



AGENDA

- A - 1 Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 Approval of Minutes**
- * (a) February 26, 2018 (Regular Board)
 - * (b) March 5, 2018 (Committee of the Whole)
 - * (c) March 5, 2018 (Special Board Meeting)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) 2017-18 Grand Erie's Student Achievement Plan: Success for Every Student Mid-Year Review
- L. De Vos
L. Thompson
D. Martins
- D – 1 Director's Report**
- E – 1 Student Trustee Report**
- F – 1 Committee Reports**
- * (a) Committee of the Whole Report – March 5, 2018
- D. Sowers
- G – 1 New Business**
- * (a) Major Construction Update (FT2)
 - * (b) Appointment of Non-Board Audit Committee Members
 - * (c) Multi-Year Financial Recovery Plan
- R. Wyszynski
R. Wyszynski
R. Wyszynski
- H – 1 Other Business**
- * (a) Summary of Accounts – February 2018
 - * (b) Special Education Advisory Committee Minutes – Feb 15, 2018
 - * (c) Joint Occupational Health & Safety Committee Minutes –Feb 15, 2018
 - * (d) Student Transportation Services Brant Haldimand Norfolk Minutes (Draft) – Feb 20, 2018
 - * (e) Native Advisory Committee Minutes (Draft) – Mar 6, 2018
 - * (f) Safe and Inclusive School Committee Minutes (Draft) – Mar 8, 2018
 - * (g) Indigenous Education Advisory Committee Minutes (Draft) – Feb 28, 2018
- R. Wyszynski
L. Thompson
R. Wyszynski
R. Wyszynski
B. Blancher
W. Baker
B. Blancher



Regular Board Meeting

Monday, March 26, 2018
Board Room, Education Centre

I – 1 Correspondence

- * (a) Ministry of Labour – Terms of Reference for Multi-Workplace Joint Health and Safety Committee – March 5, 2018

J - 1 Adjournment

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

Audit Committee	March 27, 2018, 4:00 p.m.	Brant Room
Grand Erie and Six Nations Ad Hoc Comm	Marcy 28, 2018, 6:00 p.m.	Hagersville Secondary
Compensatory Education Committee	March 29, 2018, 1:00 p.m.	Dogwood Room, Norfolk SSC
Committee of the Whole	April 9, 2018, 7:15 p.m.	Board Room
Grand Erie and Six Nations Ad Hoc Comm	April 17, 2018, 6:00 p.m.	Cayuga Secondary
Special Education Advisory Committee	April 19, 2018, 6:00 p.m.	Board Room
Chairs' Committee	April 23, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	April 23, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	April 24, 2018, 6:00 p.m.	Board Room
Student Trustee Senate	April 26, 2018, 10:30 a.m.	Board Room
Compensatory Education Committee	April 26, 2018, 1:00 p.m.	Dogwood Room, Norfolk SSC
Budget Review Meeting	April 30, 2018, 5:30 p.m.	Board Room
Native Advisory Committee	May 1, 2018, 9:00 a.m.	Cayuga Secondary
Grand Erie & Six Nations Ad Hoc Comm	May 1, 2018, 3:30 p.m.	Emily C General School
Education Week Gala	May 3, 2018, 1:00 p.m.	Sanderson Centre
Audit Committee	May 8, 2018, 4:00 p.m.	Brant Room
Grand Erie Parent Involvement Committee	May 10, 2018, 6:30 p.m.	Dogwood Room, Norfolk SSC
Committee of the Whole	May 14, 2018, 7:15 p.m.	Board Room
Privacy & Information Management Comm	May 15, 2018, 3:00 p.m.	Norfolk Room
Budget Review Meeting	May 15, 2018, 5:30 p.m.	Board Room
Safe and Inclusive School Committee	May 17, 2018, 1:00 p.m.	Board Room
Special Education Advisory Committee	May 17, 2018, 6:00 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	May 22, 2018, 9:00 a.m.	Norfolk Room
Budget Review Meeting	May 22, 2018, 5:30 p.m.	Board Room
Chairs' Committee	May 28, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	May 28, 2018, 7:15 p.m.	Board Room
Native Advisory Committee	May 29, 2018, 9:00 a.m.	Brantford Collegiate Institute



MINUTES

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

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

Regrets:

Trustees:	R. Collver
Administration:	L. De Vos

A – 1 Opening

(a) Roll Call

The meeting was called to order by Chair, G. Anderson 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: C.A. Sloat

Seconded by: B. Doyle

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

Carried

(d) Welcome to Open Session

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

(e) Memorials

Nil



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

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Agenda be approved.

Carried

(g) **In Camera Report**

Nil

(h) **Presentations**

(i) **United Way**

Representatives from Brant United Way and Haldimand-Norfolk United Way were in attendance to do a cheque presentation to celebrate the Grand Erie District School Board total contribution to the 2017 United Way Campaign. Grand Erie raised \$44,104.80.

(i) **Delegation**

Nil

B – 1 Approval of Minutes

(a) **Regular Board Meeting – January 29, 2018**

Presented at printed.

Moved by: D. Sowers

Seconded by: K. Sandy

THAT the Minutes of the Regular Board Meeting, held January 29, 2018 be approved.

Carried

(b) **Committee of the Whole Board – February 12, 2018**

Presented as printed.

Moved by: D. Sowers

Seconded by: C.A. Sloat



THAT the Minutes of the Committee of the Whole Board Meeting, held February 12, 2018, be approved.

Carried

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

(a) BL29 Student Trustee Selection

B. Blancher referred to the Bylaw 29 – Student Trustee report noting that following the approval of the addition of an Indigenous Student Trustee, revisions to the Bylaw 29 were necessary to include the new position. B. Blancher reviewed the revisions and noted some additional revisions.

C.A. Sloat requested a report at the May Committee of the Whole on how the revised process for Student Trustees worked.

Moved by: T. Waldschmidt

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Bylaw 29 – Student Trustees, as amended.

Carried

(b) Pupil Accommodation Guidelines Report

B. Blancher referred to the Draft Public Accommodation Review Guidelines report providing background of the Ministry of Education's plan to strengthen rural and northern education which included a review of the Ministry Pupil Accommodation Review Guideline to create a more collaborative process that both better promotes the well-being of students and better recognizes the impact of school closures on rural and northern communications. On February 9, 2018 Memorandum 2018: B02 was received to share the release of the Draft Revised Pupil Accommodation Review Guideline (PARG) and encourage school boards to provide feedback on the proposed revisions until March 23, 2018. B. Blancher further noted the ministry plans to release the final released PARG in spring 2018 and school boards will be expected to amend their existing Pupil Accommodation Review policy.

B. Blancher provided Trustees with an overview of the key elements and highlighted the changes in comparison to the draft PARG, the March 2015 PARG and also reflected possible areas of revisions to the Grand Erie Policy FT5 – Pupil Accommodation Review should these changes remain.



B. Blancher commented that the Board will have to review Bylaw 11 Delegations to ensure that it works with the expectations of the new PARG requirements.

D. Dean commented that it is overwhelming the time involved now and asked do we have difficulty getting information from the Municipality? B. Blancher responded that it has been difficult in the past.

B. Doyle asked can we make room for one municipal councilor on an ARC if the county requests it? B. Blancher responded we would follow the Ministry of Education direction.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Draft Pupil Accommodation Review Guidelines report.

Carried

D – 1 Director's Report

Director's highlights:

- Art Soup – in the Board room are examples of some of the amazing work created by students who participated in Art Soup this year, along with some of the media coverage of the event
- Pink Shirt Day – February 28, 2018
- SpeakUp Project Approvals – Grand Erie submitted 7 project proposals and had 3 accepted. SpeakUp Projects help student lead projects that make a difference in their school and/or community
 - North Park C & VS – Health & Wellness Day
 - Pauline Johnson C & VS – Pauline Johnson Eco Assembly
 - Thompson Creek ES – Thompson Creek Career Day – The Possibilities Are Endless
- Parents Reaching Out Grants – received memo for this year's proposals on February 22. Submissions are due on June 5.
 - PRO Grant for Schools Councils
 - PRO Grants for Regional/Provincial Projects
 - Equity is a big piece of these grants
- Physical Activity in Secondary Schools Grants Approvals – this funding is for physical activity during non-instructional time – 4 secondary schools submitted proposals – North Park, Valley Heights, Pauline Johnson, Waterford District – 2 schools were approved



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- Pauline Johnson – Healthy Body Healthy Mind...Let's Get Rolling will receive funding allocations of \$15,000
- Waterford District – WDHS Lacrosse Program Launch will receive funding allocations of \$13,820
- B. Blancher asked D. Martins to provide Trustees with an update on the Experiential Learning Coordinator
 - D. Martins provided Trustees with an overview of the Ministry of Education Experiential Learning Framework, Kindergarten to Grade 12
 - D. Martins noted an Experiential Learning Teacher has been hired and the successful candidate is: Adrienne Roberts
 - The Experiential Learning Teacher will work with the Student Success Team and support Principals and teachers to develop plans and programs for experiential learning opportunities for students within the community.
- Multi-Year Plan Examples from Schools – the Director highlighted that the Manager of Communications keeps Trustees apprised of what is happening in our schools in relation to our Multi-Year Plan Indicators. So far examples of Community and Well-Being have been shared that highlight some impressive activities at our schools that support keeping our Multi-Year Plan at the forefront of what we do
- B. Blancher provided a high level update on French Immersion Capping noting registration closed on February 9 and on February 20 the randomized process occurred for 3 schools, and by end of day on February 26 Principals are to contact parents on the outcome/decision
- Focus on Staff Video – John Cartmel, Facility Services, Maintenance Dispatcher Expeditor

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Director's Report of February 26, 2018 as information.

Carried

E – 1 Student Trustees' Report

Nil

F -1 Committee Report

(a) Committee of the Whole Board – February 12, 2018

Moved by: D. Sowers

Seconded by: T. Waldschmidt



THAT the Grand Erie District School Board approve the Committee of the Whole Board dated February 12, 2018 as follows:

1. Paris District High School Transportation

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Paris District High School Transportation report as information.

2. Indigenous Student Trustee

Moved by: A. Felsky

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the creation of an Indigenous Student Trustee position effective August 1, 2018.

3. Director's Report

Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive a report from the Director of Education on the new Pupil Accommodation Guidelines in comparison to our existing Policy FT5 at the February 26, 2018 Regular Board Meeting.

Moved by: G. Anderson

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Director's Report of February 12, 2018 as information.

4. Draft Proposed School Year Calendar 2018-19

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "Draft Proposed School Year Calendars 2018-19".

5. Early Literacy Intervention

Moved by: D. Dean



Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Early Literacy Interventions report as information.

6. Employee Assistant Program Report 2016-17 School Year

Moved by: D. Dean

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2016-17 as information.

7. Privacy and Information Management Plan 2018-19

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Privacy Information Management Plan 2018-19 as information.

8. F5 Advocacy

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Policy F5 Advocacy.

9. HR2 Consideration of Non-Unionized Employee Concerns

Moved by: C. A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve Policy HR2 Consideration of Non-Unionized Employee Concerns as amended.

10. F102 Purchasing Card Program

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive Procedure F102 – Purchasing Card Program as information.

11. F103 Travel and Expense Claims

Moved by: T. Waldschmidt

Seconded by: A. Felsky



THAT the Grand Erie District School Board receive Procedure F103 – Travel and Expense Claims as information.

12. FT112 Disposal of Surplus Furnishings and Equipment

Moved by: J. Harris

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive Procedure FT112 Disposal of Surplus Furnishings and Equipment as information.

Carried

G – 1 New Business

(a) Workforce Report

S. Sincerbox referred to the Workforce Report which is received three times a school year – November, February and April – that provides totals by employee group/position, relative to budget, retirement and resignations.

C.A. Sloat asked if the noon-period supervisors have been effected by the change in the minimum wage? S. Sincerbox responded this will need to be considered during the budget process.

D. Sowers asked about secondary occasional – unqualified? S. Sincerbox responded he believe this is for an Indigenous program. B. Blancher further added that our occasional teacher for our Mohawk Language teacher is currently on leave and this might reflect the backfill by an individual who has the Mohawk Language qualification but not full teaching qualifications.

Moved by: D. Sowers

Seconded by: K. Sandy

THAT the Grand Erie District School Board approve the Workforce Report with data as of January 31, 2018.

Carried

(b) STSBHN Walking Distance Review

R. Wyszynski referred to the Student Transportation Services Brant Haldimand Norfolk (STSBHN) Walking Distance Review report noting at the October 31, 2017 STSBN Board of Director's Meeting there was request to explore the current walking distances for both



elementary and secondary students and direction was provided for the Manager of Transportation Services to bring back information to the February 2018 STSBHN Board of Director's meeting.

R. Wyszynski further reported the Manager of Transportation Services presented the information at the February 20 2018 STSBHN Board of Director's meeting and noted the group in attendance felt the information needed to be shared with each Board's Trustees as information. R. Wyszynski provided a high level overview of the information to bring awareness to Trustees and to allow Trustees the opportunity to provide feedback on this topic which will be shared at the May 2018 STSBHN Board of Directors Meeting

C.A. Sloat commented that this brings up a number of issues i.e.: minimum wage, drivers, physical activity and suggested it would be unwise to move this way.

B. Doyle commented that we need to consider where there are areas with no sidewalks and fall below the mileage and suggests we ensure our Transportation Services works with municipalities regarding sidewalks. B. Doyle further commented we need to be careful to not just attach a number but also need ensure safety.

D. Dean commented there are so many reasons not to do this.

J. Richardson noted scenario 3 is the only option that was brought up for consideration at the STSBHN Board of Directors' Meeting which seemed to stem from a few families that live at the 1.59 km mark. J. Richardson noted that it was made it fairly clear that Grand Erie was not supportive of it and two of our neighbouring boards have raised their driver wage to \$17.50.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the STSBHN Walking Distance Review as information and provide feedback to the May 2018 STSBHN Board of Director's May 2018 meeting.

Carried

(c) Schedule of Budget Review Meetings

R. Wyszynski referred to the Schedule of Budget Review Meetings report which identifies the proposed schedule which are open to the public.

A. Felsky noted a conflict on May 7, 2018 with Education Week. After some discussion the May 7, 2018 meeting will be moved to April 30, 2018.



Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board set the amended dates for Budget Review Meetings as follows:

1. April 30, 2018
2. May 15, 2018
3. May 22, 2018

Carried

B. Doyle left the meeting at 8:23 p.m.

H – 1 Other Business

(a) Summary of Accounts – January 2018

Presented as printed.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of January 2018 in the amount of \$9,421,290.20 as information.

Carried

(b) Special Education Advisory Committee Minutes – January 18, 2018

Presented as printed.

Moved by: D. Sowers

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – January 18, 2018 as information.

Carried

(c) Joint Occupational Health & Safety Committee Minutes – January 18, 2018

Presented as printed.

Moved by: C. A. Sloat

Seconded by: T. Waldschmidt



Regular Board Meeting
February 26, 2018
Education Centre, Board Room

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – January 18, 2018 as information.

Carried

(d) **Privacy Information Management Committee Minutes (Draft) – February 1, 2018**

Presented as printed.

Moved by: J. Harris

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Privacy and Information Management Committee Minutes (Draft) – February 1, 2018 as information.

Carried

I – 1 **Correspondence**

Nil

J – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the meeting be adjourned at 8:28 p.m.

Carried

Board Chair, Greg Anderson



MINUTES

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

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

Regrets:

Trustees: R. Collver, D. Dean
Administration: D. Abbey, D. Martins

A – 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, D. Sowers 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: G. Anderson
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 Committee Chair, D. Sowers at 7:15 p.m.

(e) Agenda Additions/Deletions/Approval

Presented as printed. B. Blancher was requested the following item be added under D-1 New Business – Action/Decisions

D-1-d Initiation of Naming Process for the New Dunnville Elementary School



Committee of the Whole Board

March 5, 2018

Education Centre, Board Room

Moved by: G. Anderson
Seconded by: T. Waldschmidt
THAT the agenda be approved as amended
Carried

(f) **In Camera Report**

Moved by: A. Felsky
Seconded by: T. Waldschmidt
THAT the Director's Interim Performance Appraisal has been completed.
Carried

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

Nil

C – 1 Director's Report

The Director highlighted:

- B. Blancher in D. Abbey's absence provided Trustees with an update on website expenses
 - B. Blancher reviewed budget for the new Board Website budget which also included the Transportation, CareerLink Websites and Staff Portal
 - B. Blancher noted after the website was launched we received some user feedback requesting a better search tool and in addition to the enhanced search tool, several other small enhancements/fixes have been requested
 - \$107,350 is the total amount spent on the new website when enhancements were added
- Secondary Athletics Facilitator – as reported to Trustees in October 30, 2017 in the Rural Education Funding report, funds were allocated to a hire a contract Secondary Athletic Facilitator to investigate the amalgamation of the secondary athletics associations in the Board. A Request for Proposal failed to find anyone to take on this task so Superintendent Martins met with HR to problem solve and it was decided that we would reach out to OFSAA to help us connect with people who had accomplished this task in other school boards. A consultant has been hired on a contract and met with Superintendent Martins to begin this task
- National Social Work Week begins today and the Ontario Association of Social Workers are using the tag line "Social Workers on the Front Line of Real Issues"
- March 8 is International Women's Day and the theme this year is Press for Progress
- Next week is March Break – all schools are closed



Committee of the Whole Board

March 5, 2018
Education Centre, Board Room

Moved by: B. Doyle

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Director's Report of March 5, 2018 as information.

Carried

D – 1 New Business – Action/Decision Items

(a) Board Approved Transportation Review

R. Wyszynski invited P. Kuckyt, Manager of Transportation Services to the table.

P. Kuckyt reviewed the Board Approved Transportation report which consisted of:

- Background
- Out-of-Boundary Students for: Norfolk Secondary, Oakland-Scotland to Waterford District High School, Caledonia to Cayuga Secondary Express Route, Students attending River Heights, Out of Boundary Students attending Houghton PS;
- Out of District Students for: Norwich/Otterville students attending Delhi District Secondary School, Princeton/Drumbo students attending Paris District Secondary, Tillsonburg students travelling through Courtland Transfer
- Section 23 Students – Woodview Program
- Additional Information

C.A. Sloat asked if under 2.2 there needs to be secondary boundary review? P. Kuckyt responded that operationally a number of years ago it may have made sense but it is not as important at this time.

B. Doyle commented that we had issues in Caledonia in September and we got through it and thanked P. Kuckyt for standing firm.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2018-19 School Year as amended.

Carried



Committee of the Whole Board

March 5, 2018
Education Centre, Board Room

D-2-a Transportation Consortium Annual Report

R. Wyszynski invited P. Kuckyt to present and review the Student Transportation Services of Brant Haldimand Norfolk (STSBHN) – Annual report which consisted of:

- Route and Vehicle Statistics: Services Providers and Vehicles, Vehicle Descriptions, Route Costs, Vehicle Utilization
- Student Data: Student Eligibility, Courtesy Transportation by Secondary and Elementary; Student Ride Times by Range
- Consortium Update: Board of Directors Goals and Objectives, STSBHN internal goals and objectives
- STSBHN Going Forward: Contracts, Technology, Safety, Community Engagement

P. Kuckyt noted that on April 5th we have been selected as the pilot site to conduct elementary training as part of the Auditor General's report

T. Waldschmidt asked how long do we have a contract with First Student. P. Kuckyt responded we are in contract until August 2020.

C. A. Sloat asked if the >75 minute numbers on page 4 captures all students even the ones that choose to accept this length of travel. P. Kuckyt responded that some are captured but not all. C.A. Sloat further asked will there be the need to do bell time changes? P. Kuckyt responded that he does not see a need to recommend a bell time change at this time.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk – Annual Report as Information.

Carried

D-1-b Allocation of Self-Contained Classrooms for 2018-19

L. Thompson referred to the Allocation of Self-Contained Classrooms for 2018-19 report noting Special Education personnel have established self-contained classrooms throughout the Grand Erie District School Board to provide alternative options for students in which the most enabling environment is a smaller class setting and higher staff to student ratio. L. Thompson provided high level overview on the 2017-18 school year Mixed Exceptionality (ME) classes, Elementary Deaf and Hard of Hearing Class; elementary self-contained classroom for Autism, and self-contained classrooms for Students with learning disabilities.



Committee of the Whole Board

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Education Centre, Board Room

L. Thompson noted Teacher Consultants – Special Education have reviewed Grand Erie Special Education classrooms and have attempted to minimize changes for the 2018-19 school year, however some are required. L. Thompson reviewed the recommended changes for the 2018-19 school year, additional information, budget implications and communication plan.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2018-19 as outlined, pending budget deliberations.

Carried

(b) **Trustee Determination and Distribution**

R. Wyszynski referred to the Trustee Determination and Distribution report explaining that before each general election, the Board determines the number of trustee positions on their board and distributes these positions across the board's area of jurisdiction. R. Wyszynski further reviewed to the Appendices which are the calculation output from the Ministry web-based calculation tool as well as the MPAC data.

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board designate no municipal area as a low population area for the regular election of 2018.

THAT the Grand Erie District School Board approve the number of trustees to be elected in the regular election of 2018 for each municipality as:

- i) City of Brantford – 4 trustees, elected at large
- ii) Brant County and Norfolk County Wards 3 & 7 – 2 trustees, elected at large
- iii) Norfolk County less Wards 3 & 7 – 2 trustees, elected at large
- iv) Haldimand County – 2 trustees, elected at large

Carried

(c) **Initiation of Naming Process for the new Dunnville Elementary School**

L. De Vos referred to the Initiation of Naming Process for the New Dunnville Elementary School laydown report providing a high level overview of the suggested process.

Moved by: J. Richardson

Seconded by: B. Doyle



Committee of the Whole Board

March 5, 2018

Education Centre, Board Room

THAT the Grand Erie District School Board approve the initiation of the naming process for the new Dunnville Elementary school as per FT3.

Carried

D – 2 New Business – Information Items

- (a) **Transportation Consortium Annual Report** – was presented following D-1-a.
- (b) **Information Technology Services Annual Report**

In D. Abbey's absence, B. Blancher referred to the Information Technology Services (ITS) Annual Update report and invited J. Ecklund, Manager of Information Technology Services to the table to provide Trustees with an update on:

- ITS Milestones 2017-18 which included PowerSchool, School Admin Laptop Refresh, School Admin Assistant Refresh, Computer Technical Lab Refresh, OnSIS, Access Point Deployment, Bell Network Update, Data Centre Hardware Refresh, Firewall, New Board Website, staff Portal and School Websites, Asset Management System, and School Server Decommissioning
- ITS Initiatives for 2018-19 which included School Server Decommissioning, Disaster Recovery Site, Phone Controller Replacement, Encryption of more devices, On-Line Student Registration, Document Management System, and PowerSchool Parent Portal

C.A. Sloat asked if LITE had been implemented into PowerSchool. J. Ecklund responded not yet but are hoping to have this happening within the next couple of weeks. C.A. Sloat further asked about the phone system and how is that going to work as we are still under capital expenditure financing? J. Ecklund responded that technology has changed and we do not require a phone controller at every school and further responded that we will review the terms of the old contract.

Moved by: A. Felsky

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Information Technology Annual Update as information.

Carried



Committee of the Whole Board

March 5, 2018
Education Centre, Board Room

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

(a) SO27 Acceptable Use of Information Technology

In D. Abbey's absence, B. Blancher noted Policy SO27 Acceptable Use of Information Technology was circulated to all appropriate stakeholder for comments. B. Blancher referred to the comments and amendments made. B. Blancher noted some additional amendments.

C.A. Sloat requested that Trustees be included under 1.0 fourth bullet.

Moved by: K. Sandy

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve Policy SO27 Acceptable Use of Information Technology as amended.

Carried

E – 2 Procedures Consideration – Information Items

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

R. Wyszynski noted Procedure FT114 Employee Use of Board-Owned Property and Equipment was circulated to all appropriate stakeholder for comments. R. Wyszynski referred to the comments and amendments made.

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive Procedure FT114 Employee Use of Board-Owned Property and Equipment as information.

Carried

(b) FT119 Boundary Reviews

R. Wyszynski noted Procedure FT119 Boundary Reviews was circulated to all appropriate stakeholder for comments. R. Wyszynski referred to the comments and amendments made.

C.A. Sloat feels that questions being asked at the time of the meeting is very important, understands that it can be painful. C.A. Sloat further commented that this should be a policy as the Board approves the start of a boundary review. B. Blancher responded that Sr. Administration did have a discussion regarding the questions at a public meeting.



Committee of the Whole Board

March 5, 2018

Education Centre, Board Room

J. Harris asked B. Blancher what are the implication of changing this to a policy? B. Blancher responded that this reads as a policy and the board approves the initiation of a boundary review and there are no implications.

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive Procedure FT119 Boundary Reviews as information.

Carried

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Procedure FT119 Boundary Reviews be changed to Policy FT8 Boundary Reviews

Carried

(c) **HR112 Employee Assistance Program (EAP)**

S. Sincerbox noted Procedure HR112 Employee Assistance Program (EAP) was circulated to all appropriate stakeholder for comments. S. Sincerbox referred to the comments and amendments made.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive Procedure HR112 Employee Assistance Program (EAP) as information.

Carried

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

S. Sincerbox noted Procedure HR124 Principal/Vice Principal Performance Appraisal was circulated to all appropriate stakeholder for comments. S. Sincerbox referred to the comments and amendments made.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive Procedure HR124 Principal/Vice Principal Performance Appraisal as information.

Carried



Committee of the Whole Board

March 5, 2018
Education Centre, Board Room

F- 1 Other Business

Nil

G – 1 Correspondence

(a) Thank you Card – Student Recognition

Moved by: J. Richardson

Seconded by: G. Anderson

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

Carried

H – 1 Adjournment

Moved by: A. Felsky

Seconded by: C.A. Sloat

THAT the meeting be adjourned at 8:20 p.m.

Carried

Committee of the Whole Board Chair, D. Sowers



B-1-c
Special Board Meeting

Monday, March 5, 2018

8:21 p.m.

Education Centre, Norfolk Room

MINUTES

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

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

Regrets:

Trustees: R. Collver, D. Dean

Administration: D. Abbey, D. Martins

A – 1 Opening

(a) Roll Call

The meeting was called to order by Board Chair, G. Anderson at 8:21 p.m.

B - 1 Committee Report

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated March 5, 2018 as follows

1. Initiation of Naming Process for the New Dunnville Elementary School

THAT the Grand Erie District School Board approve the initiation of the naming process for the new Dunnville elementary school as per FT3.

Carried

C – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the meeting be adjourned at 8:22 p.m.

Carried

Board Chair, Greg Anderson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos Superintendent of Education
Denise Martins, Superintendent of Education
Liana Thompson, Superintendent of Education

RE: **Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update**

DATE: March 26, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Grand Erie's Student Achievement Plan: Success for Every Student – Mid-Year Update as information.</p>

Background

At the October 30, 2017 Board Meeting, Grand Erie's Student Achievement Plan: Success for Every Student was presented. The plan was shared with Ministry personnel through the Student Achievement Division on November 9, 2017.

The Student Achievement Plan is a living document. The committee meets to monitor and measure where we are, and shares the ongoing progress with Executive Council and with administrators at Director's Meetings.

The current Student Achievement Plan can be found on the Grand Erie website under the Board tab or by following the link below.

[Grand Erie's Student Achievement Plan: Success for Every Student](#)

Additional Information

The Renewed Math Strategy is a Kindergarten to Grade 12 strategy that mobilizes the latest research and lesson design regarding effective mathematics learning, teaching and assessment. The strategy provides new forms of support to all schools, increased support to some schools with greater needs in mathematics achievement, and intensive support to a select group of schools with the greatest needs in mathematics achievement.

Four Key Objectives of the Renewed Math Strategy:

1. Increased student achievement in mathematics/increased student engagement in mathematics.
2. Increased educator mathematics knowledge and pedagogical expertise.
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement.
4. Increased parent engagement in their children's mathematics learning.

ELEMENTARY PROGRAM

Renewed Math Strategy School Support

All elementary schools in Grand Erie District School Board continue to have a focus on mathematics this year. Our system learning goal is: to build our capacity as educators of mathematics by deepening our understanding of pedagogical practices and quantity relationships in order to recognize, respond and develop this thinking in all our students.

Each school is following a professional learning cycle of plan, act, observe, reflect to address the most urgent student learning need in mathematics. Professional Learning sessions have been designed to complement the learning needs of our elementary schools, in a tiered approach.

In year two, Principals with the support of the Elementary Program Team initially examined their quantitative data to develop school achievement plans. Further data and planning support was provided to Intensive Support Schools who are required to complete the Ministry required PRISA (Planning and Reporting for Improving Student Achievement) plan. Additionally, Principals from Higher Improvement in Performance (HIP) schools attended mandatory Results Based Accountability (RBA) sessions. Two additional workshops were then offered and provided to all administrators. In the 2017-18 school year, a focus on gathering qualitative data in the form of conversation, observations and products with respect to the learning of students, educators, administrators, and system teams, continues to be a focus. Monitoring and measuring at every level has been intentionally designed to be reflective in nature so that as a system we can be responsive to the learning needs at every level.

Lead Teachers

Every elementary school has a lead teacher. Dual track schools may have two lead teachers. Three full days of professional learning was offered for each lead teacher related to the Elementary Program Catalysts:

- Day 1 – Content Knowledge in Math;
- Day 2 – Learning for All, Making Math Accessible to All; and,
- Day 3 – Pedagogical Practices – Assessment for Learning.

Intensive Support Schools

A total of 17 schools identified through the Renewed Math Strategy, Grand Erie District School Board, or OFIP (Ontario Focused Intervention Partnership) are receiving intensive support in mathematics. There are twelve schools that are receiving support in year two of the strategy and five new schools receiving their first year of support. All Kindergarten to Grade 8 educators, including the Learning Resource Teachers and, Early Childhood Educators have received release time. Staff in the 12 schools that are in their second year of support receive two professional learning sessions; three Collaborative Inquiry for Learning in Mathematics sessions (CIL-M); and, in-between support from their Math Coach by grade bands. Staff in the five schools that are in their first year receive three professional learning sessions; two Collaborative for Learning in Mathematics sessions (CIL-M); and, in-between support from their Math Coach by grade bands. All professional learning sessions were focused on how to appropriately differentiate in math class by: meeting students at the level they are at; learning how to recognize and respond to their thinking; integrating concrete and digital manipulatives; while being mindful of the scope and sequence of the curriculum.

Increased Support Schools

Junior Teachers from 18 Increased Support Schools received two professional learning sessions and two CIL-M sessions supported by coaches. Release time was provided to all schools to allow staff to attend professional learning sessions that best supported their School Achievement Plan goal.

Principals and educators were able to choose from a Menu of Mathematics Professional Learning Sessions that were offered by Elementary Program; Student Success; Ed Tech; Special Education; Indigenous Education; English as Second Language; and French.

All Support Schools

Release time was also provided to all schools to allow staff to attend professional learning sessions that best supported their School Achievement Plan goal. Since many sessions were in high demand with a waitlist several were offered as a repeat.

Indicators of Success

For our Educators:

- Math content knowledge related to concepts of quantity
- Knowledge of assessment for learning
- Knowledge of how to meet the needs of students
- Ability to recognize concepts of quantity in students' thinking
- Ability to respond to misconceptions related to quantity

For our Students:

- Improved attitude, engagement and risk-taking
- Increased use of concrete and digital manipulatives
- Utilization of a variety of strategies when solving tasks
- Improved use of math language
- Increased dialogue and collaboration with peers

Next Steps

For our Educators:

- Increase educator knowledge and implementation of strategies in response to student misconceptions
- Continue the work on developing "Look Fors/Success Criteria"
- Consider ways to spread the professional learning
- Consider ways to gradually release responsibility to schools through capacity building
- Determine next step with math content knowledge
- Continue to work on assessment strategies (for, and, of)

For our Students:

- Increased skills, understanding of concepts, use of strategies and flexibility with number
- Intentional monitoring and measuring of progress

Renewed Math Strategy System Support

Elementary Program Team

Three Student Achievement Officers, each with specialized expertise in the areas of: Math Content Knowledge, Assessment, and Differentiation, are facilitating the learning of the Principal Leaders, coordinator, consultants and coaches during monthly meetings.

System Teams

Connie Quadrini, Student Achievement Officer has continued to facilitate the learning of our cross program teams with respect to providing accessible mathematics with a specific focus on students with a learning disability profile.

Elementary Administrators

In 2017-18, the three Family of Schools Superintendents committed to providing a professional learning structure for our Elementary Administrators. Meeting monthly on the same day and time, in the same location, a dedicated block of time is allocated for monitoring and measuring Student Achievement Plans and Leading Student Achievement (LSA). In addition, Administrators are encouraged to attend and learn alongside their educators at professional learning sessions. Many administrators also work closely with consultants or coaches to plan the learning for staff meetings.

Indicators of Success

For our Elementary Program Team:

- Growth in consultant and coach understanding of knowledge of math concepts re quantity; assessment for learning; and, meeting the needs of all learners
- Consistency of coaching across schools

For our System Teams:

- Deeper understanding of learner profiles; instructional and assessment strategies; intentional instruction; and student mathematical thinking
- Increased alignment across portfolios

For our Elementary Administrators:

- Math content; pedagogy; and, assessment for learning valuable
- Utilize this learning to lead professional learning at staff meetings
- Greater understanding of the through line between School Achievement Plans; educator action; and monitoring and measuring

Next Steps

- Continue as an Elementary Program Team with learning about how to effectively facilitate content, pedagogy and assessment practices. How to effectively monitor and measure the impact of the learning in a tiered professional learning model will also continue to be beneficial.
- Continue to meet as a System Leadership Team to align our initiatives so that we can be collectively monitoring and measuring our impact. We also continue to seek common learning opportunities so that our teams are effectively facilitating the learning of our educators.
- Continue to offer opportunities for administrators to learn about assessment for learning; math content knowledge for leading; and, supporting all students through differentiated teaching and learning strategies.

Supported School Self-Assessment Process

Year 1 Schools	Year 2 Schools
Agnes Hodge Graham Bell Victoria Hagersville King George Rainham	Bellview Centennial Grand Woodlands Houghton Major Ballachey Prince Charles

For the five (5) schools in Year 1, there are three meetings this year with the principal and an educator, who will engage in reflective dialogue with the Superintendent of Elementary Program, Principal Leader for School Effectiveness and a Student Achievement Officer. For the five (5) schools in Year 2, there are two follow up meetings. The focus of discussion includes building the skills of reflection, while also enhancing understanding of both the process and product of educator learning at the school and district level, as it relates to:

1. Understanding the most urgent student learning need and resulting educator learning need in mathematics and aligning that need with one School Effectiveness Framework Indicator (needs assessment planning)
2. Understanding and implementing research based and practice informed teaching and learning strategies (act)
3. Understanding monitoring and measuring the impact for all, some, few and individual students, and the fidelity of implementation of the teaching strategy (observe/reflect)
4. Building a vision of student mathematical success (reflect)

All other elementary schools will complete and submit to their Family of Schools Superintendent, a School Effectiveness Framework (SEF) Self-Assessment Questionnaire that is revised annually to reflect system learning. On the next PD Day (April 13), school teams will be examining the impact of the SEF indicator in the School Improvement Plan and, identifying next steps for School Improvement, while completing the questionnaire.

Indicators of Success

- All Year 2 schools now have a narrowly focused math plan that aligns with one SEF indicator
- All Year 2 school teams keep their School Achievement Plans alive by constantly reflecting on their progress and revise their plans
- In-between learning and reflecting at staff meetings is connected to the Student Achievement plan

Next Steps

- Intentional monitoring and measuring
- Consideration of modification to the current School Achievement Plan template to better reflect school actions.
- Consider ways to spread the learning from the Supported School Self-Assessment Process

SECONDARY PROGRAM

Renewed Math Strategy (RMS) – Secondary Schools

RMS continues to utilize the collaborative inquiry process within the initiative's second year. The RMS team is comprised of a Principal as lead learner for MFM1P teacher(s), a Math Coach, Student Success Teacher, and Learning Resource Teacher.

In addition, Student Success coordinates professional learning opportunities for school teams to collaborate with assessing student critical thinking, supporting students with Learning Disabilities in mathematics, and culturally responsive mathematics pedagogy for Indigenous learners.

Indicators of Success

- Grand Erie's semester one pass rate in MFM1P demonstrates a 1.5% increase from 86.5% at mid-term to 88%
- Grand Erie's semester one levels of achievement for MFM1P included 42% of all students at level 3 or level 4
- Use of a system MFM1P pre-assessment on overall curriculum expectations as guided by the professional learn team to determine skill gaps among students
- Refinement of instructional strategies by professional learn teams to support numeracy skills in MFM1P, other mathematics courses, and cross-curricular planning
- Enhanced critical thinking challenges, supports for students with Learning Disabilities, and culturally responsive pedagogy for Indigenous Learners and English Language Learners within mathematics classrooms as guided by professional development supports

Next Steps

- Deeper interventions for student learning needs as aligned with learning styles and differentiated instruction. A demonstration classroom opportunity will occur to share effective practices in place.
- Increased implementation of assistive technology in mathematics classrooms to further support accommodations with problem solving and engagement for all students
- Further collaboration opportunities for intermediate and secondary mathematics teachers to support students with Learning Disabilities, and culturally responsive pedagogy for Indigenous Learners and English Language Learners
- Increased focus on supporting instruction aligned with student well-being and self-efficacy in mathematics
- Increased use of student voice is an ongoing measure within the monitoring of the school-based learn teams and responsive adjustments to instructional practice

Literacy Support Plan

Two Teacher Consultants from Student Success continue to support secondary schools with their literacy support planning. Schools were provided with a system pre-assessment, which was administered during the first week of September to all Grade 10 students in the Applied pathway. During a moderated marking session, areas of improvement were identified for each student. Literacy Coaches supported each school to identify learning gaps and plans were developed to support students' literacy skills within various curriculum areas. For a second year, additional support and funding was made available to four secondary schools through an Educational Programs Other (EPO) grant to focus on Gap Closing in Literacy. This year, schools were provided supports to go deeper with the learning needs of both Grade 9 and Grade 10 students. All participating schools are working to build literacy skills, in particular reading for implicit information in various subject

areas. Support was provided to administrators to align their Grade 9 and 10 literacy goals within their School Improvement Plans with this EPO project.

Indicators of Success

- Increased teacher use of reading strategies for understanding explicit and implicit information in various subject areas
- Students making cross-curricular connections with information and ideas in reading and personal experiences
- Increased achievement, equity, and well-being supports for all learners through culturally responsive pedagogy
- Deeper capacity building with sub-skills in reading as outlined in the Ministry of Education Student Achievement Literacy Planning Resource: Grades 7-12
- Increased differentiated instruction and accommodations aligned with student cognitive domains for reading and writing

Next Steps

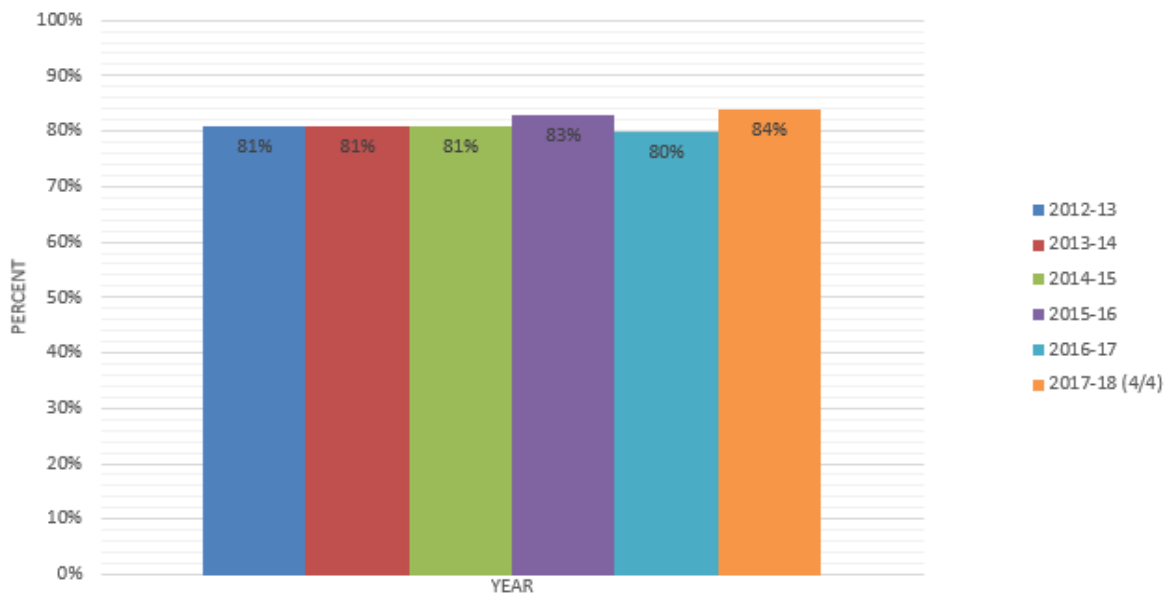
- Further supports for classroom-based assessments to monitor evidence of student learning
- Deeper implementation of Grade 9 and Grade 10 cross-curricular reading tasks aligned with sub-skills in reading explicit and implicit information and making connections
- Increased alignment of curricular learning goals with short-term literacy support planning
- Continued collaboration of cross-curricular literacy instruction after the OSSLT
- Development of smaller subject-specific literacy pre-assessments to be integrated into classes at the beginning of each semester

Credit Accumulation

A key indicator of student success and progress towards graduation is credit accumulation. The benchmarks of achieving 8/8 credits in Grade 9 and 16/16 credits in Grade 10 help inform successful transition planning for students and are a strong correlation to graduation. A mid-year review of 4/4 credit accumulation in grade 9 and 12/12 credit accumulation in grade 10 occurs at the system and school level. Credit recovery sections in semester two and summer school programming are two Student Success interventions that help students to recover credits and stay on track for graduation.

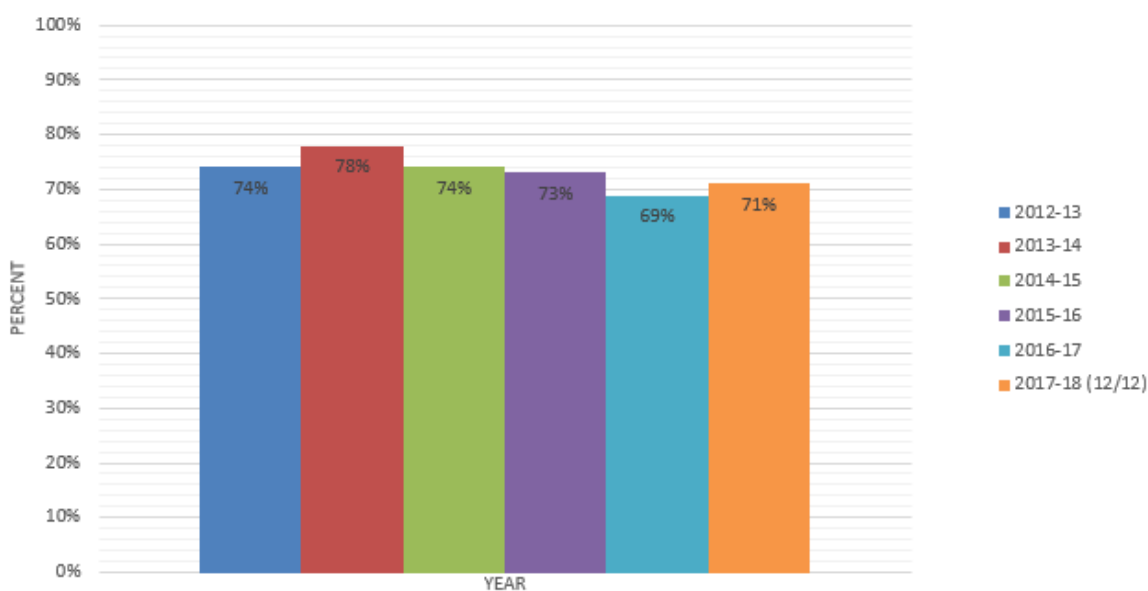
The data for the Grade 9 and 10 credit accumulation excludes students in fully self-contained classes.

Grand Erie Grade 9 Credit Accumulation 2012 – 2018



The bar graph above illustrates credit accumulation for Grade 9 (8/8) from 2012-13 to 2016-17. The orange bar (furthest right bar) represents Grade 9 credit accumulation after semester 1 (4/4) in 2017-18 at 84%.

Grand Erie Grade 10 Credit Accumulation 2012 – 2018



The bar graph above illustrates credit accumulation for Grade 10 (16/16) from 2012-13 to 2016-17. The orange bar (furthest right bar) represents Grade 10 credit accumulation after semester 1 (12/12) in 2017-18 at 71%.

Intermediate Renewed Math Strategy

Schools within the intensive support category of the Renewed Math Strategy (both elementary and secondary), along with Cayuga Secondary feeder schools, are invited to attend two morning sessions of professional learning. Each session involves a morning of whole group professional development in mathematics instruction as it aligns with Grand Erie's RMS goals. In addition, intermediate teacher consultants support Grades 6-8 Collaborative Inquiry Learning Model (CILM) initiatives as guided by Elementary Program.

Indicators of Success

- Informed mathematics instruction through the use of pre-assessments to determine skill gaps among students
- Deeper capacity building with exploring differentiation in mathematics instruction through the use of manipulatives
- Cross-panel collaboration between schools to support student learning needs
- Opportunity to gather evidence of student learning needs as they pertain to quantity relationships
- Teachers are supported in their understanding of mathematics content and curriculum

Next Steps

- Facilitating a cross-panel CILM for Grades 7-10 with increased support for further collaboration opportunities across the intermediate panel
- Additional support for school-based professional learning to build instructional capacity aligned with quantity relationships
- Deeper alignment of student voice with recognizing and responding to learning needs
- Increased collaboration opportunities for intermediate and secondary mathematics teachers to support students with Learning Disabilities, and culturally responsive pedagogy for Indigenous Learners and English Language Learners
- Further supports for monitoring and measuring evidence of success to inform next steps following the cross-panel CILM

Intermediate Collaborative Learning

Intermediate Collaborative Learning (ICL) is offered to every elementary school. These sessions include a full day of professional learning focused on numeracy and literacy. Schools are organized based on a secondary school and their respective feeder schools. Participants discuss student needs in mathematics based on an examination of the system MFM1P pre-assessment. Literacy cross-panel discussions include sharing of effective teaching strategies and resources such as the Adolescent Literacy Guide. Further discussion includes aligning achievement charts with assessment and resource sharing to support all learners.

Indicators of Success

- Cross-panel professional development for all Grade 7 and 8 teachers
- Opportunity for teachers to share a continuum of instruction across the intermediate panel
- Use of EQAO assessment data to align evidence-based instructional strategies
- Professional development aligned with the Board Improvement Plan
- Collaboration with Six Nations intermediate teachers to support student learning needs and transitions into Grand Erie secondary schools

Next Steps

- Continued increase with participation from elementary administration in this initiative
- Additional professional learning to provide opportunities for further collaboration
- Expansion of cross-panel learning to include a cross-panel CILM
- Consider additional days of professional learning based on feedback collected at sessions
- Collecting student and teacher voice to inform future professional learning opportunities

School Support Visits

School Support Visits offer all secondary school administrators and subject department heads professional learning opportunities. Semester 1 sessions included a review of the strategic alignment of School Improvement Plans with the Grand Erie Student Achievement Plan. Revised School Improvement Plan templates have three areas of focus: Student Achievement, Promoting Well-Being, and Ensuring Equity.

Participants for the Semester 1 sessions included administrators, Math department heads, English department heads, RMS coaches, Literacy leads, Guidance department heads, Learning Resource teachers, and Student Success teachers. The Semester 2 sessions are ongoing throughout the semester and include department heads meeting centrally for subject-specific assessment supports aligned with Growing Success.

District Support Visits

The School Effectiveness Framework (SEF) revised by the Ministry of Education in 2013 and implemented in the 2013-14 school year includes a process for systematic school reviews. It was developed as a resource to assist schools to plan for and undertake precise and intentional school improvement focused upon the achievement of all students. It also guides the process whereby schools examine the implementation of their strategies for school improvement to determine areas of strength and identify next steps for refinement.

Last year, the process was revised to include both a pre-visit and a post-visit where the Principal Leader of Student Success meets with the Principal and School Improvement Team. The pre-visit focuses on to improvement efforts that have occurred since the last visit and preparations for the current visit. The post-visit discusses in more detail the outcomes and next steps for continued school improvement.

Schedule of Visits – Secondary

2017-18		2018-19
Semester 1	Semester 2	
<ul style="list-style-type: none"> • Waterford District High School • Pauline Johnson Collegiate and Vocational School 	<ul style="list-style-type: none"> • Simcoe Composite School • Tollgate Technological Skills Centre • Paris District High School 	<ul style="list-style-type: none"> • Cayuga Secondary School • Delhi District Secondary School • McKinnon Park Secondary School • North Park Collegiate and Vocational School • Hagersville Secondary School

HIGHER IMPROVEMENT IN PERFORMANCE (HIP) SCHOOLS

HIP schools continue to receive additional supports to address barriers that economically disadvantaged students may face at school. The lens by which school administrators in HIP Schools work is to bring a commitment to foster high expectations for student achievement outcomes among staff members for all the students in their schools while leveraging supports to ensure community partnerships, equitable opportunities and the well-being of students and their families is taken into account.

In the area of achievement, HIP schools continue to implement the Renewed Math Strategy with supports provided if they are intensive or increased support schools. System support teams guide principals and their teams through learning about effective mathematics instruction and assessment. In order to maintain high expectations for success for all students, supports to mitigate issues that students who come from economically disadvantaged backgrounds bring to school continue to be implemented, such as breakfast and hot lunch programs, opportunities for increased physical activity, and provision of counselling supports when required. Principals continue to ask themselves, “what evidence do we have that what we are doing is working?”

Data was gathered from school administrators in HIP Schools to assess progress to date in the area of achievement. Administrators were asked to reflect on their work in the area of achievement at their school and to answer the following questions:

1. What high yield strategy/action is of focus?
2. What did you do?
3. How well did you do it thus far?
4. Is anyone better off at this mid-year point? How do you know? Please include quantitative data where possible.

High Yield Strategy/Action

Schools are focusing on differentiating instruction and assessment so that classroom environments are inclusive of all learners. Administrators report that helping staff to understand that high expectations for achievement for all students is a key to student academic success continues to be a focus. There is an emphasis on achievement for all students’ despite being a HIP school (meaning - removing the excuses and setting the bar high).

What Was Done?

Educators are focusing on student achievement by mitigating other concerns such as lack of food and sleep, and behavioural impacts due to anxiety and other mental health concerns by providing wrap around supports to the student when necessary.

All HIP schools continue to implement the Renewed Math Strategy (RMS) with supports from system staff. Participation in Collaborative Inquiry for Learning in Math (CIL-M) and other professional learning sessions provided through the RMS build educator knowledge in mathematics pedagogy. HIP Schools keep students facing barriers at the centre of their professional learning by providing opportunities for incorporating financial literacy into classroom lessons. Students are also provided co-op placements which provide them with experiential learning and possible future employment opportunities. Educators are creating student profiles which supports their understanding of student entry points into math learning and also assists with building classroom strategies based on the strengths of students. Manipulatives are being used in both elementary and secondary math classrooms to foster inquiry, assist with open-ended problem-solving, and to consolidate learning. Educators continue to promote errors as learning opportunities so that students will build risk-taking and perseverance and build in Number Talks to math learning.

How Well Has It Been Done Thus Far?

Students are responding positively to the availability of multiple entry points for learning in math. Students are understanding their own learning strengths and areas for growth. Staff are becoming better at noticing and naming concepts in math. Staff are using manipulatives more frequently. Staff are providing more opportunities for students to communicate their thinking in math. Strategies to capture student thinking are being implemented in classrooms and include conferencing, written explanations and recording spoken explanations through an app. Teachers are including assessment of student thinking as part of their report card comments in math as part of the achievement or as a next step. There continues to be some reluctance on the part of staff to share successes and areas of concern in relation to their own math pedagogy.

Is Anyone Better Off and How Do You Know?

Educators report that students are more engaged in math and are willing to take risks. Students are using math language more frequently and in the appropriate context. Students are experiencing improved credit accumulation. The students are providing more explanations, with greater detail, of their work in mathematics, as evidenced through their day to day work. The Number Talks allow students to converse with one another, share responses, and understand that math questions/concepts can be solved in a multiple of ways. Students are more willing to share their thinking about math with any adult who questions them. Through conferencing we know that students deemed to be at risk are doing better. Students who find paper/pencil tasks and written work a challenge, are able to show their thinking in other ways. Allowing students to use math tools and having them explain their thinking orally has been met with some success. Through observations, conversations and purposeful questioning, students are able to explain their math orally. These snippets of student thinking provide assessment and planning information for teachers. Teachers are finding a wider variety of ways to elicit student thinking. Staff have increased their knowledge of quantity relationships - based on classroom tasks (student work).

Next Steps

- Continued work with HIP administrators via LYNC sessions to determine need and target resource allocation most effectively
- Work with HIP administrators on vetting the draft Educational Partnership Guide
- Collect teacher and student voice to monitor the impact of resource allocation

SPECIAL EDUCATION

In the area of Special Education supports and resources are provided to educators to assist them to plan for and implement the goals contained in student Individual Education Plans (IEPs). There continues to be a focus on the learning profile of students with Learning Disabilities (LD) as this aligns with the work being completed in the Renewed Math Strategy. The focus of the work in the area of special education continues to be supporting educators in understanding how to differentiate both instruction and assessment so that students can demonstrate their learning.

Opportunities for learning and growth for educators have been provided at the system, school and classroom levels.

System	School	Classroom
Program Leadership Planning meetings to align priorities and coordinate calendars continue. These meetings have facilitated coherence and alignment in professional learning opportunities for educators.	The Special Education team has created a “walkthrough” summary tool to assist administrators and educators in self-assessing the implementation of differentiated strategies in classrooms.	System support staff in special education, partnering with LearnStyle, continue to provide learning opportunities for students and educators on Specialized Equipment Amount (SEA) assistive technology.
The Special Education Management Team provided a full day GrEAT session to all administrators on the Pathways to Modification, with a special emphasis on problem-solving a case study involving a student with a learning disability from school entry to school exit.	Workshops have been offered to Tier 1, 2, and 3 schools, facilitated by special education system support staff, on the profile of the LD learning, differentiation in math, and technology in math.	Samples of IEPs are included in the completed Transition Document created by Grand Erie special education staff to support with transitions of students with special needs.
Special Education system support staff have been provided an overview of the supportive resources available through the Learning Disabilities Association of Ontario and the demonstration schools.	Special education system support staff have participated in Renewed Math Strategy sessions alongside classroom teachers, facilitated by the Provincial Math Lead.	Kurzweil workshops have been offered on a priority basis to secondary teachers and a pilot program is underway at one secondary school that is focusing on the use of Kurzweil in Secondary Programs and improved use of SEA equipment.
	The newsletter “Spotlight on Special Education” continues this year, with a focus on a tiered approach to intervention. Existing volumes of the Spotlight are recirculated as this and past year’s volumes align with the learning that is taking place in the RMS sessions	The System LRT for LD has been supporting referrals at the Secondary level to build educator capacity in the knowledge and implementation of differentiated instruction to support the LD learner in Literacy and Numeracy, as well as the integration of students from Mixed Exceptionality classes into credit bearing courses.

System	School	Classroom
	Teacher Consultants in Special Education have offered IEP writing workshops after school and also provide individualized support at the school level when a request is made	
	System Learning Resource Teachers have offered IEP writing sessions for self-contained teachers on professional development days and provide input to and support for IEP development through the resource team process and through student-based referrals.	
	Through partnership with the Ed Tech department, the System Learning Resource Teacher and Lead Educational Assistant have provided opportunities to students and staff members to learn about the accessible features within the board's Microsoft platform	

Feedback was gathered from Lead Teachers in elementary schools following their learning at the Renewed Math Strategy Lead Teacher Day facilitated by the Provincial Math Lead. The focus of the session was how to support the LD learner in the mathematics classroom. Some comments from these regular classroom teachers about their new learning, any wonderings they may have, and next steps in their practice based on what they learned in the session were:

New Learning

- Good insight into LD learner
- The 'average' students encompasses a wide range
- Cognitive processes affect the speed at which the cognitive domains can perform and how well learning is maintained
- LD does not need modifications, but accommodations. Need to find what works for them and you are good
- Teacher's role is to annotate child's thinking and bring out their understanding of concepts
- Provide visual/oral examples to help all students
- Students learning profiles – using them to inform teaching
- I need to be more visual and ensure I model, model, model! In a split, I often feel I'm rushing – I need to take the time to model more consistently
- Continue this with plan to improve documentation of learning and then better differentiated instruction
- Use of parallel tasks – gives students an entry point
- Importance of intentional instruction – meaningful, relevant tasks that address curriculum expectations

- Try to move away from pencil/paper tasks to more hands on/ verbal /demonstrations of understanding
- Slow learners need repetition, extra practice. LD learners don't need more, but need accommodations
- Understanding Psych assessments and how this relates to math

Questions/Wonderings

- Developing stronger planning, techniques and assessment planning
- Why modify curriculum when I can modify delivery?
- I often find I can give my modified students the same math questions I give the rest of the class (Marion Small Open Questions) – they enter the question at their level of ability. Is this OK? They still experience at grade curriculum, but my expectations vary
- How do we develop learner profiles to make it easier or more streamlined for students as they move grade to grade?
- How to get staff to make this part of regular practice?
- How to give teachers time to play and learn so they can feel comfortable using these tools and strategies in their program regularly and naturally?
- How do we identify an LD student's strengths and needs earlier in their school career so that a concerning academic delay does not occur before we know, through assessment? How we can best program to meet their learning profiles?

Action Steps

- Play more – exploration around Big Ideas. Consider learner profiles
- Remind staff of all the learning, especially the potential of LD kids
- Maximize the accommodations with LD students
- Ensure I have look-for's when assigning task i.e. expected responses, strategies, misconceptions
- Review Mathies with staff – in context of DI – how to combine digital and manipulative use of these tools to support DI strategies: this situates well inside Growth Mindset thinking
- Review Learning for All. New Special Education Policy document
- Be more purposeful about intervention and support with my students that are struggling
- Use scaffolding to reach the LD learner
- Post my IEPs so that I can be reminded every day and every subject
- Continued use of student profile
- Be more aware of students experiencing overload
- Continue learning Special Education strategies to differentiate for all students

Next Steps

- Continue to align with and support program areas in the implementation of the objectives of the Renewed Math Strategy
- Create demonstration videos/links from Grand Erie classrooms and other online examples of good ways to differentiate instruction, assessment and classroom environment
- The Special Education team will gather feedback on the walkthrough summary tool to determine its effectiveness in supporting administrators in monitoring the implementation of differentiated strategies in classrooms

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,

Linda De Vos, Superintendent of Education
Denise Martins, Superintendent of Education
Liana Thompson, Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Diane Sowers, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: March 26, 2018

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the Committee of the Whole Board Report,
dated March 5, 2018 as follows:

1. In Camera Report

Moved by: A. Felsky
Seconded by: T. Waldschmidt
THAT the Director's Interim Performance Appraisal has been completed.

2. Director's Report

Moved by: B. Doyle
Seconded by: J. Harris
THAT the Grand Erie District School Board receive the Director's Report of March 5, 2018
as information.

3. Board Approved Transportation Review

Moved by: G. Anderson
Seconded by: B. Doyle
THAT the Grand Erie District School Board approve the transportation route exceptions listed
in this report for the 2018-19 School Year as amended.

4. Transportation Consortium Annual Report

Moved by: G. Anderson
Seconded by: T. Waldschmidt
THAT the Grand Erie District School Board receive the Student Transportation Services Brant
Haldimand Norfolk – Annual Report as Information.

5. Allocation of Self-Contained Classrooms for 2018-19

Moved by: G. Anderson
Seconded by: C.A. Sloat
THAT the Grand Erie District School Board approve the locations and number of self-
contained classrooms for 2018-19 as outlined, pending budget deliberations.

6. Trustee Determination and Distribution

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board designate no municipal area as a low population area for the regular election of 2018.

THAT the Grand Erie District School Board approve the number of trustees to be elected in the regular election of 2018 for each municipality as:

- i) City of Brantford – 4 trustees, elected at large
- ii) Brant County and Norfolk County Wards 3 & 7 – 2 trustees, elected at large
- iii) Norfolk County less Wards 3 & 7 – 2 trustees, elected at large
- iv) Haldimand County – 2 trustees, elected at large

7. Information Technology Services Annual Report

Moved by: A. Felsky

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Information Technology Annual Update as information.

8. SO27 Acceptable Use of Information Technology

Moved by: K. Sandy

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve Policy SO27 Acceptable Use of Information Technology as amended.

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

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive Procedure FT114 Employee Use of Board-Owned Property and Equipment as information.

10. FT119 Boundary Reviews

Moved by: G. Anderson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive Procedure FT119 Boundary Reviews as information.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Procedure FT119 Boundary Reviews be changed to Policy FT8 Boundary Reviews

11. HR112 Employee Assistance Program (EAP)

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive Procedure HR112 Employee Assistance Program (EAP) as information.

12. HR124 Principal/Vice Principal Performance Appraisal

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive Procedure HR124 Principal/Vice Principal Performance Appraisal as information.

13. Correspondence

Moved by: J. Richardson

Seconded by: G. Anderson

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

Respectfully submitted,

Diane Sowers, Chair
Committee of the Whole Board



POLICY

SO27

Acceptable Use of Information Technology

Board Received: _____ Review Date: _____

Policy Statement:

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

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

Grand Erie District School Board has the right to monitor and may access any and all files, documents, and electronic communications on Grand Erie technology as well as the use of the Internet to ensure integrity of the system and compliance with this policy.

Grand Erie District School Board data is not to be stored on any personally owned devices. Staff are prohibited from using a personally owned device or computer to store board files or information. Staff must not use personal Internet based services (e.g. Gmail, Dropbox, etc.) to store board data files or information.

All measures that have been established to provide a safe, secure and productive environment, while protecting Grand Erie Information Technology resources against both internal and external threats, must not be altered, circumvented or otherwise disabled at any time.

Accountability:

1. Frequency of Reports – Annual
2. Criteria for Success –
 - Information Technology resources are used to enhance the delivery of curriculum and quality of education and to provide opportunities for collaboration, creativity, critical thinking, and communication.
 - Security, safety and productivity of Information Technology resources are maintained.
 - Criminal Code, Board Policy, and Code of Digital Citizenship are communicated and followed.
 - Monitoring is performed on an ongoing basis.

Procedures:

The Grand Erie District School Board believes that students and staff should have opportunities to:

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

The board, by providing and maintaining Information Technology resources and services, recognizes the potential to support instruction and student learning as well as to support communication and collaboration across the system. The board will make every effort to protect

students and staff from misuse and abuse of these services and will take reasonable steps to ensure that they are used only for appropriate purposes.

All equipment owned by the board is purchased for the purpose of carrying out the mandate of the Board, regardless of the location of the equipment. Board supported network accounts are granted to users to assist in fulfilling their employment duties and responsibilities. Authorized users may use the Grand Erie District School Board's data network and Internet resources for personal use, provided that such use is reasonable in duration, does not interfere with the user's employment duties and responsibilities, does not result in increased cost to the board and complies with all components of this Policy. The expectation is that personal use will occur outside assigned work time.

It is important for all users to understand that a user's account is the property of the board and should there be a need for a supervisor to have access to that account, for example in the instance of an illness or investigation of inappropriate use, access will be granted through Information Technology Services in consultation with Human Resources. Access provided to the supervisor will only be temporary and for the expressed purposes intended.

Reporting Expectations

- All employees are expected to report to their supervisor or the Manager of Information Technology knowledge they have of the use of the board's computer resources in a manner that conflicts with the Board policies, or of the suspected loss or theft of board-owned computer property, or any unauthorized access, disclosure or inappropriate copying of confidential information.

Network Access and Security

In addition to all related laws and Board policies, the following requirements exist:

- Users must only use and access board computer equipment as authorized and to the extent authorized by the board.
- Users must use their own identity to access the board network and Internet resources. Guest passwords may be shared with non-board employees for temporary access. The employee sharing the access code is responsible for the guest access ~~usage~~.
- Users must not let anyone else use their identity to access the board data network and Internet resources.
- Users must not attempt to circumvent any security or control measures on the board network including the use of unauthorized Virtual Private Networks (VPN's).
- Users must refrain from recording passwords in a place that could be seen by others.
- Users must log out to protect their account from being accessed by others.

Express Restrictions on Use

- Users must not use the board's data network and Internet resources to violate a person's intellectual property, including by using the board's data network and Internet resources to engage in theft of software, music and movies.
- Users must not create, view, transmit, store or copy information that is pornographic, obscene, threatening, defamatory or harassing (including against employer and other Grand Erie staff) or that expresses or implies an intention to discriminate.
- Employees must not engage in personal use of the board's data network and Internet resources that interferes to any degree with the performance of their job responsibilities.
- Users must not use the board's data network and Internet resources for the purpose of carrying out a business enterprise without written authorization from the board, through the Superintendent of Business.
- Users must not use the board's data network and Internet resources for personal or political causes.

- Users must not use the board's data network and Internet resources for a purpose or in a manner that is inconsistent with the board's legitimate interests.

1.0 Employee Duty to Protect Confidential Information

Employees have a responsibility to take reasonable steps to ensure that confidential information stored on Board network is not lost, stolen or subject to unauthorized access, disclosure or copying, including:

- Being present when printing confidential information;
- Situating computer display terminals to prevent disclosure of confidential information;
- Using secure passwords for accessing the system;
- Staff and Trustees may access email and cloud resources on personal owned devices (laptops, tablets, or cellphones) provided the devices are password protected;
- Depending on a user's role certain forms of data protection and/or encryption will be used.
- Safely storing computer equipment (i.e. laptops) when not in use or when transporting;
- Returning all equipment and portable storage media to the Information Technology department for proper disposal or reuse.
- Understanding the responsibilities under privacy legislation for how cloud-based applications are used to collect, use, share, and store/retain student personal information when considering the use of any external tools or applications.
- Depersonalizing student information that may be included when leveraging external tools or applications unless there is written consent to share student information (e.g. Using initials or non-identifying photos or videos).
- Leveraging School Messenger as the primary application for communicating personal information securely to parents. School Messenger allows for secure targeted personal information to get home in both written (text or email formats) and voice messages. Parent communication applications must allow users to opt out of messages.

This Policy is intended to ensure the safe, secure, ethical and appropriate use of these resources through education of users regarding what defines Acceptable Use of Grand Erie District School Board Information Technology resources. Failure to follow *Policy SO27 – Acceptable Use of Information Technology* without obtaining prior documented approval from the Manager of Information Technology Services or the Superintendent with Information Technology responsibility, or the Director, shall be construed as a deliberate and malicious act, the consequences of which will be carried out as per this policy section Enforcement found in ~~on~~ Section 6.

2.0 Definitions:

In this Policy:

"Information Technology", is defined to include but is not limited to board owned:

- computers, data devices (e.g. phones, laptops, netbooks, & tablets) and hardware;
- servers and data storage devices;
- communication networks and associated devices;
- data;
- software;
- systems providing a service that are owned and/or maintained by a third party;
- peripherals;
- cloud based and subscribed apps and storage;
- blogs, websites and social media platforms.

“Grand Erie District School Board data”, is defined to include;

- personal student or staff information (including text, data, and media files), as well as materials considered to be of confidential nature with respect to school or board work.

“Communication Networks” is defined to include, but is not limited to:

- Board wireless and wired data networks;
- Connections to the Internet and Internet Service Providers (ISP);
- Remote connections ie. Virtual Private Network (VPN)

“Peripherals” is defined to include, but is not limited to:

- printers and copiers;
- robotics equipment;
- monitors, projectors, and interactive devices (ie. SMART boards, Assistive technology);
- portable data storage devices;
- input devices

“Users” is defined to include:

- students
- staff
- agencies of the Board
- partners of the Board
- volunteers
- parents and guardians
- trustees
- guests

3.0 Roles:

All users: Every user of Information Technology resources at the Grand Erie District School Board has a responsibility to follow this Policy and take all reasonable measures and to ensure the safe, secure, ethical and appropriate use of Information Technology resources, as outlined herein, at all times.

4.0 Additional Roles:

Students: Students should understand that use of Grand Erie Information Technology resources and services is a privilege. They are required to use these resources and services solely for educational purposes and comply with the directives contained in this Policy. Students are expected to treat these resources with respect. Students will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A). The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the office for the duration of the school year and then will be securely shredded in June.

Parents: Parents should understand that use of Grand Erie Information Technology resources and services is a privilege. Parents and their children will review and sign The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

Teachers: Teachers are responsible for reviewing with students The Student Acceptable Use of Computers and the Internet Agreement (Appendix A).

Principals and Managers: Principals and Managers are expected to review this Administrative Policy annually with staff and communicate these expectations to staff and students. They are

responsible for ensuring that The Student Acceptable Use of Computers and the Internet Agreement (Appendix A) is signed and returned to the school at the beginning of each school year.

All Staff and Trustees: All Staff and Trustees will do an on-line acceptance of the Acceptable Use of Information Technology Policy on an annual basis. Principals and Managers will be responsible for tracking compliance of staff and the Director will be responsible for tracking the compliance of Trustees.

Management: All management will co-operate fully with the school board, local, provincial, or federal officials in any investigation concerning or relating to Information Technology.

Information Technology Services Staff: ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment, and to enforce this Policy. This may include, but is not limited to, the activities defined below:

Email: All email and Internet communications sent and received by users are the property of the Grand Erie District School Board. Information Technology Services staff will not proactively inspect the contents of a user's email or other personal electronic data unless:

- directed by the user; or
- required by law; or
- required by the Policies of the Grand Erie District School Board; or
- at the direction of Senior Administration in order to investigate complaints regarding email which was intentionally sent or solicited, and is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.

Data: Data stored within GEDSB Information Technology resources may be randomly scanned in order to expose instances of unauthorized software and/or data which must be reported to the site's Supervisor and/or deleted.

Information Technology Services staff may, from time to time, carry out activities which fall under the Unacceptable Activities defined in this Policy. These activities are to be undertaken by staff ONLY at the direction of Management in order to monitor and enforce this Policy, and in these specific cases will not be treated as violations. Such activities may include, but not be limited to:

- technical maintenance, repair and management
- a legal requirement to produce information, including e-discovery
- restoring deleted records/files
- conducting an investigation involving employee use
- ensuring continuity of work and continuous operations (i.e. employee is absent due to illness and work needs to be retrieved)
- improving Board processes and to manage productivity
- preventing misconduct and ensuring compliance with the law including by monitoring system activity, by conducting periodic audits to the system and by investigating potential misconduct

Information Technology Services staff have privileged access to information and they are expected to report violations of this procedure to their supervisor. In some cases, as required by law, staff may be expected to contact law enforcement agencies.

Information Technology Services staff are strictly forbidden to share or communicate confidential information they come into contact with during their day to day activities. Any violation of this directive will be treated as a violation of this Policy.

5.0 Unacceptable Activities:

The following Unacceptable Activities involving use of the Grand Erie District School Board's Information Technology resources are strictly prohibited:

Unacceptable Content: transmitting, soliciting or willingly accepting, or storing data which contains obscene, indecent, lewd or lascivious material, contains profane language, panders to racism, sexism, form of discrimination or other material which explicitly or implicitly refers to sexual conduct. This may include jokes, e-mails, music, videos, sounds, images, GIF's (graphics interchange format) or other electronic forms of information.

Hacking: attempting to gain unauthorized access to, or make unauthorized use of, electronic data and/or communications using the board's technology. This includes the introduction of unauthorized software to the Information Technology environment at the board.

Fraud: obscuring the true identity of a user while using Information Technology resources and services.

Copyright: obtaining, transmitting and/or storing unauthorized copies of licensed and/or copyrighted material which may include software, music, video, or other such data.

Unlawful Act: violating any laws or participating in the commission or furtherance of any crime or other unlawful act. Users must not use Board computer equipment/resources to violate another person's intellectual property, including engaging in the theft of hardware/software, music and/or movies.

Personal Use: use of the Board's Information Technology resources and services for unauthorized purposes including, but not limited to, political, financial or commercial gain, is strictly prohibited.

Personal Privacy: intentionally browsing, copying, deleting, modifying or seeking private information about another person unless specifically authorized. Access to public information about individuals is deemed acceptable.

Vandalism: intentional defacing and/or damage of Information Technology equipment.

Disrupting Usage: any activity, including the development of automatons, scripts or viruses, designed to disrupt usage of Information Technology resources.

Sharing Confidential Information of Another User: communicating information concerning passwords, identifying codes, personal identification numbers or other confidential information without the permission of its owner or the controlling authority of the school to which it belongs.

Misrepresentation: Users must not share personal security information including passwords, logins, etc., with other users, nor are users allowed to log in to Information Technology resources using an account that has not been specifically assigned to them.

Unauthorized Access: All users are required to have been previously granted authorization to make use of Information Technology resources. This authorization may be granted explicitly to

an individual, or implicitly to a group. The failure to prevent unauthorized use of that resource does not relieve an individual of the responsibility of obtaining authorization prior to using the resource.

6.0 Enforcement:

ITS staff are responsible for providing and maintaining a secure, safe, and productive Information Technology environment. The enforcement of this Policy is the responsibility of all management.

When the board suspects a violation of this Policy, it may restrict a user's access to the Board's computer equipment pending completion of an investigation. When the Board finds that a violation of this Policy has occurred, it may result in the imposition of one or more of the following:

- restrictions on the use of specific Information Technology resources and services
- suspension of access to all Information Technology resources and services
- administration of the Progressive Discipline process found in Procedure HR119
- disciplinary action up to and including student expulsion;
- disciplinary action up to and including employee termination;
- civil or criminal proceedings

Use of technology is governed by all relevant federal and provincial laws, and Board's policies and procedures (e.g. Copyright Act, Education Act, Acceptable Use Policy, codes of conduct and Progressive Discipline). Activities that are in contradiction of this Policy will be reported to the appropriate level of supervision or management based on the user involved. In addition, the Board may report, or be required to report, suspected violations of the law to law enforcement and will cooperate with all local, national and international law enforcement agencies. The board is not responsible for steps taken by these agencies in the investigation and prosecution of public law.

7.0 Related Policy, Procedures and Resources:

SO9 Cyberbullying

SO11 Progressive Discipline and Promotion of Positive Student Behaviour

SO12 Code of Conduct

SO19 Privacy and Information Management

HR103 Duties and Expectations of Teachers

HR119 Progressive Discipline

Grand Erie District School Board Code of Digital Citizenship (Appendix B)



Appendix A

Student Acceptable Use of Computers and the Internet Agreement

Background

Technology Resources, which include software, hardware, the Internet and other components, are an important ingredient to each student's education at our school.

Each student has the privilege of using the Technology Resources and must use them in an acceptable way.

Acceptable Use

As a general rule, students must use Technology Resources, including personal devices, in ways consistent with Provincial and Federal laws as well as consistent with the policies of the School and the School Board.

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

RESPECT


- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

School Name	
Student Name	

This is to confirm that I have read the Student Acceptable Use of Computers and the Internet Agreement and will abide by the rules and procedures as outlined.	
Signature of Student	Print Name
Signature of Parent Date	Print Name

* The signed copies of The Student Acceptable use of Computers and Internet Agreement will reside in a binder in the school office for the duration of the school year and then will be securely shredded in June.

Code of Digital Citizenship



Grand Erie District School Board
CODE OF DIGITAL CITIZENSHIP
"Protect and Respect"
Responsible Actions in a Digital World

PROTECT

- I will not post information online that will put myself or others at risk.
- I will report any online attacks or inappropriate behaviour directed at myself or others.
- I will protect myself, my passwords and my resources.
- I will protect others by not forwarding inappropriate communications or materials.
- I will refrain from pirating or distributing digital resources that aren't free or don't belong to me.
- I will verify the accuracy of online information.

RESPECT

- I will give thoughtful consideration as to what personal information about my life, experiences and relationships I post.
- I will respect myself and others through my online actions and responses.
- I will not use electronic media to insult, bully, harass or stalk other people.
- I will not visit sites that are inappropriate.
- I will request permission to use online resources when necessary and cite all references to websites, books, media, etc.
- I will respect all equipment and all resources available to me.

CODE OF DIGITAL CITIZENSHIP

granderie.ca



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: March 26, 2018

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

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

The following activities have been completed as of March 19, 2018:

- ✓ February 6, 2018
 - Masonry walls (level one) are ongoing work is approx. 85-90% complete. Masons have completed walls at the southwest perimeter (library and special education areas). Currently they have tarped off and heated the southeast corner to work on masonry walls. All masonry walls on level one are expected to be complete by February 12th for the delivery of precast. Masons will then begin work on level two.
 - The second steel delivery has arrived and distribution amongst the site is ongoing.
 - Plumbing and electrical rough-ins are ongoing throughout. Ductwork for distribution has arrived on site. Workers are currently dry-fitting pipes and hangers in the classroom ceilings.



View of south elevation (library to the left).



Early Years Space has been enclosed and openings covered with tarps.

- ✓ February 20, 2018
 - Hollow core is being installed. Over the next few days, minor welding, topping and final connections for the precast will take place.
 - Masonry walls (level one) are complete. Masons will begin work on level two towards the end of the week once hollow core has completed their installation of precast. Scaffolds have been set up on Level 2 for masonry.
 - Steel work is ongoing. Further installations and connections will commence once hollow core has
 - Plumbing and electrical below grade rough-ins appear complete. Above grade is ongoing throughout and is approx. 10% complete.



- ✓ March 5, 2018
 - Hollow core installation (including minor welding, topping and final connections for the precast) are now complete.
 - Masonry walls (level two) have commenced with construction of the load-bearing walls first.
 - Steel work is ongoing. Further installations and connections are now underway now that hollow core is complete. Framing along the south elevation on the second level and mechanical spaces are in place.
 - Plumbing and electrical below grade rough-ins appear complete. Above grade is ongoing throughout and is approx. 15% complete.



Interior Gym Elevation

Budget

Capital Priorities Grant approval of \$10,619,020 has been received from the Ministry of Education for this project. To date, capital costs expended total \$3,106,240 and the project is expected to be completed on time and within budget.

ELGIN AVENUE CONSOLIDATION**Scope**

The primary focus of the project is a 98 pupil place addition to Elgin Avenue Public School with three (3) child care rooms and a child and family program room to support the consolidation of West Lynn Public School. The balance of the project's scope is to address accessibility (new elevator) and a number of fire code upgrades as well as electrical upgrades to support current programming, and mechanical upgrades to provide fresh air ventilation to all areas of the school.

Timeline:

Dates	Description	Status
January 2018	Seek Board approval to appoint a project architect.	Completed
February - March 2018	Complete schematic design phase and seek approval to issue tender	In Progress
March – April 2018	Complete all drawings and tender documents.	
April 2018	Issue Tender	
May 2018	Close tender and seek Board approval to award contract work.	
June 2018 to Aug 2019	Complete project construction work.	
September 2019	Official re-opening of Elgin Ave	

Status

Architect selected, approved by Board and design is underway with the project team who have met twice.

Budget

Based on Ministry Funding, the Board has a total capital allocation of \$6,180,145 to spend on this project.

NEW ELEVATOR ADDITION AT MAJOR BALLACHEY ELEMENTARY SCHOOL:**Scope**

The primary focus of the project is to install an elevator at the west end of the school enhancing accessibility to the Community Hub.

Timeline

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Completed
October 2017	Issue Tender	Completed
November 2017	Close tender and seek Board approval to award contract work.	Completed
Feb 2018 to June 2018	Complete project construction work.	In progress
September 2018	Official opening of Elevator	

Status

Tender was approved by the Board on January 15, 2018. Foundation work began in February.

Budget

The tender was awarded at \$545,140 and is expected to be completed near the end of June 2018.

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: **Appointment of Non-Board Audit Committee Members**
DATE: March 26, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Appointment of Beryl Collingwood as Non-Board Audit Committee Member for a three-year term ending January 31, 2021.</p>
--

Background:

Ontario Regulation 361/10 made under the Education Act requires every board to establish an audit committee.

At the December 5, 2017 Audit Committee meeting, the Chair of the Audit Committee reported that William Lovekin had resigned from his position as of the conclusion of the meeting. Under Ontario Regulation 361/10, should a Non-Board member of the audit committee vacate their position, the position shall be filled as soon as possible in accordance with this Regulation. Advertisements recruiting potential members were placed in local newspapers, on the Chartered Professional Accountant website, on the Board website and through social media.

By regulation, a selection committee of the Chair or designate, Director and Superintendent of Business met to identify potential candidates for appointment as non-board Audit Committee members. The selection committee reviewed the applications received, interviewed three applicants and recommends Beryl Collingwood for appointment as non-board member of the audit committee for a three term ending January 2021. Ms. Collingwood has demonstrated knowledge of the public sector and her extensive business experience coupled with responsibilities for operating and capital budgets would be an asset to the audit committee of the Board.

The other non-board committee member, Christine Woodley is in the second year of her first term on the Audit Committee which expires January 31, 2020.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Multi-Year Financial Recovery Plan**
DATE: March 26, 2018

Recommended Action: It was Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Multi-Year Financial Recovery Plan as information.

Background:

In 2013-14, the Grand Erie District School Board's multi-year recovery plan was formally approved by the Minister of Education. This plan was implemented to achieve specific financial targets by the end of the 2014-15 fiscal year, more specifically by attaining an accumulated surplus balance of one percent (1.00%) of the Board's annual operating allocation.

However, based on the Board's financial results for the 2014-15 school year, it was determined that the targets were not achieved as the board reported an in-year deficit and an accumulated deficit. During the 2015-16 school year, the board submitted plans to incorporate a surplus and attain the necessary one percent target by August 31, 2017. Subsequently, the Ministry granted an extension until the 2016-17 school.

After the submission of the audited 2016-17 financial statements, the Ministry's review of the Board's financials indicated that the board had not achieved the necessary accumulated surplus balance. After discussion with Ministry personnel, it was determined that the best course of action would be to submit a new Multi-Year Financial Recovery Plan (MYFRP).

The plan, based on a Ministry template, must contain the following sections:

- The current financial picture
- Major factors that contributed to the deficit
- Strategies to achieve success
- A financial summary and three-year outlook
- An impact of the assessment of savings measures and cost pressures
- The risks associated with the proposed plan

Current Financial Picture

- Current key financial data
 - Accumulated Surplus [August 31, 2017]: **397,887 or 0.138 %**
 - 2017-18 Operating Allocation: **\$288,258,829**
 - Target Accumulated Surplus to achieve MYRP [1.00%] = **\$2,882,588**
 - Surplus accumulation required by August 31, 2019: **\$2,484,701**
 - 2017-18 In-year Surplus: **\$1,025,001**
 - Latest 2017-18 In-Year forecasted Surplus [Jan 2018]: **\$835,000**

- Capital Debt
 - Pre August 31, 2010 - \$12,688,243
 - Post August 31, 2010 - \$6,347,449
 - Total Unsupported: \$19,035,692

Major Factors

There were a few factors that have prevented the board from reaching its targets over the years. A short summary has been prepared below:

- 2014-15
 - Targets not achieved due to over-spending as a result of over-stated enrolment projections
- 2015-16
 - Board faced with negative results from enrolment audit
 - Phase out of top-up funding reduced revenues and the board experienced difficulties in determining an equal reduction in expenses
- 2016-17
 - Under-budgeted utilities and supply teacher costs triggered deficits in those envelopes which the board did not anticipate
 - Prior year adjustment for enrolment decreased revenue
 - Loss of approximately \$200,000 due to changes in definition of a school for enhanced top-up purposes
 - Absence of Superintendent of Business during key financial monitoring months, led to cost overruns in utilities and supply teaching that needed to be mitigated right away by curtailing spending in other areas during the fourth quarter where possible. The absence of monitoring throughout this period coupled with an unanticipated loss in revenues resulted in a preventable deficit of \$464,530.

Strategies for Success

- 2017-18
 - Hiring freeze for any non-enrolment FTE that were not identified in the budget
 - Reduction of unsupported amortization from \$1,147,947 at 16-17 Financial Statements to \$807,197 at 17-18 budget, a permanent in-year savings of \$340,750 resulting from reallocating \$890,000 from School Renewal and \$2.1 million from Proceeds of Disposition (with Ministry approval). This also moderately addresses the unsupported capital deficit of \$19 million.
 - While elementary enrolment increased over estimates, there were zero additional elementary teachers hired due to the utilization of all hold-back teachers in the budget allowing the board to use the increased revenue to mitigate under-budgeted supply and utility costs; while creating a realistic in-year surplus.
 - While secondary enrolment decreased over estimates, there were no mechanisms to reduce staff as the date to initiate this had lapsed.
 - Increased internal quarterly monitoring with all levels of management including providing updated forecasts, variance explanations, and the incorporation of stop measures should pressures emerge in other higher risk areas such as:
 - Higher than anticipated utilization of supply teachers, EAs and ECEs
 - Utilities (both consumption and commodity cost)
 - Legal (grievances and other collective bargaining costs)
 - Snow removal
 - Repairs and maintenance

- Increased monthly monitoring of all budget lines across the board to ensure the costs are trending in the direction in which the finance team is anticipating
- Utilization of all grants to ensure expenditures are captured and grants do not run deficits
- Signing of tenants to increase use of surplus space and generate additional revenue
- Involvement of Director and Trustees in MYFRP

2018-19

- Conservative enrolment projections with detailed analysis and trending
- Hiring freeze for all non-enrolment FTE
- Development of a mechanism at the secondary level to reduce staff/sections if enrolment projections are over-estimated
- Continued in-year savings on unsupported depreciation
- More scrutiny on budget submissions from budget-holders
- Potential removal of aging portables to optimize space and decrease utility costs

• 2019-20

- Conservative enrolment projections with detailed analysis and trending
- Hiring freeze for all non-enrolment FTE
- Continued in-year savings on unsupported depreciation

Description of risks

- Absence usage continues to increase, triggering expenditure increases with supply teachers, EAs and ECEs
- Utilities – commodity cost pricing is an uncontrollable variable, harsh winter and/or hot spring could cause utility consumption to pressure budget
- Snow removal; budget based on average winter
- Enrolment projections – impact on revenue and enrolment-sensitive staffing levels
- Legal and grievance costs are difficult to predict
- Changes in government

Financial Summary and Impact

Due to the anticipated announcement of the Grants for Student needs on Monday March 26, 2018, the Ministry has requested that the Board review the financial implications of the announcement before formalizing a plan. The Ministry has recommended that the board incorporate data from its financial projections for 2017-18 and develop a budget for 2018-19 that will achieve a one percent (1.00%) accumulated surplus by August 31, 2019. This will result in the board realizing a surplus over the 2017-18 and 2018-19 school years in the amount of \$2,484,701 for an accumulated surplus balance of 2,882,588.

The objective is to draft a plan that will be approved by Trustees at the April 9, 2018 Committee of the Whole for immediate submission to the Ministry.

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: **Summary of Accounts – February 2018**
DATE: March 26, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of February 2018 in the amount of \$7,266,456.33 as information.

Rationale/Background:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



MINUTES

- A-1 Call to Order K. Smith
(a) Welcome and Introductions

(b) Land Acknowledgement Statement C. A. Sloat
• Read by Trustee Sloat

(c) Roll Call P. Curran
Present: L. Boudreault, L. Boswell, M. Carpenter, C. Clattenburg, P. Curran (RS), L. DeJong, C. Hofbauer, K. Mertins, L. Scott, C.A. Sloat S. Sloat, R. Smith,, K. Smith (C), L. Thompson, J White.
Absent: R. Collver (V-C), P. Bagchee, B. Caers, M. Falkiner, D. Werden, R. Winter.
Guests: L. DeVos, L. Smith.
- B-1 Agenda Additions K. Smith
(a) L. Thompson requested the addition of C-1 (b) Special Education Public Input Survey.

MOVED: S. Sloat
SECONDED: M. Falkiner

"THAT the agenda of SEAC 17-06, be amended to include C-1 (b) Special Education Public Input Survey."

CARRIED
- C-1 Information Items K. Smith
(a) Timed Items
i. Renewed Math Strategy and Students with Special Needs L. Smith / L. DeVos
Elementary: L. DeVos
• Superintendent DeVos noted skills required by students today require problem forming and solving, flexibility and a positive attitude.
• She explained release time is provided to permit system team learning, Lead Teacher Learning and a Learning Resource Teacher day with Connie Quadrini, Provincial math lead.
• Staff is offering many Math nights for parents where they can actually practice what their children learn in the classroom.
• Ongoing training is also provided for school administrators at monthly meetings and parents are invited to take advantage of resources such as <http://www.mathies.ca/> and <http://www.edu.gov.on.ca/elearning/homework.html>



Secondary: L. Smith

- Simcoe Composite School, Brantford Collegiate Institute VS, and McKinnon Park Secondary School are all involved in an expansion project to achieve excellence in applied classes.
- Teachers are exposing students to career and trade options requiring math which will provide real life examples.
- Ministry funding has recently been received to hire an experiential learning teacher to make connections to industries.
- Secondary staff participated in cross-panel teams and have found there is a place for using manipulatives at the secondary level.

(b) Special Education Public Input Survey

L. Thompson

- The main webpage contains a banner with a link to the Special Education Plan and a link to the survey.
- School Administrators were asked to ensure parents are aware of the survey.
<http://www.granderie.ca/board/elementary/special-education>

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

K. Smith

(a) Ratification of Minutes January 18, 2018 SEAC Meeting

MOVED: L. Scott
SECONDED: R. Smith

“THAT the minutes of SEAC 17-05, dated January 18, 2018 be approved as distributed.”

CARRIED

(b) Minister’s Advisory Council on Special Education (MACSE)

L. Thompson

- Members January responses to the Community Survey Results were shared with the provincial MACSE representative.

E-1 New Business

K. Smith

(a) SEAC Terms of Reference

L. Thompson/K. Smith

- During a municipal election year, current members will be asked to confirm their commitment to SEAC or announce their resignation.
- If a full complement is not achieved from current members, the Communications department will place ads on the board’s website and in selected media inviting interested persons to submit a letter of intention.



(b) Regional Special Education Council (RSEC) Update K. Mertins

- Halton Catholic DSB presented their process for allocating Educational Assistant support that focuses on how the support will fade to help students gain the highest level of independence.
- Halton Catholic DSB model considers the following article from the Council for Exceptional Children: <http://www.inclusion-ny.org/files/GoldenRule-1.pdf>
- This resource will be shared with Grand Erie Administrators during an upcoming Professional Development session.
- The Ministry of Education is continuing to work on a province wide review of the effectiveness of the Empower Reading Program and how best to support students who are Deaf/Hard of Hearing.
- Findings will be shared with SEAC once they are made available.

(c) Self-contained Classroom Allocation Planning 2018-2019 J. White

- Principal Leader White shared the process staff uses for planning self-contained classes to best serve the needs of students and opened the floor for questions from SEAC members.
- The report will be shared with SEAC pending final approval by the Board of Trustees.

F-1 Standing Items K. Smith

(a) Special Education News

- None

(b) Special Needs Strategy Update

L. Thompson / K. Mertins

- None

(c) Policy /Procedures

- None

G-1 Correspondence K. Smith

(a) LDAO SEAC Circular – February 2018

- Chair Smith noted this circular reflects on many items our SEAC has previously discussed.

(b) Response to SEAC's letter on the Pilot to
Improve School-Based Supports for Students with Autism

L. Thompson

- Interim Chair Collver received a Ministry response indicating Grand Erie DSB staff were permitted to participate in the 40-hour online course being developed at a cost which is not yet known.
- Staff will wait for the Ministry's assessment of the training's effectiveness and compare it to Geneva training and other Behaviour Management System (BMS) Awareness training before deciding which will benefit our staff/students most.
- L. Boudreault will provide members with a copy of the current BMS.



H-1-b
Special Education Advisory Committee SEAC 17-06
Education Centre – Board Room
February 15, 2018 6:00 p.m.

- H-1 Future Agenda Items Discussion K. Smith
- (a) Elementary Literacy Intervention
- Superintendent Thompson advised this is an annual report similar to the one recently conducted by Grand Erie DSB.
 - H. Brown, Elementary Program Coordinator and L. Boudreault, Program Coordinator – Special Education gathered data on early literacy interventions in schools.
 - An Ad Hoc Committee was struck to review the data and to provide input into the next best steps in regard to early literacy programming in schools.
 - Chair Smith requested the reports be presented at the March meeting.
- I-1 Member Updates K. Smith
- (a) Community Updates
- i. Catholic DSB of Eastern Ontario Support of Bill 191 L. Scott
- Dr. Scott presented information on the provincial movement requesting Fetal Alcohol Syndrome Disorder be determined a recognized diagnosis.
 - Chair Smith would like Grand Erie DSB SEAC to submit a letter of support which will be composed by Dr. Smith and submitted for approval at the March SEAC meeting.
- ii. Lansdowne Children's Centre – Parents as Partners Workshop L. DeJong
- On April 7th, LCC is offering a half day workshop; no childcare will be available, but all parents with children who have special needs and starting school in September are encouraged to attend.
- iii. Action4Inclusion Video R. Smith
- Members viewed a video produced by local students and staff as part of a Provincial initiative of Community Living Ontario project funded by Trillium Ontario.
- J-1 Next Meeting K. Smith
- March 8, 2018 | Grand Erie DSB – Board Room | 6:00 p.m.
- K-1 Adjournment K. Smith
- MOVED: S. Slood
SECONDED: C. Hofbauer
- "THAT the SEAC 17-06 meeting, held February 15, 2018 be adjourned at 7:48 p.m."

CARRIED



MINUTES

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Tom Krukowski	Facility Services
Cheryl Innes	Elementary School Administration (Certified Member)
Rebecca Jago	Human Resources (Certified Member) <i>(Co-Chair)</i>
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)
Ian Smith	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Elizabeth Armstrong	CUPE Clerical/Technical
Laura Mels	Non-Union (Certified Member)
Angela Korakas	Designated Early Childhood Educator (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:

2.0 Minutes of Last Meeting

The draft minutes for January 18, 2018 were reviewed.

SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee

February 15, 2018
Facility Services- Meeting Room

3.0 Approval of Last Meeting Minutes (January 18, 2018)

The minutes were approved.

4.0 Agenda Additions

- 6.3 Harassment Policy
- 6.4 Ice Melt
- 6.5 Hagersville Secondary School Incident
- 6.6 Accident Injury Reporting Form

5.0 Unfinished Business – Discussion

5.1 Recommendation to Executive Council- Mandatory Health and Safety Training (Casual Employees)

January 2018: The Worker Chair of the committee put forward a formal recommendation to the Superintendent of Business regarding the mandatory health and safety training that staff must complete. The worker members of the committee are requesting that Casual staff be paid for the time that is required to complete the training. This item will remain on the next agenda.

February 2018: The response to the recommendation submitted by the committee regarding payment for Mandatory Health and Safety training was provided to the committee. This item can be removed from the next agenda.

New Indoor Air Quality Reports

None

6.0 New Business

6.1 Ministry of Labour Field Visit- Waterford District High School- January 2018

The Ministry of Labour conducted a visit to the Board regarding the separation of construction projects at Waterford District High School. No orders were issued. This item can be removed from the next agenda.

6.2 Ministry of Labour Field Visit- Mt. Pleasant School- February 2018

SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee

February 15, 2018
Facility Services- Meeting Room

The Ministry of Labour conducted a visit to Mt. Pleasant School following an anonymous complaint regarding roof work at the school. No orders were issued. This item can be removed from the next agenda.

6.3 Harassment Policy

A committee member brought forward a question regarding sexual harassment being directed at staff members from a student. This is not covered under the Staff harassment policy. It was discussed that this type of behaviour would be covered under Safe Schools and a Safe Schools Form should be completed in this instance. This item can be removed from the next agenda.

6.4 Ice Melt

A committee member brought forward a concern regarding the amount of ice in parking lots in the morning. The Division Manager of Manager of Maintenance and Capital indicated the challenges of recent freezing rain and temperatures. He reviewed with the committee what contractors are responsible for and what maintenance staff are responsible when inclement weather has occurred. This item can be removed from the next agenda.

6.5 Employee injury

A committee member had a question regarding a recent injury report received from a staff member at a secondary school working at an off site location. There was conversation about who reported the injury from the off site location. This item can be removed from the next agenda.

6.6 Accident Injury Reporting Form

A committee member asked if the online injury report application could be moved to the health and safety area of the staff portal. The Division Manager of Operations and Health and Safety will inquire to see if a link can be placed in the health and safety area allowing staff to click on it and be rerouted to the applications section where the program resides. This item can be removed from the next agenda.

7.0 Information Items

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

H-1-c

February 15, 2018

Facility Services- Meeting Room

7.1 Site Investigation and Sampling Site Report No. 1- Mt. Pleasant- Various Rooms- Project #16843

Due to parent concerns, samples of ceiling debris were collected from various locations to see if it contained any asbestos. No asbestos was found in the debris. This item can be removed from the next agenda.

7.2 Limited Designated Substance Survey Report (Renovation Areas)- North Park Collegiate Vocational School- Project #16842

A limited designated substance survey was conducted to identify possible hazardous building materials prior to some renovation work that will be occurring at the location. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – January 2018 Workplace Safety and Insurance Board Reportable – January 2018 Student Aggression Summary Table for January 2018

All reports were reviewed as distributed.

8.2 Status of Workplace Inspections including Non-Academic sites – January 2018

Reports were made available to the committee for review. All inspections were completed.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

The next meeting is scheduled for April 10, 2018.

8.4 Critical Injuries

There have been 37 student critical injuries and 4 employee critical injury for the 2017-18 school year to date.

8.5 Focus Group

The next meeting is scheduled for February 15, 2018.

SUCCESS for Every Student



Joint Occupational Health and Safety Committee

H-1-c

February 15, 2018

Facility Services- Meeting Room

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:

- Emergency First Aid- May 10, 2018

Health and Safety Training:

- 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

11.0 Adjournment / Next Meeting(s):

The meeting was adjourned at 11:00 am.

The next JOHSC meeting will be held on March 22, 2018 –Facility Services – Meeting Room.

SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee February 15, 2018 Facility Services- Meeting Room

As of February 2018

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 2018	Feedback provided by the committee
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2018	Feedback provided by the committee
HR5 – Harassment		Board approved September 2015	October 2019	September 2018	Feedback provided by the committee

SUCCESS for Every Student

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

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

X
 XX
 X*

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

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
54	Walpole North	X	X	X	X	X	X				
55	Walsh	X	X	X	XX	X	X				
56	Walter Gretzky Elementary School	X	X		X*	X	XX				
57	Waterford Public	X	X	XX	X	X	X				
58	West Lynn	X	X	XX	X	X	X				
59	Woodman-Cainsville	X	X	X	X	X	X				
	Secondary Schools										
60	B.C.I. & V.S.	X	X	XX	X	X	X				
61	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X	X	XX	X	X	X				
62	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X	X	XX	X	X	X				
63	Dunnville Secondary S. (incl. TP - 237 Chestnut St., Dunnville)	X	XX	X	X	X	X				
64	G.E.L.A. Brantford (Rawdon)	XX	X	X	X	X	X				
65	G.E.L.A. - CareerLink Eaton Market Square	XX	X	X	X	X	X				
66	G.E.L.A. - Simcoe	XX	X	X	X	X	X				
67	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX	X	X	X	X	XX				
68	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X	X	XX	X	X	X				
69	North Park C. & V.S.	X	XX	X	X	X	X				
70	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X	XX	X	X	X	X				
71	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX	X	X	X	X	XX				
72	Simcoe Composite School (incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX	X	X	X	X				
73	Spicedale Secondary School	X	X	X	X	X	X				
74	Tollgate Tech. Skills Centre	X	X	XX	X	X	X				
75	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X	X	X	X	X	X				
76	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X	X	XX		X*	X				
No.											
77	H.E. Fawcett Teacher Resource Centre (TRC)	X	X	X	X	X	X				
78	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X	X	X	X	X	X				
79	Head Office	X	X	X	X	X	X				
80	Head Office - Facility Services	X	X	X	X	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	X	X	X	X				
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X	X	X	XX	X	X				
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X	X	X	XX	X	X				



Student Transportation Services Board of Directors' Meeting

Tuesday, February 20, 2018, 9:00 a.m.
Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

MINUTES

Present:

STSBHN Board of Directors:

GEDSB: Rafal Wyszynski, Superintendent of Business & Treasurer - Director
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
James Richardson, Trustee- Director (9:10 a.m.)
John Ecklund, Manager of Information Services
Brenda Blancher, Director of Education & Secretary GEDSB

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

CSCMonAvenir Mario Nantel, Director of Transportation – President

STSBHN Recording Secretary

Kathryn Underwood, Executive Assistant to the Superintendent of Business
GEDSB

1.0 Call to Order, Welcome and Introductions – M Nantel
The President called the meeting to order 9:00 a.m.

2.0 Approval of Agenda for February 20, 2018

Moved by: B Chopp

Seconded by: T Grice

"That the STSBHN agenda for February 20, 2018 be approved as distributed."

CARRIED.

3.0 Approval & Signing of Minutes

3.1 The committee reviewed the minutes of Tuesday October 31, 2017.

Moved by: T Grice

Seconded by: R Wyszynski

"That the minutes of October 31, 2017 be approved as distributed."

CARRIED.

Student Transportation Services Board of Directors' Meeting

Tuesday, February 20, 2018, 9:00 a.m.
Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

-
- 4.0 Business Arising from Previous Meeting
- 4.1 Approval of the 2016-17 Financial Statements
P Kuckyt provided an overview of the 2016-17 financial statement. P Kuckyt provided an overview of how the financial statements are produced.
Moved by: B Chopp
Seconded by: T Grice
"That the STSBHN 2016-17 Financial Statement be approved as circulated."
CARRIED.
- 4.2 Appointment of the STSBHN Officers
P Kuckyt advised that as per the corporation's by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations.
Moved by: T Grice
Seconded by: B Chopp
"That the Board of Directors for 2018 be as follows:

Rafal Wyszynski Superintendent of Business and Treasurer GEDSB-President
Mario Nantel, Director of Transportation and Payroll, CSDCCS- Director
Tom Grice, Superintendent of Business, BHNCDSB- Director
James Richardson, Trustee GEDSB -Director
Bill Chopp, Trustee BHNCDSB-Director
Bobby Somaroo-Superintendent of Business, CSDCCS-Alternate Director
Philip Kuckyt, Manager of Transportation, STSBHN-Secretary/Treasurer
Kathryn Underwood, Executive Assistant to the Superintendent of Business, GEDSB-Recording Secretary"
CARRIED
- 4.3 Appointment of the 2017-18 Auditors
P Kuckyt provided a historical overview of the assignment of auditor and the rationale for the selection.
Moved by: T Grice
Seconded by: B Chopp
"That Millard, Rouse and Rosebrugh be selected to audit the 2017-18 Financial Statements."
CARRIED.

Student Transportation Services Board of Directors' Meeting

Tuesday, February 20, 2018, 9:00 a.m.
Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

-
- 5.0 Business Arising from Previous Meeting
- 5.1 Policy and Procedures Approval: 001, 003-006 (attached) – P Kuckyt
P Kuckyt reviewed the comments and suggested changes on the procedures 001, 003-006.
Moved by: M. Nantel
Seconded by: T. Grice
“That the STSBHN approve procedures 001, 003-006 as presented.”
- CARRIED.
- 5.2 Walk Distance Review Report
P Kuckyt reviewed the report regarding the request to decrease Elementary and Secretary walk distances as well as the operational and financial impacts.
- P Kuckyt reviewed the analysis results; costs of implementing the various scenarios; including the impact on current courtesy riders, schools which currently do not receive transportation services, lack of loading zones, school bell times and walk distances from neighbouring boards.
- B Blancher sought clarification on the process for approval and raised concerns with the cost impact of decreasing the walk distances to 1.4km.
- P Kuckyt discussed the value and importance of a harmonized walk distance review of STSBHN.
- T Grice asked for clarification on the shared costs and individual costs for the Boards and the timing of any proposed changes with respect to the timing of Budget approval.
- J Richardson asked if there was a possibility of reviewing areas of concern on an exception basis. P Kuckyt reviewed the operational concerns with not having a policy to follow and the inherent issue of creating exceptions to the eligibility policy which fall outside of the current guidelines outlined in existing procedures.
- P Kuckyt discussed that feedback or comments should be received by the Trustees and communicated to their representative(s) on STSBHN Board of Directors. Timing of the comments received indicates that a change to the eligibility policy would not be able to be implemented for the 2018/19 school year due to the timing of the budget, which is required to be submitted well in advance of the 60-day vetting timeline. The impact of potential site plan changes would also need to be considered when looking at the timelines for implementing a change to the eligibility policy as these changes may require municipal review and permissions before being implemented.

**Student Transportation Services
Board of Directors' Meeting**

Tuesday, February 20, 2018, 9:00 a.m.
Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

P Kuckyt indicated that he will bring forward the financial impacts for Scenario 3 for the next meeting.

Moved by: T Grice

Seconded by: R. Wyszynski

"That the Walk Distance Review Report be received as information."

CARRIED.

6.0 Standing Business

6.1 KPI's- P Kuckyt

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

Financial- P Kuckyt indicated that as of December 2017 the average cost for the vehicles and average total cost/km was no longer tracked. P Kuckyt indicated that there are no significant changes in the metrics of this pillar.

Service Performance- P Kuckyt reviewed the year over year ride times over seventy-five minutes and reiterated the goal of STSBHN is to reduce the number of students riding in that category.

Safety- Indicates that there was an increase in total accidents and that the increase has a direct correlation to weather.

General Ridership-no significant changes.

Communication-indicated that peaks in the number of visits to the website are due to inclement weather days.

6.2 Goals and Objectives-Update and Review- P Kuckyt

P Kuckyt highlighted the Goals and Objectives and updated the group on the progress made to the currently stated listed items. There were no additional goals and objectives added at this time.

6.3 Budget Analysis Report – P Kuckyt

P Kuckyt highlighted the budget analysis report up to January 31, 2018 and identified that there are no significant variations.

Student Transportation Services Board of Directors' Meeting

Tuesday, February 20, 2018, 9:00 a.m.
Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

7.0 New Business

7.1 Policy and Procedures Review: 002, 007-012-P Kuckyt

The committee received the policies and procedures with the proposed changes as information only. Responses on the procedures are requested by May 11, 2018. STSBHN requested to defer Policy 002 to the October 2018 STSBHN Board meeting to allow further input.

7.2 Minimum Wage Impact Report

P Kuckyt reviewed the summary on the minimum wage impact report including provincial trends, local experience, impact by the increase to the minimum wage and risks to STSBHN. P Kuckyt reviewed how other consortiums are looking to compensate operators in their districts. It was requested that P Kuckyt seek clarification from the Ministry of Education on how the retention and recruitment bonus is being distributed to the drivers. It was agreed that the proposed increase be included in the initial estimates of STSBHN so that they are included in the budget deliberation process.

7.3 Website Update

J Ecklund provided an overview of the website changes. He provided an overview of the final changes to the website and improvements from its inception. J Ecklund reported that there is now a load balancing system in place to help manage traffic to the Grand Erie DSB and STSBHN websites.

R Wyszynski reported that improvements have been made since the website crash in December and January of this year, including decreasing the size of images on the website to allow for more speed and measurable tools to assess how the website is responding.

8.0 Adjournment

Moved by: R. Wyszynski

Seconded by: J Richardson

"That the February 20, 2018 STSBHN Board of Directors meeting be adjourned at 10:50 a.m.

Next Meeting:

**Tuesday May 22, 2018
GEDSB-Norfolk Room. 9:00 a.m.**



MINUTES

Present: Stacy Hill, Brenda Blancher, Karen Sandy, Ann Noyes, Pam Davis, Susan Noort, Kris Hill, Jeannie Martin, Sherri VanSickle, Sharon Williams, Greg Rousell (System Research Leader)

Regrets: Audrey Powless-Bomberry, Sabrina Sawyer, Alex Felsky

A - 1 Approval of Minutes

K. Sandy

December 18, 2017 Minutes Approved

B - 1 Business Arising from the Minutes

(a) Attendance at Six Nations Elected Council Education Committee

K. Sandy

The suggestion was to rotate Native Education Counsellors to attend the meeting. The Education Committee has moved to a Stakeholders' Committee for the time being. Some of the representatives attending are from Social Services, principals from the Six Nations elementary schools, Rebecca Jamieson for the STEAM Academy and the Everlasting Tree School.

Karen Sandy has been asked to be the NAC representative at the Stakeholder Meetings. Karen S. also represents the Language Commission.

(b) Haudenosaunee Confederacy Council of Chiefs Representative

S. Hill

Kris Hill is the interim representative to NAC for the Haudenosaunee Confederacy Council of Chiefs. Her role is to attend the meetings and to present the information from NAC and gather input from the Hereditary Chiefs.

(c) School Presentation Outline and Letter to Student Groups

S. Hill

Stacy drafted a letter for Indigenous Student Associations that will be sent to schools for their input. Stacy's vision is for us to honour student voice at the NAC table. Representatives may be selected from Indigenous Student Associations. A report template will be provided for the students that includes: overall areas of strength, areas for improvement, recommended next steps, suggestions.

Indigenous Student Leadership Strategy – Indigenous Student Associations are encouraged to: meet regularly, connect with student council, meet with the principal and have an ongoing dialogue. It was requested that students who are presenting at NAC are to meet with their principal and let them know what they will be presenting. This is a learning tool for students to understand the purpose of coming to NAC, to present their goals and suggestions, and for us as a committee to listen and provide feedback.

Susan N. liked the idea of them coming to the principal so the principal can help students prepare the presentation and provide suggestions for guidance and support.



(d) Education Services Agreement Progress Report to Six Nations

Discussion around questions that S. Hill and B. Blancher heard from Elected Council members. One of the questions asked was in regards to supporting students in secondary school re: IEP'S and Psycho-Educational Assessments, and how to advocate for supports for students.

Also questions around school leavers, alternative education programs and ways to get the message out so the community understands the purpose and goals of our alternative education programs. One suggestion was to get Kim Newhouse involved in helping us share success stories and to have a communication strategy. It was also suggested that we provide a presentation on the various alternative programs to a meeting of full Council, perhaps even bring some students to speak to their experience.

J. Martin agreed that positive information needs to be given and shared in the community in a pro-active way. K. Sandy suggested the monthly newsletters or Two Row Times. S. Williams suggested a review of a program each week, which could include interviews with the students.

K. Sandy followed up with Council regarding attendance issues and the fact that it is not Grand Erie practice to just remove students from the roll; she explained the role of the attendance counsellor, P. Davis and all she does to support and help the students to re-engage in school.

P. Davis suggested going to council meetings with a student representative to share positive stories.

B. Blancher shared information regarding – Policy P1 – Special Education Guiding Principles which speaks to things like goals for the students, spec. ed. guiding principles, and to program in the most appropriate way to develop the students' strengths and address their needs.

Within the Education Services Agreement Progress Report there are stories highlighting what the schools are doing.

With the Alt. Ed programs in the report, descriptions of each program are included so people can see how they are different and the goals of each program to help our students. S. Hill will meet with Kim Newhouse to promote this, and will prepare a presentation for council.

There is a need to be inclusive and to also present to the Confederacy Council.

K. Hill shared that at Confederacy Council we would need to do presentations differently as there is no technology available. Kris can provide some help on how to give the presentation and how to get on the agenda. – The Haudenosaunee Confederacy Council of Chiefs meets the first Saturday of each month at 10:00 a.m.



C - 1 Indigenous Education Advisory Committee

B. Blancher

B. Blancher provided an update in S. Sawyer's absence. Two organizational meetings were held in the fall and the Terms of Reference for IEAC were approved by Grand Erie Trustees in January. The first official meeting of IEAC was held on February 27th. S. Sawyer presented the Indigenous Ed Board Action Plan, a presentation was provided by COPA, an organization centred around human rights and children's rights. COPA, with support from the Ministry of Ed has developed a Circle of Caring toolkit including 21 animated films in 7 Indigenous languages and have adapted the kit for educators. The next IEAC meeting will be held on April 24th.

D - 1 Result Based Accountability Exercise

(a) Presentation – System Research Leader

G. Rousell

- Using this program evaluation, the committee worked in pairs giving ideas to help students be more successful on the OSSLT.
- Everyone participated in the exercise
- Ideas:
 - Mentorship groups
 - Prep sessions – ask the students what they think would work to reduce the stress
 - Have them do the test together for practice
 - Creative counselling
 - Document what is being done
 - Then next year you can present the evidence of how the students are doing

S. Hill will compile the suggestions provided.

K. Sandy thanked Greg for his presentation.

E - 1 Adjournment

F - 1 Next Meeting

Tuesday, May 1, 2018 at Cayuga Secondary School



H-1-f Safe and Inclusive Schools Committee Meeting

Thursday, March 8, 2018, 1:00 p.m.
Board Room – Education Centre

MINUTES

Present: Chair Christine Bibby, Wayne Baker, Jeff Benner, April Crabb, Tanya Haist, Stacy Hill, Cathi Krueger, Susie Miller, Adriana Potichnyi, Sabrina Sawyer, Rob Weber, Dave Dean

Regrets: Jason Dale, Karla Kitchen, Lynda Kilpatrick, Susie Miller, Gail Ash, Michelle Hodges, Heather Knill-Griesser, Atala Andratis, Shawn Martin and Piyali Bagchee

Recorder: Heather-Jo Causyn

1. Timed Item

1.1 Haldimand-Norfolk Pride Day – May 26, 2018

Sue Wilkins, a member of the Pride Day Organizing Committee, provided information on the upcoming Haldimand-Norfolk Pride Day along with other events that the group, PRIDE H-N, is involved in. It is the hope of the committee to form a more formal relationship and become more visible in Grand Erie schools. S. Wilkins reported that agencies such as REACH and H-N Women's Services are working with PRIDE H-N. These organizations have not supported this group in the past.

The group would like to offer their assistance to teachers who are dealing with students that require support. They are suggesting that support could be offered off of school grounds and away from school hours. S. Wilkins questioned the committee if this was something that could be advertised in the schools. Executive Council has not approved this type of service in the past. It was noted that the Board has many avenues to assist students.

The Brant Pride Parade received approval two years ago for their event. Last year the Safe and Inclusive Schools Committee and Executive Council received a request to support the Haldimand-Norfolk Pride Day but the request was denied. Approval was received to communicate to schools the date and location of the H-N Pride Day.

The messaging this year - Love Wins - is very different from the conflicting messaging last year. There was discussion regarding the organization of a bus to transport students to the parade venue. Approval would need to be received by Executive Council prior to the organization of a bus for our students as this action would be perceived as a Board sponsored event. W. Baker will take the new information to Executive Council for further discussion.

2. Policies and Procedures

2.1 SO3 – Use of Communications and Electronic Social Media Guidelines

T. Haist will review resources that could be referenced (e.g. ETFO - Think Before You Click).



H-1-f Safe and Inclusive Schools Committee Meeting

Thursday, March 8, 2018, 1:00 p.m.
Board Room – Education Centre

3. Operational Matters

3.1 Substance Abuse Education: Partnership with Health Units

Decision making tool that will assist with determining if a presentation is safe and in line with Grand Erie messaging.

Representatives from the Health Unit would access our schools and provide classroom teaching along with the teacher. Where a subject could trigger emotional or traumatic responses, schools are advised to consider safeguards (e.g. have support staff available).

Resources are being vetted (e.g. Cannabis Talk Kit) through the decision making tool, and SIS input.

Naloxone kits will be supplied to schools by the Health Unit. Pharmacies will be distributing naloxone kits that are no longer needle based. Brant Drug Strategy Committee has established a fentanyl group which will provide messaging to students.

3.2 Deep Diversity Presentation and GEDSB Equity/Inclusive Education Walk

Deep Diversity Presentation and GEDSB Equity/Inclusive Education Walk were held on February 12th with 100 people in attendance. Positive feedback was received. Newest revised edition of the Equity Walk has been distributed. Five hundred dollars will be provided to 15 schools to assist with costs incurred. The information will be resent to schools as we may be able to offer the funding to more than the 15 schools originally indicated.

3.3 Indigenous Education Leads and Equity Leads Conference on February 21st

Indigenous and Equity Leads such as Patrick Case spoke. Tied in principal performance appraisals. TPA is coming from the Ministry. Looking at the systems and the barriers (e.g. equity issues, equity areas) that need to be addressed in post-secondary. More equity work needs to be mandated. Worked on Board Action Plans in the afternoon. Ontario Equity Action Plan has been released. Identity-based data for Grand Erie will soon be collected. Looking to create a strategy for the future, with care and consideration for the sensitivity required in this area. Seventeen Boards are collecting data on students and employees to determine diversity in our area. Marginalized students as a whole are not performing as well as the majority of students in Ontario. The hope is that our own data will reflect the gaps to be addressed in our local area.

3.4 Safer and Accepting Schools: The Way Forward Principal's Summit! May 21st and 22nd, 2018

Information has been distributed to principals. The Safe and Inclusive Schools Committee will cover the cost for those wishing to attend.

3.5 Violent Threat Risk Assessment Protocol Update

Recent changes were made to the VTRA protocol that updates language as well as includes Brant Haldimand Norfolk Catholic District School Board who have signed the protocol. Additions and clarification regarding special education students or a young student who is



H-1-f Safe and Inclusive Schools Committee Meeting

Thursday, March 8, 2018, 1:00 p.m.

Board Room – Education Centre

being referred for VTRA were addressed, based on system feedback. Other community partners have expressed interest in being part of the protocol. Hopeful for collaboration with other organizations. The Protocol has been vetted through the Social Work and Mental Health Lead.

Protocol will be vetted with administrator input (C. Krueger, A. Potichnyj and J. Benner – secondary); (R. Weber and H. Knill-Griesser - elementary), then forwarded to Executive Council for approval.

3.6 SEED Awards

There was discussion regarding the categorization of awards (e.g. girl, boy) and potential elimination of categorization. Concern was expressed from the group that if there were no gender categories awards could potentially be awarded to mainly girls.

4. Next Meeting

May 17, 2018 at 1:00 pm in the Board Room at the Education Centre.

This will be the community meeting.

5. Adjournment



H-1-g Indigenous Education Advisory Committee

February 27, 2018

Board Room, Education Centre, 349 Erie Avenue, Brantford

MINUTES

- A-1 Call to Order S. Sawyer
- (a) Welcome and Introductions
 - i. Indigenous Lead Sabrina Sawyer welcomed everyone and introduced Mohini Athia and Deb St. Amant from COPA.
 - (b) Land Acknowledgement Statement
 - i. Stephanie George read the statement.
 - (c) Roll Call S. Sawyer
 - Present:** Sabrina Sawyer, Stacy Hill, Brenda Blancher, Karen Sandy, Diane Sowers, Krista McMillan, Starr Kennedy, Stephanie George, Kathryn Hill, Trisha Simon, Dana VanEvery, Audrey Powless-Bomberry, Leigh Staats, Dallas Squire, Jeff Burnham, Amanda Sault
 - Regrets:** Krista McMillan, Paula Laing, Trisha Simon, Dana VanEvery, Leigh Staats, Dallas Squire, Amanda Sault
 - Guests:** Kathryn Hill
- B-1 Agenda Additions/Deletions/Approval
- (a) Additions - Secondary Student Fees
- C-1 COPA Presentation [COPA Website Link](#)
- (a) Mohini Athia & Deb St. Amant from COPA shared The Joining the Circle and A Circle of Caring resources.
 - i. COPA is centred around human rights and children's rights. The Circle of Caring toolkit includes 21 animated films in 7 Indigenous languages; kit is shaped like drum because all Indigenous groups we have some form of drum. They were asked to adapt the kit for educators – this one is called Joining the Circle for FNMI students, and includes films in Indigenous languages and a discussion guide for educators, Questions for Group Discussions. COPA is happy to come to your school or board; believe in tools not rules; don't accept shaming or blaming. The story books have discussion items ~ will be translating into Indigenous languages ~ can be found under 'books' on the website. There's a comic book for older students, but resources are limited. Please sign up for their newsletter and they will contact you when the books come available.
 - ii. June 19th Parent Engagement Event; Sabrina will attend many kindergarten orientation sessions to connect with parents and begin positive relationships, help parents get involved and navigate their children's education.
 - iii. June 20th Sharing Our Voices or Solidarity Day will include speaker Kevin Lamoureux ~ we hope to have him attend our June 19th event as well.

SUCCESS for Every Student



H-1-g Indigenous Education Advisory Committee

February 27, 2018

Board Room, Education Centre, 349 Erie Avenue, Brantford

- iv. Mohini can bring and share resources, show a couple of films and discuss the content; Sharing Circle at the beginning with Board staff in attendance. Contact Mohini or Deb if you are interested in joining the advisory committee for translation of the storybooks.

D-1 Board Action Plan

- (a) Sabrina presented the 2017-18 Indigenous Education Board Action Plan and highlighted many exciting upcoming events:
 - i. June 20 Aboriginal Day held at the Sanderson Centre Theme is "Imagine a Canada" <https://education.nctr.ca/> encouraging what Canada would look like through Reconciliation, possible speaker: Kevin Lamoureux from the NCTR. Safe Schools "Good Minds Stand up" how to create partnerships and a day of bringing non-Indigenous and Indigenous students together.
 - ii. Indigenous Student Leadership Strategy to create an Indigenous Strategy for leadership. Eight schools participated to start up an association; our board recently approved an Indigenous student trustee. There will be end of year sharing with this group of students.
 - iii. Treaties Week Living Library Initiative to bring Elders into buildings to talk to Treaties: 2 days at BCI; half day at PJC.
 - iv. Summer Institute July 8-10 is a 3-day Treaties Information Session.

Question: Could we see all of the funding provided for Indigenous students?

Answer: Brenda responded that the Board Action Plan is developed with Ministry GSN funds and explained that the Board Annual Operating Budget covers programs and initiatives for all students which includes Indigenous students. Then there are smaller budgets 'enveloped' that we are directed to use as mandated by the Ministry such as the funding for the Board Action Plan. Our entire budget supports achievement, engagement, well-being and success for *a//*students; where this part of the budget (Board Action Plan) affects actions related to Indigenous education.

Brenda shared our public budget meeting dates coming up: April 30, May 15, and May 22 where everyone is welcome.

Question: How are the Indigenous students that receive special education funding performing?

Answer: We will provide information on this at an upcoming meeting.

Email any questions to Sabrina or Stacy; feedback, ideas you have; open to collaboration for ideas on what to include in the plan for 2018-19.

SUCCESS for Every Student



H-1-g Indigenous Education Advisory Committee

February 27, 2018

Board Room, Education Centre, 349 Erie Avenue, Brantford

E-1 Secondary Student Fees

- (a) **Question:** Regarding the reason for student fees for secondary hockey programs and short notice to pay.

Answer: Brenda clarified that those are programs of choice and not required for diploma. We do not receive funding from the Ministry for ice time, referee time etc. so we have to charge a fee for students to participate in these courses. Students are normally made aware of these fees at Course Selection time. Inquiries should be directed to the Native Counsellor or Principal at the school. A suggestion was made to increase the current Six Nations Support from \$75/fee; Audrey Powless-Bomberry explained the amount was lowered so more students could benefit from receiving some support.

F-1 New Business

- (a) None

G-1 Correspondence

- (a) None

H-1 Next Meeting

- (a) April 24, 2018 | Grand Erie DSBD – Board Room | 6:00 pm

I-1 Adjournment

- (a) Meeting was adjourned by Stacy Hill at 3:36 pm.

SUCCESS for Every Student

Ministry of Labour

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March 5, 2018

Mr. Rafal Wyszynski, Superintendent of Business
Grand Erie District School Board
349 Erie Avenue
Brantford, Ontario
N0E 1Y0

Dear Mr. Rafal Wyszynski:

Re: Terms of Reference for Multi-Workplace Joint Health and Safety Committee

The Minister of Labour has delegated to me the power under subsection 9 (3.1) of the Occupational Health and Safety Act (OHSA) to issue an order permitting the use of a multi-workplace Joint Health and Safety Committee (MJHSC). I would like to thank you for the terms of reference submitted on March 23, 2017 for your proposed MJHSC that was developed and agreed to by Grand Erie District School Board and the OSSTF, District 23, Grand Erie Elementary Teachers' Federation, Grand Erie Elementary Occasional Teachers, Grand Erie Designated Early Childhood Educators, CUPE, Local 5100, Ontario Principals' Council and Grand Erie Management Support Team.

I am pleased that a cooperative approach has been achieved regarding the structure and terms of reference for the MJHSC and that the arrangement satisfies the recommended Ministry of Labour criteria. These criteria may change over time due to legislative changes and development of best practices; therefore, you are encouraged to review the terms of reference periodically to ensure it remains current. A copy of the terms of reference and Minister's Order granted should be kept at each workplace covered under the Minister's Order.

The attached Minister's Order indicates my approval of the proposed terms of reference. Compliance with this order requires vigilance on the part of all workplace parties to ensure adherence with the terms of reference. The employer's accountability may be reviewed through proactive field visits conducted by Ministry of Labour enforcement staff. Please note that the Minister's Order is revoked, without any further action on the part of the Minister or his delegate, on March 5, 2023. Should you wish to continue using a MJHSC beyond the revocation date, you must reapply for a new Minister's Order. It is advised you re-apply to the Minister for a new Order at a minimum 6 months prior to the date of revocation.

If the employer or the OSSTF, District 23, Grand Erie Elementary Teachers' Federation, Grand Erie Elementary Occasional Teachers, Grand Erie Designated Early Childhood Educators, CUPE, Local 5100, Ontario Principals' Council and Grand Erie Management Support Team wish to amend the terms of reference at any time before the revocation date, they must advise the Regional Director in writing of the proposed changes. The Ministry will review the proposed amendments and determine next steps.

I would like to wish the MJHSC members every success in their endeavors towards an enhanced internal responsibility system with fully effective health and safety programs.

Sincerely,

Thomas Allan, A/Regional Director, Western Region

c. Mrs. Heather Leask, Ministry of Labour
Ms. Erica Arsenault, Ministry of Labour

Encl: Minister's Order Granted under Subsection 9 (3.1) of the OHSA, R.S.O. 1990, c.O. 1

Order under Subsection 9 (3.1)

The Occupational Health and Safety Act

R.S.O. 1990, c.O. 1

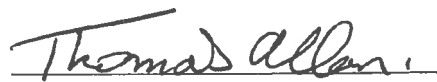
Whereas subsection 9 (3.1) of the Occupational Health and Safety Act provides that the Minister may, by order in writing, permit a constructor or an employer to establish and maintain one Joint Health & Safety Committee for more than one workplace or parts thereof, and may, in such order provide for the composition, practice and procedure of any committee so established.

And whereas Grand Erie District School Board and the OSSTF, District 23, Grand Erie Elementary Teachers' Federation, Grand Erie Elementary Occasional Teachers, Grand Erie Designated Early Childhood Educators, CUPE, Local 5100, Ontario Principals' Council and Grand Erie Management Support Team have, in a document executed between them stated a desire to have the Joint Health & Safety Committee represent the workers, and have the Minister approve such arrangements.

NOW THEREFORE BE IT ORDERED that pursuant to subsection 9 (3.1) of the Occupational Health and Safety Act, The Grand Erie District School Board as employer, is hereby permitted to establish and maintain the Multi-Workplace Joint Health Safety Committee to be governed as to composition, practice and procedures by the provision of the terms of reference, dated March 23, 2017, and signed by Grand Erie District School Board and the OSSTF, District 23, Grand Erie Elementary Teachers' Federation, Grand Erie Elementary Occasional Teachers, Grand Erie Designated Early Childhood Educators, CUPE, Local 5100, Ontario Principals' Council and Grand Erie Management Support Team.

This order shall be effective as of the date of issue and is revoked by the Minister on March 5, 2023.

Dated at Hamilton, Ontario this 5th day of March 2018.



Thomas Allan, A/Regional Director
Ministry of Labour

The order above is granted for the following workplaces:

See Attached Terms of Reference.