accumulation for Grades 11 has remained fairly static over the previous three years while Grade 12 is showing an improvement trend from 53% to 55%
- Looking at students who achieved between 6 and 8 credits in their Grade 11 year, 77% achieved 6 to 8 credits which is considered a full course load
- **A total of 76% of Grade 11 students achieved 19 or more credits by the end of June 2017 and are on track to graduate in 1 or 2 years**
- For Grade 12, 51% of students took a full course load of 6 to 8 credits – of these students, 51% were successful in all credits attempted – 40% of students earned 3 to 5 credits
- **A total of 87% of Grade 12 students achieved 24 or more credits by the end of June 2017 and have graduated or are on track to graduate in 1 year**

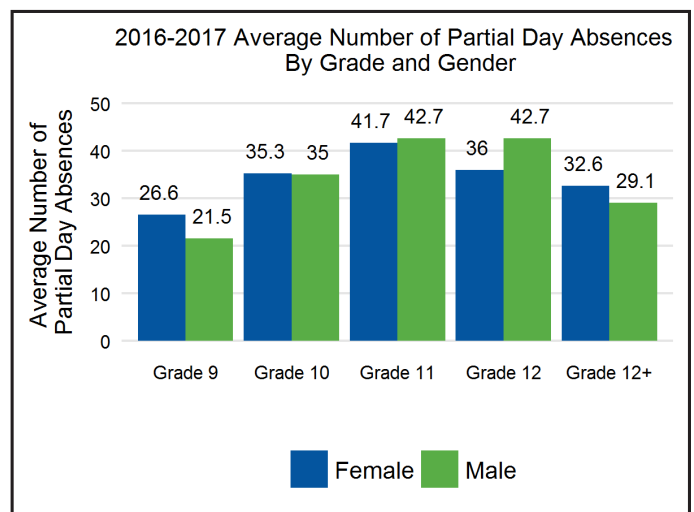
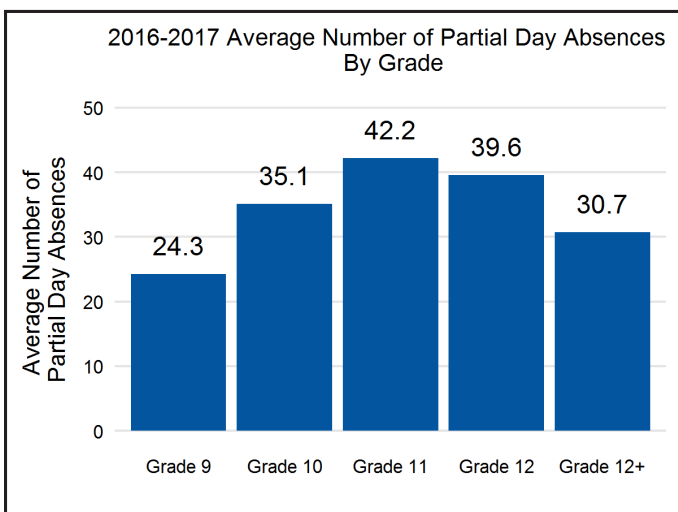
Student Attendance

Full Day Student Absences



- Full day absences are highest with Grade 12+ students.
- Females consistently have more absences than males across all grades

Partial Day Student Absences



- Partial day absences are highest in Grade 11 students
- Gender gap fluctuates between grades

School Leaver Data

Six Nations Students - School Leaver Data 2016-17			
Reason	Males	Females	Totals
Indian Act – Age 16	11	5	16
Supervised Alternative Learning (SAL)	16	13	29
Board Remove from the Roll Letters	7	2	9
Medical Notes	0	1	1
Home Instruction	2	1	3
Totals	36	22	58

Grade 9 Assessment of Mathematics

Number of Students							IEP	Accommodated
	< Level 1	Level 1	Level 2	Level 3	Level 4	No Data		
Academic	3	13	17	14	2	0	0	0
Applied	1	7	6	14	1	0	19	18

- There are more students from Six Nations taking Applied Mathematics than Academic Mathematics
- More than half of students in Academic Mathematics achieve the Provincial Standard (Level 3-4) Students in Applied Mathematics are more likely to achieve below the Provincial Standard (below Level 3)
- More students in Applied Mathematics are on an Individual Education Plan (IEP) and receiving accommodations

Applied	< Level 1	Level 1	Level 2	Level 3	Level 4
2012-13	6%	14%	35%	37%	9%
2013-14	0%	13%	35%	27%	4%
2014-15	7%	22%	38%	20%	4%
2015-16	8%	9%	36%	21%	11%
2016-17	6 %	27%	35%	29%	4%

Academic	< Level 1	Level 1	Level 2	Level 3	Level 4
2012-13	0%	5%	14%	74%	8%
2013-14	4%	15%	19%	63%	0%
2014-15	9%	13%	20%	59%	0%
2015-16	3%	9%	27%	58%	3%
2016-17	3%	24%	21%	48%	3%

Note: Percentages may not add to 100% due to students with No Data

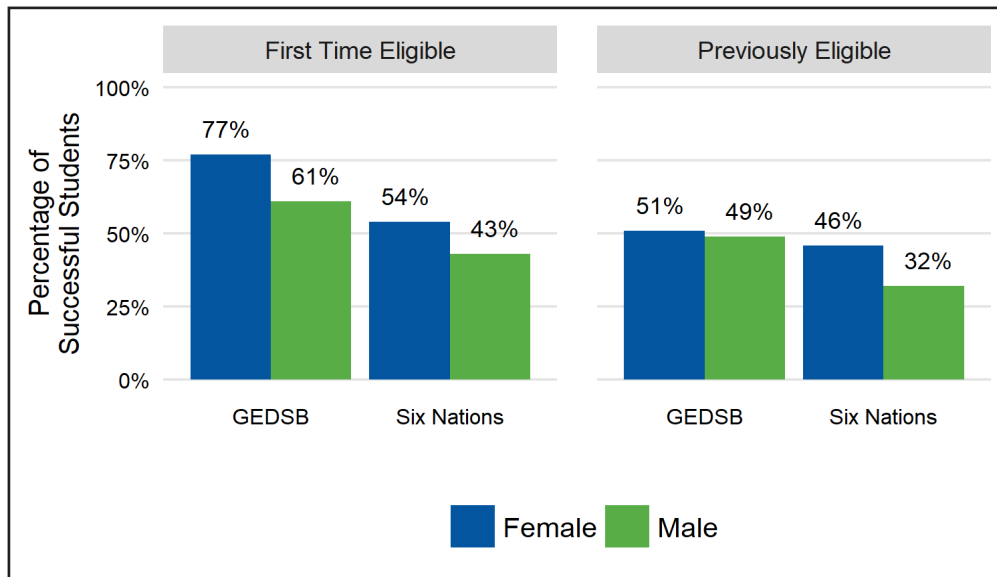
- Students achieving the Provincial Standard (Level 3-4) in both Applied and Academic mathematics has decreased from the 2012-2013 assessments.
- The majority of students taking Academic Mathematics achieve the Provincial Standard (Level 3-4)
- The majority of students taking Applied Mathematics achieve below the Provincial Standard (below Level 3)

Ontario Secondary School Literacy Test (OSSLT)

Number of Students:	First Time Eligible (FTE)	Previously Eligible (PE)
Eligible Students	105	108
Absent	4	15
Deferred	11	28
Exempt	1	1
OSSLC	12	35
Participating Students	77	29
Successful	37	11
Unsuccessful	40	18
Students with Special Needs	31	41
Participating	15	8
With Accommodations	15	8
Successful	2	2

- 48% of participating First-Time Eligible students from Six Nations were successful on the OSSLT 38% of participating Previously Eligible students from Six Nations were successful on the OSSLT
- 32% of Previously Eligible students from Six Nations are registered in the Ontario Secondary School Literacy Course (OSSLC)

OSSLT by Gender



- The gender gap is consistent between males and females for all Grand Erie District School Board students and students from Six Nations
- Females are more likely than males to be successful on the OSSLT, for both First Time Eligible and Previously Eligible students
- The gap is largest with Previously Eligible students from Six Nations (46% females were successful vs. 32% males)



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GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **Enrolment Update Report**
 DATE: November 27, 2017

Recommended Action: It was moved by _____, seconded by _____
 THAT the Grand Erie District School Board receive the Enrolment Update report as information.

Rationale/Background:

Average Daily Enrolment (ADE) is reported to the Ministry of Education on two count dates, October 31st and March 31st, each year.

Additional Information:

The attached report contains the following data:

- Original enrolment projections for budget
- Preliminary enrolment reported as at September 8, 2017
- Preliminary enrolment reported as at September 29, 2017
- Enrolment reported as at October 31, 2017
- Graph illustrating four years of actual enrolment history plus current year enrolment.

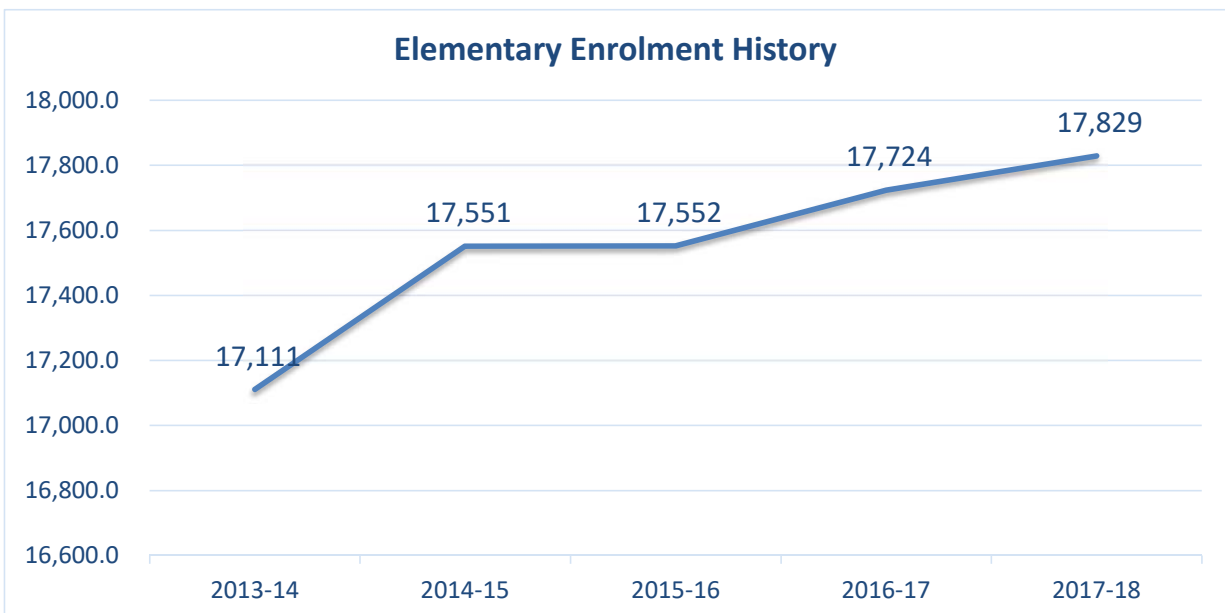
Respectfully submitted

Rafal Wyszynski,
 Superintendent of Business & Treasurer

Grand Erie District School Board 2017-18 Elementary Enrolment Update

	Enrolment History					Change over 2016-17
	2013-14	2014-15	2015-16	2016-17	2017-18	
Half Day JK/SK	919.0	-	-	-	-	-
Full Day JK/SK	2,517.0	3,373.0	3,380.0	3,407.0	3,353.0	(54.0)
Grade 1-3	5,160.0	5,257.0	5,292.0	5,371.0	5,368.0	(3.0)
Grade 4-8	8,677.0	8,623.0	8,558.0	8,629.0	8,778.0	149.0
Special Education (Ungraded)	297.0	298.0	322.0	317.0	330.0	13.0
Total	17,570.0	17,551.0	17,552.0	17,724.0	17,829.0	105.0
Adj ADE re JK & SK	(459.5)	-	-	-	-	-
ADE for Grant	17,110.5	17,551.0	17,552.0	17,724.0	17,829.0	105.0

	2017-18 Enrolment				Change over Budget	Change over Sept. 29
	Budget	Sept. 8	Sept. 29	Oct. 31		
Full Day JK/SK	3,194.0	3,356.0	3,348.0	3,353.0	159.0	5.0
Grade 1-3	5,323.0	5,363.0	5,356.0	5,368.0	45.0	12.0
Grade 4-8	8,697.0	8,799.0	8,783.0	8,778.0	81.0	(5.0)
Special Education (Ungraded)	263.0	319.0	319.0	330.0	67.0	11.0
ADE for Grant	17,477.0	17,837.0	17,806.0	17,829.0	352.0	23.0





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
 RE: **Major Construction Project Report**
 DATE: November 27, 2017

Recommended Action: It was moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Background

Following is a status update for the 2017-18 Major Construction Projects.

Fairview Avenue Redevelopment:

Scope

Construction of a new elementary school to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The new construction will include child care and child and family program spaces. The current school will be demolished following occupancy of the new elementary school.

Timeline:

Dates	Description	Status
February 2017	Seek Board approval to appoint a project architect.	Completed
February - April 2017	Complete schematic design phase and seek approval to issue tender	Completed
May – June 2017	Complete all drawings and tender documents.	Completed
August 2017	Issue Tender	Completed
September 2017	Close tender and seek Board approval to award contract work.	Completed
Oct 2017 to Aug 2018	Complete project construction work.	In Progress
September 2018	New school occupied by staff and students.	
Sept to Oct 2018	Old school demolished and site restored	

Status

Since the tender closing on September 19th, 2017, the following activities have been completed as of November 21, 2017:

- ✓ October 2017
 - Excavation of the site began
 - 3000m³ of topsoil was stripped and is being stored on site
 - Footings excavation is underway and concrete is being poured this week. The work is starting at the north end.
 - Construction is three percent complete (3%)

- ✓ November 2, 2017
 - The building footings appear to be 85% complete. Rebar installation is ongoing.
 - Masonry foundation walls are progressing and are approximately 30 to 35% complete. Plumbing inserts are being dry-fit into the masonry walls. Electrical conduit placement is also underway.



- ✓ November 16, 2017
 - The building footings appear to be 90% complete. Final excavation along the southeast corner of the proposed new building appears to be complete. Formwork placement is ongoing and the final concrete pour is scheduled for November 21st.
 - Masonry foundation walls are progressing and are approximately 80% complete. Underground mechanical work is underway and services are being stubbed up at grade.
 - The site has experienced some higher levels of ground water which is being pumped out to the street (at the south) or along the swales (at the north).
 - Waterproofing and insulation installation is ongoing. Backfill and compaction are expected to follow.
 - A concern was raised and mitigated as excavation work was coming close to the school near where a fire egress exists. A revision was reviewed with the fire department and the hoarding has been removed and the school exit door locked. The school has requested a fire-rated wall on the interior of the door. The project coordinators have issued instructions to complete installation.



Budget

Capital Priorities Grant approval of \$10,619,020 has been received from the Ministry of Education for this project. To date the project is expected to be completed on time and within budget.

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn to work, and the goal of creating learning spaces to reflect current teaching and learning needs.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Preliminary 2016-17 Year End Report**
DATE: November 27, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Preliminary 2016-17 Year End Report as information.</p>
--

Background:

Consistent with Board Policy F2, the Preliminary Year End Report for the twelve months ended August 31, 2017 is attached.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board
 2016-17 Final Financial Report
 For the Period Ended August 31, 2017
 All Dollar Figures in Thousands

Summary of Financial Results

	Estimates		Actual	Variance from Rev Est	
	(Budget)	Revised Estimates		\$	%
Revenue					
Provincial Grants	283,708	283,409	282,082	(1,327)	-0.5%
Other	26,132	26,133	30,017	3,884	14.9%
Total Revenue	309,840	309,542	312,099	2,558	0.8%
Expenditures					
Instruction	241,884	241,804	243,078	1,274	0.5%
Administration	7,714	7,965	7,922	(43)	-0.5%
Transportation	11,470	11,470	11,350	(120)	-1.0%
Pupil Accommodation	41,468	40,987	43,265	2,278	5.6%
Other	5,689	5,689	6,949	1,260	22.2%
Total Expenditures	308,225	307,915	312,564	4,649	1.5%
In-Year Surplus (Deficit)	1,615	1,627	(465)	(2,092)	-
Prior Year Accumulated Surplus for compliance	862	862	862	-	0.0%
Accumulated Surplus (Deficit) for compliance	2,477	2,489	398	(2,092)	-84.0%

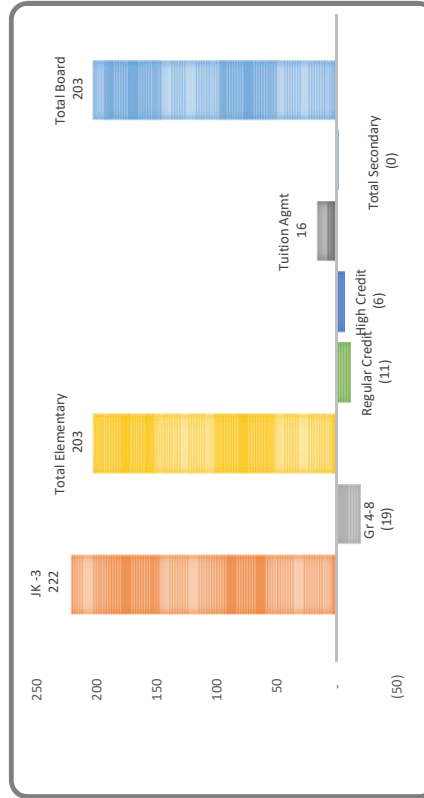
Summary of Enrollment

ADE	Estimates (Budget)		Revised Estimates		Actual		In-Year Change	
							#	%
Elementary								
JK-3	8,601	8,816	8,823	8,823	222	2.6%		
Gr 4-8	8,920	8,900	8,901	8,901	(19)	-0.2%		
Total Elementary	17,521	17,716	17,724	17,724	203	1.2%		
Secondary <21								
Regular Credit	7,796	7,770	7,785	7,785	(11)	-0.1%		
High Credit	72	72	66	66	(6)	-7.9%		
Tuition Agmt & Visa	522	548	539	539	16	3.1%		
Total Secondary	8,390	8,389	8,390	8,390	(0)	0.0%		
Total Board	25,911	26,105	26,114	26,114	203	0.8%		

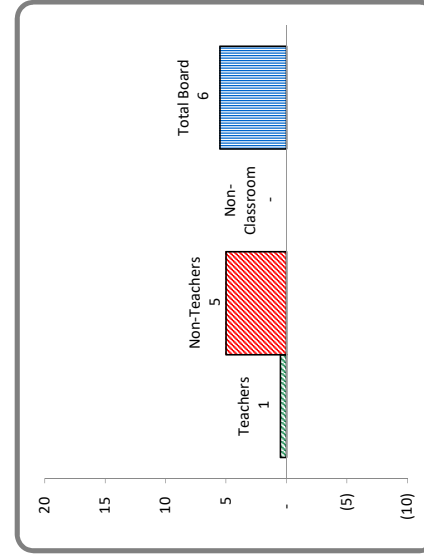
Summary of Staffing

FTE	Estimates (Budget)		Actual		In-Year Change	
					#	%
Classroom						
Teachers	1,630	1,631	1,631	1,631	1	0.0%
Non-Teachers	570	575	575	575	5	0.9%
Total Classroom	2,201	2,206	2,206	2,206	6	0.2%
Non-Classroom						
Teachers	579	579	579	579	-	0.0%
Non-Teachers	2,780	2,785	2,785	2,785	6	0.2%
Total						

Changes in Enrollment: Budget v. Forecast



Changes in Staffing: Budget v. Forecast



Grand Erie District School Board
2016-17 Final Financial Report
Expenses
All Dollar Figures in Thousands

Budget Assessment						
2016-17						
	Estimates	Revised Estimates	Actual	Change		Material Variance Note
				\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING						
Classroom Instruction						
Teachers	161,192	160,490	162,846	2,356	1.5%	a.
Supply Teachers	5,557	5,557	5,912	355	6.4%	a.
Teacher Assistants and ECEs	23,452	23,670	23,473	(197)	(0.8%)	
Classroom Computers	3,969	3,969	2,714	(1,255)	(31.6%)	b.
Textbooks and Supplies	6,665	6,665	6,165	(500)	(7.5%)	c.
Professionals and Paraprofessionals	8,462	8,519	7,925	(594)	(7.0%)	d.
Library and Guidance	5,450	5,891	5,852	(39)	(0.7%)	
Staff Development	660	660	1,428	768	116.5%	e.
Department Heads	467	467	310	(157)	(33.6%)	
Principal and Vice-Principals	14,188	14,188	14,071	(117)	(0.8%)	
School Office	6,972	6,972	7,172	200	2.9%	
Co-ordinators and Consultants	3,296	3,296	3,911	615	18.7%	f.
Continuing Education	1,554	1,459	1,299	(160)	(10.3%)	g.
Total Instruction	241,884	241,804	243,078	1,274	0.5%	
Administration						
Trustees	207	182	170	(12)	(5.8%)	
Director/Supervisory Officers	1,506	1,531	1,562	31	2.1%	
Board Administration	6,001	6,252	6,190	(62)	(1.0%)	
Total Administration	7,714	7,965	7,922	(43)	(0.6%)	
Transportation	11,470	11,470	11,350	(120)	(1.0%)	
Pupil Accommodation						
School Operations and Maintenance	23,629	23,629	24,564	935	4.0%	h.
School Renewal (Non TCA)	2,937	2,937	3,388	451	15.4%	i.
Amortization	14,902	14,421	15,313	892	6.0%	j.
Total Pupil Accommodation	41,468	40,987	43,265	2,278	5.5%	
Other						
Contingency & Non-Operating	1,743	1,743	3,000	1,257	72.2%	k.
Capital Expenditures and Debt	3,946	3,946	3,946	-	0.0%	
Other	-	-	3	3	0.0%	
Total Other Expenditures	5,689	5,689	6,949	1,260	22.2%	
TOTAL EXPENDITURES	308,225	307,915	312,564	4,649	1.5%	

Explanation of Material Variances
a. Increase due to change in provincial sick leaves plans resulting in higher utilization
b. Increased capitalization of computer hardware than originally budgeted
c. Decrease in spending due to conservative budgeting and distribution of costs related to EPOs versus budget
d. Decrease due to lower than projected salaries and benefits, as well as an underspend in supplies
e. Increased spending as a result of distribution of costs related to EPOs
f. Increased spending as a result of distribution of costs related to EPOs (Renewed Math Strategy)
g. Decrease due to non-deployment of teaching staff
h. Increase due to higher than anticipated utility costs
i. Increase due to higher amount of eligible School Renewal expenditures than anticipated
j. Increase due to timing of completion of construction projects
k. Increase due to salary and wages offset by third party funding

Grand Erie District School Board
2016-17 Final Financial Report
Revenues
All Dollar Figures in Thousands

Budget Assessment						Material Variance Note
2016-17						
Estimates	Revised Estimates	Actual	Change			
			\$ Increase (Decrease)	% Increase (Decrease)		
Grant Revenues						
Pupil Foundation	136,651	137,704	137,807	103	0.1%	
School Foundation	19,622	19,643	19,657	14	0.1%	
Special Education	36,264	36,465	36,548	83	0.2%	
Language	3,744	3,848	3,854	6	0.2%	
Outlying, Remote and Rural	107	107	107	-	0.0%	
Learning Opportunities	4,463	4,459	4,425	(34)	(0.8%)	
Continuing and Adult Education	1,559	1,327	1,324	(3)	(0.2%)	
Teacher Q&E	23,378	22,522	21,695	(827)	(3.7%)	a.
ECE Q&E	1,753	1,785	1,788	3	0.1%	
New Teacher Induction program	176	176	104	(72)	(40.8%)	b.
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,428	13,428	13,412	(16)	(0.1%)	
Admin and Governance	7,524	7,556	7,539	(17)	(0.2%)	
School Operations & Community Use	27,006	26,996	26,632	(364)	(1.3%)	
Declining Enrolment	1,069	335	375	40	11.9%	c.
First Nation, Metis and Inuit	657	704	650	(54)	(7.7%)	
Safe Schools Supplement	482	484	483	(1)	(0.3%)	
Permanent Financing - NPF	262	262	262	-	0.0%	
Other		43	43	-	0.0%	
Total Operating Grants	278,066	277,767	276,626	(1,141)	(0.4%)	
Grants for Capital Purposes						
School Renewal (non TCA)	2,937	2,937	2,222	(715)	(24.3%)	d.
Other Capital (Minor TCA and Int on Capital)	2,705	2,705	3,234	529	19.6%	e.
Total Capital Purposes Grants	5,642	5,642	5,456	(186)	(3.3%)	
TOTAL ALLOCATIONS	283,708	283,409	282,082	(1,327)	(0.5%)	
Other Revenues						
EPO and Other Gov of Ontario	3,838	4,004	5,707	1,703	42.5%	f.
Other Boards	273	273	209	(64)	(23.5%)	
Tuition Fees & Other Gov of Canada	7,199	7,444	7,585	141	1.9%	
Community Use & Rentals	455	455	551	96	21.1%	
Miscellaneous Revenues	641	656	1,801	1,145	174.7%	g.
Amortization of DDC	13,725	13,301	14,164	864	6.5%	h.
Non Grant Revenue	26,132	26,133	30,017	3,885	14.9%	
TOTAL REVENUES (Schedule 9)	309,840	309,542	312,099	2,559	0.8%	

Explanation of Material Variances
a. Decrease due to delay in transition of Employee Life and Health Trust (ELHT)
b. Decrease due to lower than anticipated number of eligible teachers
c. Increase due to lower enrolment
d. Increase due to timing and scope of school renewal projects
e. Higher utilization of capitalized minor tangible capital assets, more specifically computers
f. Increase due to additional EPO's since budget announced
g. Increased funding from additional third party grants
h. Increase due to timing of completion of construction projects

Notes:

1. Estimates is the 2016-2017 Estimates Budget as approved by the Board in June 2016



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resource)
RE: **Workforce Report**
DATE: November 27, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Workforce Report with data as of October 31, 2017.</p>

Rationale/Background

- 1.0 The Board receives information three times a school year – November, February and April - that provides totals by employee group/position, relative to the budget. The Report also includes retirement and resignation names.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)

GRAND ERIE DISTRICT SCHOOL BOARD

WORKFORCE REPORT 2016 - 2017

		Budget	Funding	Oct 31/17	Jan 31/18	Mar 31/18
			Adjustments			
1	Supervisory Officers	8.00		8.00		
2	Consultants & Coordinators - Elementary	15.50		15.50		
3	Consultants & Coordinators - Secondary	5.00		5.00		
4	Principal Leaders - Elementary	3.00		3.00		
5	Principal Leaders - Secondary	1.00		1.00		
6	Principals & Vice-Principals – Elementary	70.50		70.50		
7	Principals & Vice-Principals – Secondary	32.00		32.00		
9	Teachers – Elementary	1068.50	10.00	1078.50		
10	Teachers – Secondary	606.17	12.00	618.00		
11	Psycho-Educational Consultants	8.00		8.00		
12	Speech Pathologists	6.50	0.50	7.00		
13	Social Workers	7.50		7.50		
14	Child and Youth Workers	12.00		12.00		
15	Attendance Counsellors	7.00		7.00		
16	Behaviour Counsellors	7.00	0.50	7.50		
17	Communicative Disorders Assistants	7.00		7.00		
18	Educational Assistants	303.00	7.00	310.00		
19	Educational Assistants - Native	11.00		9.00		
20	Other EA Funding	23.50	1.00	24.50		
21	Library Technicians	11.00	0.73	11.73		
22	Clerical, Secretarial, Business Admin & Non-Union	224.61	2.00	226.61		
23	Early Childhood Educators	110.00	4.00	114.00		
24	Plant Operations & Maintenance	203.48	4.85	208.33		
25	Food Services	6.00		6.00		
26	Transportation	6.00		6.00		
27	Noon-Period Supervisors	31.64		41.10		
28	Parent Family Literacy Centre Staff	3.60		3.60		
	TOTAL	2798.50	42.58	2848.37		

Resignations/Retirements					
			G. Byron		
			B. Stokes		
			S. Anschuetz		
			L. Strasser		
			W. Adams		
			T. Borowicz		
			A. Taylor		

Elementary Occasional - Qualified			348.00		
Elementary Occasional - Unqualified			0.00		
Secondary Occasional - Qualified			232.00		
Secondary Occasional - Unqualified			1.00		
Clerical/Technical - Casual			46.00		
Educational Assistants - Casual			123.00		
Casual Caretakers			30.00		
Casual ECE			56.00		
Casual Parent Family Literacy Centre Staff			20.00		



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Dave Abbey, Superintendent of Education
RE: **Technology Infrastructure Review**
DATE: November 27, 2017

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report "Technology Infrastructure Review" as information.</p>
--

Background:

The purpose of this document is to report on the work that has been done in the last 12 months since the last Technology Infrastructure Report was presented to the senior team and trustees.

Additional Information:**a) *Main Data Center:***

The old end-of-life equipment that existed in the Grand Erie Data Center has been replaced with new computer servers, storage arrays, backup technology, and new top of rack and core switches. This transition occurred in stages during August and September without major disruption to the business systems or school operations.

b) *PowerSchool:*

We are still working on the migration of the PowerSchool system from the cloud to the Grand Erie Data Center. This migration was delayed during the summer as the PowerSchool system was upgraded from version 9 to version 10. We are targeting an end of November 2017 migration.

c) *PD Place:*

The PD Place system is still a concern even when running on the new computer equipment. The Vendor of PD Place has announced a sunset date for PD Place at the end of this school year. The IT team is working with our functional users testing and planning a switch over to the replacement PD Place system called 'Thrive'. We are planning to migrate from PD Place to Thrive with a ballpark cutover date of Jan/Feb 2018.

d) *Board Website, Staff Portal, School Websites:*

The new Board Website and School Websites are now in operation and running on the new computer equipment in the Grand Erie Data Center. The IT staff will be maintaining these websites going forward. The new Staff Portal is currently under development with IT staff working towards an expected switch over to the new Staff Portal early in the new year.

e) ***Network Upgrades:***

- ***Firewall***

The new Palo Alto Firewall is operational in the Grand Erie Data Center. This new firewall has been working very well and allows us much better protection for our network

- ***Access Points***

We are down to our last 5 elementary schools to install the new Aruba Access Points. The remaining schools are scheduled to be completed by the end of November 2017. The new Access Points allow a guest network to be created and offer faster and more seamless connectivity for school end point devices. These new access points can also be monitored and maintained from one central site, resulting in less traveling for network technicians to school sites to resolve any reported issues.

f) ***Disaster Recovery Servers and Storage:***

The IT Department has selected Simcoe Composite School as a site to host a smaller secondary set of servers and storage for the Disaster Recovery Server Site. Simcoe had a small empty room that was not being used that suits the needs of a Disaster Recovery Server Site.

We are currently getting the room cleaned up and secured. Once this preliminary work is completed the install process of the new equipment can commence.

g) ***Ministry Broadband Project:***

The Ministry has provided funding for 5 Grand Erie schools to explore Software Defined Wide Area Network (SD-WAN) technology. The IT team has been working on testing different Firewall devices that would have to exist at each of these schools. The IT Team selected Palo Alto as the firewall of choice for this application. The IT team is also working with internet service providers to either install new internet service to a school or modify the existing internet service to allow the Staff and Student traffic to operate independently with student traffic going directly to the internet and staff traffic following an existing path back to the Grand Erie Data Center.

h) ***School Drive Consolidation:***

Each school has a 10-year-old, out of warranty, computer server on site that is used to store school based files for staff and students. The servers house a number of folders/drives such as;

- 1) H:\ drive for Staff and Student personal use.
- 2) T:\ drive for Teachers to use to store teaching materials.
- 3) O:\ drive for School Admin Staff (Front Office) use.
- 4) S:\ drive for Teachers and Students to share homework, assignments etc.

The IT Team is in the process of moving all the T:\, O:\ and S:\ off of these school servers and back into the Grand Erie Data Center Servers. We have also implemented disk quotas for each school. We will complete this migration by the end of November. In the future some of these folders may be able to be stored in O365 but for the short term we have reduced the business risk by moving these files off of old unsupported school servers.

We are also piloting at 2 sites the migration of Staff and Student H:\drives to O365. With the plan to eliminate H:\drives board wide hopefully before the end of the school year.

Once the school H:\ drives have been migrated to O365 we can remove the old server hardware from the schools.

i) ***Computer Infusion for Principals, Vice Principals and School Secretarial Staff:***

New Laptops have been ordered for all Principals and Vice Principals. Staff are returning their old devices to the Help Desk as they pick up their new technology. The IT Team will sort through the returned devices scraping devices that are too old to be re-deployed and re-imaging the remaining devices that can be saved and put back into the schools as requested for other staff.

Replacement workstations have also been ordered for school secretarial staff and will be deployed in the coming months to replace the old workstation currently in use.

Next Steps:

- 1) Complete the PowerSchool Application transition from the Cloud to a TRC Data Center.
- 2) Continue with the migration from PD Place to Thrive.
- 3) Complete the Staff Portal Migration.
- 4) Complete the Access Point deployment.
- 5) Complete the Disaster Recovery Build.
- 6) Continue with the feasibility study of the SD-WAN wide spread rollout at Grand Erie.
- 7) Continue with the School Server Migration.
- 8) Complete the School Computer infusion.

Grand Erie Multi-Year Plan:

This report supports the Technology indicator of Success for Every Student and the following statement: we will

“Provide an up-to-date technology infrastructure that meets the needs of classrooms, administration and departments”

Respectfully submitted,

Dave Abbey
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Raf Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – October 2017**
DATE: November 27, 2017

<p>Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of October 2017 in the amount of \$10,946,297.82 as information.</p>

Rationale/Background:

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Raf Wyszynski
Superintendent of Business & Treasurer



MINUTES

- A-1 Call to Order K. O'Donnell
- (a) Welcome and Introductions
- Chair O'Donnell welcomed everyone and introduced the Education Officers attending from the London district office.
- (b) Land Acknowledgement Statement K. O'Donnell
- The Statement was read by Chair O'Donnell.
- (c) Roll Call P. Curran
- Present: P. Bagchee, L. Boudreault, L. Boswell, B. Caers, M. Carpenter, C. Clattenburg, R. Collver (V-C), P. Curran (RS), L. DeJong, C. Hofbauer, K. Mertins, K. O'Donnell (C), C.A. Sloat, S. Sloat, K. Smith, R. Smith, L. Thompson, D. Werden, J. White.
- Absent: M. Falkiner, C. McGregor, L. Scott, R. Winter.
- Guests: J. Antoniuk, V. Rutledge.
- B-1 Agenda Additions K. O'Donnell
- (a) Add E-1 Business Arising – “Special Programs Relocation during Elgin Avenue Reconstruction” L. Thompson
- C-1 Correspondence K. O'Donnell
- (a) Parent Letter – Delegation
- Delegate did not arrive; the Committee agreed to defer this matter to November 14th when the letter would be reviewed as correspondence.
- D-1 Information Items K. O'Donnell
- (a) Timed Items
- i. Ministry Review of Grand Erie Special Education Plan J. Antoniuk / V. Rutledge
Education officers from our London District Office
- The Ministry review aims to ensure standards are followed in boards across the province and to make suggestions where necessary.
 - Ministry representatives congratulated Grand Erie on their submission of a plan that was clear, well organized, pages labelled and listed; demonstrating a strong consultation process; the (brilliant) addition of an acronym section and for submitting it with all required documents before the deadline.
 - Vice-Chair Collver thanked the Education Officers for their valuable information and acknowledged the staff who do such a great job of putting the plan together.
 - Chair O'Donnell thanked both the Ministry representatives for receiving the plan after we had submitted it for review.



Special Education Advisory Committee SEAC 17-02

Education Centre – Board Room

October 19, 2017 6:00 p.m.

K. O'Donnell

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

(a) Ratification of Minutes September 14, 2017 SEAC Meeting

i. Re: Roll Call

- Remove R. Smith from Present; Add S. Slood

ii. Re: F-1 d) Elgin Special Class Relocation Discussion

- To provide clarification the 2nd bullet was revised, "Elgin PS students including two self-contained classes, the Snoezelen Room and the enrichment program, will be relocated."

iii. Re: I-1 b) Individual Education Plan (IEP) Reporting Dates

- To better clarify, a second bullet will be added, "Elementary schools IEP's will require reviewing with the two report cards issued in Jan/Feb and June. IEP's are not required to be reviewed with the fall progress report."

MOVED: D. Werden

SECOND: S. Slood

"THAT the minutes of SEAC 17-01, held September 14, 2017 be approved as amended."

CARRIED

(b) Grade 3 C-CAT (Canadian Cognitive Abilities Test) and Age of Student

J. White

- C-CAT testing takes into account the year and month of the child's birth.
- SEAC members will have an opportunity to provide input to other methods for determining enriched or gifted invitations as they become available.

(c) Renewed Multi-Year Accessibility Plan

K. Mertins

- Grand Erie's MYP Accessibility Plan is for 2017-2022 and provides for annual updates.
- Many upgrades were completed in previous years; only a few items remain to be addressed.
- Please provide any comments or feedback on the plan to K. Mertins.

(d) Special Programs Relocation during Elgin Avenue Reconstruction

L. Thompson

- Following senior administration review of available options and pending formal approval, the Mixed Exceptionality classroom, Autism classroom and Snoezelen Room will be relocated to Bloomsburg Public school and the Enrichment Program will be relocated to Teeterville.
- SEAC members were thanked for their valuable input during this process and assured all involved staff would work hard to ensure supportive transition plans are in place.



Special Education Advisory Committee SEAC 17-02

Education Centre – Board Room

October 19, 2017 6:00 p.m.

K. O'Donnell

F-1 Standing Items

(a) Special Education News

i. Mental Health Moment

P. Bagchee

- Following committee consensus, Ms. Bagchee will bring information on the programs and initiatives schools can use to build healthy classrooms, what it means to be mentally well and how we help students be mentally well.

ii. Spotlight on Special Education – Tiered Support J. White / K. Mertins/ L. Boudreault

- The focus this year will be on a “tiered” approach to intervention for all students with special education needs, building on Guiding Principals in Special Education Number 2.
- The first edition provides an overview and subsequent editions will feature how support staff offer services within a tiered approach and how allocation of system resources fits this model of service delivery.

(b) Policy/Procedures - None

(c) Updates – Special Needs Strategy - None

L. Thompson / K. Mertins

G-1 New Business

K. O'Donnell

(a) None

H-1 Other Business

K. O'Donnell

(a) Minister's Advisory Council on Special Education Survey
- Communication: Collaborating with the Community 2017

L. Thompson

- This document was received as information.

(b) 2016-17 Meeting Highlights (in both official languages)

R. Collver

- This document was received as information.

I-1 Information Items

K. O'Donnell

(a) Community Updates

i. Resignation of SEAC Chair

- Chair O'Donnell announced her resignation effective immediately citing personal reasons, with the caveat that it is her intention to return to SEAC as soon as possible.
- She encouraged members to consider taking on this leadership role and reminded them that there were many people who would help.
- Vice-Chair Collver noted the superb leadership exemplified by Chair O'Donnell and thanked her for her many years of dedicated service.



H-1-b

Special Education Advisory Committee SEAC 17-02

Education Centre – Board Room

October 19, 2017 6:00 p.m.

K. O'Donnell

J-1 Next Meeting

November 16, 2017 | Grand Erie DSB – Board Room | 6:00 p.m.

K-1 Adjournment

K. O'Donnell

MOVED: L. Boswell

SECOND: R. Winter

“THAT the Grand Erie DSB Special Education Advisory Committee meeting of October 19, 2017 be adjourned at 8:05 p.m.”

CARRIED



H-1-c Joint Occupational Health and Safety Committee

October 26, 2017
Facility Services- Meeting Room
Approved by Co-Chairs

MINUTES

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Tom Krukowski	Facility Services
Griffin Cobb	Secondary School Administration (Certified Member)

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) <i>(Chair)</i>
Andrea Murik	Secondary Teachers (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
Vacant	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical Alternate (Certified Member)
Laura Mels	Non-Union (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)

Resources:

Vacant	Health and Safety Officer
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Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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Regrets:

Rebecca Jago	Human Resources (Certified Member) <i>(Co-Chair)</i>
Cheryl Innes	Elementary School Administration (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)

SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee

October 26, 2017
Facility Services- Meeting Room
Approved by Co-Chairs

2.0 Minutes of Last Meeting

The draft minutes for September 21, 2017 were reviewed.

3.0 Approval of Last Meeting Minutes (September 21, 2017)

The minutes were approved.

4.0 Agenda Additions

6.8 Carbon Monoxide Detectors

6.9 Hazardous Materials at Pauline Johnson Colligate Vocational School

5.0 Unfinished Business – Discussion

5.1 Thompson Creek- Door in Stairwell Area

September 2017: A committee member brought forward a concern regarding the recent renovations at Thompson Creek Elementary School. In the new addition area there is a door that opens from the hallway inwards towards the staircase that goes up to the next level. The concern is that someone coming down the stairs could run into the door when it is opened. Management will look into this door and provide an update to the committee. This item will remain on the next agenda.

October 2017: The Division Manager of Operations and Health and Safety indicated that the door in the stairwell was built within fire and building code. Signage has been placed on the doors to remind people to open the doors with caution. This item can be removed from the next agenda.

5.2 Oneida Central Public School- Removal of Cupboard

September 2017: A committee member brought forward a concern regarding the removal of a cupboard at the school by non-facility staff or authorized contractor. The Division Manager of Operations and Health and Safety will look into this concern. This item will remain on the next agenda.

October 2017: The Division Manager of Operations and Health and Safety followed up with the Principal at the school. No one was aware of who removed the item without authorization. The Principal has reminded staff to follow the proper procedure when requiring items to be removed from their

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H-1-c Joint Occupational Health and Safety Committee

October 26, 2017

Facility Services- Meeting Room
Approved by Co-Chairs

classroom or school. Asbestos was not a concern in this situation. This item can be removed from the next agenda.

5.3 Lockdown Procedure Codes

September 2017: A concern was raised by a committee member regarding some locations not following Policy SO5 regarding a lockdown, and the use of proper lockdown terminology and that this could cause confusion with casual or occasional staff or others not familiar with the building. The Division Manager of Operations and Health and Safety will bring this concern forward the Superintendent of Business and appropriate Superintendent. This item will remain on the next agenda.

October 2017: The Division Manager of Operations and Health and Safety followed up with the schools' Superintendents and they reminded the schools to use the proper codes. A reminder will also be presented at the next family of schools meeting. This item can be removed from the next agenda.

New Indoor Air Quality Reports

5.4 Indoor Air Quality Report- Brantford Collegiate Institute and Vocational School- Men's and Ladies Physical Education Offices and Mustang Change Room- September 2017

Due to staff concerns regarding air quality, air testing occurred. Test results were within acceptable levels, however, carbon monoxide values increased slightly during a short timeframe in the change room. This item can be removed from the next agenda.

5.5 Indoor Air Quality Report- Delhi Public School- eBase 26, October 2017

Due to staff concerns regarding air quality, air testing occurred. Test results were within acceptable levels, however, staff are encourage to open a window and run the ceiling fans to help bring in and circulate fresh air in the afternoon. This item can be removed from the next agenda.

6.0 New Business

6.1 Health and Safety Concern Form- St. George German Public School- September 2017

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Facility Services- Meeting Room

Approved by Co-Chairs

A health and safety concern form was submitted by staff in regards to the lighting in the parking lot. A work order had been submitted in January, and maintenance staff determined that a third party damaged the line. The original work order was closed and arrangements were to be made to have the repairs done by the contractor. This did not occur and when the concern was noted again the repairs were made immediately and the hazard is resolved. This item can be removed from the next agenda.

6.2 Ministry of Labour Report- Pauline Johnson Collegiate and Vocational School- October 2017

The committee received a copy of a report from a Ministry of Labour from a meeting that was held due to a complaint from an outside worker (non-board employee) regarding a reported occupational illness. No concerns or hazards were found and no orders were issued. This item can be removed from the next agenda.

6.3 Ministry of Labour Report- J.L. Mitchener Public School- October 2017

The committee received a copy of a report from the Ministry of Labour from an investigation that was conducted in a follow up to a student critical injury that occurred when a homemade bookcase was knocked over. No orders were issued, however concerns were noted with the use and location of items that may present a tipping hazard. As a follow up the Division Manager of Operations and Health and Safety will send out a safety alert to all schools regarding placement of bookshelves and properly securing these items. This item can be removed from the next agenda.

6.4 Ministry of Labour Visit- Workplace Violence

The Ministry of Labour is working with the Ministry of Education and will be visiting schools to gather more information regarding workplace violence. The details of these visits is not yet known, but will be provided when they are available. This item can be removed from the next agenda.

6.5 Violent Incidents in Schools- Grand Erie Perspective

A committee member brought forward a report submitted by the Director from a recent Board meeting on violent incidents in schools. The Division Manager of Operations and Health and Safety provided the background to the committee regarding the report and answered the committee's questions

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Facility Services- Meeting Room
Approved by Co-Chairs

regarding statistical information. The committee expressed concern regarding the amount of paperwork that employees must complete regarding workplace violence, aggression and injury reporting. The Division Manager of Operations and Health and Safety will reach out to Parklane and other school boards and inquire what they do for reporting these incidents (i.e. is there an online workplace violence reporting system they use). The aggression tracking form will also be brought up at the next Special Education Focus Group to determine if there are ways to improve the form. This item will remain on the next agenda.

6.6 Student Injury Prevention Initiative

The Student Injury Prevention Initiative was established in 2013 with the goal of increasing awareness regarding student injuries. The Board has established a five year plan for student injury prevention. Areas of focus in order, include physical education and health, arts, tech and science. This was determined based on the amount of student injuries that occur in these areas. This item can be removed from the next agenda.

6.7 Health and Safety Site Representative List- 2017-18

The committee was provided with the list of health and safety representatives for each school. This item can be removed from the next agenda.

6.8 Carbon Monoxide

A committee member asked if all schools have carbon monoxide detectors. Some locations do, but not all. Schools are not required to have the detectors by law. This item can be removed from the next agenda.

6.9 Hazardous Materials at Pauline Johnson Colligate Vocational School

A committee member indicated that there is hazardous materials in one of the tech shops awaiting pickup. These materials were missed with the original pickup and a new pickup time has been arranged. In general, if any school has hazardous materials to pick up, they should do this during the annual pick up, or contact facility services and a quote for pickup will be provided to the school (to be paid by the school). This item can be removed from the next agenda.

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Approved by Co-Chairs

7.0 Information Items

7.1 Asbestos Abatement Site Report- Dunnville Secondary School- eBase #1064- Project #16603

A visual clearance inspection was conducted due to asbestos-containing “transite” fume hood within eBase #1064. A Type 1 asbestos abatement procedure was conducted. This item can be removed from the next agenda.

7.2 Bulk Sample Analysis Report- Grandview Public School- eBase #211- Project #16609

Samples of plaster and joint compound was collected from the boy’s washroom for the determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

7.3 Bulk Sample Analysis Report- Pauline Johnson Collegiate- eBase #1038, 1042, 1043- Project #16611

Samples of ceiling and textured plaster was collected from the stair and corridor for the determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

7.4 Bulk Sample Analysis Report- Pauline Johnson Collegiate- eBase #2081- Project #16635

Samples of grey and white plaster was collected from the boy’s washroom for the determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

7.5 Bulk Sample Analysis Report- Oneida Central Public School- eBase #24- Project #16616

Samples of ceiling caulking was collected from the gymnasium for the determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

7.6 Bulk Sample Analysis Report- North Park Collegiate and Vocational School- eBase #1039- Project #16654

Samples of ceiling tile was collected from eBase #1039 for determination of

SUCCESS for Every Student



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Facility Services- Meeting Room
Approved by Co-Chairs

asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

7.7 Bulk Sample Analysis Report- Cedarland Public School- Corridor- Project #16675

Samples of parking material was collected from the corridor for determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

7.8 Limited Designated Substance Survey- Caledonia Centennial Public School- Exterior- Project #16628

A limited designated substance survey was conducted to identify possible hazardous building materials that may be disturbed. This item can be removed from the next agenda

7.9 Asbestos Abatement Site Report- Centennial Grand Woodlands- eBase #1078- Project #16692

A visual clearance was completed to verify cleanliness after a Type 2 asbestos abatement procedure. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – September 2017
Workplace Safety and Insurance Board Reportable – September 2017
Student Aggression Summary Table for September 2017

All reports were reviewed as distributed.

8.2 Status of Workplace Inspections including Non-Academic sites – September 2017

Reports were made available to the committee for review.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

The minutes were provided to the committee. The next meeting is scheduled for January 9, 2017.

SUCCESS for Every Student



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Facility Services- Meeting Room
Approved by Co-Chairs

8.4 Critical Injuries

There have been 11 student critical injuries and 1 employee critical injuries for the 2017-18 school year to date.

8.5 Focus Group

The next meeting is scheduled for November 16, 2017.

8.6 Review of On-going Project Items

See chart.

8.7 Work Orders

Work order details were made available to the committee for review.

9.0 Health and Safety Training

Health and Safety Training dates for 2017-18 school year:

First Aid:

- Standard First Aid- November 15-16, 2017
- Emergency First Aid- April 13, 2018
- Emergency First Aid- May 10, 2018

Health and Safety Training:

- Basic Certification- November 8-10, 2017
- Hazard Specific- November 30-December 1, 2017
- Basic Certification (Facility Services)- March 12-14, 2018
- Hazard Specific (Facility Services)- March 15-16, 2018
- Recertification (Facility Services)- April 13, 2018
- Recertification (Joint Occupational Health and Safety Committee)- March 23, 2018

10.0 Recommendations to Executive Council

None

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H-1-c Joint Occupational Health and Safety Committee

October 26, 2017
Facility Services- Meeting Room
Approved by Co-Chairs

11.0 Adjournment / Next Meeting(s):

The meeting was adjourned at 12:15 pm.

The next JOHSC meeting will be held on November 16, 2017 –Facility Services – Meeting Room.

SUCCESS for Every Student



H-1-c
Joint Occupational Health and Safety Committee
 October 26, 2017
 Facility Services- Meeting Room
 Approved by Co-Chairs

As of October 2017

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2013	Annual Workplace Violence Survey	2017 –June	Results were reviewed by the committee. The annual survey will be sent out again in 2018.	
April 2017	Terms of Reference Review	2017- May	The Terms of Reference Review document has been submitted to the Ministry of Labour. Awaiting response from the Ministry.	

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2018- May - Update to be provided to Committee	

Policy/Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	September 2017	Feedback to be provided at December meeting.
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2017	Feedback to be provided at December meeting.
HR5 – Harassment		Board approved September 2015	October 2019	September 2017	Feedback to be provided at December meeting.

SUCCESS for Every Student

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1	Agnes Hodge	X	X								
2	Banbury Heights	X	X								
3	Bellview	X	X								
4	Bloomsburg	X	X								
5	Boston	X	X								
6	Branlyn Community	X	X								
7	Brier Park	X	X								
8	Burford District Elementary	X	X								
9	Caledonia Centennial	X									
10	Cedarland	X	X								
11	Centennial-Grandwoodlands	X	X								
12	Central P.S.	X	XX								
13	Cobblestone Elementary	X	X								
14	Confederation (Fr Imm)	X	X								
15	Courtland	X	X								
16	Delhi	X	X								
17	Dufferin	X	X								
18	Echo Place	X	X								
19	Elgin Ave.	X	X								
20	Fairview Ave.	X	X								
21	Glen Morris	X	X								
22	Graham Bell	X	X								
23	Grandview	X	X								
24	Grandview Central(Dunnville)	X	X								
25	Greenbrier	X	X								
26	Hagersville Elementary	X	X								
27	Houghton	X	X								
28	J.L. Mitchener	X	X								

X
XX
X*

Monthly inspection was completed
Annual JOHSC inspection completed
Monthly inspection was not completed
Two inspections completed due to a missed inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
29	James Hillier	X	X								
30	Jarvis	X	X								
31	King George	X	X								
32	Lakewood	X	X								
33	Langton	X	X								
34	Lansdowne-Costain	X	X								
35	Lyndale Heights	X	X								
36	Major Ballachey	X	X								
37	Mt. Pleasant	X	X								
38	North Ward	X	X								
39	Oakland-Scotland	X	X								
40	Oneida Central	X	X								
41	Onondaga-Brant	X	X								
42	Paris Central	X	X								
43	Port Rowan	X	X								
44	Prince Charles	X	X								
45	Princess Elizabeth	X	X								
46	Rainham	X	X								
47	River Heights	X	X								
48	Russell Reid	X	X								
49	Ryerson Heights	X	X								
50	Seneca Central	X	X								
51	St. George-German	X	X								
52	Teeterville P. S.	X	X								
53	Thompson Creek	X	X								

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
54	Walpole North	X	X								
55	Walsh	X	X								
56	Walter Gretzky Elementary School	X	X								
57	Waterford Public	X	X								
58	West Lynn	X	X								
59	Woodman-Cainsville	X	X								
	Secondary Schools										
60	B.C.I. & V.S.	X	X								
61	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X	X								
62	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X	X								
63	Dunnville Secondary S. (incl. TP - 237 Chestnut St., Dunnville)	X	XX								
64	G.E.L.A. Brantford (Rawdon)	XX	X								
65	G.E.L.A. - CareerLink Eaton Market Square	XX	X								
66	G.E.L.A. - Simcoe	XX	X								
67	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX	X								
68	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X	X								
69	North Park C. & V.S.	X	XX								
70	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X	XX								
71	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX	X								
72	Simcoe Composite School (incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX								
73	Sprucedale Secondary School	X	X								
74	Tollgate Tech. Skills Centre	X	X								
75	Valley Heights S.S. (includes Houghton Annex & TP on site)	X	X								
76	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X	X								
No.											
77	H.E. Fawcett Teacher Resource Centre (TRC)	X	X								
78	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X	X								
79	Head Office	X	X								
80	Head Office - Facility Services	X	X								

<u>Storage Facilities - Done by school staff as portion of school in monthly inspect. & Inspected twice a year by JOHSC</u>	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>
Storage Building Burford Bus Barn, 35 Alexander St., Burford	X	X								
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X	X								
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X	X								

□



Chair: Sarah Nichol

Recorder: Valerie Slawich

MINUTES

1. Welcome and Introductions

B. Blancher

Present: Brenda Blancher, Nancy Waldschmidt, Tom Waldschmidt, Rita Collver, Carol Ann Sloat, Tiffany Knight, Barkev Poladian, Christina Rajsic, Jen Smith, Sarah Nichol, Sheila Sloat, Kimberly Newhouse, Leanne Smith, Marcel Coudenys, Brent Howard

2. GEPIC Slate of Members

B. Blancher

2.1. Election of Chair

- B. Howard nominated S. Nichol who accepted the nomination.
- T. Knight nominated N. Waldschmidt who accepted the nomination.
- Ballots were distributed and the ballots were collected and tabulated.
- S. Nichol was declared elected as Chair of GEPIC for 2017-18.

3. Minutes

Sarah Nichol

3.1. Approval of Minutes

- Sheila Sloat moved and Jen Smith seconded to approve the minutes.

3.2. Business Arising from the Minutes

- None.

4. Financial Report

B. Blancher

4.1. GEPIC Budget

- The GEPIC budget this year is \$14,000.

4.2. PRO Grants for 2017-18

- The announcement of these grants was later this year than in the two previous years, however, we are happy to announce that on September 29th we received a memo announcing the approval of PRO grants valued at \$23,001 for 24 Grand Erie Schools – 10 more schools than last year. This information was shared with Trustees immediately since we didn't have a board meeting close to the announcement.
- Lots of great projects that span from Math, Parent Voice, Family Art Nights, Well-Being, and Social Media. Schools have been informed and provided with information and direction on using the grants.
- Congratulations to those schools who have received a grant! Information has been posted on the Grand Erie website and shared through social media.

5. Updates from the Board Table

K. Sandy/ T. Waldschmidt

- 5.1. Tom shared his enthusiasm for the many graduations held in the fall. He attended WDHS and PDHS with Trustee Rita Collver and will attend the final grad next Friday at DDSS.

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6. Director's Update

B. Blancher

- 6.1. It has been a busy fall start-up:
- Our Fall secondary school commencement ceremonies continue, kicked off with the first ones taking place on September 29th, and finishing up on November 4th.
 - always exciting and rewarding events – Trustees and members of Senior Admin participate in these ceremonies.
 - awards assemblies have also taken place – honouring achievement.
 - a number of fall sports – slow pitch, soccer, cross country, football took place in September and October.
- 6.2. Some highlights this fall:
- in late August we had 2 new staff in key roles join us – Raf Wyszynski is our new Superintendent of Business – started August 21st; Kimberly Newhouse is our new Manager of Communications and Community Relations and she started August 28th.
 - both Raf and Kim have transitioned excellently to their new roles and have quickly become valued members of our team.
- 6.3. A four room addition at Thompson Creek Elementary in Dunnville:
- This completed addition made room for students of Anna Melick Public School which closed June 30th as a result of the accommodation review that took place in 2015.
- 6.4. New Dunnville Elementary School:
- to consolidate Fairview Avenue Public and Grandview Central Public – construction started a few weeks ago and we are hopeful this wonderful new school will be ready for the 2018-19 school year; lots of activities planned to bring these 2 school communities together.
- 6.5. Planning for a new school in Simcoe:
- lots of behind the scenes work determining where to relocate students currently at Elgin Avenue during the redevelopment of the school to consolidate the students and staff West Lynn Public and Elgin Avenue.
 - A project team is being set up.
- 6.6. Ministry Announcement on September 6th – Updated Curriculum, New Report Cards Coming to Ontario Schools:
- Premier Kathleen Wynne and Mitzie Hunter, Minister of Education, announced the opening of public consultations for this new initiative and detail the new report cards, which will be introduced in schools for the 2018-19 academic year.
 - Ontario's updated school curriculum will be developed through the public consultations with the goal of improving student achievement in core skills such as math and increasing emphasis on transferable life skills that can help students of all ages meet the changing demands of today and tomorrow. Communication, problem-solving, critical thinking, creativity and global citizenship are skills that will help Ontario students thrive as they grow up in a changing, interconnected world. Beginning next school year, new report cards will better track a young person's development of these essential and transferable life skills.

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- 6.7. Ministry Announcement on Ontario's Education Equity Action Plan – September 7th:
- The Minister of Education announced the release Ontario's Education Equity Action Plan, a new three-year strategy to reduce systemic barriers and ensure that all students in Ontario can reach their full potential.
- 6.8. Revised PPM138 – Daily Physical Activity in Schools (DPA):
- Posted on October 5, 2017 and shared with our elementary school administrators – currently the PPM requires all school boards to ensure that students in grades 1 to 8, including students with special education needs, have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time.
 - The revised PPM provides flexibility by allowing the 20 minutes of physical activity to be divided into smaller time allocations throughout the instructional day – i.e., 5 or 10 minute blocks.

7. GEPIC Chair's Update

Sarah Nichol

- 7.1. GEPIC Grant Application and deadline
- Deadline November 20, 2017 with awards announced by December 20, 2017.
 - Applications are available online [GEPIC Grants](#)
 - A \$10,000 budget for GEPIC Grants was moved by Brent Howard; approved by Sheila Sloom, with a maximum grant of \$500 per school.
 - Subcommittee has been chosen, consisting of Brent, Sheila, Nancy, Sarah, Marcel. The decision of the subcommittee regarding successful GEPIC grant recipients will be sent out via email to members for approval since our next meeting isn't until January.

8. Planning, Discussion and Sharing

K. Newhouse

- 8.1. Orientation Session October 4, 2017
- 50 guests attended; School Council Guides and other resources were handed out; the brainstorming session encouraged discussions within each family of schools; a summary of the discussions was sent out via email to school chairs.
 - Send Kimberly an email if you want to be on the Distribution List for the Blackboard updates.
 - Feedback was received to hold the Fall Orientation 1 week later next year to allow school council chairs to be chosen; and for a closed Facebook page for School Chairs and Vice Chairs group. Kimberly suggested that it be parent-led instead of Board-led.
- 8.2. Spring Session
- We will pick members to form a subcommittee at the next meeting.
 - Once the subcommittee narrows down their ideas, Kimberly can send a survey to parents suggesting a few ideas for them to choose from.

9. Other Business

- 9.1. None

10. Dates 2017-18

- 10.1. January 11, 2018; March 22, 2018; May 10, 2018

SUCCESS for Every Student



**Board of Directors' Meeting
Tuesday, October 31, 2017 at 1:00 p.m.**

Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

STSBHN Board of Directors:

GEDSB: Rafal Wyszynski, Superintendent of Business & Treasurer - Director
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
James Richardson, Trustee- Director

BHNCDSB: Tom Grice, Superintendent of Business & Treasurer – Director
Bill Chopp, Trustee – Director

CSCM: Mario Nantel, Director of Transportation – President

STSBHN Recording Secretary

Kathryn Underwood, Executive Assistant to the Superintendent of Business
GEDSB

MINUTES

- 1.0 Call to Order, Welcome and Introductions – M Nantel
The President called the meeting to order 1:00 pm.
- 2.0 Approval of Agenda for October 31, 2017
P Kuckyt, requested an addition agenda item under 8.4: 2016-17 School Survey Results and Bus Ride Times to be added.
Moved by: T Grice
Seconded by: B Chopp

“That the STSBHN agenda for October 31, 2017 be approved as amended.”
CARRIED.
- 3.0 Update of Director Registrar
P Kuckyt informed the committee that with the retirement of the former Superintendent of Business and the replacement by Rafal Wyszynski, Superintendent of Business and Treasurer, the STSBHN Director positions have been updated and accepted by the parties.

M Nantel indicated a change to the School Board Director for Conseil Scolaire Catholique MonAvenir and requested to add André Blais, Director de l'Éducation.

4.0 In Camera Session

There were no in camera items.

5.0 Approval & Signing of Minutes

5.1 The committee reviewed the minutes of Tuesday May 30, 2017.

Moved by: B Chopp

Seconded by: T Grice

"That the minutes of May 30, 2017 be approved as distributed."

CARRIED.

6.0 Business Arising from Previous Meeting

6.1 Policy and Procedures Approval: 015, 044-049 (attached) – P Kuckyt
P Kuckyt reviewed the comments and suggested changes on the procedures 015, 044-049.

Moved by: J Richardson

Seconded by: R Wyszynski

"That the STSBHN approve procedures 015, 044-049 as presented.

CARRIED.

7.0 Standing Business

7.1 KPI's– P Kuckyt

P Kuckyt highlighted the significant changes in the areas of Financial, Service Performance, Safety, General Ridership and Communication.

Financial-no significant changes. The costs per vehicle have increased year over year, except full sized adapted vehicle class showed a slight decrease (due to the lower average KM per route this year). P Kuckyt highlighted the change in number of operators providing rider's aides and spoke to the benefits of using Educational Assistants for rider aids from both a standard and cost perspective.

Service Performance- Ride times of regular stream students did see an increase which the department is currently looking into. As the extracts from member board student databases was not yet started, P Kuckyt indicated that he anticipates that the actual rates will decrease once the student data cleanup is completed. It was also noted that the metrics relating to students who are receiving specialized services, due to need or self-contained classroom placement, have shown a slight decrease.

Safety- Two preventable accidents in September occurred however no injuries reported. Information on the number of safety patrollers was not available at this time.

General Ridership- P Kuckyt reviewed the trends in the percentage of students transported by board as well as current number of courtesy riders, by panel.

Communication-increase in the number of persons visiting the web site. Call volume had increased prior to the first day of school as well as Twitter followers have increased.

The committee discussed the confusion of having two different PD days and the need to notify in advance through the various communication methods of different PD or Exam days.

7.2 Goals and Objectives-Update and Review– P Kuckyt
P Kuckyt highlighted the Goals and Objectives and updated the group on the progress. He reported the new website is running and is working on populating the forms section of the site and updating new vendor contacts who have been added as approved vendors.

7.3 Budget Analysis Report – P Kuckyt
P Kuckyt highlighted the budget analysis report up to August 31, 2017 and identified that there are no significant variations. A financial statement for 2017-18 will be provided at the next meeting.

8.0 New Business

8.1 Policy and Procedures Review: 001-006-P Kuckyt
The committee received the policies and procedures with the proposed changes as information only. Responses on the procedures are requested by February 9, 2018.

T. Grice recommended that Procedure 002 to be deferred until the May 22, 2018 for further discussion at the STSBHN Operations Committee.

M Nantel suggested that the Review Dates on the Procedures should be amended to reflect Next Review.

8.2 Ombudsman Report, Summary Report
P Kuckyt reviewed the summary report on the ombudsman report in the categories of High, Medium and Low Risk. It was noted that a communication protocol will be drafted by P Kuckyt and submitted to the next operation committee for consideration.

8.3 Walk Distance Review
P Kuckyt provided an overview of the policy and the current walk distances. T Grice suggested that this item would be discussed in more detail with the STSBHN Operations Committee.

B Chop expressed that there is interest from BHNCD SB to explore decreasing the current walk distances for both Elementary and Secondary panels. T Grice

reported on the need to have some direction as soon as possible if changes were to occur for the 2018-19 school year.

P Kuckyt indicated that an analysis was completed three years ago including the financial and the number of students impacted. P Kuckyt offered to update this information to present it at the February 2018 STSBHN Board of Directors meeting for discussion.

J Richardson asked if we could include information on how often students are asked to walk where there are no sidewalks. P Kuckyt reported that for rural areas, bus pick ups are scheduled at the end of driveway while in urban areas, students may be required to walk to a group stop. It was noted that many communities, especially in older subdivisions, do not have sidewalks. No additional information was requested.

Ride Times-B Chopp discussed the ride time policy and how the BHNCSDB policies do not align with the STSBHN policy. P Kuckyt reviewed the current STSBHN policy and outlined how staff apply the policy.

8.5 STSBHN-Customer Satisfaction Survey

P Kuckyt highlighted that the survey was sent to all school principals in the spring of 2017. P Kuckyt reviewed the 2016-17 survey results and comparisons from the 2015-16 school year survey.

B Chopp requested that the number or neutral responses be collected separately as this may effect the weighted average.

At the May meeting Procedure 002 will be reviewed and future survey results are to include neutral responses but concentrate on the number of satisfied/unsatisfied responses.

- 9.0 Adjournment
 Moved by: B Chopp
 Seconded by: J Richardson

"That the October 31, 2017 STSBHN Board of Directors meeting be adjourned at 2:10 pm.

Next Meeting:	Tuesday February 20, 2018 AGM Tuesday May 22, 2018
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All located at the GEDSB-Norfolk Room. 1:00 p.m.



Title : Administrative Detail	Procedure # : 001	Effective : Nov 5, 2010
Section : Operating Guidelines	Page : 1 of 1	Review : October 2020

Deleted: 2017

<p>Authority and Governance</p>	<p>Student Transportation Services Brant Haldimand Norfolk (STSBHN) administers student transportation on behalf of Conseil Scolaire catholique <u>MonAvenir (CSC MonAvenir)</u>, Grand Erie District School Board (GEDSB), and the Brant Haldimand Norfolk Catholic District School Board (BHNCDSB).</p> <p>STSBHN is governed and given strategic direction by <u>assigned representatives of each of the member school boards</u>.</p> <p>The day-to-day business of STSBHN is overseen by the Operations Committee that is comprised of the senior business official responsible for transportation from the above mentioned Boards.</p>
<p>Boards' Responsibility To Provide Transportation</p>	<p>Transportation to and from school is the responsibility of the students and their parents or guardians.</p> <p>The Education Act states that "a Board may provide for a pupil who is enrolled in the school that the board operates, transportation to and from the school that the pupil attends."</p> <p>In accordance with the Education Act, the provision of transportation is permissive and may be revoked at the Boards' discretion.</p> <p>Policies and procedures have been established to ensure that school transportation services are at all times safe, reliable and equitable.</p>
<p>Safety of Students</p>	<p>STSBHN considers the safety of students to be of paramount importance and will take all reasonable precautions to ensure that all aspects of the transportation system comply with the appropriate Acts, Regulations and Safety Standards. STSBHN will co-operate with provincial and local police in all matters related to school bus safety.</p>

Deleted: de District

Deleted: Centre-Sud

Deleted: CSDCCS

Deleted: the Board of Directors consisting of senior administrators and a trustee from each of the above mentioned Boards



Title : New Transportation Requests	Procedure # : 003	Effective : Nov 5, 2010
Section : Operating Guidelines	Page : 1 of 2	Review : October 202017

Statement	Any request for school transportation services, including changes and courtesy requests, must be made, by the parents/guardians through the school using the Transportation Request form (TF001).
Procedures	<p>A Transportation Request form (TF001) must be submitted by the parents/guardians to the school principal/ designate, who will review and approve the request before it is forwarded to STSBHN.</p> <p>The school principal/ designate will:</p> <ol style="list-style-type: none"> 1. Ensure that the parents/guardians have fully completed the form. 2. Verify the information provided. 3. Sign/ Initial the form to indicate that it has been reviewed and is accurate. 4. Send the information to STSBHN by fax or email. 5. Record the student's information in the member Board's student database and ensure that it is kept up-to-date. <p>STSBHN will:</p> <ol style="list-style-type: none"> 1. Verify the eligibility of the request, based on the information provided and criteria established in the transportation policies and procedures. 2. Plan and organize transportation for the student if eligible; 3. Update the routing software with the updated student details. Within twenty four (24) hours of receiving the TF001 Form, information will be updated and made accessible to the school, parent, and the school bus operator via the online secure portal; information on the portal will include



Title : New Transportation Requests	Procedure # : 003	Effective : Nov 5, 2010
Section : Operating Guidelines	Page : 2 of 2	Review : October 202017

	<p>details on the student's bus route number, stop location(s) and the pick-up and drop-off time(s). During most times of the school year, transportation requests will come into effect forty-eight (48) hours after the request is submitted to STSBHN.</p> <p>4. Ensure that current student data is accurately maintained in the transportation software database, based on the information contained in the Board's student database.</p>
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Title : Responsibility of Students	Procedure # : 004	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 1 of 4	Review : October 2020

Deleted: 2017

Statement	<p>Students who are granted the privilege of being provided transportation services must behave in accordance with the expectations of (004) Responsibility of Students and all other Board Policies pertaining to codes of conduct while travelling on the school bus. Those who behave in an unsafe or inappropriate manner will lose this privilege, in accordance with (025) Progressive Discipline for Infractions on a School Bus.</p> <p>The time spent travelling by school bus is an extension of the school day and therefore, the principal is responsible for any disciplinary action required to correct the negative action(s) of a student(s).</p> <p>Students must obey the instructions of the bus driver who is charged with keeping them safe while being transported. Any infractions will be forwarded to the school Principal by the school bus driver or their office.</p>
Procedures	<p>Students must:</p> <ol style="list-style-type: none"> 1. Be at the bus stop no later than five (5) minutes before the scheduled arrival time of the bus; the bus will not wait for latecomers. 2. Always keep a safe distance from the road or the street while waiting for the bus. 3. Respect other people's property and belongings while waiting for the school bus. 4. Wait for the bus to come to a complete stop with the crossing gate and stop arm fully extended before moving forward to board the bus. 5. Be responsible for compensation for any damage or destruction to school bus property; the parent/guardian of the child(ren) will be held responsible if the student is under <u>the age of 18</u>.



Title : Responsibility of Students	Procedure # : 004	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 2 of 4	Review : October 2020

Deleted: 2017

Procedures...continued	<p>While on the bus, students must:</p> <ol style="list-style-type: none"> 1. Take a seat of their choosing or, if applicable, go to the seat that has been assigned to them. 2. Remain seated at all times, facing forward, with their back against the back seat cushion and their legs facing toward the front of the bus. 3. Avoid distracting or speaking to the bus driver, except in the case of an emergency. 4. Refrain from being noisy, swearing or using abusive language. 5. Refrain from getting into fights, annoying, hitting or biting other individuals on the bus. 6. Refrain from eating, drinking, spitting, or dirtying the inside of the bus. 7. Refrain from smoking, drinking alcohol or using drugs. 8. Refrain from throwing objects inside or outside the vehicle. 9. Keep their hands, legs, and head inside the bus at all times. 10. Keep their books, school bags and any other objects on their lap and keep the aisle clear. 11. Refrain from bringing items on the bus that are overly large, cumbersome, dangerous, or offensive. Animals, firearms, explosives, water guns, and other dangerous or cumbersome items are forbidden on school buses unless they meet the requirements as set out in (034) Transportation of Equipment or (039) Transporting with Service Animals.
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Title : Responsibility of Students	Procedure # : 004	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 3 of 4	Review : October 2020

Deleted: 2017

Procedures...continued	<p>12. Be liable for any damage done deliberately to the bus.</p> <p>13. Only board the bus to which he/she has been assigned, and embark or disembark only at their own bus stop.</p> <p>14. Help to keep the bus safe and clean.</p> <p>15. Take all their personal belongings with them when leaving the bus.</p> <p>16. Follow all of the bus driver's instructions in the event of an emergency.</p> <p>17. Refrain from engaging in activities or actions that bully other students or the bus driver while aboard the vehicle.</p> <p>While unloading from the bus, students must:</p> <ol style="list-style-type: none"> 1. Remain seated until the bus comes to a complete stop. 2. Leave the bus in an orderly and timely fashion using the handrail when walking down the stairs. If transferring to another bus, navigate to the transfer bus in an orderly and timely fashion. 3. If departing at the school, make their way directly into the school or other designated staging area until the bell sounds. 4. Immediately continue up his/her laneway if it is directly beside the door of the bus. 5. When crossing the road, line up in single file and when everyone is off the bus walk along the shoulder for 3 meters. When the bus driver indicates it is safe to proceed, cross the road, at the front of the bus, while continuing to check for on-coming traffic. 6. Do not go back to the side of the bus for any reason after departing from the vehicle. This is a danger zone and must
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Title : Responsibility of Students	Procedure # : 004	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 4 of 4	Review : October 2020

Deleted: 2017

	be avoided at all times.
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Title : Responsibility of Parents/ Guardians	Procedure # : 005	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 1 of 4	Review : October 20172020

Statement	<p>Parents/guardians must ensure that their child(ren) know the rules and expectations involved in riding a school bus. Parents/guardians are responsible for their child's safety from the time he/she leaves home up to the time when he/she boards the bus and again as soon as he/she gets off the bus to go home.</p>
Procedures	<p>Parents/Guardians must:</p> <ol style="list-style-type: none"> 1. Inform their child(ren) about the safety and behaviour rules to be followed at the bus stop and while travelling on the bus. 2. Be aware that the school bus is an extension of the classroom. The school principal's authority still applies aboard the school bus. The school principal remains responsible for the behaviour and discipline of students while they are on a school bus. 3. Understand that school transportation services are a privilege, not a right, and can be withdrawn if the rules are not followed according to (025) Progressive Discipline for Infractions on a School Bus. 4. Ensure that their child(ren) arrives at the bus stop no later than five (5) minutes before their scheduled pick-up time. 5. Be responsible for their child(ren)'s safety and behaviour up until he/she boards the bus. 6. Cooperate with the school principal, staff of STSBHN, and the bus driver to ensure that their child(ren) behaves properly while travelling on the bus. 7. Assume responsibility for their child(ren) when he/she is dropped off at the designated bus stop, upon his/her



Title : Responsibility of Parents/ Guardians	Procedure # : 005	Effective : Nov 5, 2010
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Procedures...continued	<p>return from school. Children attending kindergarten MUST have a responsible individual assigned to bring them to, and stay with them at, their stop in the morning and meet them at their drop off stop in the afternoon. In the event that the child(ren) is not met at the end of the day, the child(ren) will remain on the bus for the remainder of the route and will be returned to the school where the principal/ designate will oversee their care. Repeated incidents of having a child(ren) not met by a responsible individual will result in progressive discipline up to and including removal of the privileges riding the school purpose vehicle. Refer to (033) Transportation of Kindergarten Students for additional information.</p> <ol style="list-style-type: none"> 8. Be responsible for all deliberate damage or acts of vandalism caused by their child(ren) if they are under the age of 18. 9. Inform the school using the (TF001) Transportation Request form <u>(TF001)</u> regarding any cancellation of bus service or to request that changes be made to their child(ren)'s transportation. 10. Make a note of the bus driver's and school bus operator's names as well as the bus route number and its arrival time. 11. Submit to the child(ren)'s school the completed (TF043) Transportation Not Required form <u>(TF043)</u> if transportation services are not required or need to be reinstated. 12. Inform the school about any problem that occurred on the bus that jeopardized the students' well-being and safety indicating the bus number, date, time, and nature of the problem. 13. Be aware of (024) Inclement Weather Bus Cancellations procedure and the zone they are associated with.
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Procedures...continued	<p>14. Visit www.stsbhn.ca or their school board's homepage after 6:30 AM and/or listen to the radio, or other media/ social media sources identified by STSBHN, on mornings of inclement weather to find out the status of school bus transportation <u>services</u>.</p> <p>15. Make the final decision about whether or not their child(ren) should go to school on mornings-days of inclement weather.</p> <p>16. Be aware that when a bus does not travel a route in the morning due to inclement weather conditions, it will not operate in the afternoon, <u>unless otherwise specified</u>.</p> <p>17. Not stop or park in school bus loading zone areas.</p> <p>18. Make sure that their child(ren) is dressed appropriately in the event of inclement weather.</p> <p>19. Where required, assist their child(ren) in: opening doors, fastening/ unfastening seatbelts, attaching/ releasing safety vests to harness points, and securing them to wheelchairs.</p>
Prohibitions	<p>It is strictly prohibited for parent(s)/ guardian(s) to board the school bus at any time except to provide assistance, to their child(ren), with harness equipment or other accepted special need devices.</p> <p>Parents are prohibited to speak to the bus driver or anyone working on behalf of STSBHN in an angry or aggressive manner, or to use abusive and <u>/or</u> disrespectful language.</p> <p>Parents and guardians are prohibited from negotiating or attempt to negotiate with the bus driver and the school principal, in order to change the bus stop, pick-up or drop-off time, or other travel arrangement for their child which would differ from the transportation service planned by STSBHN. All</p>



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	requests to have stop location(s) and time(s) changed must be made via (TF030) Request for Stop Location Review <u>(TF030)</u> and sent directly to the attention of STSBHN.
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Title : Responsibility of Principal	Procedure # : 006	Effective : Nov 5, 2010
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Statement	<p>The school bus is an extension of the classroom. The school principal's authority still applies aboard the school bus. The school principal remains responsible for the behaviour and discipline of his/her students while they are on a school bus.</p> <p>The principal must be aware of the Safe Schools Act as it pertains to transportation.</p>
Responsibilities	<p>The school principal must:</p> <ol style="list-style-type: none"> 1. Ensure student information is updated in their Boards' student data system on a regular basis including alternate addresses for transportation purposes. 2. Devise and implement safe procedures for the loading, unloading, and transfer of bussed students on the school's property and ensure that those procedures are followed. 3. Where necessary, facilitate the assignment of bus buddies to those student in primary grades. 4. Ensure that all kindergarten students have a kindergarten bus-tag on their person before leaving the school at the end of the day. 5. Ensure that the areas reserved for school buses on school property are kept clear and free of <u>vehicles and/ or</u> hazards. 6. Ensure that all staff members, students, and parents/guardians are familiar with procedures relating to: <ol style="list-style-type: none"> i) (004) Responsibility of Students, ii) (036) Video Cameras on School Buses, and iii) Other Board Policies on Code of Conduct. 7. Distribute a copy of the Code of Conduct for Bus Students (TF008) to students when they register.



Title : Responsibility of Principal	Procedure # : 006	Effective : Nov 5, 2010
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Responsibilities... Continued	<p>8. Provide the required assistance for bussed students who, as identified by a member Board's Special Education Department, have a special need.</p> <p>9. Advise the bus driver and STSBHN staff of <u>any</u> student(s) who, by arrangement with the school, must be met by an adult <u>or designate who are not in kindergarten.</u></p> <p>10. Advise all students of their school of the Inclement Weather procedure including which zone their school is associated with as well as where information can be obtained in the event of a zone closure/ delay.</p> <p>11. Ensure that sufficient staff is available to provide supervision in the event a bus must return to the school at the end of the day.</p> <p>12. Upon receipt of a Report of Student conduct on Bus (TF017), take whatever measures are necessary, including the withdrawal of transportation privileges per (025) Progressive Discipline, <u>to correct the negative behaviour being displayed while being transported.</u> Parents/guardians shall be notified of their student's misconduct on buses, when appropriate. If a student's bus transportation privileges are to be suspended or withdrawn, the parent/guardian and STSBHN must be notified.</p> <p>13. Authorize all emergency transportation requests and provide written documentation to the bus driver confirming that the request has been approved according to (028) Emergency/ Temporary Transportation Requests.</p> <p>14. Provide STSBHN with copies of the Life-Threatening Management and Prevention Plan forms (TF002), or other Board specific form, for all affected students at their school. These forms are to be received by STSBHN no later than the start of each school year.</p>
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Title : Responsibility of Principal	Procedure # : 006	Effective : Nov 5, 2010
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	<p>15. Ensure that the necessary steps are taken in the event of an accident, as stipulated in (023) Procedures for Accidents or Incidents.</p> <p>16. Provide STSBHN with any request for courtesy transportation in accordance with (017) Courtesy Transportation.</p> <p>17. Where required and on the school's property, provide staff to assist a student(s) in: opening door(s), fastening/ unfastening seatbelts, and attaching/ releasing safety vests to harness points. If a student is required to transition to/ from an assistive mobility device, school staff will also be made available to assist in securing the student to the device prior to entering the school purpose vehicle.</p>
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MINUTES

Present: D. Abbey, S. Bell, J. Ecklund, J. Harris (via teleconference) K. Newhouse, S. Noort, G. Rousell, C. Smith, J. Townson, T. Waldschmidt; Recording: L. Howells

Regrets: J. Townson

1. Call to Order/Welcome **D. Abbey**

D. Abbey welcomed everyone to the Privacy Information Management meeting.

2. Review of Previous Minutes / Actions **All**

The minutes from the June 2, 2017 Privacy Information Management meeting were reviewed.

3. GEDSB Privacy Assessment Summary **D. Abbey**

D. Abbey advised the Committee that Director Blancher reviewed the results of the Privacy Assessment with Trustees in September 2017. D. Abbey further noted that Director Blancher will be looking to present a plan to Trustees in March 2018.

D. Abbey continued to review the results of the Privacy Assessment that occurred in July 2017. The committee reviewed each of the findings and discussed possible plans to improve on the findings that have a high risk.

There were many recommendations discussed and it was determined that a few individuals meet to prepare a plan based on the input that will be presented at the next meeting and then presented to the Trustees.

4. Next Meetings

February 1, 2018

May 1, 2018

5. Adjournment

Meeting was adjourned at 10:40 a.m.



MINUTES

Chair: Christine Bibby and Heather Knill-Griesser

Recorder: Heather-Jo Causyn

1. **Welcome and Introductions** H. Knill-Griesser
 - H. Knill-Griesser welcomed everyone. J. Harris, Trustee, represented the Board.
2. **Attendance:**

Present: A. Andratis, G. Ash, W. Baker, J. Benner, A. Crabb, T. Haist, M. Hodges, L. Kilpatrick, K. Kitchen, C. Krueger, A. Potichnyj, R. Weber, S. Martin

Regrets: J. Dale, S. Hill, S. Miller, S. Sawyer
3. **Policies and Procedures Out for Comment** H. Knill-Griesser
 - 3.1 **F5 - Advocacy**
 - Procedures - in addition but not limited to all levels of Government (ie., Health, Justice, Social Services)
 - 3.2 **HR2 - Consideration of Employee Concerns**
 - Policy Statement - related to the collective agreement and/or working conditions; not every employee issue is dealt with through a grievance, fairly often dealt with through relationships
 - 3.3 **F102 – Purchasing Card Program**
 - Nil
 - 3.4 **F103 – Travel and Expenses**
 - Nil
 - 3.5 **F112 – Disposal of Surplus Equipment and Furniture**
 - E-waste – school have electronic waste fundraisers. Should this be covered in FT112?
4. **Operational Matters**
 - 4.1 **Safety and Risk Management Items**
 - 4.1.1 **Update on Community Meeting Regarding Violent Threat Risk Assessment for the Community**
 - VTRA – potentially posing a risk of violence to themselves or others
 - community meeting was held, great representation
 - building on the work the school board is doing on VTRA
 - W. Baker will meet with the Superintendent from the Catholic Board regarding signing
 - other community partners may wish to sign on

4.2.1 **Traumatic Events Systems Model Committee**

- community representation will be established for Tragic Events Response Team
- systematic response for debriefing schools and elongate roles, support the community
- training was held in the spring of 2017

4.3.1 **Community Drug Strategy**

- groups have been organized in Brantford and Haldimand/Norfolk
- requests are being received for Public Health Nurses to visit schools to discuss such things as the legalization of marijuana, vaping, etc. We need to be consistent as to what information is being shared in the schools and how we are sharing this information with families; H. Knill-Griesser will direct the health nurse to contact P. Bagchee
- opioid issue fits under a bigger umbrella. The Haldimand-Norfolk group has been spreading awareness and provided a series of presentations in Simcoe, Dunnville, Delhi, Port Dover, Hagersville and Caledonia
- Brantford has offered a harm reduction program
- our first aiders and administrators have received training
- Human Trafficking Committee has requested representation. Another committee was struck in Norfolk – PATH. Who should represent Grand Erie and what role should they play?

4.2 **Global Dignity Day**

- great representation from elementary and secondary schools including GELA and GELA SWAC
- great feedback
- awesome panel discussion
- afternoon was split into two parts - elementary - personalized professional development with Chris D'souza and students completed an advocacy piece
- moving forward - bring groups back together and continue with the education piece (ie., as to what a GDD at the school level would look like); support and be involved with the elementary by running the day, two hours as it would roll out in the schools
- open a conversation link for asking questions and getting answers; control content and monitor conversations
- goal to get elementary students to attend, not because of geography
- determine how many GSA are functioning
- those involved were motivated (ie., social justice clubs/teams); find elementary students are being decentralized to issues in regards to transgender, etc. Social Justice Clubs are doing great things
- Bill 13 supports students; schools are permitted to develop GSA or clubs but are not required to. A staff member must be available to run the club. Secondary schools have different names for the clubs (ie., GCA, Diversity Club, Equity Club). Some students do not feel that the club speaks to them. May require a truly delineated space for LGBTQ
- Safe and Inclusiveness of the School Achievement Plan - sell to principals
- BCI is hosting the Rainbow Ball - April 26, 2018 at 7:00 pm

4.3 Inclusivity and Environment

4.3.1 *Egale 201*

- scheduled for December 11, 14 and 15, 2017
- do not require Egale 101 to take Egale 201. Egale 201 gets more deeply into strategies for creating more gender and inclusive strategies
- there will be 11 sessions in total
- release time for one staff member per school

4.3.2 *Equity Video Project*

- reading proposals and will select successful applicant
- four different scenarios around inclusion: social economic, Newcomer, different abilities group, LGBTQ gender issues group
- roll out in November

4.3.3 *Bullying Prevention Week - November 19-25th*

- healthy relationship training - building healthy/unhealthy relationships, cyber bullying, piloting at some schools

4.3.4 *Bullying Research Project in Grand Erie*

- research project with Western University, 8 schools came forward, researchers coming in to provide information as to what the project is about (ie., bystander and how it affects social relationships, students who defend or stand up for others, contributing to science by being involved). Feedback will be provided

4.3.5 *Restorative Practices Training*

- half day training was provided on November 8th with 16 administrators in attendance
- group type of discussion, community learning
- second training session for support staff date to be determined
- training on group conferences

4.4 Community Teams

- quite a few families and individuals have been presented in all three areas (13)
- busy month in the communities, students not doing well in many areas (ie., home, community, school). Are there mechanisms that can be used for force treatment options for kids that are not willing? Some may be the result of increased use of exclusion

4.5 Combatting Systemic Racism and Breaking Down Barriers

- conference attended by H. Knill-Griesser and A. Crabb
- discussion included deep diversity, culture of human rights and driver of social change, culture shift, addressing systemic discrimination, value diversity, social justice, human rights, broader data collection at the Board level, data collection based on race, policies and procedures, decisions being made, communication (ie., written notes, parent meetings when parents are available to attend), school accommodations, gender neutral washroom, prayer rooms, building the culture of human rights, importance of introducing the Ontario Education Action Plan, importance of trustees receiving training, be aware of bias - own bias and be mindful of bias

4.6 **Legalization of Marijuana**

- working group has been formed that will provide information to assist administrators in dealing with situations involving the legalization of marijuana; medicinal marijuana is a separate issue from the legalization of marijuana
- legalization of marijuana will be treated in the same fashion as alcohol. Smell of alcohol on a student clearly not under the influence of being impaired, similar response with marijuana
- storage of medicinal marijuana would be similar to other prescribed drugs. Several questions must be answered prior to agreeing to storage of medicinal marijuana (ie., must ensure person has a prescription, prescription is filled through a registered manufacturer, given out or taken during school hours, can we have it in school?)

5. **Future Meeting**

January 11, 2018 | 1:00 pm | Board Room – Education Centre

Draft



MINUTES

COMMITTEE MEMBERS PRESENT:

Rita Collver, Chair
Carol Ann Sloat, Trustee
Diane Sowers, Trustee
William Lovekin, Volunteer
Christine Woodley, Volunteer

RESOURCE STAFF PRESENT:

Brenda Blancher, Director of Education
Rafal Wyszynski, Superintendent of Business and Treasurer
Cindy Smith, Manager of Business Services
Kathryn Underwood, Recording Secretary
Blaine Schell, External Auditor, MRR
Jeff Gilbert, External Auditor, MRR
Dianne Latta, External Auditor, MRR

1. Call to Order and Welcome and Introductions

The Chair welcomed the committee members and resource staff and the meeting was called to order at 4:00 p.m.

CA Sloat read the Land Acknowledgement Statement.

2. Declaration of Conflict of Interest

The Chair reminded the committee to declare any conflicts of interest in writing, as per 4.14 in the terms of reference. No declarations of conflicts of interest were received.

3. Review November 21, 2017 Agenda

Moved by: D Sowers
Seconded by: C A Sloat

“That the Audit Committee approve the agenda of November 21, 2017.”

CARRIED.

4. In Camera Session-there were no in camera items



H-1-h Audit Committee

November 21, 2017
Education Centre, Board Room

5. Minutes

5.1. Approval of September 19, 2017 minutes.

Moved by: D Sowers
Seconded by: B Lovekin

“That the Audit Committee approve the minutes of September 19, 2017.”

CARRIED.

6. Business Arising from Previous Minutes

6.1. School Board Governance Survey Results

B Blancher highlighted the School Board Governance Survey Results from the Audit Committee members.

Integrity Commissioner and Trustee Code of Conduct-Question 4. In addition to those already contained in the Education Act, should there be a broader range of sanctions for code of conduct violations?

CA Sloat requested to amend the spelling of her response.

Trustee Honoraria-Question 2. -If so, what components of the current formula should be preserved?

CA Sloat requested that a comment be added to have the ability to purchase the comparable staffing benefits at no cost to the Board.

B Blancher indicated to forward any additional comments prior to November 30, 2017 the date the results must be submitted to the Ministry.

6.2. RIAT-Findings of School Board Audit Trends

R. Wyszynski updated the committee on the Regional Internal Audit Team trends. He indicated that we can learn from the RIAT Audits and best practices.

RIAT Audits for 2017-18 include;

Assist Audits: Asset Management, Attendance Support and Employee Assistance Programs, Business Continuity Planning, Device Management, Network



H-1-h Audit Committee

November 21, 2017
Education Centre, Board Room

Vulnerability Assessment, Stakeholder Communication and Engagement and Marketing Strategy Review.

Validate Audits: Financial Process Optimization Review, Health and Safety-Student Supervision and Safety-Off Site Events, Payroll Controls, Special Education Program and Staffing Review, Special Education Program Review.

Appropriateness Audit: Policy Development and Implementation.

Special Audits: Human Resources Optimization and Other Funding Source.

7. Internal Audit

7.1. Audit Committee Self Assessment Tool

The committee reviewed the revised Audit Committee Self-Assessment Tool and confirmed that committee members must complete and submit the completed tool to R. Wyszynski on or before November 27, 2017 in order for the summary to be included for the next meeting. K Underwood will circulate the Audit Committee Self-Assessment Tool.

7.2. 2017-18 RIAT Plans

R. Wyszynski informed the committee of the upcoming RIAT plans for 2017-18. He reported that the Business Continuity Plan assist audit will commence in January 2018 and the Attendance Support and Absence assist audit will commence in late spring of 2018.

8. External Audit

8.1. 2016-17 Financial Statements-C. Smith

C. Smith presented and highlighted the 2016-17 Financial Statements, highlighting areas of difference and reviewed the notes. It was requested that questions pertaining to the Financial Statements be provided by email before noon on Tuesday November 28th, 2017 in order to provide time to prepare a full response addressing the questions. Questions and responses will be reviewed with the committee at the next Audit Committee meeting of December 5, 2017.

C.A. Sloat Sloat questioned that we had planned on a surplus reported on the May 2017 Q3 Budget Report and was now showing a deficit. C Smith indicated that the deficit was the result of Benefit Trust expenses that weren't recorded on the balance sheet and that certain expenses were understated.



H-1-h Audit Committee

November 21, 2017
Education Centre, Board Room

C.A. Sloat questioned on the over expenditure on the School Renewal funds. R Wyszynski indicated that although School Renewal expenditures were over budget, it was due to a higher amount expended on items of an operational nature rather than capital; in either case there is an equal offset to revenue.

D Sowers asked for clarification on what was included on the expenses under other for third party funding. C Smith indicated that she will provide what this includes as part of the report for December 5, 2017.

9. Consent Items

9.1. Consolidated Due Diligence Report

The committee received the due diligence report as of November 14, 2017.

10. Future Meeting Dates:

- Tuesday, December 5, 2017 | Education Centre | Brant Room | 4:00 pm
- Tuesday, March 27, 2018 | Education Centre | Brant Room | 4:00 pm
- Tuesday, May 8, 2018 | Education Centre | Brant Room | 4:00 pm

11. Adjournment-Chair

B Schell introduced D Latta, partner with MRR and indicated that she will presenting the Consolidated Financial Statements to the Board.

Moved by: CA Sloat

Seconded by: D Sowers

That the Audit Committee of November 21, 2017 adjourn at 4:40 p.m.

CARRIED.