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## 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
    - \* (i) Paul Schwegler, Branlyn School      C.A. Sloat
  - (f) Agenda Additions/Deletions/Approval
  - (g) In Camera Report
  - (h) Presentations
    - (i) Student Recognition Awards
    - (ii) Staff Video
  - (i) Delegations
- B – 1      **Approval of Minutes**
- \* (a) April 23, 2018 (Regular Board)
  - \* (b) May 14, 2018 (Committee of the Whole)
  - \* (c) May 14, 2018 (Special Board)
- C – 1      **Business Arising from Minutes and/or Previous Meetings**
- \* (a) 2017-20 Strategic Communications Plan Evaluation      B. Blancher
- D – 1      **Director's Report**
- E – 1      **Student Trustee Report**
- F – 1      **Committee Reports**
- \* (a) Committee of the Whole Report – May 14, 2018      D. Sowers
- G – 1      **New Business**
- \* (a) Annual Operating Plan (2017-18) Update
    - Community      B. Blancher
    - Environment      R. Wyszynski
    - Equity      W. Baker
    - Technology      D. Abbey
    - Well Being      L. Thompson
  - \* (b) Major Construction Update (FT2)      R. Wyszynski
  - \* (c) Elgin Avenue PS Rebuild Update      R. Wyszynski



## Regular Board Meeting

Monday, May 28, 2018  
Board Room, Education Centre

### H – 1 Other Business

- \* (a) Summary of Accounts – April 2018 R. Wyszynski
- \* (b) Special Education Advisory Committee – March 8, 2018 L. Thompson
- \* (c) Special Education Advisory Committee – April 19, 2018 L. Thompson
- \* (d) Joint Occupational Health & Safety Committee Minutes – April 19, 2018 R. Wyszynski
- \* (e) Indigenous Education Advisory Committee Minutes (Draft) – April 24, 2018 B. Blancher
- \* (f) Compensatory Education Committee Minutes (Draft) – April 26, 2018 L. Thompson
- \* (g) Native Advisory Committee Minutes (Draft) – May 1, 2018 B. Blancher
- \* (h) Grand Erie Parent Involvement Committee Minutes (Draft) – May 3, 2018 B. Blancher
- \* (i) Privacy and Information Management Committee Minutes (Draft) – May 15, 2018 D. Abbey
- \* (j) Safe and Inclusive Schools Committee Minutes (Draft) – May 17, 2018 W. Baker
- \* (k) OPSBA Report C.A. Sloat

### I – 1 Correspondence

### J - 1 Adjournment

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

Native Advisory Committee	May 29, 2018, 9:00 a.m.	Brantford Collegiate Institute
Budget Review Meeting	May 29, 2018, 5:30 p.m.	Board Room
Committee of the Whole	June 11, 2018, 7:15 p.m.	Board Room
Special Education Advisory Committee	June 14, 2018, 6:00 p.m.	Board Room
Chairs' Committee	June 25, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	June 25, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	June 26, 2018, 1:30 p.m.	Alexandra Room, TRC
Audit Committee Meeting	June 27, 2018, 3:30 p.m.	Board Room
Chairs' Committee	August 27, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	August 27, 2018, 7:15 p.m.	Board Room

*SUCCESS* for Every Student

## Memorial Statement

### Paul Schwegler

It is with great sadness that we share with you the passing of Mr. Paul Schwegler on Monday, May 14, 2018.

Paul has been an employee of Grand Erie District School Board for 20 years. He will be sorely missed by the staff of both Branlyn Community School and Notre Dame Catholic school as he supported both schools for many years. He was first the custodian at Branlyn and then worked on the Notre Dame side for the last 10 years.

Paul will be remembered for his wry sense of humour and willingness to help staff and students. He was always the one called on to help set up the sound system in the gym or retrieve an errant ball on the roof.

When Paul was first diagnosed the students at both schools sold Freezies to “Freeze out Cancer”. Everyone wanted to do something for “Mr. Paul”

To honour his memory, the staff and students at Branlyn Community School are planting a tree with a memorial stone beneath it.

As we grieve his loss, we extend our sincere condolences to his family, and all those who loved him.

Respectfully submitted,

Trudy Bell  
Principal of Branlyn Community School





## MINUTES

**Present:** Board Chair G. Anderson, Board Vice-Chair T. Waldschmidt, R. Collver, D. Dean, 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 – D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

**Regrets:**

<b>Trustees:</b>	Nil
<b>Administration:</b>	Nil

**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: T. Waldschmidt

Seconded by: D. Sowers

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

**Carried**

**(d) Welcome to Open Session**

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



(e) **Memorials**

(i) **Karen Walker, Waterford District High School**

The memorial statement was read by R. Collver.

(ii) **Carrie Mannsfeldt, Pauline Johnson Collegiate & VS**

The memorial statement was ready by D. Dean

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

Presented as printed.

A. Felsky asked to add H-1-f Endorsement

Moved by: T. Waldschmidt

Seconded by: R. Collver

THAT the Agenda be approved as amended.

**Carried**

(g) **In Camera Report**

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board confirms the appointments to the Elementary Principals' pool.

**Carried**

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board confirms the appointments to the Elementary Vice-Principals' pool.

**Carried**

(h) **Presentations**

(i) **Student Recognition Awards**

The recognition program is Grand Erie District School Board's way to honour and celebrate students who have accomplished excellence in the areas of academics, athletics, and the arts, as well as excellence in the community. All recipients receive a



certificate signed by B. Blancher and G. Anderson, Chair of the Board. Trustee Felsky and Director Blancher presented the certificates to the recipient present.

Aleria McKay is a student at Brantford Collegiate Institute & Vocational School and was crowned Miss Teenage Ontario 2018 and will compete for Miss Teenage Canada this summer. She is the first ever indigenous winner using her platform to raise awareness of youth suicide in First Nations' communities. Aleria also wrote and directed *And She Split the Sky in Two*, currently on stage in the Ontario Drama Festival Regional competition.

Aleria was congratulated by the trustees and responded to questions and comments.

(i) **Delegation**

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board hear the late delegations received at the Regular Board Meetings as per Bylaw 11 – Delegations.

**Carried**

(i) Marcia Stinson presented her delegation regarding Caledonia Centennial Public School French Immersion

(ii) Heather Spurrell presented Darlene Losier's delegation in her absence regarding Caledonia Centennial Public School French Immersion

(iii) Sheri Gay – Caledonia Centennial Public School French Immersion

B. Doyle thanked all the three delegations.

G. Anderson thanked the delegations and reminded the Trustees of the options as per Bylaw 11 – Delegations and noted since this item is on tonight's agenda for ratification, the Board can receive for information and deal with it under F-1-a.

Moved by: C.A. Sloat

Seconded by: B. Doyle

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

**Carried**



**B - 1 Approval of Minutes**

**(a) Regular Board Meeting – March 26, 2018**

Presented as printed.

Moved by: K. Sandy

Seconded by: J. Richardson

THAT the Minutes of the Regular Board Meeting, held March 26, 2018 be approved.

**Carried**

Moved by: R. Collver

Seconded by: J. Harris

THAT the Grand Erie District School Board direct the Chair write a letter to Minister of Education and OPSBA to concerning the issues regarding Supply Teacher Costs.

**Carried**

**(b) Committee of the Whole Board – April 9, 2018**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Minutes of the Committee of the Whole Board Meeting, held April 9, 2018, be approved.

**Carried**

R. Collver asked if R. Wyszynski has had a response from the Ministry regarding Houghton PS and Valley Heights? R. Wyszynski responded we have received an email from the Ministry regarding the financial impact to Grand Erie District School Board. However, the information did not directly demonstrate the impact to the board's actual financial position for 2016-17 or for 2017-18. R. Wyszynski has a meeting scheduled Thursday April 26 with the Ministry finance team and will be seeking further clarity.

**(c) Special Board Meeting – April 9, 2018**

Presented as printed.

Moved by: R. Collver

Seconded by: T. Waldschmidt





THAT the Minutes of the Special Board Meeting, held April 9, 2018, be approved.

**Carried**

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

Nil

**D - 1 Director's Report**

Director's highlights:

- Central Public School staff part of team that wins 2017 Volunteer of the Year Award in Brantford. On April 22, the City of Brantford hosted its annual Volunteer Appreciation Day. At the ceremony, nine individuals or groups were recognized for their work. One group – the Downtown Central Neighbourhood Association – was named 2017 Volunteer of the Year. The Downtown Central Neighbourhood Association includes the following Central Public School staff: Joe Atanas (Principal), Brittany Deakin (Teacher), Stephanie Stemmler (Teacher) and Barb Guest (Administrative Assistant). It also includes Central Public School parents Tammy Price and Laura Christie as well as community partners that range from local businesses to Wilfrid Laurier University. Some of the work the Downtown Central Neighbourhood Association was recognized for includes: the creation of a community garden to provide fresh fruits and vegetables to the community during the spring and summer months; awarded \$400,000 to establish Central School as the first Child and Youth Neighbourhood Hub in Brantford; ran youth dances throughout the year to provide an opportunity to build relationships and have a safe space after school; and, created new awards and sponsorships for Central Public School graduates to help them transition to secondary school. Principal Joe Atanas said the Downtown Central Neighbourhood Association was “extremely humbled motivated by the recognition from the City of Brantford.”
- The Thompson Creek – SpeakUp Grant – is hosting Career Day this Wednesday April 25 beginning at 9:00 am and will host an amazing variety of guest speakers including a flight engineer, an EMS worker, electrician, veterinarian, air traffic controller, pilot, RCMP officer, firefighter, hair stylist, disc jockey and personal trainer who will provide an overview of many career options for students.
- Reminder of the GEPIC Event this Wednesday, April 25 evening at Waterford District High School, light dinner at 6:00 p.m. with Panel presentation beginning at 6:45 p.m. The topic requested by GEPIC members is: The Impact of the Legalization of Marijuana on Families.
- Student Senate is this Thursday, April 26 – the Board room will be packed as we welcome our Student Senate members from each school along with representatives



of Indigenous Ed Student clubs and staff advisors. The main event at this meeting is of course the election of 3 Student Trustees for 2018-19.

- Rainbow Ball which is 4<sup>th</sup> annual event, is this Thursday at Brantford Collegiate Institute and VS
- Funding for Online Incident Reporting – As previously reported to Trustees during the Director's Report at the March 26 Board Meeting, the Ministry of Labour has posted the Workplace Violence in School Boards" A Guide to the Law on their website. The Ministry is also moving forward to require all school boards implement a common online reporting tool for staff to report violent incidents beginning in the 2018-19 school year. The goal is to standardize the report of incidents, and also to enhance data analysis to inform local decision-making in order to prevent and reduce violent incidents in our school. On April 19<sup>th</sup> Senior Business Officials and Directors received Memo SB06 that announced \$10,000 of funding per school board to support boards in adopting a common online report tool along with some specifications that must be met in order to receive the funding. We are currently reviewing the specifications.
- Education Week Gala – our Education Week Kick Off takes place next Thursday, May 3 at the Sanderson Centre showcasing the talents of our Grand Erie students from 11:30 am – 1:00 pm. Student Trustees Jeriann and Leicia will be the masters of ceremony.
- Education Week is May 7 – 11 and the theme is *Feeling Well, Mind, Body and Spirit* to coincide with Mental Health Week which is a great connection to our Multi-Year Plan Well-Being Indicator.

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director's Report of April 23, 2018 as information.

**Carried**

E - 1 **Student Trustees' Report**  
Nil



**F - 1 Committee Report**

**(a) Committee of the Whole Board – April 9, 2018**

Moved by: D. Sowers

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated April 9, 2018 as follows:

**1. In Camera Report**

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the term appointment extensions pending Board budget approval and Ministry Funding.

**2. French Immersion Program in Norfolk**

Moved by: G. Anderson

Seconded by: T. Waldschmidt

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

**3. Director's Report**

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Director's Report of April 9, 2018 as information.

Moved by: A. Felsky

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board reopen the motion approved at the February 25, 2018 Regular Board Meeting setting the 2018-19 Budget Review Meetings dates.

Moved by: R. Collver

Seconded by: D. Dean

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

1. May 15, 2018



- 2. May 22, 2018
- 3. May 29, 2018

#### **4. Secondary Class Size**

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve an increase to the average aggregate Secondary School Class Size to 22 for 2018-19.

#### **5. International Students – Fee Structure**

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the 2018-19 Tuition Fees for International students

#### **6. Mileage Remuneration Review**

Moved by: A. Felsky

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the current mileage rate of \$0.54 per kilometer for the first 5,000 kilometers, and \$0.48 per kilometer thereafter effective September 1, 2018, subject to final budget approval and as directed by Canada Revenue Agency.

#### **7. Facility Renewal Plan 2017-18**

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2017-18.

#### **8. Quality Accommodations Committee Report**

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.



Moved by: C.A. Sloat  
Seconded by: G. Anderson

THAT the Grand Erie District School Board complete a Pupil Accommodation Review of Brantford Secondary schools (Brantford Collegiate Institute & Vocational School, North Park Collegiate & Vocational School, Pauline Johnson Collegiate & Vocational School, Tollgate Technological Skills Centre and Grand Erie Learning Alternatives (GELA). Scope of review to include possible re-distribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review. The review to commence after the Board's review of Policy FT5 Pupil Accommodation Review.

Moved by: C.A. Sloat  
Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the relocation of the French Immersion program grades 4-8 from Caledonia Centennial Public School to River Heights School effective September 4, 2018.

#### **9. Education Technology Initiative Update**

Moved by: B. Doyle  
Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Education Technology Plan Update as information.

#### **10. e-Learning Annual Report**

Moved by: B. Doyle  
Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the eLearning Annual Report as information.

#### **11. Summer School Report**

Moved by: G. Anderson  
Seconded by: D. Dean

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



## **12. Trustees' Expenses Report**

Moved by: C.A. Sloat

Seconded by: A. Felsky

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

## **13. Education Week 2018**

Moved by: J. Harris

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Education Week 2018 Report as information.

## **14. Before and After School Programs 2018-19**

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the report on Before and After School Programs 2018-19 as information.

## **15. Correspondence**

Moved by: T. Waldschmidt

Seconded by: J. Harris

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

D. Sowers requested Recommendation No. 8 be divided from the main report.

A vote was taken on Recommendations No. 1 – 7, and 9 – 15. **Carried**

J. Richardson thanked the delegations for their well-spoken word and noted to Trustees and Sr. Administration that we have not had enough lead time to review the impact of moving French Immersion Grades 4 to 7 as of September 2018. B. Blancher further commented that staff did take the plan away and had a meeting with ETFO and have now realized we were dealing with split classes and noted that staff would like extra time to look at and are requesting the motion moving French Immersion students from Caledonia Centennial to River Heights in September 2018 be delayed until September 2019. J. Richardson commented that more dialogue and discussion needs to occur.



D. Sowers commented that she would like to see if we could get more input from the community before we propose delaying until September 2019 and it would be nice to have some further discussion.

B. Blancher asked for clarity if Trustees are seeking further recommendations through Quality Accommodations or delaying until September 2019 to establish a plan?

C.A. Sloat reviewed the enrolment the numbers of Seneca Central and River Heights and even though the suggestions were good, these schools cannot accommodate and she would prefer the motion be changed to September 2019.

B. Doyle truly believes that Caledonia is almost two towns and with future bridge construction which may be the biggest point that came out the delegation, he truly believes we need to take another look at this and delay this to September 2019.

C.A. Sloat suggested the motions be referred back to administration to allow more investigation.

A voted was taken on part of Recommendation No. 8 as follows:

*THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.*

*THAT the Grand Erie District School Board complete a Pupil Accommodation Review of Brantford Secondary schools (Brantford Collegiate Institute & Vocational School, North Park Collegiate & Vocational School, Pauline Johnson Collegiate & Vocational School, Tollgate Technological Skills Centre and Grand Erie Learning Alternatives (GELA). Scope of review to include possible re-distribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review. The review to commence after the Board's review of Policy FT5 Pupil Accommodation Review.*

***Carried***

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

*THAT the Grand Erie District School Board refer the relocation of the French Immersion program grades 4-8 from Caledonia Centennial Public School to River Heights School back to the June 11, 2018 Committee of the Whole Meeting.*

***Carried***

J. Harris commented that Brantford has been struggling with this for some time and counties are just starting to deal with these issue. J. Harris reiterated that we are an English speaking



School board and French Immersion is a program of choice. B. Blancher wanted to clarify that Brantford has not dealt with this exact issue as French Immersion in Brantford is single-track, but has dealt with the growing subdivisions. B. Blancher informed the delegations that we have done our due diligence with the new subdivision and have applied for funding with the Ministry of Education for a new school but were informed the application was too early and the Ministry asked Grand Erie to resubmit at a later date. B. Blancher indicated that what we are looking at here is specifically the French Immersion program.

J. Richardson commented that there is always more to the story that what we see and one thing that was brought up was the communication with the parents and community and recommends the need to stay on top of that. J. Richardson ask for data on how many students are bussed and where they are coming from. J. Richardson asked about Secondary French Immersion for Haldimand. B. Blancher responded that we have begun discussion about the location of a Secondary French Immersion site and noted we will not have a big enough cohort in Haldimand and may need to combine Haldimand and Norfolk.

D. Sowers commented that we need to look at all the options and need to understand what Sr. Administration is looking at, what are all the options and how they have arrived at the decision.

B. Doyle commented that we need to look at communication and suggests a meeting with the community would be time well spent.

D. Dean noted that he agrees with postponing action until September 2019 and would believe that we may see increased enrolment for September 2018 and asked if Caledonia Centennial can accommodate more portables. R. Wyszynski, indicated that two more portables can be placed on site. There would be no additional room for any more.

C.A. Sloat reminded Trustees that French Immersion is a program of choice and that last year the Board approved splitting the Burford French Immersion program and moved the grade 5 to 8 FI students to Paris Central.

## **G - 1 New Business**

### **(a) Workforce Report**

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





D. Dean commented that as he looked at this report and the next report it shows an increase number of employees and enrolment is going down.

Moved by: D. Sowers

Seconded by: T. Waldschmidt

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

**Carried**

(b) **Quarterly Budget Report (Q2)**

R. Wyszynski referred to the Quarterly Budget report for the six months ended February 28, 2018 and highlighted some financial data for the second quarter. R. Wyszynski noted the biggest risks to the financial forecast continue to belong to variable costs such as utilities and replacement staff for teachers, educational assistants and early childhood educators.

R. Collver appreciated the new wording on this report as it makes it easier to understand and requested further clarification regarding the Rural and Northern Funding. R. Wyszynski responded \$120,000 was earmarked in the Rural and Northern Funding to support additional sections in secondary schools, however, once secondary enrolment numbers were released, it was decided that the funding would support existing sections to accommodate the financial gap created by actual enrolment.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Quarterly Budget report for the six months ended February 28, 2018 as information.

**Carried**

(c) **Enrolment Update**

R. Wyszynski referred to the Enrolment Update report noting the Average Daily Enrolment (ADE) is report to the Ministry of Education on October 31 and March 31 each year and provided an overview.

Moved by: D. Dean

Seconded by: K. Sandy

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

**Carried**



(d) **Special Education Advisory Committee (SEAC) Membership**

L. Thompson referred to the Special Education Advisory Committee (SEAC) Membership report informing Trustees that a letter of resignation for Connie McGregor was received on November 22, 2017 and seeking approval to add Lisa Nydam as Native Representative.

Moved by: A. Felsky

Seconded by: D. Sowers

THAT the Grand Erie District School Board accept the resignation of Connie McGregor and approve the addition of Lisa Nydam as Native Representative to the Special Education Advisory Committee until November 30, 2018.

**Carried**

(e) **Bylaw 35 – Use of Board Resources During an Election Campaign**

B. Blancher referred to the new Bylaw 35 – Use of Board Resources During an Election Campaign report noting legislative changes following the last election were identified in both Bill 181 Municipal Elections Modernization Act and Bill 68 Modernizing Ontario's Municipal Legislation Act. B. Blancher noted in accordance with the Act, before May 1 in the year of a regular elections, municipalities and local boards shall establish rules and procedures with respect to the use of municipal and board resources during an election. B. Blancher noted that as this affects the conduct of Trustees, Bylaw 35 was created to reflect this obligation and reviewed the bylaw for approval.

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve Bylaw 35 – Use of Board Resources During an Election Campaign.

**Carried**

**H - 1 Other Business**

(a) **Summary of Accounts – March 2018**

Presented as printed.

Moved by: D. Sowers

Seconded by: C.A. Sloat



THAT the Grand Erie District School Board receive the Summary of Accounts for the month of March 2018 in the amount of \$12,423,281.26 as information.

**Carried**

**(b) Joint Occupational Health & Safety Committee Minutes – March 22, 2018**

Presented as printed.

Moved by: R. Collver

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – March 22, 2018 as information.

**Carried**

**(c) Grand Erie Parent Involvement Committee Minutes (Draft) – March 22, 2018**

Presented as printed. B. Blancher noted there are minor revisions to be made.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee Minutes (Draft) – March 22, 2018 as information.

**Carried**

**(d) Audit Committee Minutes (Draft) – March 27, 2018**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Audit Committee Minutes (Draft) – March 27, 2018 as information.

**Carried**

**(e) Compensatory Education Committee Minutes (Draft) – March 29, 2018**

Presented as printed.

Moved by: D. Sowers

Seconded by: R. Collver



THAT the Grand Erie District School Board receive the Compensatory Education Committee Minutes (Draft) – March 29, 2018 as information.

**Carried**

(f) **Endorsement**

A. Felsky noted that Trustee Harris is running for President of the Ontario Public School Board Association (OPSBA) and recommends Trustees endorse his candidacy.

Moved by: A. Felsky

Seconded by: D. Sowers

THAT the Grand Erie District School Board endorse Trustee Harris candidacy for President of the Ontario Public School Board Association.

**Carried**

I - 1 **Correspondence**

Nil

J – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the meeting be adjourned at 8:38 p.m.

**Carried**

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Board Chair, Greg Anderson



## MINUTES

**Present:** D. Sowers – Committee Chair, R. Collver, D. Dean, B. Doyle, J. Harris, K. Sandy, C.A. Sloat, D. Sowers, J. Hsiao (Student Trustee), L. Kelly (Student Trustee)

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

**Regrets:**

**Trustees:** G. Anderson, A. Felsky (currently on a leave of absence), J. Richardson, T. Waldschmidt

**Administration:** Nil

**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 Open Session.

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

Nil

**(c) In Camera Session**

Moved by: B. Doyle

Seconded by: D. Dean

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. It was noted that D-2-a & b will be presented after the Director's report.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Agenda be approved.

**Carried**



## Committee of the Whole Board Meeting

Monday, May 14, 2018  
Education Centre, Board Room

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(f) **In Camera Report**

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal List, effective immediately.

**Carried**

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

Nil

**C - 1 Director's Report**

Director's highlights:

- Welcomed the new Student Trustees 2018-19
- B. Blancher asked R. Wyszynski to provide Trustees with an update on the Multi-Year Financial Recovery Plan (MYFRP) and the Elgin Redevelopment Design.
  - R. Wyszynski informed Trustees that the MYFRP submitted to the Ministry of Education in April has been approved
  - R. Wyszynski provided an update on the Elgin Redevelopment Design – we are waiting for additional breakdown details from the architect as the original construction quote came in \$4M higher than budgeted. Two factors for the increase are the child care and EarlyON centre and the increase in cost for skilled labour
    - C.A. Sloat asked will we have to shrink the size or will the ministry come to the table with more funding? R. Wyszynski responded we will need the breakdown before we decide.
    - R. Collver asked who is funding child care and EarlyON? R. Wyszynski responded the capital flows directly to us but was a joint application.
- Student Achievement – At the 34<sup>th</sup> Annual French Public-Speaking Competition organized by Canadian Parents for French held on Saturday May 5<sup>th</sup>, Samuel Forsyth, a Grade 12 French Immersion student at BCI came in second place – his topic was Independent Freedom. In total 300 students from 22 school boards and 11 independent schools across Canada took part in the contest at York University. Congratulations are extended to Samuel on his achievement.
- Revised Pupil Accommodation Review Guidelines (PARG) – as shared with Trustees via email on April 30, the Ministry has released the revised PARG. Senior



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Administration has done a quick review of the new document and many of the changes we saw in the draft document released in January are still in this document. Memorandum 2018: B10 that was included in the April 30<sup>th</sup> email to Trustee summarizes the Key Changes. We will need to review and revise our Policy FT5 but not until the Ministry releases the official PARG in fall of 2018

- Regulatory Amendments coming out of the 2017 governance engagement – will require some revisions to our Bylaws
  - Ontario Regulation 246/18 – Members of School Boards – Code of Conduct Boards are required to have a code of conduct for trustees in place, make it available to the public, *and review it after each general election*, beginning with the new term of office in 2018. Trustees will recall that we did some work on BL28 in both 2015 and 2016 and a revised Bylaw was approved by the Board in February 2017. We will need to add this to the schedule following December 2018
  - Ontario Regulation 357/06 – Honoraria for Board Members - Increase the maximum base amount for trustees of district school boards from the current annual rate of \$5,900 to \$6,300 – effective for the term of office beginning in December 2018.
  - Ontario Regulation 7/07 – Student Trustees - Boards will have the option to provide their student trustees with one-year or two-year terms of office – effective immediately; however, we just proceeded with our elections at the end of April under the former Regulation
    - Benefits are that students learn the role and have more opportunity for input; issues are that students might serve one year and then change their mind; many students who come forward are already in Grade 11
    - Effective for the term of office beginning August 1, 2020, - requirement that boards who decide to have student trustees serving two-year terms of office stagger the terms where possible AND move the student trustee election date to the end of February for boards that maintain a one-year term of office (this will be effective for the 2020 elections)
  - Revisions to Bylaw 29 to reflect a term change possibly and also to reflect changes to Section 4 of the Bylaw – “Selection of Student Trustees” process.
  - All these changes need to be in place for the elections that will take place in February 2020
  - Ontario Regulation 463/97 – Electronic Meetings - Board and committee chairs will be permitted to preside over meetings electronically if any of the following applies:
    - Distance from chair’s current residence to the meeting location is 200 km or greater
    - Weather conditions do not allow the chair to travel to the meeting location safely



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- The chair cannot be physically present at a meeting due to health-related issues
  - no more than half of board or committee meetings in a 12-month period can be chaired electronically.
  - Bylaw 27 – Electronic Meetings will need to be revised as it does not refer to the Chair being able to participate electronically.
- Funding for Music Education – Assistant Deputy Minister Memo – May 3, 2018 – Ontario is investing \$3 million in Music Canada's musical instrument refurbishment program, known as the Three R's Music Program which will support schools across Ontario by improving the inventory of musical instruments available to schools. No other details at this time.
- *Ontario: A Learning Province* – Memo from Minister of Education – April 24, 2018 – release of the advisors' final report on curriculum modernization, assessment tools including new provincial report cards. We await further direction.
- Implementation of School Board Human Rights and Equity Advisors – Memo from Patrick Case, May 4, 2018 - the Education Equity Action Plan released last September, commits to the establishment of human rights supports to promote and ensure compliance with principles of human rights and equity. The Ministry will be providing funds for a Human Rights and Equity Advisor in each school board – to enhance capacity to strengthen school board supports, policies, programs, and practices. This is a staged approach beginning with boards in the Thunder Bay and Toronto Regions this September. Funding for London Region Boards will arrive in April 2020 – Barrie and London are the last regions to receive funding. For boards with enrolment below 72,000 students the allocation is for 0.5 FTE
- Council of Exceptional Children Awards – to be held May 29<sup>th</sup> at Jean Vanier School here in Brantford at 7:00 pm. Once again we have a number of very worthy award recipients including 3 students and 7 of our staff.
- Updates to SO15 Fields Trips and Excursion Manual
  - added sections: Category I, II, III - 3.0 Planning for Inclusive and Accessible Field Trips and Category Water: 3.0 Swim Test
  - Added points to 2.0 Responsibilities under Student Denial and Water Activities and to 4.0 Short Excursions

C.A. Sloat asked what staffing level the Human Rights and Equity Advisors would be. B. Blancher responded it is funded at the Superintendent level.

L. Kelly asked how the staggering terms for Student Trustee would work? B. Blancher responded we will need to look into this further.

J. Hsiao asked are we leaning towards a two-year term for Student Trustee. B. Blancher responded that Trustees will need to review and make that decision.





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Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Director's Report of May 14, 2018 as information.

**Carried**

### D – 2 New Business

#### (a) Student Senate Report

B. Blancher referred to the Student Senate Meeting Minutes which is our election meeting.

Moved by: C.A. Sloat

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Student Senate Meeting Report – April 26, 2018 as information.

**Carried**

#### (b) Student Trustee Selection

B. Blancher referred to the Student Trustee Selection report.

Moved by: B. Doyle

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2018-19.

Grand Erie North: Jayden Hsiao

Grand Erie South: Alexandra Hauser

Grand Erie Indigenous: Allan St. Pierre.

**Carried**



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

#### (a) Revised 2017-18 Committee/Board Meeting Schedule

B. Blancher referred to the Revised 2017-18 Committee/Board Meeting schedule noting the recommendation that the Committee of the Whole Board currently scheduled for August 20, 2018 be combined with the Board meeting scheduled on August 28, 2018.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the revised 2017-18 Committee/Board Meeting Schedule.

**Carried**

#### (b) 2018-19 Committee/Board Meeting Schedule

B. Blancher referred to the 2018-19 Committee/Board Meeting Schedule report noted this is presented annually.

C.A. Sloat asked if October meetings could be moved to the 1<sup>st</sup> and 3<sup>rd</sup> Monday. B. Blancher responded that Sr. Administration may have difficulty bringing this reports earlier.

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Grand Erie District School Board approve the 2018-19 Committee/Board Meeting Schedule.

**Carried**

#### (c) Allocation of Education Assistants

L. Thompson referred to the annual Allocation of Education Assistants 2018-19 report providing Trustees with background on the Guiding Principles in Special Education and noting Educational Assistants are allocated to schools to support students who display needs in medical/physical, safety/supervision, and communication/Autism Spectrum Disorder. L. Thompson further reviewed the allocation criteria, model of support, education assistant allocations – trend data, additional information, budget implications and next steps.

C.A. Sloat asked in technical paper on special education, is there anything in our GSN that will support this. L. Thompson noted the technical paper did not specify the money was to be used for Educational Assistants. R. Wyszynski added there are always changes to the



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Special Education allocation from the Ministry, and 2018-19 has included increases in this allocation. Although none of these increase specifically support increase in Education Assistants, boards have flexibility on how to use the funding.

D. Dean commented the report very comprehensive, liked the clarity and it was a good idea to plan for the reduction of Educational Assistant support. D. Dean asked for confirmation that pervasive needs can be identified and could not get funding. L. Thompson responded that is correct.

R. Collver asked if the extreme support allocation meet the needs. L. Thompson responded that it does not. R. Collver further commented that we need to have further conversation at budget meeting.

D. Sowers asked what is the shortfall. L. Thompson we are using our usual holdback of Education Assistants.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the allocation of 303 Education Assistants, as outlined in the report "Allocation of Education Assistants 2018-19" pending final budget approval.

**Carried**

### (d) **Compensatory Education Plan**

L. Thompson asked G. Rousell, Research Leader to the table to support the review of this report. L. Thompson referred to the Compensatory Education Plan report providing background on Learning Opportunities Grant (LOG), Higher Improvement in Performance (HIP) Strategy, Additional information on HIP Administrators, Compensatory Education Committee, HIP Chairs Committee, Alignment of Portfolios, Compensatory Education funding 2017-18, and Staffing consideration. G. Rousell reviewed the school selection data which consisted of Elementary Achievement and Compensatory School Index (CSI), Secondary Achievement and CSI, Demographics for the board and Socio-Economic Risk by Neighbourhood. L. Thompson reviewed the selected HIP Schools for September 2018 and recommendations made with regards to Compensatory Education in Grand Erie.

C.A. Sloat asked in the school selection are these the right five things to consider, how do we know we are making a difference and are we able to get quantitative data? C.A. Sloat further asked if there is anything different we can use? G. Rousell respond this methodology is being used by other boards and it is the best we have.



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C.A. Sloat noted we need a more robust recommendation motion.

R. Collver commented that this is culture shift to the board, it is a well laid-out plan but has some questions. What are your thoughts on the HIP Committee? L. Thompson responded we would continue to receive input from those individuals. R. Collver further asked would there still be a lead Superintendent on this? L. Thompson noted the outcomes have started to be reported in an aligned manner from the program Superintendents through methods such as the Board Achievement Plan. L. De Vos added these are schools that we are currently visiting and supporting the staff. R. Collver asked what happens down the road and wants assurance that it will never fall off the radar and added that we need to ensure the culture is embedded into Grand Erie and not sure if we are ready to let it go. R. Collver asked what report would align and would want to ensure Compensatory Education is discussed during the Budget process.

D. Dean commented the needs are very much focused on the elementary and not on secondary and noted there were 5 secondary schools and only 10 elementary schools selected.

C.A. Sloat asked what does it mean for the schools that have dropped off the list from last year? L. Thompson responded it will not make any difference and supports provided to all schools are based on student need.

J. Harris thanked L. Thompson for her work on this report, and commented that it is clear we are looking at equity and this an evolution and is aligning the elements within the system.

R. Collver noted that we need to realign this recommendation and do not want to lose the budget piece.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Compensatory Education Report as information.

**Carried**

Moved by: J. Harris

Seconded by: D. Dean

THAT the Grand Erie District School Board disband the Compensatory Education Committee and removed from Bylaw 8 - Committees of the Board.

**Carried**



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### (e) Education Services Agreement – Indigenous Services Canada

B. Blancher referred to the Education Services Agreement – Grand Erie District School Board and Indigenous Services Canada report providing an overview of the process, additional information and reviewed the key features of the agreements.

C.A. Sloat asked how we are able to run Native Studies courses with low enrolment? B. Blancher responded that Section 18 of the GSN provides funding so that we can provide these courses with a lower teacher to student ratio.

K. Sandy asked if the additional funding proposed came in before the new agreement was signed. B. Blancher it was received. K. Sandy further noted we had looked at the wording and we need to correct 5.12.

Moved by: K. Sandy

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the 2018-2020 Education Services Agreement with Indigenous Services Canada for signature by the Board signing authorities, as amended.

**Carried**

### (f) Reverse Education Services Agreement – Six Nations Polytechnic

B. Blancher referred to the Reverse Education Services Agreement – Grand Erie District School Board and Six Nations Polytechnic – STEAM Academy report providing an overview of the process, additional background and reviewed the key features of this agreement.

Moved by: B. Doyle

Seconded by: K. Sandy

THAT the Grand Erie District School Board approve the 2018-19 Reverse Education Services Agreement – Grand Erie District School Board and Six Nations Polytechnic – STEAM Academy for signature by the Board signing authorities.

**Carried**

## D – 2 New Business

### (c) MISA Update

B. Blancher invited G. Rousell, System Research Lead to the table. B. Blancher referred to the MISA Update report which is an annual report and provided a high level overview on



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how Grand Erie's 2017-18 priorities aligned with the Ministry of Education's four priority funding areas.

C.A. Sloat asked about the Food Security in HIP Schools? G. Rousell responded schools are conducting evaluations of Food Security within their buildings.

Moved by: D. Dean

Seconded by: J. Harris

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

**Carried**

(d) **Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Services**

L. Thompson referred to the Data report – Learner Intervention Tracking for Excellence (LITE) and provided a high level overview on

C.A. Sloat asked do you track waiting lists in the system. L. Thompson responded we do not create system wait list in Grand Erie, if a student, through school team priority, is referred the student will be seen in the school year.

Moved by: J. Harris

Seconded by: R. Collver

THAT the Grand Erie District School Board receive "Data Report – Learner Intervention Tracking for Excellence (LITE) as information.

**Carried**

*D. Sowers left the meeting at 8:55 p.m. B. Doyle assumed the role of chair.*

(e) **Community Planning and Facility Partnerships – Annual Facility Status Report**

R. Wyszynski referred to the Community Planning and Facility Partnership – Annual Facility Status Report providing an overview on the background, schools suitable for facility partnership- unused space, schools suitable for facility partnerships – new construction, facility partnership liaison, and communication with community. R. Wyszynski noted in spring of 2018 the board did secure a tenant, however, the board has received valuable feedback from the Facility Partnership Liaison that there are four major barriers to entry: cost, permits, transportation issues/location and leasehold expenditures. R. Wyszynski informed Trustees that representatives from of each of the municipalities in Grand Erie will attend a meeting to review current concepts with himself, the Facility Partnership Liaison and the Planning Officer.



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R. Collver commented that we need some sort of strategy. R. Wyszynski agrees that we need a new strategy and believes this should come back to the Quality Accommodation Committee to start the discussion.

R. Collver asked how do we reach out to community partners? R. Wyszynski responded we currently advertise on the website, and utilize Lynn Hewitt to reach out to non-traditional partners. Typically, the invites for this annual meeting are sent out to municipal partners similar to those found in Reg. 444/98.

B. Doyle asked where and when the meeting is on May 24<sup>th</sup>. B. Doyle commented that he is not sure if it is worth the effort to invite the Municipality of Haldimand to the table as there have been some broken promises.

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

**Carried**

*D. Sowers returned to the meeting at 8:58 p.m.*

*J. Richardson joined the meeting via telephone at 9:10 p.m.*

(f) **Grandview Central and Fairview Avenue Transition Committee Report**

L. De Vos referred to the Grandview Central and Fairview Avenue Transition Committee Report.

B. Doyle thanked J. Richardson for his work on the committee.

Moved by: J. Richardson

Seconded by: D. Sowers

THAT the Grand Erie District School Board name the new Dunnville Elementary School Maplevue Elementary School.

**Carried**

Moved by: C.A. Sloat

Seconded by: D. Dean



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THAT the Grand Erie District School Board receive the Grandview Central and Fairview Avenue School Transition Committee Report as information.

**Carried**

Moved by: J. Harris

Seconded by: K. Sandy

THAT the Grand Erie District School Board disband the Grandview Central and Fairview Avenue Transition Committee.

**Carried**

*J. Richardson left the meeting at 9:16 p.m.*

(g) **Elgin Avenue PS Transition Committee Report**

W. Baker referred to the Elgin Avenue PS Transition Committee Report and reviewed the committee recommendations.

C.A. Sloat asked if some of these committee recommendations were included in the cost? R. Wyszynski responded they were not. C.A. Sloat asked if the Ministry of Education is referring to Lynndale as one or two schools for the 2018-19 school year? R. Wyszynski responded one school. C.A. Sloat further asked will we see a detailed report on these committee recommendations and how we would cover the cost of these recommendations. R. Wyszynski responded these recommendations can be reviewed and discussion could occur during budget.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Eglin Transition Committee Report as information.

**Carried**

Moved by: R. Collver

Seconded by: J. Harris

THAT the Grand Erie District School Board disband the Elgin Transition Committee.

**Carried**

R. Collver thanked the staff and community partners for attending the Committee meetings.





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

#### (a) SO3 Use of Electronic Communication and Social Media Guidelines Policy

B. Blancher noted Policy SO3 Use of Electronic Communication and Social Media Guidelines was circulated to all appropriate stakeholder for comments. B. Blancher referred to the comments and amendments made.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve Policy SO3 – Use of Electronic Communication and Social Media Guidelines.

**Carried**

### E - 2 Procedure Consideration – Information Items

Nil

### F - 1 Other Business

#### (a) OPSBA Report

C.A. Sloat referred to the OPSBA Report.

### G - 1 Correspondence

Nil

### H - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the meeting be adjourned at 9:29 p.m.

**Carried**

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Committee of the Whole Board Chair, D. Sowers





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## MINUTES

**Present:** R. Collver, D. Dean, B. Doyle, J. Harris, K. Sandy, C.A. Sloat, D. Sowers, J. Hsiao (Student Trustee), L. Kelly (Student Trustee)

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

**Regrets:**

**Trustees:** G. Anderson, T. Waldschmidt, A. Felsky (currently on a leave of absence), J. Richardson,  
**Administration:** Nil

**A – 1 Opening**

**(a) Roll Call**

The meeting was called to order by Secretary of the Board, B. Blancher at 9:29 p.m.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board nominate B. Doyle as Acting Chair to preside for the May 14, 2018 Special Board Meeting.

**Carried**

**B - 1 Committee Report**

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated May 14, 2018 as follows

**Carried**

**1. In-Camera Report**

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal List, effective immediately.

**Carried**

**C – 1 Adjournment**

Moved by: J. Harris

Seconded by: R. Collver

THAT the meeting be adjourned at 9:30 p.m.

**Carried**

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Acting Board Chair, B. Doyle





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **2017-20 Strategic Communications Plan Evaluation**  
DATE: May 28, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the 2017-20 Strategic Communications Plan Evaluation.

### Background

In March 2017, Grand Erie District School Board approved its 2017-20 Strategic Communications Plan. Created by the Strategic Communications Ad Hoc Committee, the plan is aligned with the Board's 2016-20 Multi-Year Plan – Success for Every Student.

Grand Erie's Strategic Communications Plan is a living document. Each May, the Manager of Communications and Community Relations is responsible for providing an evaluation of the plan to the Board. Each September, the Manager is also responsible for providing an update on the plan to the Board for the current school year. The update coincides with the presentation of the Annual Operating Plans. At each of these points – evaluation and update – the Manager may make changes to the Strategic Communications Plan in order to ensure it's meeting the objectives outlined within it.

There are four streams, or components, identified in Grand Erie's Strategic Communications Plan. They include: Leadership, Internal Communications, Marketing and Branding, and Public Relations. Within each stream, there are a number of objectives outlined as well as a list of strategies and tactics to achieve the desired outcomes.

Grand Erie's Strategic Communications Plan features a process for evaluation. Specific questions were selected by the Ad Hoc Committee to evaluate the first two years of the plan to ensure that the desired objectives were achieved. During the evaluation of the plan, output objectives will measure activities and outcomes specific to changes in awareness, opinions, behaviours and/or support. The evaluation measures and methodology will be mixed, incorporating quantitative data (i.e. surveys, Twitter scrapes, analytics, data from IT, etc.) as well as qualitative data (i.e. focus groups, case studies, etc.).

Year 1 Evaluation Questions are answered at the end of this report, following an update and overview of each of the four streams. The evaluation questions include feedback received from School Administrators (Principals and Vice Principals) and Senior Administration.

An important note for Year 1 of the Strategic Communications Plan: on August 28, 2017, a new Manager of Communications and Community Relations joined Grand Erie. The hiring did not allow for any transition between the two managers, nor did it give the new manager any time for preparation in advance of the start of the new school year. As a result, some of the items identified in the Strategic Communications Plan for Year 1 have been moved to Year 2. Additionally, with a new manager comes new ideas and perspectives, resulting in some changes to the Strategic Communications Plan moving forward. These changes will be identified in this evaluation as well as with yearly updates.

### Additional Information

The Year 1 evaluation of Grand Erie's Strategic Communications Plan begins with an update/overview of each of the four streams.

### Stream 1 – Leadership

Communications is an essential skill in building strong leaders and navigating changing environments. From administrators who build trust with school communities to students who are on their journey to be leaders of tomorrow, communication excels the vision of an organization, is an influencing factor to help motivate and inspire others, and creates positive environments that value open and two-way engagement.

### Objectives

- Maximize communication with trained leadership in various levels of Grand Erie
- Support communications with sufficient resources and ongoing training
- Ensure communication effectiveness through adherence to guiding principles
- Effective response and management during crisis communication situations
- Build parent leaders in order for them to effectively support student achievement, well-being and parent involvement

### Year 1 Status Update/Overview

Included below are the strategies and tactics selected to achieve the objectives for the Leadership Stream. Within the charts is a status update on each tactic in Year 1.

- 1.1 Embed topics of communications into the Leadership program and provide face-to-face learning opportunities to build capacity for shared communication leadership.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Administrators	Management Clinics	Three Management Clinics offered; Topics include: <ul style="list-style-type: none"> <li>• Leadership Communications</li> <li>• Media Training</li> <li>• Issues/Crisis Management</li> </ul>	One Management clinic per year	The 2017-18 Management Clinic took place May 24, 2018
Staff seeking leadership opportunities	Aspiring Leaders Session	Communications will be a topic on the agenda during three Aspiring Leaders sessions	One Aspiring Leaders Session per year	Leadership communications was incorporated into the Aspiring Leaders program in 2017-18 A session specific to social media will be offered in 2018-19
All staff	Introduce "Communicate 2020" Series	Nine sessions available to staff on relevant topics: social media, storytelling, visual identity, communication planning, etc.	Three sessions per year, one in each county	Given all the professional development opportunities available to staff, nine sessions on communications is overwhelming One session in each geographical location will be offered each year. The first session, in 2018-19, will focus on communications leadership and social media
Trustees	Trustee Caucus	One Trustee Caucus session before the election and one after the election with the newly formed Board	2017-18 2018-19	A Trustee Caucus on communications was not desired in 2017-18 A Caucus Session on leadership communications will be considered in 2018-19
Clerical, custodial and caretakers	Staff Development and Customer Service Coaching Program (Facilities)	To be determined	2018-19	A session on best practices for customer service will be offered in 2018-19

- 1.2 Create an environment where staff are encouraged to promote their personal well-being and feel supported.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
All staff	Support the communications associated with the strategic mandate of the Staff Wellness portfolio	Events, initiatives, information to staff, feature stories as needed	Ongoing	The Communications Assistant is a key part of the Staff Wellness Committee, providing guidance and support for all initiatives. The new staff portal features a specific area to communicate staff wellness events and initiatives
All staff	In consultation with Safe Schools/School Mental Health and Well-Being Lead, staff will receive key messages and supportive resources during tragic events and critical incidents	As needed	Ongoing	Staff receive key messages during crisis situations – for events that happen within Grand Erie or for those outside the Board that impact staff and students  Examples: key messages during the threats at North Park in December 2017 or in response to the school shootings in Florida and the tragedy in Humboldt, Saskatchewan
All staff	Communicate staff recognition or appreciation initiatives to celebrate staff contributions to Grand Erie	As needed (Patti McCleister Award, 5 and 25 retirement celebration, and other staff appreciation initiatives)	Ongoing	Communications and Community Relations staff provide ongoing support, where required, for a wide range of Board activities.  Examples: Patti McCleister Award, Retirement Dinner, etc.
All staff	Create a web/portal presence and posters reflecting the four concepts of Be Well. The campaign will communicate the pathways to care, including the Employee Assistance Program, and resources to support staff	One-time launch, updates as needed	2017-18	Grand Erie's website and the staff portal for mental health have been updated to align with the overall Mental Health Strategy. Additional updates will be made as required  The Be Well campaign will remain focused on students to avoid confusion and misunderstanding
All staff	Review communication requirements with respect to Student and Staff Bereavements	HR1 Bereavement	February 2019	To be reviewed as outlined

- 1.3 Help system leaders build trust in their communities by providing resources and generate consistent and timely communications.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Administrators	Principal's Communications Toolkit (Includes a bank of key messages and template letters)	Director's Meeting	Fall 2017	Principal's Toolkit will be created for the 2018-19 school year  The Toolkit will not replace the one-on-one support Principals receive from Communications and Community Relations staff when issues arise

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Administrators Parents Trustees	Create a standard of communications resources, including best practices for administrators and a public awareness effort once complete to share with parents: <ul style="list-style-type: none"> <li>Baseline expectations of communications in Grand Erie – i.e. School Messenger, website, newsletter, etc.</li> <li>Mobile applications would be part of this discussion</li> </ul>	Working group formed Consultation at Director's Meeting Report to Board	2018-19	To be completed as outlined  Working group to focus on messaging sent to parents (i.e. letters, school messenger, etc.) as well as school website content and recruitment efforts (Kindergarten, Grade 9)
Parents	Develop a Grand Erie App with the Information Technology department	Form a working group and initiate an RFP Process	2019-20	To be completed as outlined

1.4 Support parents who serve in leadership roles and advocate for parent involvement/engagement in our schools.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
School Council Chairs and Members	School Council Chairs and Members	Three sessions	One per year	The Annual School Council Start-up session was successfully delivered on October 4, 2017 with more than 50 in attendance
Parents	Enhance parent section on the website with resources – print and video – co-created with Elementary and Secondary program to support strategies for family involvement	One-time launch that will include promotion	2017-18	The ' <i>Strategies for Literacy &amp; Numeracy</i> ' guide was added to the parent section of the Board website in Fall 2017  New information and content for 2018-19 will be created following feedback received from the Grand Erie Parent Involvement Committee (GEPIC) to ensure what's developed is what parents need



Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
School Council Chairs and Members	Offer webinar sessions for shared communications leadership	Two sessions over two weeks – one for elementary and one for secondary with potential for more based on feedback	January 2018	<p>Abandoned in favour of two Spring GEPIC events on topics selected by Grand Erie School Council Chairs</p> <p>The first event – the Impact of the Legalization of Marijuana on Families Information Panel – was successfully delivered on April 25, 2018 to an audience of 77 participants</p> <p>The media release promoting the event resulted in extensive coverage by local newspapers, and a one-on-one interview with Wayne Baker on 92.9 The Grand. MY FM 98.9 News Norfolk also attended the event for coverage of it</p> <p>Facebook advertising promoting the event resulted in 13,849 people being reached, including 182 reactions, comments or shares</p> <p>A Facebook re-cap of the event resulted in 1,900 views of the video that was included with the story. Grand Erie's Twitter recap post also resulted in 1,646 impressions and 473 media views of the video</p> <p>The Spring 2019 session will feature guest speaker Paul Davis on the topic of Smart Parenting and Social Media</p>
Parents	Deploy a parent portal with the Information Technology department to improve home-school communications	Form a working group and initiate an RFP Process	2019-20	To be completed as outlined

- 1.5 Use a variety of events to support students as leaders engaged in the topics of four indicators related to the Multi-Year Plan (excluding Achievement and Community). The areas relate to the following: digital leaderships, equity/change-maker/global citizens, wellness advocates, and environmental champions.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students	Equity: Global Day of Dignity/Harmony	Promotion and coverage	2017-18	<p>Instead of choosing one Equity-focused event to promote/cover, a wide range of initiatives were featured during 2017-18</p> <p>Media releases were issued for: Black History Month and the Rainbow Ball. Both releases resulted in extensive coverage by local newspapers as well as features on 92.9 The Grand (Black History Month at River Heights School) and MY FM 98.9 News Norfolk (Rainbow Ball at Brantford Collegiate Institute and Vocational School)</p> <p>Feature stories highlighted a number of events/activities, including: Treaties Recognition Week, Dress Purple for Child Abuse Awareness, Orange Shirt Day, 'And She Split the Sky in Two,' student production, Indigenous Mentorship Event, Grand Erie Games, etc.</p> <p>The two Facebook posts about the 'And She Split the Sky in Two,' student production resulted in 5,944 people being reached, including 116 reactions, comments or shares</p> <p>There were also a wide range of Schools in the News stories that focused on Equity</p>
Students	Technology: Ed Tech Student Crew	Promotion and coverage	2017-18	<p>Instead of choosing one Technology-focused event to promote and cover, a variety of events and activities in 2017-18 were highlighted</p> <p>Feature stories were created for a number of activities, including: 'Yes they Can – Coding Event Empowering Girls,' 'TweetMeets,' Stelco/CWB Welding Foundation Investment and Coding Faire</p> <p>The Facebook post for the Stelco/CWB Welding Foundation Investment resulted in 4,039 people being reached, including 64 reactions, comments or shares. Grand Erie's Twitter post of this story resulted in 1,626 impressions</p> <p>The Facebook post for the 'Yes they Can – Coding Event Empowering Girls' resulted in 2,357 people being reached</p> <p>There were also a number of Schools in the News stories that focused on Technology</p>

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students	Environmental Symposium	Promotion and coverage	2018-19	<p>Instead of choosing one Environment-focused event to promote and cover, a variety of events and activities in 2017-18 were highlighted</p> <p>A media release on the annual symposium was issued April 9, 2018</p> <p>The three Twitter posts related to this event resulted in 4,096 impressions. The Facebook event recap reached 2,616 people</p> <p>There were also a number of Schools in the News stories that focused on Environment</p>
Students	Well-Being: Student Wellness Symposium	Promotion and coverage	2018-19	<p>Instead of choosing one Well-Being-focused event to promote and cover, a variety of events and activities in 2017-18 were highlighted</p> <p>A media release on Mental Health Week 2018 was issued on May 7, 2018. The media release resulted in extensive coverage by local newspapers as well a feature on MY FM 98.9 News Norfolk with Mental Health Lead Piyali Bagchee</p> <p>A media release on Education Week 2018, and its focus on Well-Being, was issued on April 30, 2018. The media release resulted in extensive coverage by local newspapers as well a feature on 92.9 The Grand with Seneca Central Public School</p> <p>Grand Erie's tweets from the annual Education Week Gala resulted in 6,650 impressions and 1,236 media views of the videos posted</p> <p>There were also a wide range of Schools in the News stories that focused on Well-Being</p>

### Stream 2 – Internal Communications

Internal Communications is the function responsible for effective communications among participants within an organization. Fostering a strong channel of information to our internal audience, balancing between push-and-pull methods, will create staff ambassadors, knowledgeable on topics to better perform their duties in a culture of high expectations.

### Objectives

- Research and understand employee needs, expectations, opinions, attitudes and knowledge levels
- Support staff engagement and create staff ambassadors
- Staff alignment with the Grand Erie District School Board's vision and Multi-Year Plan
- Manage information overload
- Communicate with staff during a crisis

### Year 1 Status Update/Overview

Included below are the strategies and tactics selected to achieve the objectives for the Internal Communications Stream. Within the charts is a status update on each tactic in Year 1.

## 2.1 Use the portal as the trusted source of consistent information for all staff members.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
System leaders, key users/ webmasters	Create a governance model for the website outlined in an Admin Memo. Included in this memo will be a Portal page and School Website Review Cycle process	Working group consisting of IT, OPC rep, and clerical	Fall 2017	As a result of the delayed portal launch, and to give users more time with both the new website and staff portal, this will be addressed during the 2018-19 school year
All staff	Enhance the News section on the staff portal to share key messages on emerging issues, responses to local news articles, and relevant education matters	Align issues management with news postings as needed	Fall 2017 with the new portal	During 2017-18, relevant staff news stories, features and videos included on the Grand Erie website were shared on the staff portal  Enhancing news on the staff portal will be discussed during the 2018-19 school year
Managers, system leaders and all staff	Departments in the News	Annual cycle of news-worthy posts from each department	Fall 2017	This will be discussed during the 2018-19 school year
All staff	Build a Classifieds sections for staff that includes buy and sell sections, hobbies and interests, and employee incentives. The Milestones and Memorials section will be part of this communication to staff	One-time launch	2018-19	To be completed as outlined
All staff	Staff Hockey Cards (profiles with pictures) on the portal (an extension of the 411 Staff Directory)	Working group consisting of Facilities and IT department	2018-19	Abandoned in 2017-18  Instead, staff will be encouraged to post their picture to Outlook in order to be included with all emails. This is a proven way to connect names with faces

## 2.2 Enhance products that are shared to internal audiences as key sources of information.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff (added value to parents, community and media)	<i>The Blackboard</i> . Explore options to enhance the delivery of <i>The Blackboard</i> and expand readership (i.e. electronic, subscription)	Twenty editions per year	2017-20	In 2017-18 local media members were added to <i>The Blackboard</i> distribution list, resulting in additional media coverage. A link to each edition of <i>The Blackboard</i> was also tweeted out after each Board or Committee meeting  The GEPIC Chair, as well as some School Council Chairs, were added to <i>The Blackboard</i> distribution list upon request
Staff (added value to parents, and community)	Align Director's Blog with the Multi-Year Plan messages and with Director's Reports at Board as outlined in Multi-Year Plan Communication plan	Minimum six scheduled blog posts per year to align with the natural flow of the school year calendar	Fall 2017  Embed blog messages from the Director into the staff newsletters once launched in 2018-19	The 2016-17 Annual Director's Report focused on the Multi-Year Plan and each of the six indicators  Each Director's Blog created in 2017-18 highlighted one of the six indicators  Six Director's Blogs per year are too much. This has been reduced to three per year

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff	Enforce email guidelines with "Did you know" messages (pop-ups or emails) and explore standardizing option for email signatures	Working group with IT to explore mandatory signatures; 16 'Did you know' messages	Starting in November 2017, every two months, to 2020. Launch date for mandatory email signatures to be explored	Abandoned in 2017-18 to ensure we are not overwhelming staff with messages In 2018-19, focus will be on creating a standard email signature for all staff, which will include promotion of Grand Erie's website and social media channels
Staff	Develop a staff newsletter that reflects the Multi-Year Plan and co-written by system leaders, managers, and Superintendents	Six indicators, six publications per year that align with school year: Back to School (September); Thanksgiving (October); Before Christmas Break (December); Start of Semester 2 (February); Easter/Spring/After March Break (April); Summer Break (June)	Launch 2018-19	Abandoned in 2017-18 All Grand Erie staff receive <i>The Blackboard</i> , which ties nearly all reports back to the Board's Multi-Year Plan and one of the six indicators In 2018-19, explore ways of sharing feature stories, media releases and Schools in the News stories (also linked to the Multi-Year Plan and/or one of the six indicators) with staff

2.3 Develop with Senior Administration a procedure that strengthens the information flow of communications to various employee groups within the organization.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Senior Administration, Administrators	An Administrator Checklist	To be determined	2017-18	In 2017-18, a checklist for bringing in guest speakers was created to ensure all speakers align with the Board's Mental Health Strategy
Senior Administration, Administrators, Managers	Develop a process that articulates direction from Senior Admin to Managers and Administrators	Ongoing at Executive Council and flowed to each Director's Meetings and GEMST meetings  (i.e. What's Action, For Your Information, or that Requires Feedback)	2017-18	'In the Loop' is an email that is sent by Principal Representatives following each Executive Committee meeting to ensure School Administrators are kept up-to-date on key information  Information related to inclement weather is now shared via email with all staff on possible snow days  GEMST meetings have been revamped to highlight department-wide initiatives and activities. At the meetings, the Superintendent of Business & Treasurer is responsible for updating those in attendance on key Board decisions

## 2.4 Support the ongoing training and orientation of Grand Erie employees.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff	Support the communications related to the mandatory training programs legislated for staff to complete	One-time launch of a section on the portal that describes the mandatory training requirements in Grand Erie and the training matrix schedule	2017-18	As a result of the delayed portal launch, this will be discussed during the 2018-19 school year
		Establish a working group formed with IT to find a solution that tracks training and pushes notifications to complete training to the employee	2018-19	This will be moved to 2019-20 to allow for the mandatory training requirements to be reviewed
Staff	Develop a resource to support the Communications and Customer Services standards of the Accessibility of Ontarians with Disabilities Act while promoting an Accessible Grand Erie experience	Last Friday in November is #AccessibleGE – an event which promotes awareness of accessibility in our schools  The communications resource will be guided by the Accessibility Plan for Grand Erie	2017-20	Grand Erie Accessibility Awareness Day was celebrated on November 24, 2017  A communications resource related to accessibility will be created in 2019-20 based on the needs identified by Grand Erie's Accessibility Plan and the Grand Erie Accessibility Committee
Staff	Develop communication that raises awareness related to the privacy and protection of staff and student information	Meet with Privacy and Information Management Committee to determine next steps	2018-19	To be completed as outlined
New employees	Develop a 'Communications 101' package for new employees to complement the HR orientation program	One time development of resource for HR to use in their staff orientation	2019-20	To be completed as outlined

Stream 3 – Marketing and Branding

Grand Erie District School Board reflects a brand that is publicly distinguished from others in the education community. Our brand promotes Success for Every Student, a defining statement that sets us apart. Through the process of branding, Grand Erie's corporate identity is disseminated by its vision, name and image throughout its communities. It is also associated with programs and services offered. There are expectations to promote and communicate Grand Erie programs and vision to current and potential students and families.

Objectives

- Effectively tell the story of Grand Erie through existing channels, social media and traditional news media
- Advance the identity and brand of Grand Erie District School Board
- Deploy multiple and varied communication strategies, including accommodation for diversity
- Communicate Grand Erie's Multi-Year Plan with parents and families

Year 1 Status Update/Overview

Included below are the strategies and tactics selected to achieve the objectives for the Marketing and Branding Stream. Within the charts is a status update on each tactic in Year 1.

## 3.1 Celebrate Grand Erie's brand, which reflects the 2016-20 Multi-Year Plan, through storytelling.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students, staff, parents, and community	Schools in the News (Strategic effort to align with the six indicators determined in the Multi-Year Plan Communication Strategy)	75 school stories per year	2017-20	In 2017-18, all Schools in the News stories were linked to the Multi-Year Plan. Schools were assigned a month and one of the six indicators was suggested
Students, staff, parents, and community	Photos and graphic design with emphasis on inclusiveness/diversity	Two to three photo shoots per year to align with various initiatives	2017-20	Diversity is always top of mind when creating communication pieces. Photos are taken throughout the school year, as needed
Students, staff, parents and community	Feature Stories (An in-depth feature that aligns directly to the Multi-Year Plan and/or indicators)	10 per school year/one per month	2017-20	Instead of limiting the number of stories to 10 per year, feature stories in 2017-18 were created when important ideas, topics or initiatives were identified. Each feature story was linked back to Grand Erie's Multi-Year Plan and one of the six indicators  A complete list of the feature stories created in 2017-18 can be found on Grand Erie's website here: <a href="https://bit.ly/2lqp2qp">https://bit.ly/2lqp2qp</a>
Students, staff, parents and community	Videos	Eight to ten videos per year	2017-20	Four Grand Erie staff were featured in high-quality videos in 2017-18 to kick off the school year. The videos focus on how staff are part of the Multi-Year Plan  The videos were also shared on Grand Erie's website and staff portal, on social media, through <i>The Blackboard</i> , at Board Meetings and at other Grand Erie events/ activities throughout the year  Communications and Community Relations staff also captured short cell phone videos at a wide range of events that were featured on social media

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students, staff, parents and community	Social Media (Twitter, Facebook and Instagram)	Increase followers/likes by 30 per cent in each platform each year  Twitter followers: 5,143 Facebook likes: 7,127 Instagram followers: 101  *Source: February, 2017	2017-20	Grand Erie's social media continues to grow. Generally, year-over-year growth (without significant paid advertising) is 15-20 per cent. This will be the new target moving forward  Twitter followers as of May 2018: 6,361 – an increase of 23 per cent (or +1,218)  Facebook likes as of May 2018: 8,867 – an increase of 24 per cent (or +1,740)  Instagram followers as of May 2018: 347 – an increase of 243 per cent (or +246)
Students	Create the Grand Erie Storybook in the Logo	75 schools = 75 pages Once complete, present to Board	2017-18	Abandoned in 2017-18  All stories are captured on Grand Erie's website and shared on social media. Key stories were also shared with Trustees via email

### 3.2 Position the Multi-Year Plan as a strong brand to showcase Grand Erie.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Parents, staff, students, and community	Use the website as the main feature of the Grand Erie brand and the main source of information	Initiate training plan	2017	Grand Erie's website is the main source for information on Board activities, events and initiatives  In 2017-18, training for those required to update the website took place. Refresher training will take place, as needed in 2018-19
Staff, parents, students and community	Continue to implement the Multi-Year Plan communications plans	Four more Multi-Year Plan -themed launches	August 2017 August 2018 August 2019 August 2020	The Multi-Year Plan Communications Strategy outlines these activities. The strategy is presented to the Board each fall
Staff, parents, students, and community	Rebrand items (signs, forms, outdated website images etc.) that need to be changed	Establish a list of items	2017-18	Grand Erie's website and staff portal were updated in 2017-18 along with all images and forms
Parents	Facebook ads	Twelve ads in total, four per year	2017-20	Facebook ads are used to target parents for specific events or activities  In 2017-18, Facebook ads were successfully used to promote Kindergarten Registration and the Spring GEPIC event
Parents, teachers and Administrators	Review School Agendas and ensure there is consistent messaging related to the Multi-Year Plan and various portfolios	Conduct content audit	2017-18	Grand Erie's Multi-Year Plan will be the focus of the School Agenda covers in 2018-19  Other content, included within the School Agendas, was reviewed and updated for 2018-19
Community	Wrap vehicles	29 vehicles will be wrapped	2017-18	Given this initiative's expected costs, it was put on hold. It will be revisited in 2019-20
Community	Brand school facilities (logo plaque on school wall beside school name)	75 schools will receive a Grand Erie logo fixed to its building	2018-19	Given this initiative's expected costs, it was put on hold. It will be revisited in 2019-20



Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff	Create 'cheat sheets' to enforce the visual identity program	Monthly	Spring 2018	Abandoned in 2017-18 as to not overwhelm staff with information  Visual identity information is included on the staff portal and reminders will be shared with all staff at the start of each school year. Issues related to Grand Erie's visual identity will also be addressed on a case-by-case basis

### 3.3 Create a marketing strategy to focus on Early Years, Kindergarten Registration, Transitions and Student Success Programs.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Parents of children who are entering Kindergarten	Kindergarten Registration	Review guide, social media plan, advertisement or other ideas determined by elementary program	2017-18	Kindergarten Registration information, including the Welcome Guide, was updated in 2017-18.  A robust communications strategy for Kindergarten Registration will be created in 2018-19
Parents of children who are in child care	Early Years	To be determined	2018-19	Abandoned in 2017-18  Will be included in the new Kindergarten Registration strategy that is developed in 2018-19
Students, Parents	Develop a Student Success strategy that includes transition to Grade 9	Review course calendars, Career Cruising, Transition Guide, Grade 8 Student and Parent Information Night communication, Grade 8 classroom visits by secondary guidance staff, Grade 8 days in secondary schools and other campaigns/efforts by Student Success	2018-19	A robust communications strategy focused on Grade 9 recruitment will be created in 2018-19
Students, Parents	Program promotion strategy including system programs, school programs and GELA	To be determined in consultation with Student Success	2019-20	A robust communications strategy focused on GELA recruitment will be created in 2019-20

#### Stream 4 – Public Relations

Public relations establishes and maintains mutually beneficial relationships between an organization and the communities, groups and stakeholders on whom its success depends. This stream will identify specific initiatives that will shine a light on topics that will impact a specific group or groups. In addition, research and evaluation will be conducted on the intended audience to determine an understanding or change in awareness, attitude, or action.

#### Objectives

- Manage communications through the RPIE (Research, Planning, Implementation and Evaluation) process
- Evaluate communication effectiveness to inform strategy and overall communication program

Year 1 Status Update/Overview

Included below are the strategies and tactics selected to achieve the objectives for the Public Relations Stream. Within the charts is a status update on each tactic in Year 1.

- 4.1 Three specific public relations plans will be designed to raise awareness, change attitudes or generate action (behavior) to raise the profile of a given portfolio or topic, or to address opportunities within the system.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
To be determined	Achievement/ Renewed Math Strategy <ul style="list-style-type: none"> <li>A family of schools learning pilot</li> </ul>	Communications research (concept and application), planning, implementation and evaluation)	To be determined	A robust communications strategy will be created to highlight Achievement for the 2019-20 school year
To be determined	Indigenous Education <ul style="list-style-type: none"> <li>A student-focused plan that raises awareness of the traditions and cultures, promotes inclusiveness, and addresses solutions to areas that could support Indigenous students</li> </ul>	Communications research (concept and application), planning, implementation and evaluation to be determined	To be determined	A robust communications strategy will be created to promote Indigenous Education for the 2018-19 school year
To be determined	Special Education <ul style="list-style-type: none"> <li>Offering support and care to parents whose child is in Special Education</li> </ul>	Communications research (concept and application), planning, implementation and evaluation to be determined	To be determined	A robust communications strategy will be created to highlight Special Education for the 2019-20 school year

Year 1 Evaluation Questions:

1. *Have we enhanced communications? (Are we better off?)*

Through delivery of the strategies and tactics included within each of the four streams in the Strategic Communications Plan, Grand Erie has enhanced its overall communications. The Board is better off as the Strategic Communications Plan created a framework for how all communications are approached. The Strategic Communications Plan also successfully identifies key audiences and specific outcomes to track the plan's success.

Based on survey results collected (79 in total) at the May 15, 2018 Director's Meeting, 73 per cent of system leaders (superintendents, principals, vice principals, program leads) felt Grand Erie had enhanced communications in 2017-18.

General strategic communications comments from the survey included:

- *"Communication is much more open. I think we are on a good path."*
- *"Central communication of extreme weather events was helpful; communication of community safety concerns was helpful"*
- *"Love the increased communication regarding whole board information (e.g. inclement weather)"*
- *"I think many efforts have been made to enhance communications."*

General survey feedback that noted areas for improving strategic communications included:

- Email – limit the use of emails marked ‘urgent’
- Website and staff portal – make it more user-friendly, provide ongoing staff training
- Awareness – of the Multi-Year Plan and/or Strategic Communications Plan by teachers and other stakeholders

*2. Are system leaders being supported in their roles?*

Communications and Community Relations staff support system leaders in a number of ways. The Communications Assistant is an enormous support to the Leadership Program, including the annual Leadership Gala, New Teacher Induction Program (NTIP), Aspiring Leaders, Management Clinics, Professional Development Days, the GREAT Conference and Staff Recognition. The Communications Assistant also supports the Student Recognition program and the Staff Wellness Committee. Finally, the Communications Assistant creates and develops a wide range of feature stories, coordinates the board’s Schools in the News initiative, oversees social media (Facebook, Twitter, and Instagram) and is responsible for a number of the board’s media releases.

In addition to providing tremendous support for the overall design and development of the new Grand Erie website and staff portal in 2017-18, the Graphic Designer-Website Coordinator created, developed and delivered staff training for both. The Graphic Designer-Website Coordinator also created hundreds of communication products throughout the 2017-18 school year, including everything from the Welcome to Secondary School Guide and School Profiles, to advertisements, flyers, pull-up banners and postcards.

The Manager of Communications and Community Relations supports system leaders with guidance and direction on all communications activities – from letters home to parents, to key messages during crisis situations, media relations, and promotional activities and events. The Manager also provides support to system leaders on a number of board-wide initiatives, including Kindergarten Registration, Grade 9 recruitment, Board meetings and community partnerships.

Based on survey results collected at the May 15, 2018 Director’s Meeting, 73 per cent of system leaders felt they were being supported in their roles from a strategic communications perspective.

*a. Do they know where to get information?*

Based on survey results collected at the May 15, 2018 Director’s Meeting, 76 per cent of system leaders said they knew where to get information from a strategic communications perspective.

*b. Are we building leadership capacity in communication tools?*

Through the strategies and tactics identified within the Strategic Communications Plan, Grand Erie is building its communications leadership capacity. As the plan moves forward, Communications and Community Relations staff will look for new ways to build Grand Erie’s brand – both internally and externally. Communications and Community Relations staff will also explore different ways to highlight all of the events, activities or initiatives that make Grand Erie unique in order to build greater support for and interest in the Board.

*c. Do system leaders feel confident in delivering consistent messages?*

Nearly all communications in 2017-18 were consistently focused on Grand Erie’s Multi-Year Plan – from Board Reports to feature stories, Schools in the News and media releases – each linked back to one of the six indicators included in Success for Every Student. Schools also spent a significant amount of time collecting Multi-Year Plan examples in 2017-18. These examples showcased how each school was implementing the six indicators of Success for Every Student. The examples collected were shared with

Trustees, Senior Administration, Principals and Vice Principals throughout the year.

Based on survey results collected at the May 15, 2018 Director's Meeting, 63 per cent of system leaders felt stakeholders were aware of Grand Erie's Multi-Year Plan. Further efforts connecting teachers, parents and students to the Multi-Year Plan is needed moving forward to ensure success.

*d. Are staff receiving the information they need?*

From a strategic communications perspective, staff are receiving the information they need, including important updates (i.e. new staff website and portal, T4 information, etc.), Board Meeting Updates (i.e. *The Blackboard*) and bereavements.

In 2017-18, a new board-wide initiative for Inclement Weather Days was initiated. This resulted in all staff receiving an email on potential inclement weather days from the Communications and Community Relations Manager. The email identified whether school zones were open or closed. This initiative was overwhelmingly embraced by staff who appreciated knowing the information first. It also eliminated staff's need to check the Board's website or social media channels in the morning as they had the critical information available to them via email.

Based on survey results collected at the May 15, 2018 Director's Meeting, 78 per cent of system leaders felt Grand Erie staff were receiving the information they needed from a strategic communications perspective.

Finally, the inclement weather emails also resulted in improved communications with students and families on days where the board closed, as many Principals shared the information included in the email with parents via the Remind App, School Messenger or their school's social media channels.

*3. Are stakeholders aware of the Multi-Year Plan?*

In October 2017, the Communications Strategy for the Multi-Year Plan was presented to the Board. The strategy focuses on ensuring internal audiences fully understand the Multi-Year Plan and could recognize their important role within it.

Throughout 2017-18, the tactics identified within this strategy have been executed successfully. Examples include: the embedding of the Multi-Year Plan into all stories (Schools in the News, feature stories and media releases), linking Board Reports to one of the Multi-Year Plan's six indicators, collecting Multi-Year Plan examples from each school, and incorporating the Multi-Year Plan graphic into a number of publications.

*4. Are we targeting the correct audiences based on the message?*

In delivering Grand Erie's messaging, the Communications and Community Relations team aims to be as strategic as possible to ensure the information reaches the correct audiences. Depending on the message, a wide range of communication vehicles are available, including: letters home to parents, Grand Erie's website and social media channels, a media release, advertising, feature story, etc.

Communications and Community Relations staff always try to understand which audience(s) must receive the information before determining how to proceed and what communication vehicles are used. Understanding how these audiences receive or search for information is key to knowing how to design a communication product to reach them.

Throughout 2017-18, Communications and Community Relations staff explored what communications vehicles were most effective for a wide range of audiences as well as investigated new communication vehicles to understand how they can be used moving forward. This knowledge and information gathering

will continue to ensure Grand Erie messages reach the intended audience in the most effective and impactful way.

In 2017-18, Communications and Community Relations staff used social media to promote Kindergarten Registration to great success. A January 5, 2018 Facebook post about Kindergarten Registration resulted in 14,643 people being reached. The same Twitter post generated 9,260 impressions. These social media posts complemented the traditional newspaper and radio advertising that was used along with posters, flyers, postcards and letters to parents.

Facebook and Twitter also played a critical role on Grand Erie's two inclement weather days in 2017-18. The March 2, 2018 Facebook post announcing the board-wide closure resulted in 163,659 people being reached, including 8,672 reactions, comments or shares. On Twitter, the same post generated 34,684 impressions and 199 retweets. This is in addition to the website views, which included 7,500 on the Board's main page as well as 5,540 in the Student Transportation Services website. The April 16, 2018 board-wide closure resulted in 128,436 people being reached on Facebook, including 4,201 reactions, comments or shares. The Twitter post generated 17,248 impressions.

Twitter and Facebook are great vehicles to showcase the wide range of special events and activities taking place throughout Grand Erie. They also provide the Board with an opportunity to generate interest in Grand Erie from a broader range of audiences when interesting photos or videos are included. For example, former Grand Erie student Logan Staats (winner of CTV's *'The Launch'*) visited four schools in late-April/early-May. Grand Erie's tweets from these visits resulted in 21,291 impressions and 3,146 views on Twitter of the video clips that were shared. On Facebook, the two stories highlighting Staats' school visits resulted in 8,376 people being reached. Connecting Staats to Grand Erie is a unique way to introduce Grand Erie to new audiences.

Two events in Dunnville on November 24, 2017 resulted in great success on social media. Grand Erie's tweets from the groundbreaking for the new Dunnville Elementary School resulted in 9,436 impressions and 722 media views of the video clips. Tweets from the Thompson Creek Elementary School new addition opening generated 5,615 impressions and 400 media views. Facebook posts highlighting the two events resulted in 5,683 people being reached.

In 2018-19, Communications and Community Relations staff will continue to look for new ways to connect Grand Erie's messages with new and expanded audiences.

*Note: all social media stats included within this report were captured in May 2018.*

### **Next Steps**

Delivery of the strategies and tactics identified within each of the four streams of Grand Erie's Strategic Communications Plan will continue as the plan moves forward. Each May, the Manager of Communications and Community Relations will provide the Board with an evaluation of the plan. Each August, the Manager will provide the Board with an update on the plan for the upcoming school year. The update coincides with the presentation of the Annual Operating Plans.

### **Grand Erie Multi-Year Plan:**

This report supports the Achievement indicator of Grand Erie's Multi-Year Plan and Success for Every Student through the following statements: "We will set high expectations of our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary





## 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: May 28, 2018

**Recommended Action:** Moved by \_\_\_\_\_, Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated May 14, 2018 as follows:

**1. In Camera Report**

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal List, effective immediately.

**2. Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of May 14, 2018 as information.

**3. Student Senate Report**

THAT the Grand Erie District School Board receive the Student Senate Meeting Report – April 26, 2018 as information.

**4. Student Trustee Selection**

THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2018-19.

Grand Erie North: Jayden Hsiao

Grand Erie South: Alexandra Hauser

Grand Erie Indigenous: Allan St. Pierre.

**5. Revised 2017-18 Committee/Board Meeting Schedule**

THAT the Grand Erie District School Board approve the revised 2017-18 Committee/Board Meeting Schedule.

**6. 2018-19 Committee/Board Meeting Schedule**

THAT the Grand Erie District School Board approve the 2018-19 Committee/Board Meeting Schedule.

**7. Allocation of Education Assistants**

THAT the Grand Erie District School Board approve the allocation of 303 Education Assistants, as outlined in the report "Allocation of Education Assistants 2018-19" pending final budget approval.

**8. Compensatory Education Plan**

THAT the Grand Erie District School Board receive the Compensatory Education Report as information.

THAT the Grand Erie District School Board disband the Compensatory Education Committee and remove from Bylaw 8 - Committees of the Board.

**9. Education Services Agreement – Indigenous Services Canada**

THAT the Grand Erie District School Board approve the 2018-2020 Education Services Agreement with Indigenous Services Canada for signature by the Board signing authorities, as amended.

**10. Reverse Education Services Agreement – Six Nations Polytechnic**

THAT the Grand Erie District School Board approve the 2018-19 Reverse Education Services Agreement – Grand Erie District School Board and Six Nations Polytechnic – STEAM Academy for signature by the Board signing authorities.

**11. MISA Update**

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

**12. Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Services**

THAT the Grand Erie District School Board receive "Data Report – Learner Intervention Tracking for Excellence (LITE) as information.

**13. Community Planning and Facility Partnerships – Annual Facility Status Report**

THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.

**14. Grandview Central and Fairview Avenue Transition Committee Report**

THAT the Grand Erie District School Board name the new Dunnville Elementary School Mapleview Elementary School.

THAT the Grand Erie District School Board receive the Grandview Central and Fairview Avenue School Transition Committee Report as information.

THAT the Grand Erie District School Board disband the Grandview Central and Fairview Avenue Transition Committee.



**15. Elgin Avenue PS Transition Committee Report**

THAT the Grand Erie District School Board receive the Eglin Transition Committee Report as information.

THAT the Grand Erie District School Board disband the Elgin Transition Committee.

**16. SO3 Use of Electronic Communication and Social Media Guidelines Policy**

THAT the Grand Erie District School Board approve Policy SO3 – Use of Electronic Communication and Social Media Guidelines.

Respectfully submitted,

Diane Sowers, Chair  
Committee of the Whole Board





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **Annual Operating Plans Review**  
DATE: May 14, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Annual Operating Plans (2017-18) as information.</p>
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### Background

In September 2017, five operating plans were presented to the Board:

- Community
- Environment
- Equity
- Technology
- Well-Being

At this point in the school year, the operating plans are reviewed and a status report is provided to the Board.

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary



## Annual Operating Plan Community – 2017-18

**We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.**

**Goal:** Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.

### **Supporting Strategies for Family Involvement** (Responsibility: B. Blancher and K. Newhouse)

<b>Strategies</b> (What will we do?)	<p>Follow-up on the <b>Supporting Your Child – Strategies for Literacy, Numeracy and Well-Being</b> resource created last year through the combined efforts of the Elementary and Secondary Program Teams and Special Education Team, ensure that families are able to access the guide and are finding it useful to support learning at home.</p> <p>Work with the Grand Erie Parent Involvement Committee to identify strategies/resources that support family involvement and begin the process of creating a resource guide for School Councils to support increased involvement of families in schools.</p>
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Survey of schools (through a Family of Schools model) will be conducted to determine how they are using and communicating the <b>Supporting Your Child</b> resource</li> <li>• Follow-up surveys for School Councils will be conducted and reviewed in time to get an idea of the value of the resource to families</li> <li>• Based on results of the surveys, revisions will be made to the <b>Supporting Your Child</b> resource, as necessary, to increase its effectiveness for families</li> <li>• A resource guide of strategies to support family involvement in our schools will be available in print and online to Administrators and School Councils.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<p>The <b>Supporting Your Child at Home: Strategies for Literacy and Numeracy</b> is available online in the Parent Portal section of <a href="http://granderie.ca">granderie.ca</a>. Copies were shared with School Council members at the School Council Orientation Session on October 4, 2017 and information about the document was part of the Multi Year Plan presentation by the Director. Anecdotal evidence from those in attendance is that the document is valuable, comments included that parents appreciate the live links available in the electronic version and it was recommended that those links are checked occasionally to ensure that they remain live.</p> <p>October 2017 Director's Meeting – Annual Operating Plans were presented and the following was part of the Community AOP presentation:</p>

<p><i>For Goal #1, last year the focus was on the learning at home piece which remains as a focus as there is still follow up to do in terms of assessing the value of resource – <b>Supporting Your Child at Home, Strategies for Literacy and Numeracy</b> created by our Program and Spec Ed teams, which also includes a well-being component.</i></p> <p>Upon review of the goals in January 2018, it was determined that it may be too early to assess value of the document and that this should wait until the 2018-19 school year. Additionally, GEPIIC went in a different direction for the spring parent involvement event which did not lend itself to a review of the document.</p> <p>For data gathering purposes, schools were surveyed about communication and use of the document this year.</p> <p>64 schools responded to the survey.</p> <ul style="list-style-type: none"> <li>• 72% of schools reported that the document was shared in the fall with School Councils – hard copies were made available and the link to the online document was distributed.</li> <li>• 28% of schools reported that they add the link to their website and shared information through newsletters, social media and at meet the teacher events.</li> </ul> <p>35 schools made suggestions to increase communication about this document in order to further engage families. A sample of comments is provided below:</p> <ul style="list-style-type: none"> <li>• <i>Centrally post the document to school websites (push out) if possible.</i></li> <li>• <i>I would like to share portions of this resource each month in my newsletter.</i></li> <li>• <i>Please highlight this again with our August reminders. This is a great resource. Resources for high school should be shared with students as well.</i></li> <li>• <i>This document provides a great resource to shared with parents at Grade 7 transition to high school presentations and at Grade 9 Parent Information nights.</i></li> <li>• <i>Is it possible to share the document on the front page of the parent portal link to highlight it? Also, create a short, engaging presentation that highlights key points in 60-90 seconds that speaks to this online resource – can be used at open houses across the board.</i></li> <li>• <i>We have tweeted out some of the websites for math help, EQAO etc. We could include it as part of the registration package and at Parents' Nights.</i></li> </ul> <p>The suggestions will be reviewed and acted upon as appropriate.</p> <p>The family involvement resource guide development will begin in the 2018-19 school year. GEPIIC had other priorities this year – a new Chair, a new process for grants, and a new direction for events.</p>	
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**Goal:** Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

#### Educational Partnerships (Responsibility: B. Blancher and K. Newhouse)

<b>Strategies</b> (What will we do?)	Continue working on the draft partnership guide developed in the spring of 2017. Create a communications plan for the guide, along with strategies to foster and maintain partnerships and begin implementation.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Draft will be presented to elementary and secondary administrators to gather feedback on the guide</li> <li>• Exec Council will review the draft and revisions will be made, as necessary</li> <li>• A partner survey from each of the Higher Improvement in Performance (HIP) Schools will lead to the creation of a template of service providers that can be shared with all schools, so that schools with similar community needs can have equal access to partners</li> <li>• A communications plan aimed at highlighting the guide, as well as an overview presentation, will be developed to support awareness and learning</li> <li>• A review of a sample of schools across the system, will be conducted to evaluate and monitor the process of integrating and celebrating partners</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<p>A draft of the Grand Erie Partnership Guide was presented to elementary and secondary administrators at the January 2018 Director's meeting.</p> <p>Following this, the Grand Erie Partnership Guide was provided to all HIP Schools to pilot beginning in March 2018, with the request to use the guide to review a current partnership in which the school was engaged or to guide the school while pursuing a new partnership. HIP administrators provided feedback via a Microsoft Office form. Feedback on four areas was provided – the usefulness of the guide, information about the services that the partnership provides, the social determinant of health that it seeks to support, and how schools recognize or celebrate the partner</p> <p>Administrators shared that the guide was helpful to them for the following reasons:</p> <ul style="list-style-type: none"> <li>• the guide provided a good framework for evaluating the effectiveness of the partnership</li> <li>• the guide makes explicit what a community partnership looks like and helps to articulate how a partnership should be benefitting students, school and partner</li> <li>• the guide assisted in helping the school choose the partner</li> <li>• the guide was a good reminder of the importance of engaging in community partnerships</li> </ul> <p>Administrators shared that they recognize partners in the following ways:</p> <ul style="list-style-type: none"> <li>• acknowledged partner in school newsletter</li> <li>• highlight the partner at awards ceremony</li> <li>• highlight the support of the partner through social media</li> <li>• include the partner in school run recognition events</li> </ul>

	<ul style="list-style-type: none"><li>• have a recognition event for partners</li><li>• have a joint dinner or lunch with school and partner in attendance</li><li>• recognize the partner at a school council meeting</li></ul> <p>The concept of a template of service providers is currently under reconsideration as concerns have been expressed about how this may create unintended negative consequences for our relationships with current partners.</p> <p>Next steps for 2018-19 will be to develop a communications guide and presentation to support awareness across the system.</p>
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## Annual Operating Plan Environment – 2017-18

**We will ensure that the students and staff have a safe and welcoming environment in which to learn and work**

**Goal:** Ensure continuity of services and programs.

**Business Continuity Planning** (Responsibility: R. Wyszynski, System Managers and Leaders)

<b>Strategies</b> (What will we do?)	Continue to develop the comprehensive, integrated system-wide Disaster Recovery / Business Continuity Master Plan through the collaborative work of the Business Continuity Committee. Update action plans and determine short-term and long-term operating plans for all business functions affected. The templates will be further enhanced by an internal audit anticipated to be completed by the 2018-2019 school year that will focus on best practices.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Each functional area of the organization is analyzed to determine the potential consequence and impact associated with several disaster scenarios.</li> <li>• A template for use by each service area in developing response plans for identified risks and levels of interruption of services has been developed and refined and each identified risk will contain a disaster recovery action plans</li> <li>• Feedback from internal audit will key in determining how GEDSB plan measures up to best practices</li> <li>• Goal is to produce a reviewable dynamic document that is posted online internally and continuously updated (For example: emergency contact list, how-to procedures, external contacts procedures)</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• Internal Audit plan development set for completion by 2018-19 school year</li> <li>• Disaster recovery centre is approximately 90% complete. Testing and installation of applications is ongoing.</li> <li>• Remainder of 2017-18 will focus on creating a needs analysis by department based on a matrix that focuses on functional requirements by time lapse. For example; if the board office is not physically available, what are the department's needs 5 minutes after notification closure, 30 minutes, 2 hours, 6 hours, 1 day, 3 days, 1 week, etc.</li> </ul>



**Goal:** Improve on Energy and Environmental Conservation at all Grand Erie sites.

**Energy Conservation Measures** (Responsibility: R. Wyszynski, Facility Services Management Team)

<b>Strategies</b> (What will we do?)	Continue to implement energy conservation measures at all Grand Erie Schools. Conversion of lighting to LED enters year three of three-year project. Replace worn fixtures with low flow fixtures and metered flow faucets. Leverage all available incentive programs from local independent electricity system operators.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>Utility consumption per capita has decreased.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>Two awards received in 2017-18 for energy conservation initiatives</li> <li>Majority of LED retrofit completed in March 2018. A few gymnasiums remain due to complexity of install.</li> <li>Significant reduction of 12 to 20 percent in energy consumption (kWh) as evident with initial review of consumption metrics when compared to 2015-16 and 2016-17</li> <li>Also seeing a decrease in energy demand at sites where energy demand dips below 50 kW.</li> </ul>

**Increase Eco Awareness** (Responsibility: T. Oldham, K. Hashimoto)

<b>Strategies</b> (What will we do?)	<p>Increase Eco awareness for all building occupants (students, staff and community users).</p> <p>Provide project funding assistance (\$2,000 per school) to schools endeavouring to achieve higher Eco Schools ratings.</p> <p>Continue the annual Environmental Youth Symposium alternating between elementary and secondary panels each year.</p> <p>Distribute electricity consumption awareness kits during new Climate Change Awareness Seminar</p>
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>The number and ranking of Eco Schools increases year over year</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>11<sup>th</sup> annual Board environmental symposium occurred at Camp Trillium (April 2018). Over 150 high school students attended to potentially become future stewards for eco awareness</li> <li>50 percent of Electricity Awareness kits distributed to schools.</li> <li>Plaques from “Save On Energy” distributed to all schools.</li> </ul>

**Goal:** Make the best use of space in Board Schools.

**Capital Plan** (Responsibility: R. Wyszynski, Facility Services Management Team)

<b>Strategies</b> (What will we do?)	Modify multi-year capital plan to include new 2016 census data and meet with Quality Accommodations Committee to review new information to inform next steps and make revisions as necessary to the Quality Accommodations Plan presented to the Board in April 2017.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• A Multi-Year capital plan is reviewed by the Quality Accommodations Committee and presented to the Board for approval.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• Met with Watson &amp; Associates to develop format for capital plan re: 2016 census data</li> <li>• Watson and Associates provided the board with report on demographics of all four municipalities</li> <li>• Quality Accommodations Committee met twice and set four priorities for future consideration; the first one focusing on an accommodation review for secondary schools in Brantford.</li> </ul>

**Facility Partnerships** (Responsibility: R. Wyszynski)

<b>Strategies</b> (What will we do?)	Continue to market and engage community partners to utilize surplus space
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Partners are engaged, leases signed and surplus space is occupied.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• First tenant signed – Apex Driving Academy – Dunnville SS (Effective: December 2017)</li> <li>• Second tenant signed – Rebounder Gymnastics – Dunnville SS (Effective: June 2018)</li> <li>• Development of second annual Community Partnership Information Session (May 2018)</li> </ul>

**Goal:** Create learning spaces to reflect current teaching and learning needs.

**School Improvement** (Responsibility: Superintendent of Business, Executive Council and Facilities Management Team)

<b>Strategies</b> (What will we do?)	Use information collected from teachers and principals to explore and define the ideal learning space with respect to Learning Commons and Kindergarten Learning Spaces.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Potential projects to improve learning spaces to meet the newly defined standard are identified.</li> <li>• Report on projects completed and dollars invested</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• Met with the Ed Tech Teacher Consultant to establish a template for schools to adopt Learning Commons.</li> <li>• Bellview Elementary School is complete.</li> <li>• Waterford District High School is complete.</li> <li>• Additional internal funding was earmarked for investment as per the 2017-18 Capital Plan.</li> <li>• Detailed requests for submissions for Learning Commons enhancements and upgrades were sent out to schools in April 2018 and forty-one (41) submissions were received for adjudication by the Learning Commons committee. The submissions contained a variety of upgrades from flooring and shelving to major upgrades to spaces. The committee will select projects that incorporate solid business cases including; strong financial plan, appropriate improvements and renovations and integration into facility renewal plan.</li> </ul>

**Goal:** Build a culture of care and respect in all schools and workplaces.

**Staff Development/ Customer Service Coaching** (Responsibility: R. Wyszynski, System Managers and Leaders)

<b>Strategies</b> (What will we do?)	Meet with service area leaders to enhance the staff development program to bring service area staff together to develop a customer service focus and culture of care and respect. This will be communicated to staff throughout the year. The goal is to distribute strategies, gather information, conduct monitoring and identify gaps in order to develop professional development that is relevant
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Participation rates in professional development day</li> <li>• Professional development survey are conducted and results assessed</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• Finance, Purchasing, Facilities, Planning and Transportation staff is coming together on the June 8<sup>th</sup> PD Day</li> <li>• Location booked - Ruthven Park: National Historic Site located in Cayuga</li> <li>• Motivational Speaker booked – Michael Moore</li> <li>• Agenda filled with keynote messages and activities that focus on teamwork and communication</li> </ul>



## Annual Operating Plan Equity – 2017-18

**We will create equitable environments for all Grand Erie students.**

<b>Goal:</b> To identify systemic barriers to students feeling a sense of belonging	
<b>Identifying Barriers to Sense of Belonging</b> (Responsibility: W. Baker and the Safe and Inclusive Schools Committee)	
<b>Strategies</b> (What will we do?)	Using the Ontario Education Equity Action Plan as a model, we will create an action plan that identifies gaps in, and develops strategies for improving, outcomes in student achievement and sense of belonging.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Methods of collecting accurate identity-related demographic information are developed in order to facilitate analysis of student data to identify and address system disparities.</li> <li>• Working with the Program and Special Education Teams, we will establish methods to identify achievement and inclusion gaps in Grand Erie student populations.</li> <li>• Targeted strategies and interventions are developed to address achievement and inclusion gaps for specific student groups, e.g., students living in poverty, newcomers, LGBTQ, Indigenous, students with disabilities.</li> <li>• Targeted equity training (e.g., Islamophobia, transphobia, White Privilege, Truth &amp; Reconciliation) is provided for Grand Erie staff, students, parents and communities to increase understanding of identified subgroups.</li> <li>• Methods of monitoring baseline data with respect to indicators of achievement and inclusion are developed.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• Grand Erie is a partner Board in a Ministry of Education pilot designed to identify an effective data-gathering tool; data, in this case, is identity-based. A successful grant proposal was submitted to acquire the services of a system analyst, who will oversee the collection of identity-based data and its analysis. (What's the data and what does it say?) Census questions will be screened through community groups.</li> <li>• When data collection is completed in Spring 2019, identity-based achievement gaps will be determined; the results for students in historically marginalized groups will be compared with all others. Intersectionality of identities will help target intervention strategies.</li> </ul> <p><u>Targeted Equity Strategies/Interventions:</u></p> <ul style="list-style-type: none"> <li>• Equity Walk training provides participants with a lens through which to identify school vulnerabilities in serving students with special needs.</li> <li>• The Safe and Inclusive Schools Committee hosts a community meeting where participant agencies provide information on social trends and challenges related to marginalized groups; this information identifies methods by which Grand Erie can respond.</li> <li>• The fourth annual Rainbow Ball was held at BCI. All Grand Erie secondary schools were represented; an invitation was extended to our co-terminous Board.</li> </ul>

	<ul style="list-style-type: none"><li>• Celebrating the Rainbow is an event where students and staff share and celebrate their lived experiences.</li><li>• The Safe and Inclusive Schools Committee provided financial support for school-based equity projects.</li></ul> <p><u>Targeted Equity Training:</u></p> <ul style="list-style-type: none"><li>• The Safe and Inclusive Schools Committee oversaw the creation of a diversity training video, which will become a training opportunity for all Grand Erie employees. It showcases, specifically, Canadian newcomers, students with disabilities, LGBTQ+ students, and students living in poverty.</li><li>• Egale 201 was offered to staff; this advanced equity session raises the threshold for participants from awareness to embedding equity practices to make school a safe place for LGBTQ students; one session was held in each county.</li><li>• Deep Diversity training was provided by Shakil Choudhury to equity reps and administrators.</li><li>• Bullying and cyberbullying training was held and resources provided to schools and parents.</li></ul>
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## Annual Operating Plan Technology – 2017-18

We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

<b>Goal:</b> Increase staff knowledge of the technology available for teaching, learning and workplace applications	
<b>Focus on Computational Thinking</b> (Responsibility: Superintendent of Education (D. Abbey), Educational Technology Team)	
<b>Strategies</b> (What will we do?)	<p>Provide workshops and planning sessions with school and system staff to increase awareness and knowledge of Computational Thinking to support the 21<sup>st</sup> Century competencies.</p> <p>Note: Computational Thinking is the process involved in formulating a problem and expressing its solution(s) in such a way that a computer (human or machine) can effectively implement.</p> <ul style="list-style-type: none"> <li>• Consultation with other School Boards and stakeholders around effective learning and teaching in the area of Computational Thinking (Fall 2017)</li> <li>• Design, prepare, and implement professional learning opportunities for:             <ul style="list-style-type: none"> <li>◦ Program Teams</li> <li>◦ Administrators</li> <li>◦ Digital Lead Learners</li> <li>◦ Students</li> </ul> </li> <li>• Appearance of strategies supporting Computational Thinking in schools (classrooms, Learning Commons, MakerSpaces)</li> <li>• Collect data with participants using tools developed 2016/17 to measure degree of implementation and impact on instructional practices</li> <li>• Connections to Computational Thinking &amp; Problem Solving in Ed Tech Projects. (Fall Spring 2017/18)</li> <li>• Development of a Computational Thinking/Coding continuum connected to curriculum and Revised Math Strategy (RMS). (2018/19)</li> </ul>
<b>Evidence of Progress</b> (How well did we do it?)	
<b>Status</b> (Is anyone better off? How do we know?)	<p>The Education Technology Team has supported professional learning days on the topic of Computational Thinking with Administrators (GrEAT &amp; Director's Meetings), Digital Lead Learners, students, and teachers (through Ed Tech Projects). Most recent events include Coding Faire on Sat, May 12<sup>th</sup>, 2018 and Computational Thinking professional learning day for all Program Team staff (Elementary Program, Student Success, Special Education, Indigenous Education) on June 15, 2018.</p> <p>The Education Technology Team has met with a Computational Thinking focus group including members from the Elementary Program Team. In process of developing a document highlighting What is Computational Thinking; What is Coding; Why Teach with Computational Thinking in Mind; Who is Computational Thinking For; Where is Computational Thinking in the Curriculum Additional Resources. The development of a Computational Thinking continuum or matrix which offers age appropriate examples of Introductory,</p>

	Intermediate, and Advanced tasks (both plugged and unplugged) will enhance teaching and learning in the classroom. Targeted deployment for both resources is for fall 2018.
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### Focus on leveraging technology tools and resources to promote learning and communication

(Responsibility: Superintendent of Education (D. Abbey), Educational Technology Team)

<b>Strategies</b> (What will we do?)	Design and deploy a new Education Technology website for the purposes of hosting content that supports learning and teaching with technology as well as promotes communication and sharing with various stakeholders.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Work with IT and Communication department to develop an intuitive and user friendly website which can support staff in use of technology. (Fall 2017)</li> <li>• Import, build, and publish content for the Education Technology website.</li> <li>• Continue to create new content, as needed, in support of learning and teaching around the 21<sup>st</sup> Century Competencies.</li> <li>• Based on feedback from stakeholders improve effectiveness of site to support users.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	The shell of the website was created based slight changes to "School Site" template. Modifications include changes to page layout, site navigation, footer modification, and investigation of various "blocks" and properties that make up the website. Graphics and logos have been developed in consultation with communication department. Education Technology team members are in process developing new content and migrating the content and resources from past wikis and other online locations. Site will go live in late August or early September 2018.



**Goal:** Optimize our data systems to ensure that information is accurate, reliable, and easily accessible.

**Focus on developing a plan for secure communication and learning environments for parents and students.**

(Responsibility: Superintendent of Education (D. Abbey), Information Technology Services Management Team)

<b>Strategies</b> (What will we do?)	Development Parent and Student Portal Plan.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Establish design components for both Parent and Student Portals.</li> <li>• Identify a platform needed to support functionality. (January 2018)</li> <li>• Pilot usage of the Parent Portal with a small group of Digital Lead Learners. (Spring 2018)</li> <li>• Develop an Implementation timeline and training for rollout 2018/19. (Spring 2018)</li> <li>• Create resources on best practices using the Parent Communication Portal. (Spring 2018)</li> <li>• Deployment of the Parent Portal. (2018/19)</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<p>In the Fall and Spring members of the IT Team, Ed Tech Team (including TELTc and DeLC), and subcommittee with Administrators met to establish needs for the Parent and Student Portal. Representatives from Edsby, Brightspace (D2L) and HWDSB have participated in meetings to share on a variety of options that are under consideration. Further meetings are planned to continue investigation and rollout strategies through spring 2018.</p> <p>Following presentations from the HWDSB who went live with their parent portal Feb 2018 we decided to use the PowerSchool Parent Portal Application which is included in our current PowerSchool licensing agreement as opposed to integrating another vendor's application with our student information system.</p> <p>In April 2018, the Ministry granted Brightspace the contract for online learning environments. This has a parent communication functionality and pairs with PowerSchool Parent Portal functionality providing a further communication utilities and integration with the student learning environment in a secure manner. There is no cost to Board for this PowerSchool/Brightspace combination and with Hamilton 6 months ahead of us on implementation pathway we have ability to piggyback on their learning.</p> <p>Because of the time waiting for the Ministry approval of Brightspace and budget considerations we will start the pilot in fall 2018 and look to progressively implement the application in the Spring 2019 for full implementation by fall 2019.</p> <p>Professional development of this platform for teachers will be part of the Technology Annual Operating Plan in 2018/19.</p>

## Focus on Data Integration of LITE with PowerSchool (Responsibility: Information Technology Services Management Team)

<b>Strategies</b> (What will we do?)	Integrate our special education system (LITE) with the boards student information system PowerSchool. This integration will eliminate manual updating of special education student data speeding up ONSIS reporting period and eliminating transposition errors by school admin staff.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Module for Special Ed Lite installed. (October 2017)</li> <li>• Special Education identify key fields needed to be aligned with PowerSchool and ONSIS. (September 2016)</li> <li>• PowerSchool migrated from the cloud to on premise. (November 2017)</li> <li>• Revised batch process to update the data in place. (October, 2017)</li> <li>• Fully implemented and tested. (November, 2017)</li> <li>• Identify list of other processes that can benefit from PowerSchool Data Integration.</li> <li>• Prioritize implementation plan data integration.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	Data mapping is complete. The logic for integration between the two systems is nearing completion. Testing ONSIS compliance and looking to pilot phase this spring with two schools (1 Secondary and 1 Elementary) to test the integration before a system wide rollout in the next school year.

**Goal:** Provide an up-to-date technology infrastructure that meets the needs of classrooms, administration and departments.

**Focus on building back up servers to allow continuity of the boards primary services hosted on our servers.**

(Responsibility: D. Abbey and J. Ecklund)

<b>Strategies</b> (What will we do?)	Create Disaster Recovery and Business Continuity capacity for our student and business systems.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Install back up servers at alternative location to our current data centre.</li> <li>• Test the systems to ensure they can operate from a remote location without the loss of data.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	All Facilities work is complete. All new computer servers installed. Contracts for Bell Canada and Brantford Hydro have been updated to now include connectivity to allow all schools to reach the TRC as a primary site and the SCS disaster recovery location as a secondary site. New Internet service at SCS is operational. Next steps will be for the Server Administrators to start installing the programs and applications onto the new computer servers with a target completion date of June/July 2018.

**Focus on providing up-to-date Technology Infrastructure to remote areas of the board not served by the Bell Fibre network.**

(Responsibility: D. Abbey and J. Ecklund)

<b>Strategies</b> (What will we do?)	Deploying Software Defined Wide Area Network (SD-WAN) devices to schools identified by the Ministry of Education as schools that can benefit by increased network access. Deploying SD-WAN devices to schools that could not be reached by our fibre service provider to increase network access.
<b>Evidence of Progress</b> (How well did we do it?)	<ul style="list-style-type: none"> <li>• Implementation so SD-WAN devices at schools identified by the Broadband Modernization Wave 1 &amp; 2 initiative.</li> <li>• Survey of schools after SD-WAN devices deployed to see if the connectivity network speed is more stable and proves faster access to the internet.</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	SD-Wan Solution – Wave 1 schools. Technology is a good idea but with the long term Bell contract in place this precludes us from rolling this out across our district. The intent of the project would be to reduce costs to the board for internet at each school and provide the schools 1 meg data for each student. We currently pay Bell \$775.00 per month for each 1 Gig Fibre connection. To enable SD-WAN at these sites an additional charge of \$800.00 would be layered on top of the \$775.00 which does not make this ministry project more affordable but more expensive in the long run. In lite of this it is recommended that Grand Erie not pursue the Wave 2 rollout of SD-WAN. Any grant money provided by the Ministry can be used to support SD-WAN for the Wave 1 schools for the next few years. Wave 1 Schools – 100% Wave 2 Schools – Decline Project
	Update May 2nd, 2018 – Ministry of Education has been in discussions with Bell Canada about the cost Bell is proposing not just for GEDSB but many school board under contract with Bell. Bell is working on revised pricing and depending on what they come back with we can re-examine the feasibility of the project for our Bell Schools.



## Annual Operating Plan Well-Being – 2017-18

We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of staff and students

**Goal:** Staff, students and parents will promote health and well-being and will know how to access supports when needed.

**Staff Wellness** (Responsibility: S. Sincerbox)

<b>Strategies</b> (What will we do?)	<b>Assess and reflect on the status of employee wellness and create responsive wellness programs in Grand Erie.</b> <ul style="list-style-type: none"> <li>• Consult with all departments and employee groups (e.g., focus groups conducted, employee survey distributed)</li> <li>• Arrange sessions (Wellness Wednesdays) open to all Grand Erie staff in identified areas (e.g., mental, physical, and social well-being).           <ul style="list-style-type: none"> <li>• Introduce staff well-being challenge to self-assess current state of lifestyle choices and raise awareness of the benefits of healthier living (e.g., healthier eating, stress management techniques, improved strategies to support building and maintaining relationships).</li> </ul> </li> </ul>
<b>Evidence of Progress</b> (How well did we do it?)	<b>Staff actively engaged in activities that enhance organizational well-being.</b> <ul style="list-style-type: none"> <li>• Focus groups, consisting of representative stakeholders, conducted to validate plans and inform future direction aligned with Multi-Year Plan</li> <li>• Representation from a variety of employee groups attended the Wellness Wednesday sessions</li> <li>• A majority of Grand Erie staff completed the Grand Erie Wellness Bingo Card between October and May and confirmation of this is determined by participant survey and celebrated at the First Annual Grand Erie Wellness Fair</li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<ul style="list-style-type: none"> <li>• A second survey was prepared and completed by members of all Grand Erie Staff Groups</li> <li>• Over 1200 people completed the survey</li> <li>• In response to questions raised by union leaders meetings occurred with all groups to share feedback from the survey and to develop plans going forward</li> <li>• Results demonstrated an increase in the percentage of staff members who know how to access supports for their well-being from 2015-16 to 2017-18           <ul style="list-style-type: none"> <li>◦ I am aware of supports available 51.5% (2016) -&gt; 59.6% (2017). An increase of 8.1%</li> <li>◦ I know how to access supports: 48.3% (2016) -&gt; 57.7% (2017). An increase of 9.4%</li> </ul> </li> <li>• Survey results also indicated that Grand Erie employees are seeking information about stress/mental health and work-life balance</li> </ul>

	<ul style="list-style-type: none"><li>• Three Wellness Wednesday sessions occurred with each geographic area of the board being serviced<ul style="list-style-type: none"><li>◦ Nutrition, Mindfulness, and Art Therapy were topics that were explored</li><li>◦ Attendance averaged 35 participants per session</li></ul></li><li>• Ongoing successful participation occurred in the Wellness Bingo Card challenge</li><li>• Pop-up wellness event occurring in June where Grand Erie staff are invited to attend a Blue Jays game<ul style="list-style-type: none"><li>◦ Over 100 people attending</li></ul></li><li>• Wellness Promotional Video being prepared to celebrate Grand Erie staff wellness efforts and promote ongoing wellness initiatives</li><li>• Wellness fair occurred on May 16<sup>th</sup> to celebrate wellness and provide information to all employees on various products and services available in our community</li></ul> <p>29 vendors were present and almost 100 employees attended</p>
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**Goal:** Create and promote an enabling environment where all students can participate fully in their education.

**Student Wellness** (Responsibility: L. Thompson, P. Bagchee)

<b>Strategies</b> (What will we do?)	<b>Implementation of evidence-based mental health promotion and prevention programming</b> <ul style="list-style-type: none"> <li>Implement an evidence-based Social-Emotional curriculum to primary-grade students (grade 1)</li> </ul>
<b>Evidence of Progress</b> (How well did we do it?)	<b>Implementation of evidence-based mental health promotion and prevention programming</b> <ul style="list-style-type: none"> <li>Implement an evidence-based Social-Emotional curriculum to primary-grade students               <ul style="list-style-type: none"> <li>Grand Erie Child and Youth Workers will be trained in the Promoting Alternative Thinking Strategies (PATHS) curriculum</li> <li>The PATHS curriculum will be implemented in Grade 1 classrooms</li> <li>Students will use skills learned in PATHS to regulate their behaviour</li> </ul> </li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<p>The PATHS curriculum was delivered in 11 Grade 1 classrooms throughout the school year. The program was delivered by the CYWs supported by the classroom teacher.</p> <p>A questionnaire was completed by the classroom teacher near the completion of the PATHS curriculum. All 11 Grade 1 teachers found that the PATHS program was beneficial for their students.</p> <p>All 11 Grade 1 teachers found that the students were able to recognize and communicate their own feelings. 10 of 11 teachers found that the PATHS curriculum was helpful in teaching their students social-emotional skills. 8 of 11 teachers felt that the PATHS curriculum created a classroom environment that was more beneficial to teaching their students.</p> <p>7 of 11 teachers felt their students had learned self-regulation and calming skills.</p>
	<b>Next steps</b> – Expand the implementation of the PATHS curriculum to additional Grade 1 classrooms.



**Goal:** Accessible work sites and programs will be available to students, staff and families.

**Student Wellness** (Responsibility: L. Thompson, W. Baker, P. Bagchee, C. Bibby)

<b>Strategies</b> (What will we do?)	<p><b>Supporting specific populations</b></p> <ul style="list-style-type: none"> <li>• Work in partnership with the Safe Schools department to provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Indigenous, Newcomer and LGBTQ+ student populations</li> <li>• Provide support and resources to Indigenous, Newcomer and LGBTQ+ student populations</li> <li>• Provide supports and resources to staff members to continue to build awareness and knowledge to program effectively for students with learning disabilities in the math classroom</li> </ul>
<b>Evidence of Progress</b> (How well did we do it?)	<p><b>Supporting specific populations</b></p> <ul style="list-style-type: none"> <li>• Work in partnership with the Safe Schools department to provide supports and resources to staff members to build awareness, knowledge and sensitivity to issues and concerns related to Indigenous, Newcomer and LGBTQ+ student populations               <ul style="list-style-type: none"> <li>o Presentations and workshops will be provided for staff to build awareness and sensitivity</li> <li>o Resources, strategies and tools will be shared with school staff to promote the success of students</li> </ul> </li> <li>• Work in partnership with the Safe Schools department and community agencies to provide support and resources to Indigenous, Newcomer and LGBTQ+ student populations               <ul style="list-style-type: none"> <li>o 'Safe spaces' will be created and supported in secondary and elementary schools</li> <li>o Presentations will be made to students to build awareness and sensitivity</li> </ul> </li> <li>• Provide supports and resources to staff members to continue to build awareness and knowledge and to program effectively for students with learning disabilities in the math classroom               <ul style="list-style-type: none"> <li>o Special Education support staff will continue to learn alongside the K-12 Program team and, participate in the Renewed Math Strategy implementation</li> </ul> </li> </ul>
<b>Status</b> (Is anyone better off? How do we know?)	<p>The Equity Event in February was well attended, with 35 schools represented at the event. The event focused on unconscious bias and helping people to understand their own biases. This helps schools to be more inclusive through self awareness which directly impacts the experience of marginalized groups at school. Four schools have conducted Equity Walks after the event to identify areas of need in the school. The information from the Equity walk is being used to guide and assist with school achievement planning and school council projects. Schools are engaging in projects that reflect their unique identities that will support the well-being of students and staff by bringing a lens of equity to the projects they are choosing (e.g. a lacrosse program, a student leadership camp and a student conference day are examples).</p> <p>Classroom teachers participated in intensive learning about the learning profile of students with learning disabilities in the math classroom. Exit cards from the session provide the following data:</p> <p>Teachers appreciated...</p> <ul style="list-style-type: none"> <li>• Information shared in Differentiated Instructional handout</li> </ul>

	<ul style="list-style-type: none"> <li>• Guiding questions for planning differentiation</li> <li>• Information on the Student Profile</li> <li>• Examples of how to differentiate in math</li> </ul> <p>Teachers reflected and made comment on...</p> <ul style="list-style-type: none"> <li>• Developing a deeper understanding of the learner with a learning disability</li> <li>• 4 areas of differentiation</li> <li>• There is no single way to differentiate</li> <li>• The importance of flexible groups, pre-assessment</li> <li>• Differentiation needs to be connected to the Student Profile</li> </ul> <p>Questions/Wonderings...</p> <ul style="list-style-type: none"> <li>• When the range of students in the classroom is too wide, what do you do?</li> <li>• How do you grade tiered lessons?</li> <li>• Shouldn't pre-assessment also be differentiated?</li> <li>• At what point does differentiation become modifications?</li> <li>• Where do I find the time to prepare differentiation in my class?</li> </ul> <p>Next Steps in my Practice...</p> <ul style="list-style-type: none"> <li>• More anchor charts with key words, symbols, processes, etc.</li> <li>• Make use of more manipulatives</li> <li>• Use three to four low-prep strategies regularly</li> <li>• Conferencing with students</li> <li>• Offer one piece of DI in my next math unit</li> <li>• Evaluate my math environment using the lens of the learner with a learning disability</li> <li>• Start with pre-assessment practices</li> <li>• Make more use of flexible groupings</li> <li>• Learning style assessments</li> <li>• Use Mathies more</li> <li>• Explore LD@School</li> <li>• Collaborate with System Learning Resource Teacher for Differentiation</li> </ul> <p><b>Next Steps –</b></p> <ul style="list-style-type: none"> <li>• Develop strategies to monitor and measure the impact of staff professional learning on student well-being outcomes.</li> <li>• Reflect on the themes provided by classroom teachers for Questions/Wonderings/Next Steps in my Practice to guide professional learning opportunities provided next year</li> </ul>
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## 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: May 28, 2018

**Recommended Action:** 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 May 22, 2018:

- ✓ March 23, 2018
  - Masonry walls (level two) are progressing with construction of the load-bearing walls at the north elevation and mechanical areas.
  - Plumbing and electrical above grade, at the second level are ongoing approx. 25% complete.
  - Steel work is ongoing. Final connections are ongoing. Welding remains to be completed.
  - Masonry is complete on Level one. Ground level rooms are tarped and heated in preparation for slab on grade pours. Tarping work will be required at the second level due to the colder temperatures for the masons to keep working.



View of Kindergarten spaces. HVAC rough-in is nearing completion.

✓ April 3, 2018

- Masonry walls (level two) are progressing with construction of all wall types. The Mason crew appears to have increased manpower to accelerate their work. Door frames are being installed at the second level.
- Plumbing and electrical above grade, at the second level are ongoing approx. 40% complete. Installation of ducts and exchange units are being installed on the underside of the ceiling at the ground level.



View of east elevation. Gymnasium steel work is ongoing.

- ✓ April 17, 2018
  - Roof framing (metal work) has started as scheduled. Crane is on site hoisting beams.
  - Drywall (metal studs) layout is underway at front office and mechanical rooms as well at classrooms along north.
  - Ground level compaction with granular is ongoing in the areas set for phase two slab on grade pour.
- ✓ May 8, 2018
  - Site services work is underway with excavation and trenching for in ground services.
  - Roof joists and metal deck work is ongoing.
  - Masons continued to work on L2 walls and L1 interior partitions. Masonry work expected to be complete at the end of April is ongoing. It is expected, masons will be complete by the end of the week.
  - Mechanical and electrical continue with the rough-ins throughout level 2.
- ✓ May 16, 2018
  - Site services work is underway with excavation and pipe installation.
  - Roof joists are in place.
  - Masons are temporarily complete at L2 and have resumed work on L1 non-loadbearing walls. Masonry work continues to extend beyond the established completion date
  - Drywall (metal studs) layout is ongoing throughout L1. Sheet roc installation has begun at the higher level parapet line.
  - Mechanical and electrical continue with the rough-ins throughout level 2. Washrooms have been piped in at L2 and appears to be ready to receive insulation.

**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 \$4,436,230. The expected of risk construction costs exceeding budget have moved from “low risk” to “medium risk”. This is a result of the excavation of a large quantity of poor quality soils at the outset of the project. The costs are yet to be determined due to a fluctuating volume of material, but it is anticipated to result in an additional cost of \$250,000. It was expected that the project contingency would be able to absorb the cost, but that contingency is likely to be exhausted to support other costs.

The risk to completion timelines for this project have also shifted from “low risk” to “medium risk”. As such, an internal meeting has been initiated in order to develop a contingency plan should the

school not be ready for the first week of September. More information will be made available from the general contractor at the June 5, 2018 site meeting.

**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.	Complete
October 2017	Issue Tender	Complete
November 2017	Close tender and seek Board approval to award contract work.	Complete
Feb 2018 to August 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 and has continued into May with significant delays due to excess water; the contractor is pumping out the water but it will need to proceed with an alternative plan for pouring concrete if the issue cannot be resolved soon.

**Budget:**

The tender was awarded at \$545,140 and is now expected to be completed near the end of August 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: **Elgin Avenue Public School Rebuild Update**  
DATE: May 28, 2018

<b>Recommended Action:</b> It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board _____
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### Background:

The Grand Erie District School Board approved the South East Norfolk Accommodation Review at the Committee of the Whole board meeting September 12, 2016. An addendum containing additional information was presented at the committee of the whole board meeting October 17, 2016. The report involved five schools: Elgin Avenue Public School, West Lynn Public School, Lynndale Heights Public School, Lakewood Elementary School and Walsh Public School.

The accommodation review concluded with a proposed solution that would close West Lynn Public School, demolish a portion of Elgin Avenue Public School and place a four classroom addition onto the school. Elgin Avenue was selected as the site for retrofit and expansion because of its central location and large site. It was also faced with some condition issues as the 2015 Condition Assessment provided by Asset Evolution Inc. suggested that the 1968 wing of the building (368.6 sq. meters) be demolished due to its condition and poor functional relationship with the rest of the building. This wing currently houses the school library which was recommended to be relocated to the current school gym. The proposed solution would then add a new, more appropriately sized gym, two kindergarten classrooms and two regular classrooms on to the school while addressing accessibility and circulation issues.

Accessibility was also mentioned as an issue at this school. Stairwells between the original building and the 1955 addition are not compliant with current building or fire codes. It has been suggested that these stairs be removed and replaced with an elevator and new stairs be provided with a new addition. The retrofit would also address a number of fire code upgrades including full sprinkler coverage, proper fire separation, electrical upgrades to support current programming and mechanical upgrades to provide fresh air ventilation to all areas of the school. The retrofit would remove and replace all vinyl asbestos tile and all remaining asbestos in the building (ceiling tile and pipe wrap) to make it asbestos free.

At the October 24, 2016 Board Meeting, the Board approved the redevelopment of Elgin Avenue Public School to include additional classroom space and also approved the closure of West Lynn Public School which would become surplus pending capital approval.



A Capital Priorities Submission was sent to the Ministry and an Approval to Proceed letter received from the Ministry in August 2017. Based on Ministry Funding, the Board received a total capital allocation of \$6,180,145 to spend on this project.

Funding Allocation					
Project	Capital Priorities	Full Day Kindergarten	Child Care	Child & Family Program	Total
Elgin Ave Consolidation	\$3,558,461	\$524,337	\$1,573,010	\$524,337	\$ 6,180,145

Further to this, the 2017-18 Board Capital plan indicated an additional commitment of \$2,500,000 from the School Renewal Grant (\$250,000), School Condition Improvement (\$2,000,000) and Community Hub (\$250,000). The addition of these internally assigned allocations created an anticipated project budget of \$8,680,145.

### Recent Developments:

A recent report from the architect includes a summary from a third party cost consultant that places the estimate of work at approximately \$14,700,000. These costs include:

- New three-story addition **\$4,800,000**
  - Four classroom addition
  - New Principal and main offices
  - Reception and lobby area
  - Meeting room, health room, faculty room
- Renovation to existing spaces **\$4,750,000**
  - Plumbing and Drainage
  - Electrical
  - HVAC and ducting throughout entire building
  - Flooring
  - Painting
  - Masonry and New
  - Stairwell reconstruction
  - Elevator
- Site Development **\$2,100,000**
  - Site Clearance, Demolitions & Relocations
  - Roadways, Parking, Walkways
    - New Parking including “Kiss and Ride”
  - Soft Landscaping
  - Site Structures & Fittings
  - Mechanical Site Services
  - Electrical Site Services
- Childcare addition **\$1,750,000**
- New Gymnasium **\$1,000,000**
- Demolition **\$ 200,000**
- Other **\$ 100,000**

On top of the scope mentioned above, there has been a drastic change in the current market for skilled labour as well as increases to overall construction costs between 10% to 15%. These include:

- Increased skilled trades (15 percent increase)
- Increased material costs (rise in cost per square foot from \$200 to \$215)
- Individual increases on services range from 10 to 15 percent:
  - Formwork: 10 percent to 12 percent
  - Concrete: 10 percent
  - Rebar :15 to 20 percent
  - Structural steelwork: 10 percent
  - Metal decking: 10 percent
  - Drywall & metal studs: 10 to 15 percent
  - Roofing: 12 percent

In addition, the Ministry revised the requirements for child care from the time the funding was announced requiring changes to the original scope that were not originally anticipated. This resulted in the child care addition to be positioned at the front of the school, rather than integrated within the current structure.

These changing variables have resulted in increased costs, and this has created a significant variance between what was planned (\$8,500,000) and what is anticipated to be constructed (\$14,700,000). The Board will need to advise senior administration on the next steps. Five options have been summarized for the Board for guidance on how best to proceed. In most of the scenarios, there is a conceivable likelihood that the new Elgin Ave Public School redevelopment will not be ready for September 2019.

**Option 1:** Approve amount and use SCI to fund gap of approximately \$6,200,000

- Pros
  - Original scope and timelines met
- Cons
  - Ministry may reject proposal leading to further delays
  - Capital Reserve funds depleted
  - New school could be built for \$10-\$11 million
  - Risk of further unsupported capital debt
  - Risk of unknown issues in construction
  - Project may be deemed prohibitive to repair

**Option 2:** Approve design and seek ministry approval

- Pros
  - Original scope and timelines met
- Cons
  - Ministry may not approve or fund concept
  - New school could be built for \$10-\$11 million
  - Ministry may reject idea altogether forcing the Grand Erie District School Board back to drawing board
  - Risk of further unsupported capital debt
  - Risk of unknown issues in construction
  - Project may be deemed prohibitive to repair

**Option 3:** Significantly modify original design by renovate library into classrooms, maintain current gymnasium, seek funding for library addition, and reduce renovations to existing site

- Pros
  - Costs could be decreased to potentially match original budget
- Cons
  - Ministry may not approve concept
  - Will definitely lead to delays as planning, drawings and concepts would need to be revisited leading to significant delays and additional architect and planning expenditures
  - Difficult to address just a portion of renovations
  - Higher risk of short-term repairs

**Option 4:** Modify design by removing all enhancements such as “kiss and ride” lane, additional parking spots, new offices, reducing size and amenities of gymnasium, etc...

- Pros
  - Costs could be decreased to potentially match original budget
- Cons
  - Ministry may not approve concept
  - Will definitely lead to delays as planning, drawings and concepts would need to be revisited leading to significant delays and additional architect and planning expenditures
  - Difficult to address just a portion of renovations
  - Higher risk of short-term repairs
  - Potential for lower value for money spent

**Option 5:** Do not renovate Elgin; seek funding for new school

- Pros
  - May be able to secure better value for money
  - Will have brand new school, not three generations of integrated construction (Brantford Collegiate Institute for example)
  - Potential to sell building/land and generate additional funds
  - Avoids financial pressures as the Board works towards achieving capital objectives within the Multi-Year Financial Recovery Plan
- Cons
  - Staffing processes for 2018-19 are already well underway
  - Negative community feedback
  - Accommodation Review Committee recommendation not executed
  - Delays could extend project by one to three years
  - Potential for new site acquisition and site acquisition costs

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Summary of Accounts – April 2018**  
DATE: May 28, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of April 2018 in the amount of \$10,824,982.05 as information.</p>
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### 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





# H-1-b Special Education Advisory Committee SEAC 17-07

Thursday, March 8 2018 6:00 p.m.  
Grand Erie DSB – Board Room

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## MINUTES

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**Present:** Chair K. Smith, P. Bagchee, L. Boudreault, L. Boswell, C. Clattenburg, L. DeJong, M. Falkiner, K. Mertins, L. Scott, CA. Sloat, C. Smith, L. Thompson, D. Werden, R. Winter.

**Regrets:** B. Caers, M. Carpenter, R. Collver, S. Sloat, R. Smith, J. White.

**Recorder:** P. Curran

### A – 1 Opening

- (a) Welcome
  - Chair Smith called the meeting to order welcoming members and C. Smith, Manager of Business Services.
  - Trustee Sloat read the Land Acknowledgement Statement.
- (b) Agenda Additions/Deletions/Approval
  - Addition to I-1 Community Updates i. FASD Strategy – L. Boswell.
  - Correction to presenter of D-1 (b) Grand Erie DSB SEAC support for Bill 191re FASD will be L. Scott, not L. Smith. – L. Thompson.

### B – 1 Information Items

- (a) Special Education Financial Report for Fiscal 2016-17 – Timed Item C. Smith
  - Ms. Smith presented a high level overview of revenue and expenses related to special education programs and services.
  - She explained the different envelopes of funding allocation and how the Ministry arrives at the amounts provided.
  - During 2016-17, special education expenses were overspent by more than \$1.2 million and in the 2017-18 fiscal period, overspending is estimated to be approximately \$1.4 million. Shortfalls were made up by using funds from other budgets.
  - She provided guidance on finding budget information for special education departments 9006, 9007, 9012-1, 9012-2 and for Section 23 9008 and Sprucedale 9009 [http://www.granderie.ca/application/files/4514/9987/2354/Budget\\_2017-18.pdf](http://www.granderie.ca/application/files/4514/9987/2354/Budget_2017-18.pdf)
  - L. Boudreault advised there are approximately 50 Claims-based Special Education Equipment (SEA) applications annually.
  - Superintendent Thompson will investigate the impact of ministry budget allocation vs. dollars spent at the Sprucedale CTCC program
  - Ms. Smith asked members to indicate if they prefer future reports are in a different format or to contain more detailed information.



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

(a) Ratification of Minutes from February 15, 2018 SEAC Meeting

- Superintendent Thompson requested section E-1 New Business (c) be amended as indicated: “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”.

Moved by: C. A. Sloat

Seconded by: L. Boswell

“THAT the minutes of SEAC 17-06, dated February 15, 2018 be approved as amended.”

**Carried**

(b) Early Literacy Intervention Report – L. Thompson / L. Boudreault

- Members appreciated this report and would like an update when the next steps are enacted.

(c) Autism ABA Training - Geneva Centre and Autism Awareness through Behaviour Management Systems - L. Boudreault

- Grand Erie DSB Educational Assistants wishing to participate in the online training at a cost of \$500 / participant may do so, however, a review of the Geneva course appears it may include training not required by our EAs.
- BMS training may be more fiscally viable and have training more geared to what EAs in Grand Erie are required to do.
- Ms. Boudreault also advised that the Lead EAs have offered numerous staff workshops and that BMS includes a workbook.
- She will reserve her recommendation pending input from the pilot boards following their training.

(d) Grand Erie DSB SEAC support for Bill 191re FASD - L. Scott/K. Smith

- Superintendent Thompson distributed copies of Bill 191 and reviewed the expectations for school boards if this bill is passed.
- Following discussion, several amendments to the letter, including the motion, were accepted.

Moved by: L. Scott

Seconded by: D. Werden

THAT the SEAC of Grand Erie DSB hereby request and endorse that the honourable Minister Naidoo-Harris expeditiously bring Bill 191 forward for a second and third reading so as to amend the Education Act to require Ontario School Boards to recognize, accept and promote the understanding of diagnoses under FASD including but not limited to literature, informed practices for students impacted by PAE, changes in the IPRC processes, and for each Board to facilitate collaboration with local families as well as any local FASD Support Groups.”

**Carried**



## H-1-b Special Education Advisory Committee SEAC 17-07

Thursday, March 8 2018 6:00 p.m.  
Grand Erie DSB – Board Room

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### D – 1 New Business

- (a) Joint Protocol for Student Achievement (JPSA) Awareness – P. Bagchee
  - This is a collaborative project involving Ministry of Education, the Ministry of Children and Youth and local school boards and child welfare agencies designed to improve educational outcomes for children and youth in the care of, or receiving services from, Children's Aid Societies (CASs) in the province.
  - The 26-page guideline, a framework outlining eligibility, responsibility and goals, will be ready for signing soon with implementation slated for September 2018.
  - This initiative is not specific to students with special needs, but to crown wards and children in care.
  - Currently we are working on logistics as to how we will implement the JPSA Goals and Objectives in Grand Erie.
- (b) Special Education Plan – Standard 17 SEAC and Appendix M-1, M-2- P. Curran
  - Proposed revisions to Standard 17 and Appendix M-1, including the removal of both Appendices following inclusion of relevant information in the standard, were presented to members.
  - A revised version will be presented to SEAC with the complete draft Special Education Plan.
- (c) Request from Special Education Resource Team L. Thompson
  - Ideas for SEAC involvement often arise at team meetings and will be shared with members for their consideration.

### E – 1 Standing Items

- (a) Special Educations News – none.
- (b) Special Needs Strategy Update – K. Mertins
  - Ms. Mertins distributed a written provincial update about the Special Needs Strategy recently received from Stacy Weber, Director of the Early Child Development Branch of the MCYS (Ministry of Children and Youth Services).
  - Children within Grand Erie, referred for School Health Support Services (i.e., occupational therapy, physiotherapy, speech therapy) will continue to receive the same support, from the same service provider(s) as Lansdowne Children's Centre assumes administrative responsibility from the Local Health Integration Network (LIHN).
  - Electronic copies of the report will be shared with SEAC members.
- (c) Mental Health Strategy Update – P. Bagchee
  - Ms. Bagchee has requested a wellness champion from each secondary school who will work closely with her exchanging information and knowledge.



## Special Education Advisory Committee SEAC 17-07

H-1-b

Thursday, March 8 2018 6:00 p.m.

Grand Erie DSB – Board Room

- Planning and implementation are still underway to find the most efficient and cost-effective way of delivering knowledge about mental health and wellness.
- Plans are to eventually include wellness champions from elementary schools.

(d) Policy/Procedures – None.

### F – 1 Correspondence

- (a) Ltr -Franco-Nord SEAC re Special Needs Strategy (SNS) Feb 5, 2018
- Chair Smith reviewed the letter pointing out the common challenges arising from SNS but also that Grand Erie is fortunate to be located in an area that is proximal to a single source of intake.
- (b) Participation in Provincial Scan of Autism Spectrum Disorder (ASD) Supports in Schools - L. Thompson
- Further to SEAC's letter requesting access to the online training, Superintendent Thompson indicated she received notice from the Ministry inviting Grand Erie DSB to be a control group in a provincial scan gathering data on ABA strategy implementation and support for students with autism in school boards.
  - An interview guide will be provided for the one-hour scan in which J. White and L. Boudreault will participate.
- (c) Summit on Children and Youth Mental Health - L. Thompson  
<http://www.opsba.org/EVENTS%20AND%20PUBLICATIONS/Pages/2018-Summit-Online-Registration.aspx>
- P. Bagchee will attend and SEAC members were also encouraged to consider attending as the PATHS program, implemented in Grand Erie this year, will be highlighted.

### G – 1 Future Agenda Items Discussion

- (a) Updated OnSIS (Ontario School Information System) Data - C.A. Sloat
- Superintendent Thompson advised the October OnSIS data is available now, however last year March OnSIS data was presented at the June SEAC meeting.
  - In order to maintain consistency in comparing data from year to year the March OnSIS data will be presented again in June 2018.

### H – 1 Member Updates

- (a) Resignation – C. Hofbauer
- Chair Smith advised Ms. Hofbauer's resignation followed her family's move from the area.
  - She will be sent a letter acknowledging her contributions to SEAC.



## Special Education Advisory Committee SEAC 17-07

H-1-b

Thursday, March 8 2018 6:00 p.m.

Grand Erie DSB – Board Room

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(b) Community Updates

i. FASD Strategy – L. Boswell

- Contact Brant has hired a full-time FASD co-ordinator whose caseload can support approximately 50 families per year.
- Formal diagnosis of FASD is not required to access services.
- Chair Smith thanked her for bringing good news to SEAC.

**I – 1 Adjournment**

Moved by: R. Winter

Seconded by: L. DeJong

“THAT the SEAC 17-07 meeting, held March 8, 2018 be adjourned at 7:38 p.m.”

**Carried**

**J – 1 Next Meeting**

Thursday, April 19, 2018, Grand Erie DSB – Board Room 6:00 .p.m.







# H-1-c Special Education Advisory Committee SEAC 17-08

Thursday, April 19, 2018 6:00 p.m.  
Grand Erie DSB Education Centre – Board Room

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## MINUTES

**Present:** Chair R. Collver, P. Bagchee, L. Boudreault, L. Boswell, B. Caers, C. Clattenburg, L. DeJong, K. Mertins, C.A. Sloat, L. Thompson, J. White.

**Regrets:** M. Carpenter, M. Falkiner, L. Scott, S. Sloat, K. Smith, R. Smith, D. Werden, R. Winter.

**Recorder:** P. Curran

### A – 1 Opening

(a) Welcome

- Chair Collver called the meeting to order and welcomed members.
- Trustee Sloat read the Land Acknowledgement Statement.
- The Roll Call Recording Sheet was distributed.

(b) Agenda Additions/Deletions/Approval

None.

Moved by: C. A. Sloat

Seconded by: L. DeJong

THAT the SEAC 17-08 Agenda be approved as distributed.

**Carried**

### B – 1 Information Items

(a) Timed Items – None.

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

(a) Ratification of Minutes March 8, 2018 SEAC Meeting

- B-1 (a) - the fifth bullet will be amended to read: L. Boudreault advised there are approximately 50 ~~Special Incidence Portion (SIP) claims~~ claims-based Special Education Equipment Applications (SEA) annually.
- G-1 (a) - typographical error in the last bullet will be corrected ~~2108~~ 2108 2018.

Moved by: L. DeJong

Seconded by: C. Clattenburg

THAT the minutes of SEAC 17-07 from March 8, 2018 be approved as amended.

**Carried**



## H-1-c Special Education Advisory Committee SEAC 17-08

Thursday, April 19, 2018 6:00 p.m.  
Grand Erie DSB Education Centre – Board Room

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- (b) Legislative Update of Bill 191 Fetal Alcohol Syndrome Disorder – L. Thompson  
Prorogation is the act of completely ending a session of Parliament, and has the effect of terminating all outstanding business before the House. The immediate effect of this Proclamation is that the House will not meet again until summoned to do so by the Lieutenant Governor. All business on the Order Paper has lapsed and no committees may meet until the next Session of Parliament is commenced. With regards to education-related legislation, both Bill 191, Education Amendment Act (Fetal Alcohol Spectrum Disorder), 2017 and Bill 198 Student Absenteeism and Protection Act “died” on the order papers and would have to be re-introduced. Bill 193, Rowan's Law (Concussion Safety), 2018 received Royal Assent on March 7, 2018.

### D – 1 New Business

- (a) Draft Special Education Plan for the 2017-18 School Year – L. Thompson
- This draft is the complete plan with all Standards and Appendices included. Previously SEAC reviewed those receiving the most significant amendments; the remainder have been updated for staffing, the Board multi-year plan, professional development, etc.
  - The title will be changed from “Annual Review of Special Education Plan July 31, 2018” to read, “Grand Erie DSB Special Education Plan 2017-18”.
  - The former Appendix M-1, Parent Brochure will be removed from the plan as all information is contained in Standard 17. The document was updated and will appear as a stand-alone resource for the public wishing to learn more about SEAC.
  - The former Appendix M-2 SEAC Terms of Reference will be removed and replaced with a link to the Bylaw 8 – Committees of the Board.
- (b) Educational Assistant Allocation 2018-2019 – J. White
- Ms. White shared a presentation outlining the process which is now underway for next year with all recommendations to the Board for final approval in May so staffing can begin in June.
  - She explained how school requests are assessed for pervasive needs requiring direct support and extensive needs requiring shared support.
  - The overall goal is for increased independence for all students.
  - School staff work with outside agencies to help plan for needs with reserve staff in place for contingency situations. Each year, reserves are depleted at an earlier date.
  - It is anticipated that transitional EA support will no longer be available at the end of the 2018-2019 school year.
- (c) Learner Intervention for Tracking Excellence (LITE) Data for Students with Special Education Needs - L. Boudreault
- Cardinal Software representatives meet regularly with staff from Grand Erie and 20 other school boards.



## H-1-c Special Education Advisory Committee SEAC 17-08

Thursday, April 19, 2018 6:00 p.m.  
Grand Erie DSB Education Centre – Board Room

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- Information from LITE can be used at the school or system level and houses all Individual Education Plans (IEP), support staff referrals, Identification, Placement Review Committee (IPRC) documentation, Supervised Alternative Learning (SAL), student support services and transportation.
  - A synchronized student dashboard can be used to quickly determine what services each student receives based on information fed to it by the various modules.
- (d) Grand Erie's Achievement Plan: Success for Every Student – Mid-Year Update – L. Thompson
- Members were provided with an excerpt from the Grand Erie plan that specifically applies to Special Education.
  - The Achievement plan is a collaborative process involving students, teachers, school leaders and parents.
  - The current plan shows how the alignment of portfolios is impacting programming for students with special needs in a positive manner.
- (e) Interview with Malatest re: - Update – L. Thompson
- Superintendent Thompson was contacted by the Ministry to participate in an interview with Malatest & Associates Ltd who are conducting the study on how students with Autism are supported in school boards participating in a Ministry pilot program compared to school boards not participating in the pilot program. Grand Erie, who is not participating in the pilot program, would be considered a control group in this study.
  - L. Boudreault and J. White also participated in the hour-long interview responding to questions.
  - An update on the purpose of the study will be requested at the Regional Special Education Council (RSEC).
- (f) SEAC Membership Recruitment Update – L. Thompson
- The term of members of the committee shall be the same as the term of the Board of Trustees.
  - In September of an election year, the Superintendent of Education with responsibility for Special Education shall commence a recruitment process, if necessary, for a new roster of SEAC members.
  - Current members in good standing will be asked to confirm their commitment to SEAC.
  - If a full complement is not achieved from current members, any previous applicants will be contacted to determine if they are still interested / available.
  - Remaining openings on the committee will be addressed by the Communications department placing invitations to apply on the Board's website and in selected media.
  - All current SEAC members will be involved in this process and the Committee will submit a proposed roster for approval at the November Board meeting.
  - Members requested the Recording Secretary create a letter of invitation for the purpose of recruiting other appropriate local associations, e.g., Brant FACS, Early Years, Best Start, Public Health, Parents As Partners, Child and Youth Planning Network, etc.



## Special Education Advisory Committee SEAC 17-08

H-1-c

Thursday, April 19, 2018 6:00 p.m.  
Grand Erie DSB Education Centre – Board Room

- (g) SEAC Orientation Handbook Review – P. Curran
  - Members will be asked to bring suggestions for revisions to the May meeting.
  - Consensus was to provide a link in the final handbook to the PAAC on SEAC Effective Practices Handbook 2016 as a resource for current and prospective members.

### E – 1 Standing Items

- (a) Special Education News
  - i. Special Education Plan Public Consultation Report 2018 - L. Boudreault
    - Previous editions contained a separate report after public meetings.
    - Last year an online survey was launched and advertised through postcards, school council and newsletter inserts and a banner on our webpage.
    - It allowed the public one month to add their input.
    - During the 2017-18 year there was no advertising blitz, but the survey was kept open all year, resulting in only two responses.
    - In 2018-19 there will be an advertising blitz with a defined time to respond to the survey.
    - Members appreciated the option for contributors to add their name for follow-up, but felt the questions were somewhat vague.
  - ii. School and Community Spaghetti Dinner and Information Fair - J. White
    - Teacher of the self-contained class at J. L. Mitchener raised \$3,800 from this event involving 19 exhibitors and many other supporters. Additional funds increased it to \$6,000.
    - Her goal is to create a playground attached to the school as the space is bare and students often have difficulty in the regular play area.
    - Other options for assistance include Lowes and the board's own Community Partnership Incentive Plan and the Pride of Place program.
- (b) Special Needs Strategy Update (as available) – None.
- (c) Mental Health Strategy Update (as available) – P. Bagchee
  - A planning meeting for a Secondary School mental health initiative is set for the end of May.
  - Elementary Administrators will be approached soon to provide names for Elementary Wellness Champions.
  - Wellness Champions will work with the Mental Health & Wellness Lead in knowledge transfer to their schools and implementing board wide mental health initiatives.
  - An update will be provided to SEAC at the June meeting.
- (d) Policy / Procedures – None.



## Special Education Advisory Committee SEAC 17-08

H-1-c

Thursday, April 19, 2018 6:00 p.m.  
Grand Erie DSB Education Centre – Board Room

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### F – 1 Correspondence

- (a) LDAO SEAC Circular February 2018
- (b) LDAO SEAC Circular April 2018
  - Grant information is available in the LDAO publications.

### G – 1 Future Agenda Items Discussion

- (a) Grants related to Special Education and impact on Grand Erie budget – R. Collver
- (b) Grand Erie Suicide Prevention Protocol – P. Bagchee
- (c) Work refusal process – J. White

### H – 1 Member Updates

- (a) Native Representative Candidate – L. Nydam – R. Collver
  - Committee members agreed Ms. Nydam will make a good candidate for the Native Representative on SEAC, based on her qualifications and would like the Board to approve her as a SEAC member.
- (b) Community Updates
  - i. Nominations for Council for Exceptional Children Awards - J. White
    - Awards night is Tuesday, May 29 at 7:00 p.m. at Jean Vanier Catholic Elementary School, 120 Ninth Ave, Brantford.
    - Nominations for various awards may be submitted to [stephanie.slaman@granderie.ca](mailto:stephanie.slaman@granderie.ca) by Friday, April 27<sup>th</sup>.
  - ii. Grand Erie Games –
    - Elementary will be May 2<sup>nd</sup> at Waterford DHS in partnership with Special Olympics and will be held indoors.
    - Secondary will be May 9<sup>th</sup> at Cayuga Secondary; possibly moving to a Brantford location next year.
    - Members were informed there is no budget for Grand Erie Games, instead the games are developed and implemented by school leadership teams.

### I – 1 Adjournment

SEAC 17-08 was adjourned at 7:55 p.m.

### J – 1 Next Meeting

Thursday, May 17, 2018 6:00 p.m. Grand Erie DSB – Board Room





## MINUTES

### 1.0 Roll Call

#### Employer Representatives:

Lena Latreille	Business Services (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:

Tom Krukowski	Facility Services
Cheryl Innes	Elementary School Administration (Certified Member)

### 2.0 Minutes of Last Meeting

The draft minutes for March 22, 2018 were reviewed.

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## H-1-d Joint Occupational Health and Safety Committee

April 19, 2018  
Facility Services- Meeting Room

### 3.0 Approval of Last Meeting Minutes (March 22, 2018)

The minutes were approved.

### 4.0 Agenda Additions

#### 6.5 Graffiti and School Threat

### 5.0 Unfinished Business – Discussion

#### 5.1 Ministry of Labour Field Visit- Ministry of Labour Education Initiative (Workplace Violence)- February 2018

March 2018: The committee received the Ministry of Labour's report following the recent visit as part of the Education Initiative regarding workplace violence. No orders were issued. The Division Manager of Operations and Health and Safety shared additional resources with the committee regarding workplace violence. Members are to review the information and it will be discussed at the April meeting. This item will remain on the next agenda.

April 2018: A committee member would like the Ministry of Labour's document; Workplace violence on school Boards: A guide to the law shared with Administrators and Supervisors. The Division Manager of Operations and Health and Safety will forward this request to Executive Council. This item will be moved to the on-going projects chart.

#### 5.2 Kiwanis Field- Pauline Johnson Collegiate Vocational School

March 2018: A concern was brought forward by a committee member regarding the health and safety inspections of Kiwanis Field. The City of Brantford is responsible for the inspection of this site, but staff members of the school have not been provided with a copy of completed inspections. The Division Manager of Operations and Health and Safety will follow up regarding this matter. This item will remain on the next agenda.

April 2018: The Division Manager of Operations and Health and Safety followed up with the City of Brantford regarding the field inspections. The inspections are to be forwarded to the Principal of the school for posting. This item will be removed from the next agenda.

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## Joint Occupational Health and Safety Committee

H-1-d

April 19, 2018

Facility Services- Meeting Room

### New Indoor Air Quality Reports

None

### 6.0 New Business

#### 6.1 Ministry of Labour Field Visits- Grandview Public School- March and April 2018

The committee received the reports from the Ministry of Labour meetings that were held as a follow up to a work refusal/complaint received. The Board is working to comply with the orders issued. This item will remain on the next agenda.

#### 6.2 Ministry of Labour Field Visit- North Ward School- April 2018

The committee received the report from the Ministry of Labour following a field visit in response to a student critical injury. No orders were issued. This item will be removed from the next agenda.

#### 6.3 Right to Refuse Unsafe Work and Steps Involved

A document has been developed as a resource for staff regarding the right to refuse unsafe work. This document will be placed on the staff portal and incorporated into the annual health and safety training. The Division Manager of Operations and Health and Safety has also updated the flow chart regarding the reporting procedures, policies and forms to complete regarding staff injuries or workplace violence. This document will be added to the portal as well. This item can be removed from the next agenda.

#### 6.4 Roof Work- Capital Projects During Occupied Times

A committee member brought forward a concern regarding roof work occurring during occupied times due to a recent event at another school board. The committee was provided with Administrative Memo AM-44 Capital Projects During Occupied Times. The Division Manager of Operations and Health and Safety reviewed the steps Maintenance and Contract workers take to minimize the impact to staff and students. This item can be removed from the next agenda.

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## H-1-d Joint Occupational Health and Safety Committee

April 19, 2018  
Facility Services- Meeting Room

### 6.5 Graffiti and School Threat

A concern was brought forward by a committee member regarding Maintenance and Facility staff not being included in communication regarding situations such as a recent threat at schools.

The concern is that maintenance or facility staff can work at multiple locations, and could enter a building unaware of the potential threat. The Division Manager of Operations and Health and Safety will this forward to Executive Council. This item will remain of the next agenda.

### 7.0 Information Items

#### 7.1 Limited Designated Substance Survey Report- North Park Collegiate and Vocational School- Renovation Areas- Project # 16981

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

#### 7.2 Asbestos Abatement Site Report No. 01- Thompson Creek- eBase #134- Project #17025

A visual clearance was conducted following the removal of asbestos containing pipe fittings. No asbestos-containing debris was observed. This item can be removed from the next agenda.

#### 7.3 Bulk Sample Analysis Report- Cedarland Public School- eBase #57- Project #17072

Samples of texture coat were collected for the determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

#### 7.4 Bulk Sample Analysis Report- Teeterville Public School- eBase #09- Project #17046

Samples of floor mastic were collected for the determination of asbestos content. The content was not found to contain asbestos. This item can be removed from the next agenda.

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## Joint Occupational Health and Safety Committee

H-1-d

April 19, 2018

Facility Services- Meeting Room

### 8.0 Review of Reports

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

All reports were reviewed as distributed.

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

Reports were made available to the committee for review. Major Ballachey Public School and Waterford District High School did not complete the March inspection.

- 8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

The next meeting is scheduled for June 12, 2018.

- 8.4 Critical Injuries

There have been 49 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 May 10, 2018.

- 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:

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## Joint Occupational Health and Safety Committee

H-1-d

April 19, 2018

Facility Services- Meeting Room

First Aid:

- Emergency First Aid- May 10, 2018

Health and Safety Training:

- None

### 10.0 Recommendations to Executive Council

Response received February 8, 2018 from Recommendation 01-18-2018:

*This is a response to the Notice of Recommendation 01-18-2018 received from the JOHSC regarding compensation for training for casual employees, a matter that has been previously brought forward for review.*

*The Board has made the three (3) modules available on a three-year rotating cycle to distribute the time needed to complete the training. All casual hourly employees and elementary occasional teachers have time made available to them during their scheduled shifts to complete the training.*

*I am unable to provide commentary regarding the secondary occasional teachers group as it is currently in the dispute resolution process.*

### 11.0 Adjournment / Next Meeting(s):

The meeting was adjourned at 11:45 am.

The next JOHSC meeting will be held on May 17, 2018 –Facility Services – Meeting Room.

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# H-1-d Joint Occupational Health and Safety Committee April 19, 2018 Facility Services- Meeting Room

As of April 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 approved by the Ministry. (Current agreement expires September 2022)	

## 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

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

X Monthly inspection was completed  
 XX Annual JOHSC inspection completed  
 Monthly inspection was not completed  
 X\* 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	X	X		
30	Jarvis	X	X	X	X	X	X	X	XX		
31	King George	X	X	X	X	XX	X	X	X		
32	Lakewood	X	X	XX	X	X	X	X	X		
33	Langton	X	X	X	X	X	X	X	X		
34	Lansdowne-Costain	X	X	X	X	XX	X	X	X		
35	Lynndale Heights	X	X	XX	X	X	X	X	X		
36	Major Ballachey	X	X		X*	XX	X		X*		
37	Mt. Pleasant	X	X		X*	X	XX	X	X		
38	North Ward	X	X	X	X	X	X	XX	X		
39	Oakland-Scotland	X	X	X	X	X	XX	X	X		
40	Oneida Central	X	X	X	X	X	XX	X	X		
41	Onondaga-Brant	X	X	X	XX	X	X	X	X		
42	Paris Central	X	X	X	X	X	X	XX	X		
43	Port Rowan	X	X	X	X	X	XX	X	X		
44	Prince Charles	X	X	X	X	X	XX	X	X		
45	Princess Elizabeth	X	X	X	X	XX	X	X	X		
46	Rainham	X	X	XX	X	X	X	X	X		
47	River Heights	X	X	X	XX	X	X	X	X		
48	Russell Reid	X	X	X	X	X	X	X	X		
49	Ryerson Heights	X	X	X	X	X	XX	X	X		
50	Seneca Central	X	X	X	XX	X	X	X	X		
51	St. George-German	X	X	X	X	X	XX	X	X		
52	Teeterville P.S.	X	X	X	X	XX	X	X	X		
53	Thompson Creek	X	X	XX	X	X	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	X	X		
55	Walsh	X	X	X	XX	X	X	X	X		
56	Walter Gretzky Elementary School	X	X		X*	X	XX	X	X		
57	Waterford Public	X	X	XX	X	X	X	X	X		
58	West Lynn	X	X	XX	X	X	X	X	X		
59	Woodman-Cainsville	X	X	X	X	X	X	X	X		
	<b>Secondary Schools</b>										
60	B.C.I. & V.S.	X	X	XX	X	X	X	X	XX		
61	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X	X	XX	X	X	X	X	XX		
62	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X	X	XX	X	X	X	X	XX		
63	Dunnville Secondary S. (incl. TP)	X	XX	X	X	X	X	X	XX		
64	G.E.L.A. Brantford (Rawdon)	XX	X	X	X	X	X	XX	X		
65	G.E.L.A. - CareerLink Eaton Market Square	XX	X	X	X	X	X	XX	X		
66	G.E.L.A. - Simcoe	XX	X	X	X	X	X	XX	X		
67	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX	X	X	X	X	XX	X	X		
68	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X	X	XX	X	X	X	X	X		
69	North Park C. & V.S.	X	XX	X	X	X	X	X	X		
70	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X	XX	X	X	X	X	X	XX		
71	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX	X	X	X	X	XX	X	X		
72	Simcoe Composite School (incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX	X	X	X	X	XX	X		
73	Sprucedale Secondary School	X	X	X	X	X	X	X	X		
74	Tollgate Tech. Skills Centre	X	X	XX	X	X	X	XX	X		
75	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X	X	X	X	X	X	X	X		
76	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X	X	XX		X*	X		XX*		
<b>No.</b>											
77	H.E. Fawcett Teacher Resource Centre (TRC)	X	X	X	X	X	X	X	X		
78	Joseph Brant (including GELA - ESL)	X	X	X	X	X	X	X	X		
79	Head Office	X	X	X	X	X	X	XX	X		
80	Head Office - Facility Services	X	X	X	X	X	X	XX	X		



<u>Storage Facilities - Done by school staff as portion of school in monthly inspect. &amp; 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	X	XX		
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X	X	X	XX	X	X	X	X		
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X	X	X	XX	X	X	X	X		





## Indigenous Education Advisory Committee

April 24, 2018, 6:00 pm to 7:30 pm  
Board Room, Education Centre, 349 Erie Avenue, Brantford

### AGENDA

- A-1 Call to Order S. Sawyer
- (a) Roll Call S. Sawyer  
**Present:** Sabrina Sawyer, Stacy Hill, Karen Sandy, Paula Laing, Dana VanEvery, Amanda Sault, Denise Martins, Diane Sowers, Matt Lymburner, Gerry Clarke, Tobias Clarke, Starr Kennedy, Stephanie George, Trisha Simon  
**Regrets:** Brenda Blancher, Krista McMillan, Kathryn Hill, Audrey Powless-Bomberry, Leigh Staats, Dallas Squire, Jeff Burnham
- (b) Welcome and Introductions/Land Acknowledgement Statement  
 i. Indigenous Lead Sabrina Sawyer welcomed everyone  
 ii. Paula Laing read the statement.
- (c) Agenda Additions/Deletions/Approval  
 i. None.
- (d) Review of February 27, 2018 Minutes  
 i. Correction - Dana VanEvery was not present at the last meeting – will be reflected in the final minutes
- B-1 RESA/ESA Update D. Martins
- (a) The ESA (Education Services Agreement) is a work in progress between the Mississaugas of the New Credit First Nation (MNCFN) and Grand Erie District School Board (GEDSB). MNCFN handles finances for students living on Reserve. On April 9, GEDSB trustees approved the agreement and sent it back to MNCFN for official signing. Amanda Sault added that we used to have an Agreement but it hadn't been renewed or revised since 2008, when Amanda Sault revived it. The Agreement sets out the expectations for both GEDSB and MNCFN, and MNCFN is very excited that GEDSB Trustees accepted it. The Agreement is for five years and MNCFN is very grateful to GEDSB to include MNCFN students at GEDSB schools.
- (b) Finalizing the ESA with Indigenous Services Canada (ISC) for Six Nations students; ongoing agreement between GEDSB and ISC. ISC provides funds for Six Nations students. The agreement is with ISC for final review and we hope to bring to trustees on May 14.
- (c) We have been participating in an RESA (Reverse Education Services Agreement) with the Six Nations Polytechnic (SNP) STEAM program. Intensive work began in January 2018; it allows students living off Reserve to attend STEAM through provincial funding which will flow to GEDSB and then to SNP. Students residing on Six Nations and attending SNP are funded directly through ISC; those that don't will be funded through GEDSB. All parties have agreed; we are just finalizing the Addendums that need to go with it. Director Blancher hopes to take it to our Trustees on May 14 as well. Denise shared the Reciprocal Education Approach Memo from the Ministry of Education.
- Question:** this ESA was formerly known as the Tuition Agreement - has anything changed in the agreement to increase the number of counsellors in the schools to deal with the new curriculum for Wellness/Mental Health?  
**Answer:** Denise has not worked directly in that and deferred to Sabrina to follow up with Brenda.

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**Comment:** the organization is now called Indigenous Services Canada (not INAC).

**Question:** Is the SNP ESA a pilot? Is it something that MNCFN could also do with GEDSB?

**Answer:** Denise said the memo addresses some of the flow back and forth. Denise anticipates that moving forward this could happen. Karen offered that once it becomes legislation, this type of agreement will happen with GEDSB. Sabrina said we were ahead of the game because of the SNP program and confirmed that we are waiting for legislation.

### C-1 Board Action Plan

S. Sawyer

#### (a) NBE 3XX

- i. Stacy shared her work on the addition of an English Compulsory Credit Course. Lambton Kent District School Board (LKDSB) received a lot of publicity last Fall when they started the program; Brenda took it to our Executive Council and agreed to continue exploring this and moving forward. We are bringing it to this table to see how members receive it; and will be taking it to our Native Advisory Council (NAC) next week; meeting with Department Heads this Spring; and may present to Six Nations elected Council and Confederacy Council to seek support from them as well.

**Question:** Why do we have to keep waiting why can't we start in September?

**Answer:** Stacy explained that our Option Sheets have already been completed for next year, but we may ask some schools to voluntarily pilot it in Semester II next year with a full rollout in September 2019. We have to consider who will be able to teach these programs, and we need to prepare teachers to take this on.

**Question:** Hasn't the Ministry of Education alluded that this work was done already last year?

**Answer:** Sabrina clarified that it hasn't happened. It is equivalent to our current grade 11 English Compulsory course with increased expectations.

We are now going out to the community for feedback for community support. Tobias Clarke requested that we go to her Council table to include Metis content as well as from MNCFN.

- ii. Trustee Karen offered to take it to her Stakeholders' Committee this week; Stacy would welcome a letter of support from parents and other stakeholders.
- iii. Walking in the Tall Grass – Stacy Laforme published book of Poetry.
- iv. Stacy envisions a kick off in the fall with local authors to do readings.

**Question:** Are Native Counsellors are funded by our Tuition Agreement?

**Answer:** Yes, their funding is from the Tuition Agreement. Dana VanEvery noted that Urban kids are growing in population with more self-identified students. She added that the 'Native Counsellor' at Assumption, Lori Skye, is specific to high schools. Stacy clarified that Lori is a Student Mentor, not a Native Counsellor and that it is not the same role. Jerry Clarke works with Shadow, the Native Strategist from Hamilton and he suggested we could

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## Indigenous Education Advisory Committee

April 24, 2018, 6:00 pm to 7:30 pm  
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have her come and speak. GEDSB Counsellors won't turn away urban kids but there's a lot at North Park Collegiate (NPC) and Tollgate Technical Skills Centre (TTSC) and there's no Counsellor there. Stacy has been trying to revive the Native Clubs at secondary schools. Dana shared there is a ton of programming out there, and that she has access to multiple services. She works for Brant Native Housing which services the urban kids, noting that she wouldn't turn away Six Nations students. Dana offered to bring programming to students at GEDSB, but expressed concerns that our current Partnership Agreement Policy is too constrictive. The students she sees are Anishinaabe/Haudenosaunee/Metis/Inuit and are very transient. Sabrina shared that she and Jeannie Martin started looking at the urban population and looked at the partnership application process and agreed that it's not user-friendly. Sabrina and Stacy look for resources that are available in the community and try to relate those resources to a specific part of programming for our students.

- v. Sabrina suggested that members at this table send her a list of programs they know of or have access to for consideration.
- (b) Discussion of programming items for 2018-19
  - i. If anyone has any ideas for programming, please share with Sabrina, and she will take them to NAC.

**Question:** Do we currently offer summer programming for Indigenous students?

**Answer:** Sabrina replied that we don't have programming specifically for Indigenous students, but we have Camp Sail and it includes Indigenous resources to support Numeracy. Tobias Clarke shared that TVDSB has amazing summer programs. There's a 4-week program for grades 9-12, there's no marks given, it's a pass or fail. They pair up with Ojibway and learn traditional ways, healings, and listen to traditional knowledge keepers. Tobias will forward the curriculum to Sabrina; she is working with them from a Metis perspective. Wee Ones is a program for elementary students with two 2-week sessions. Painting Dot Art is cost effective and can be implemented into Art classes. She knows that Amanda Pont-Shanks does it and will provide contact information to Sabrina. Niagara College has a Dot Art session that is offered in June. Maybe we could send some of our teachers to learn and then implement?

- ii. Bundled Arrows program at Mohawk College offer summer programs.
- iii. Catholic School in Hamilton offered a Film class in the summer through Sheridan College with a PASS/FAIL for Indigenous students.

**Question:** What about poor cursive writing? The lack of teaching this causes self-consciousness; Indigenous students don't want to get their licence because they can't sign their name.

**Answer:** Sabrina shared that we still teach cursive writing but students are no longer graded on this piece.

- iv. The Board Action Plan is due the last week of August; Sabrina would like to complete the first draft before the end of June. Looking for programming ideas in general.

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**Comment:** Indigenous content should be delivered by authentic voices whether they are GEDSB staff or not; teachers or not.

- v. Tobias added there's a lot of confusion over what is and what is not Metis. There are incidents of people claiming to be Metis and are teaching the wrong culture. These presenters need to be vetted for authentic voice and material. A large number of Indigenous peoples are incarcerated and we need to develop conversations for children to know it's okay; create a 'safe space' in schools for kids to talk. Paula offered there are social workers in schools who are qualified to deal with trauma. Stephanie George commented on the long waiting list; need to put more money into Social Workers/Child Youth Workers or provide other solutions. Paula suggested an Elder's Grandmother project in the elementary schools where we bring Traditional Elders into the schools to be reading buddies; in high schools to be confidantes; they would need to be trained. This builds community - like an older version of Roots of Empathy. Stacy commented that it would take work away from our current social workers; it's a special service. Right now we have a younger person as a Cultural Mentor for Indigenous students through The Niagara Peninsula Aboriginal Area Management Board (NPAAMB); a work placement to do cultural activities with our students; it's a trial and it took a lot of time and work to complete the paperwork. Just need to figure out how to make it work with consideration for Union Contract Agreements and the safety of students. Paula asked if we could have College or University students do more of these work placements. Stacy is encouraging frontline staff to send information to the Indigenous Education Team so we know if and where this is already happening. Paula said there is a need for more money to support more positions in schools to deal with Mental Wellness. Stacy added that we do have an Indigenous CYW, Robin Hill, that works with our Indigenous students; and we have a partnership with Six Nations Child and Family Services. Social Services has a program that is hiring more Social Workers to work with our students.
- vi. Stephanie added that the Birthing Centre has a Grandparents Council program.

D-1 New Business

S. Sawyer

(a) May 16<sup>th</sup> Leads' Meeting

E-1 Parent Engagement Report

P. Laing

- (a) Paula attended the PIC Symposium, held on April 20-21 in Toronto. This is the first time they've had IEAC members attend. There was some confusion as to why we were there; some PIC members didn't know about Indigenous Education Advisory Councils (IEACs). There were guest speakers from Metis, Anishinaabe, and Mohawk. The Indigenous attendees were grouped together for discussion, causing further confusion regarding segregation. There was a variety of Indigenous workshops available, and parent engagement tools. The main takeaway from an Indigenous perspective was networking with other peer parents from all over Ontario. It was confusing that some larger school boards had two Parent Involvement Committees (PICs) – one was for Indigenous parents only, the other just a regular PIC; and they never meet together. The guest speaker Peter Schuyler, was chosen for his native content and was from Thunder Bay. He spoke about programs to implement in schools for well-being, but questioned if there

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was any Indigenous advisement on this program. He talked about the well-being piece as it will be part of curriculum for all schools; intergenerational trauma needs to be addressed; need proper help at school board level. The other speaker was Karl Subban, hockey player PK Subban's father. He wrote the book "How We Did It" which encompasses the use of the power of positive potential to raise talented athletes. The Indigenous parents were very interested in curriculum and stressing the importance of teachers receiving cultural sensitivity training.

- (b) Tobias asked how does the board attract the right teachers and how we are being inclusive. There was some discussion regarding Reg'n 274 and its implications.
- (c) Paula would be happy to seek out Indigenous parents to share her knowledge and experience with. Stacy shared that we have been holding community information nights on Reserve for last three years but are very poorly attended. The last session will be on the MNCFN in late May. The focus is for grade 7 parents and families to learn/plan for secondary school. Stacy added that she will start attending Federal school council meetings and visit Brant Native Housing; going to where the people are instead of asking them to come to us may be a better approach.
- (d) Save the Date: June 19 Parent Engagement Social
- (e) Tobias added: For Truth and Reconciliation, each school could create a shadow box display, inclusive of all Indigenous peoples – and display it prominently as soon as you walk into the school – it will help Indigenous students feel welcome and inclusive and builds awareness.

**Question:** Is the Land Acknowledgment Statement is read everywhere at beginning of every day?

**Answer:** Stacy explained that currently it's at the discretion of each individual school but we endeavour to have it everywhere. Sabrina added that staff are encouraged to read it at the beginning of meetings and gatherings. Stacy shared that it's a reconciliation piece for Settlers to read, acknowledging the Indigenous peoples

**Comment:** We would like to go further than that so it means something and not just being read because we have to.

F-1 Correspondence

- (a) None.

G-1 Adjournment

- (a) Sabrina adjourned the meeting at 8:05 pm

H-1 Next Meeting

- (a) June 26, 2018 | 1:30 pm | Board Room | Grand Erie DSB

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**Compensatory Education Committee**

Thursday, April 26, 2018 1:00-3:30 p.m.  
Norfolk School Support Centre – Carolinian Room

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**MINUTES**

**Present:** Chair L. Thompson, D. Dean, D. Martins, K. Newhouse, T. Oldham.

**Regrets:** P. Bagchee, B. Braund, R. Charbonneau-Smith, L. DeVos, M. Finochio, J. Harris, J. Hooper, S. Love, K. Mertins, F. O'Connor, J. Poulimenos, G. Rousell, S. Sawyer, M. VandenBussche.

**Recorder:** P. Curran.

**A-1 Opening**

(a) Superintendent Thompson welcomed everyone to the meeting.

(b) Agenda Additions/Deletions/Approval  
• Approved as distributed.

**B-1 Review and Approval of Minutes**

(a) Minutes of March 29 2018

Moved by: T. Oldham

Seconded by: D. Martins

THAT the minutes of March 29, 2018 be approved as distributed.

**Carried**

**C – 1 Business Arising from the Minutes**

(a) Compensatory Education Report

L. Thompson

- A comprehensive draft report on the status of compensatory education in Grand Erie was reviewed in advance of its presentation to Trustees for approval of recommendations contained therein.
- Significant highlights include the alignment of the HIP (Higher Improvement in Performance in Schools) strategies with the board's multi-year plan.
- Strategies continue to be informed by data provided from Environics Research and Grand Erie EQAO (Education Quality and Accountability Office) results.
- This year dissemination areas were defined by postal code rather than by neighbourhood resulting in much finer detail.
- School selection will be determined by the data above and supports that lead to student achievement will be determined by examining the prevalent risks.
- Schools at greatest risk are also those identified by the Ministry as requiring additional supports for e.g., renewed math strategy, etc.
- HIP Chairs provided support this school year to the Superintendent responsible for Compensatory Education by liaising directly with

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## Compensatory Education Committee

Thursday, April 26, 2018 1:00-3:30 p.m.  
Norfolk School Support Centre – Carolinian Room

HIP school administrators and helping to consolidate ideas, gather data, and provide the administrator voice at the system level for planning purposes.

- The recommendation to dissolve the Compensatory Education Committee and to revise By-Law 8 to reflect this change was received and agreed to, based on the following data that was shared at the meeting:
  - That schools that are at greatest risk are also the schools identified by the Ministry of Education as schools that require intensive support through the Renewed Math Strategy. Funding is provided to these schools through the Renewed Math Strategy Grant and other grant offerings through the Ministry of Education.
  - That there are no additional staffing positions available to allocate to schools solely based on the fact that it is identified as a school with a high level of students coming from low socio-economic backgrounds.
  - That additional funds provided to support early literacy interventions in compensatory schools have shown that these interventions have supported improvement in literacy skills for the small number of students able to access the intervention, but there is a greater need to review all early literacy interventions in all elementary schools to align their implementation to ensure the most effective impact on student achievement of improved literacy levels.
  - That the work being done in each of the indicators of the Multi-Year Plan is the same work being done in HIP schools.

Also, the following strategies will continue:

- Review and rank the schools based on socio-economic risk and achievement levels as new demographic and achievement data becomes available.
- The ten highest elementary schools and five highest secondary schools will be deemed HIP schools.
- HIP Schools will continue to receive additional funds to mitigate barriers students may face coming from low socio-economic backgrounds.
- HIP schools will continue to receive priority weighting in regards to Community Partnership Incentive Program and Pride of Place applications.
- Elementary HIP schools will continue to have parameters in place to aim for lower junior/intermediate class sizes during the staffing process.
- Elementary HIP school administrators will continue to be able to create a priority Occasional Teacher list.

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## Compensatory Education Committee

Thursday, April 26, 2018 1:00-3:30 p.m.  
Norfolk School Support Centre – Carolinian Room

- The System Research Lead will provide a school profile to every school that identifies specific areas of risk based on student demographics.
- All schools will continue to work toward the goals identified in each area of the Multi-Year plan while keeping a focus on providing differentiated programming and assessment and high expectations for learning and achievement for all students but particularly those students coming from economically disadvantaged backgrounds.
- Updates for HIP schools will be aligned with and incorporated into the regular reporting cycle for all schools.

D – 1	<b>New Business</b>	L. Thompson
	(a) None.	
E – 1	<b>Announcements / Community Information</b>	L. Thompson
	(a) None.	
F – 1	<b>Correspondence</b>	L. Thompson
	(a) None.	
G - 1	<b>Adjournment</b>	L. Thompson
	(a) Adjourned 2:01 p.m.	
H - 1	<b>Next Meeting</b>	L. Thompson
	(a) Deferred.	

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## MINUTES

**Present:** Karen Sandy, Ann Noyes, Diane Sowers (for Alex Felsky), Sabrina Sawyer, Stacy Hill, Denise Martins, Kris Hill, Melissa Turner, Sharon Williams, Jeannie Martin, Dave Thomas, Brenda Blancher, Sherri VanSickle

**Regrets:** Audrey Powless Bomberly, Alex Felsky, Pam Davis

**Recorder:** Sharon Doolittle

**Welcome:** Karen Sandy welcomed everyone

**A - 1 Agenda Additions/Deletions/Approval**

**B - 1 Approval of Minutes**

Corrections – Melissa Turner present at meeting March 6, 2018  
Denise Martins regrets – meeting March 6, 2018

K. Sandy

**C - 1 Business Arising from the Minutes**

S. Hill

**(a) Communication Strategy**

- Need to work on putting a plan in motion to communicate to our communities the news of what is happening within Grand Erie
- Newsletters have been started – initial plan is for one in May and another in June
- Stacy handed out a draft communication plan

Suggestions made:

- Topics could be shared from this committee and others
- Suggested - Monthly page in Two Row Times
- create a postcard with dates of information nights from each school and send this out to each home at Six Nations
- CKRZ 100.3 Radio – J. Martin shared with committee that the Morning Show with Al Sault interviews people about events and what is happening in the community and it is free and also suggested billboards
- Ask for funding – budget review meetings are happening with the Board of Directors
- S. Sawyer suggested a section for social media
- When highlighting staff, include other indigenous system supports
- D. Sowers said at the Board budget meetings they would like to know the cost of things
- Each school needs to share what is happening with Stacy

**(b) Results Based Accountability Exercise Follow-up**

**OSSLT**

- H.S.S. – prep work is always done and extra help is given to the students that struggle
- McKinnon – students that are struggling get extra help and there were no deferrals for ELL students this year



Discussion about how to increase the success of our students – things were already in progress this year, will try to implement more next year with the literacy team at each school.

Will continue to discuss gap closing initiative program to share strategies, reading and math.

**D - 1 Indigenous Education Advisory Committee – met April 24th**

S. Sawyer

**(a) Update**

- Our most recent meeting in April had the highest attendance for the year, including new representation from Tobias Clark, the AEC Lead and Jeffery Clarke, President of the Clear Waters Métis Council
- Paula Laing, our parent representative that attended the provincial Parent Involvement Committee conference on April 20/21, 2018, shared her experience and information on parent engagement
- Trisha Simon, our non-Indigenous parent rep from Ecole Dufferin was present for the first time and Veronica Jamieson has been named the representative from the Mississauga of the New Credit Elected Council, but was unable to attend
- The IEAC did some brainstorming, as a committee, for the Indigenous Education board action plan 2018-2019, many ideas were shared and will be followed up
- The IEAC was consulted for feedback from the communities for the NB3E/C/U course as the mandatory Grade 11 English course – an idea that is currently being explored. The IEAC supports the idea. The Métis Council would appreciate being consulted as well, if there is to be a presentation to the Six Nations and Mississauga of the New Credit First Nation elected councils.
- It was surfaced with the group that we need to choose a new Chair because of the increased members in attendance
- Next meeting June 26<sup>th</sup> in the Board Room at the Education Centre
- June 19<sup>th</sup> Kanata Village – Save the date, Welcome to Grand Erie event focusing on parent engagement, creating a welcoming environment for our new Indigenous families.

**E - 1 Six Nations Student Report**

**(a) Report from Cayuga Student Reps**

- Late getting the letter out so they were unable to have a student rep present

**F - 1 Grand Erie and Six Nations Ad Hoc Committee**

**(a) The Ad Hoc Committee – Six Nations and Grand Erie Update**

- A lot of good discussions including how students choose a school, what happens when a school gets a poor reputation
- How it is important to communicate success stories and advertise things that are happening
- Report will go to the board so the trustees can see the input and background from the information shared



- Some discussion about the STEAM Academy attracting students from Six Nations who would have attended a Grand Erie school
- Ann Noyes said there are 20 students from J.C. Hill who have registered for STEAM. They have been meeting with the teachers to see how the students' needs can be met.
- S. VanSickle was asked if travel time on the busses for the schools in Brantford were affected by the fact that the bus now also transports students to STEAM. S. VanSickle said not that she knows of.
- B. Blancher said regarding STEAM there will be a transition package for students who either are transitioning to the program or from the program.

#### G - 1 Programming

##### (a) NBE3 – Contemporary Indigenous Voices

- Exploring the possibility of this course being the compulsory Grade 11 English credit as some boards have implemented including Lambton-Kent
- support teachers with help and materials teaching this
- B. Blancher, D. Martins and S. Hill will meet with OSSTF in June to have a discussion about this
- Also looking for feedback from Confederacy Council as well as Six Nation Elected Council and New Credit Elected Council
- will be shared with the English Dept. heads
- Sabrina – John MacDonald will be taking the information regarding the course NBE3 to the schools and will get the feedback at Pauline Johnson Collegiate. This will also be taken to the Truth and Reconciliation Committee at Pauline Johnson.
- D. Martins said how it is important to share resources and ensure there is a supporting role – as a teacher they will need to see there is a plan in place so they can deliver the course. Need to make sure the teachers are prepared to discuss the issues that may arise.
- Really about understanding all perspectives
- There is funding in the Board Action Plan that can be used for resources and the achievement piece
- important that we have University level courses available in Indigenous studies for our students
- Important to communicate to parents so they know this is a compulsory English course
- K. Hill said the topic may be intimidating for the teachers, if they get it wrong some students may correct the teacher, because of the diversity of the culture they need to be prepared, - J. Martin agreed and said this is a living history
- Teachable moments – sharing personal perspectives. Different approaches and how do you embrace that, reframing how we think and talk
- S. Williams shared that at McKinnon the credit has been offered as a dual credit
- A. Noyes – suggested Six Nations Polytechnic be approached to develop an Additional Qualifications course for teachers for this course.

##### (b) Live Different

- A video presentation was given by Mary Ann Roy from Live Different – Youth Empowerment Canadian Charity that has its main office in Hamilton, ON.





- Live Different offers a live, concert-style, school-wide motivational assembly, supplementary classroom workshops, keynote speakers, as well as youth programs and resources that inspire students to make a positive change
- They also have a program for Indigenous Youth.
- D. Thomas has had the group several times and said the students enjoy it and that it is extremely helpful. J. Martin said H.S.S. has had this group present several times and it has been met with great success.
- It was suggested that the Live Different presentation could be given to the grade 8 students to promote the high schools
- They ask for \$1500 for a day or whatever can be given.
- It was asked how many sessions they do a day – could do several a day. 60 students for workshops an hour and a half
- There are different ways to implement the program.
- S. VanSickle asked if she could go see a presentation first before booking it and was told yes.

(c) **Community Resources**

- S. Hill will meet with J. Martin in regards to the list provided; will need to call some of the people listed
- S. Hill suggested organizing it by topic or categories first, broader topics, art and music, language, historical, law or civic
- should indicate whether it is a professional fee or an honorarium,
- will send the community resource list out to the committee

(d) **Suicide Prevent Protocol**

- Suicide prevention protocol - Mental Health Leader – had a meeting at Social Services to consult and also consulted with the Student Senate – Stacy asked her to bring it to NAC and present it here if that is the wish of the committee.
- J. Martin suggested the Native Education Counsellor see it first before bringing it here

(e) **Indigenous Student Leadership Strategy**

- Student representatives at Kanata Village, were shown how to conduct a council procedure. They showed maturity and thoughtful consideration and leadership qualities. Two representatives from each school were able to attend. The students debated on the structure of the group and decided they would like to see three representatives from each school attend in the future.
- First Indigenous Student Trustee for the Grand Erie District School Board was elected on April 26<sup>th</sup> at the Student Senate meeting
- The report goes to Board on May 14<sup>th</sup>.
- Different levels of leadership are being created in the board now for Indigenous students

H - 1 **Next Meeting**

May 29th

Brantford Collegiate Institute





## Grand Erie Parent Involvement Committee

May 3, 2018, 6:30 pm

Dogwood Room

Waterford District High School, 227 Main Street South, Waterford

*Chair: Sarah Nichol*

*Recorder: Valerie Slawich*

### MINUTES

#### 1. Welcome and Introductions

**S. Nichol**

**Present:** Brenda Blancher, Brian Doyle, Nancy Waldschmidt, Jean Montgomery Kimberly Newhouse, Brent Howard, Barkev Poladian, Sarah Nichol, Tiffany Knight, Jenn Smith

**Regrets:** Leanne Smith, Christina Rajsic, Julie Ford, Tom Waldschmidt

#### 2. Minutes

**S. Nichol**

##### 2.1. Approval of March 22, 2018 Minutes

- The Minutes will be corrected to reflect that both Tiffany Knight and Sarah Nichol were 'regrets'
- Brian Doyle moved to approve the minutes; Brent Howard seconded ~ carried

##### 2.2. Business Arising from the Minutes

- None

#### 3. Financial Report

**B. Blancher**

3.1. An update was provided on who has spent their GEPIC Grant money; Val will continue to monitor and request paperwork.

3.2. Any leftover funds could be used to pay for items or supplies we may need next year.

#### 4. Updates from the Board Table

**T. Waldschmidt/B. Doyle**

4.1. The Education Week Gala was held today in Brantford; our brand new school is now under construction in Haldimand.

#### 5. Director's Update

**B. Blancher**

##### **Some highlights since the last meeting:**

March 27 Bay Area Science and Engineering Fair Awards at Mohawk College – 10 Grand Erie students received awards, many multiple awards and two projects were selected to move on to the Canada-wide Science and Engineering Fair. Schools represented were Brantford Collegiate Institute and Vocational School, North Park Collegiate and Vocational School and Lakewood Elementary School

##### **April 11 Secondary Eco Conference at Camp Trillium**

The Grand Erie District School Board strives to create environmentally responsible teaching and learning environments for all. As part of this effort, Facility Services hosts an annual Environmental Youth Symposiums alternating years for both elementary and secondary students.

**April 11 International Day of Pink** - The Day of Pink is the International Day against Bullying, Discrimination, Homophobia, Transphobia, and Transmisogyny across the world.

**April 11 CWB Welding Foundation and Stelco Donation** – Stelco is making a large contribution to help the welding programs at four Grand Erie secondary schools – Brantford Collegiate Institute and Vocational School, Pauline Johnson Collegiate and Vocational School, Cayuga Secondary School and Waterford District High School. An event to celebrate this investment by Stelco took place at the United Steelworkers Local 8782 Hall in Townsend.

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## Grand Erie Parent Involvement Committee

May 3, 2018, 6:30 pm

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**April 21 Open Houses at Fairview Avenue and Grandview Central in Dunnville** – to celebrate many years of educating students in these communities as we prepare for these two school populations to consolidate at the new Dunnville elementary school (still to be named) in September.

**April 25 GEPIC Spring Event** – Wednesday April 25, 2018

Topic: The Impact of the Legalization of Marijuana on Families – a topic requested by GEPIC members 70+ people in attendance, lots of positive feedback.

**April 25 Release of the Independent Review of Assessment and Reporting Ontario** - A Learning Province – the Executive Summary has been provided.

**April 26 Student Senate** - our Student Trustees hosted the last Student Senate Meeting of this school year and we had an election for the 2018-19 Student Trustees representing the North and the South of Grand Erie and including our new Indigenous Student Trustee – a report is going to the Board on May 14.

**April 26 Rainbow Ball at BCI** - 4th annual. Building on the positive momentum of previous years, Brantford Collegiate Institute and Vocational School hosted the fourth annual Rainbow Ball, welcoming LGBTQ students and allies from across Grand Erie to the semi-formal dance.

**Today: Education Week Gala** – our Education Week Kick Off Event took place today at the Sanderson Centre showcasing the talents of our Grand Erie students, emceed by our Student Trustees Jeriann Hsiao and Leicia Kelly.

### Coming Up

Education Week May 7–11: the theme is Feeling Well, Mind, Body and Spirit to coincide with Mental Health Week – great connection to our Multi-Year Plan Well-Being indicator.

Public Budget Meetings with Trustees – May 15, 22 and 29 at the Education Centre in the Board Room

*She Split the Sky in Two* play by Aleria McKay at Brantford Collegiate Institute and Vocational School, which advanced to Provincials.

## 6. GEPIC Chair's Update

S. Nichol

6.1. PRO Grants Applications open for 2018-19 ~ deadline June 5, 2018

- Individual schools and Parent Involvement Committees (PICs) can apply ~ special consideration for:
  - a. Support and engage parents who have not been previously active in the school community, parents from racially or ethnically diverse communities, or hard-to-reach parents; and/or
  - b. Support the engagement of parents from Indigenous communities; and/or
  - c. Promote increased access and awareness of math strategies and resources for parents to support their children's learning at home at school; and/or
  - d. Promote the value of postsecondary education (apprenticeship, college, or university) by providing parents with information on postsecondary education pathways, possibilities, and supports for their children.
- Nancy suggested we have some topics ready for the Orientation in October and have people vote

## 7. Planning, Discussion and Sharing

S. Nichol/K. Newhouse

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## Grand Erie Parent Involvement Committee

May 3, 2018, 6:30 pm

Dogwood Room

Waterford District High School, 227 Main Street South, Waterford

- 7.1. PIC Symposium Reflection ~ April 20-21, 2018
  - It was an excellent conference, and the networking was fantastic. Sarah personally preferred the two-day format over the one-day event held last year in London. There is a school in Peterborough whose School Council Guide shows their PIC has 12 roles and have had great success filling the roles. Sub-Committees meet to plan and execute PIC work and therefore hold fewer executive meetings. This was the first year that a representative from Indigenous Education Advisory Council (IEAC) was invited.
- 7.2. Spring Session Reflection "The Impact of the Legalization of Marijuana on Families" ~ April 25, 2018
  - Well attended at 77 participants; thank you to Sarah for providing great replies on Facebook; going forward will do a feedback form for each event; note to not use the cafeteria tables again, they were too uncomfortable.
- 7.3. Fall 2018 School Council Start-up
  - October 18 from 6:00 – 8:30 pm at Waterford District High School
  - We should discuss CPIP
  - Discuss more defined roles for School Council Members – Sarah has a sample from Peterborough
- 7.4. Grand Erie School Council Guide
  - Please send any revisions or additions to Kimberly by the end of June
- 7.5. Planning for GEPIC Spring 2019 event
  - Paul Davis <http://socialnetworkingsafety.net/> Smart Parenting and Social Media; \$900 for the day; he can deliver a message to students at a school during the day, then speak at our evening event
  - April 16, 2019 from 6:00 – 8:30 pm in Brantford; venue - North Park Collegiate and Vocational School
- 7.6. Canada Learning Bond
  - Kimberly will send link to School Council Chairs
8. **Other Business**
  - 8.1. Andrea Riddoch at Teeterville Public School – inviting GEPIC to the uncovering of the new school mural May 10 @ 6:00 pm during their Education Week Open House – made possible by a GEPIC Grant 2016-17
  - 8.2. Princess Elizabeth PS – Math Night May 8 from 4:00-6:00 pm, made possible by a GEPIC Grant 2017-18
  - 8.3. J.L. Mitchener Public School – Paul Davis May 16 from 6:30 – 8:30 pm
  - 8.4. Correspondence – Fresh from the Farm Fundraising
    - Raise funds selling Ontario vegetables and fruits to the community
  - 8.5. OneNote for GEPIC ~ may consider for next year
  - 8.6. *Making a Difference for Kids – Running for Election as a School Board Trustee – Guide for Candidates and Communities*
    - Sharing with parents
  - 8.7. IEAC - Brenda will check into having a representative join GEPIC (SEAC is legislated; IEAC not yet)
9. **Dates 2018-19**
  - 9.1. October 25, 2018; January 10, 2019; March 7, 2019; May 2, 2019

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## MINUTES

**Present:** D. Abbey, S. Bell, J. Ecklund, K. Newhouse, S. Noort, G. Rousell, C.A. Sloat, A. Smith  
Recording: L. Howells  
**Special Guests:** Thadeus Zebroski, Matthew Pawliw-Levac

**Regrets:** C. Smith, T. Waldschmidt

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

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

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

The minutes from the February 1, 2018 Privacy Information Management meeting are available for review.

**3. Review Privacy Audit – Update on Actions** **D. Abbey**

D. Abbey noted the Managers have been working on their actions. The actions were reviewed with verbal updates provided.

**4. Privacy Audit Results Next Steps** **D. Abbey**

D. Abbey noted Thadeus Zebroski will be the lead of a working committee to prepare some privacy education/documentation and communication plan which aligns to the findings from the audit.

**4.1 Website/Communication:** Privacy page has been added to the staff portal. Link to privacy resources (IPC, PIM Toolkit) and training videos will be added. Need to start added resources from MISA and consider expanding the content

**4.2 Training:** plan to be established by T. Zebroski.

**4.3 Retention:** L. Howells prepared a GEDSB Records Management Guideline that is based on information from the 2017 BOERMS and PIM Toolkit. L. Howells has requested committee member feedback and to review it with some of their staff. D. Abbey will present to Exec Council for feedback. It was suggested the final guideline be posted on the portal and consider a more web based format with search capability. J. Ecklund asked once this approval and final, how do we operational and automate? There will need to be discussion between L. Howells, J. Ecklund and D. Abbey to discuss.



5. 2018-19 Proposed Meeting Dates –

The following dates were proposed: November 1, 2018, January 31, 2019 and May 2, 2019. May need to reconsider January 31 date once the 2018-19 School Calendar is released as it may conflict with the turn around day for secondary.

Draft



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## MINUTES

**Chair:** Christine Bibby and Heather Knill-Griesser

**Present:** Ash, Gail; Baker, Wayne; Benner, Jeff; Crabb, April; Dean, Dave; Kitchen, Karla; Krueger, Cathi; Bagchee, Piyali

**Regrets:** Andratis, Atala; Dale, Jason; Haist, Tanya; Hill, Stacy; Hodges, Michelle; Kilpatrick, Lynda; Martin, Shawn; Miller, Suzie; Potichnyj, Adriana; Sawyer, Sabrina; Weber, Rob;

**Recorder:** Heather-Jo Causyn

### A - 1 Opening

- (a) **Welcome**
- (b) **Agenda Additions/Deletions/Approval**  
Nil

### B - 1 Timed Item

- (a) **Community Partners (2:00 pm)**

### C - 1 Policies and Procedures Out for Comment

Nil

### D - 1 Operational Matters

- (a) **Global Day of Dignity**  
Date for the 2018-19 School Year – October 17, 2018  
Planning will start the end of June  
Positive feedback from elementary  
Looking for direction as to continued rollout  
Potential for the follow up session to be held by video conference
- (b) **Traumatic Event System Training – June 14 and 15, 2018**  
Training is provided to those who respond to a critical/traumatic event  
50 have signed up from within the Board  
Two spots have been shared with each of our local community service organizations
- (c) **Violent Threat Assessment Protocol**  
Working group consists of union representatives – elementary and secondary, support staff, program leads, administrators



## H-1-j Safe and Inclusive Schools Committee

Thursday, May 17, 2018, 1:00 p.m.  
Board Room, Education Centre

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(d) **Planning for SIS Events for the 2018-19 School Year**

Do not book events on Monday or Friday  
No more than 50 teachers can be covered on any one day

(e) **Proposed Subcommittee: Equity Plan**

Development of a sub-committee to review the Equity Plan and set goals

(f) **Census Project Update**

Start in the fall with data collection and will continue to analysis the data  
Vet questions through community groups  
Data collection will dove tail the work being done here

E - 1 **Meeting Dates for the 2018-19 School Year**

October 4, 2018	November 8, 2018	January 10, 2019	March 21, 2019
May 23, 2019			

F - 1 **Adjournment**





## NOTES

Co-Chairs: Heather Knill-Griesser, Christine Bibby

Recorder: Heather-Jo Causyn

### 1. Welcome and Introductions

### 2. Highlights and PD Opportunities from Grand Erie

- Global Day of Dignity – October 17, 2018
- Level 1 Family Assessment Training – October 31, Nov. 1, 2018
- Traumatic Event System Training – June 14 and 15, 2018
- TES Committee update – Revisions to TERT process
- Violence Threat Risk Assessment Protocol
- Egale Sessions 201 – January 24, 25 and 26, 2018
- Building a Culture of Diversity in Grand Erie with Shakil Choudhury – GEDSB Equity/Inclusive Education Walk – February 12, 2018
- Indigenous Education Leads and Equity Leads Conference – February 21, 2018
- Diversity videos
- Restorative Practices for administrators and support staff training
- Planning for SIS events next year- areas of emphasis

### 3. Input from Community Partners: Feedback on Reflective Questions

1. “What current trends/themes are you experiencing at your agency that would potentially impact on school operations?”
  - Significant increase in demand to access services, more referrals, continued wait list which impacts students and schools, preteen and teens not going to school because they are anxious, their worries are increasing which is affecting connections with peers and the school community, increase in bullying at school, parents are not clear as to what options are available through school boards, more and more kids are being diagnosed with autism
  - Speaking on behalf of K-grade 8-Six Nations schools, Audrey Powless-Bomberry: trends include problems with gender, youth do not know who to go to, students need someone in the school that they can trust and can speak with, youth self-harm issues, addiction problems, Six Nations reached out to agencies for assistance, alarming number of youth hospitalized with such things as addiction, “young people have lost hope”, much needs to be done, they are working on having on-site people in the schools for accessibility, staff have been trained in Safe Talk, relationship building is paramount, students do not feel they are welcome in schools, most are taught to respect those in authority, poor graduation rate on Six Nations, how to reach and



engage the kids is paramount. Community group established for cannabis, Street group – to educate parents and kids

- Trauma – trauma related behaviours – how to help kids and not make the situation worse, trauma informed care has been done, what does trauma behaviour look like, dealing with past traumas, number of kids coming in with trauma related behaviours is huge, trust, sharing with someone, how can we help these kids, New Life Promotions – program to do more work with the kids, program will reduce the number of suicides and assist with taking down barriers
- Access to youth that they are currently working with, how can they work together, get caught in the middle when asked by teachers to come in, pathways in and out need to be worked on

**2. “What are the relevant social issues that your agency is responding to? In what ways can the Grand Erie District School Board assist in addressing those issues?”**

- Opioid crisis – working within the community and School Boards, nurses are able to distribute naloxone kits in the high schools, mental health issues in the high schools is increasing, parental consent is required which decreases help as parents may not agree, equity issue-as not all students have access to help
- Suicide Prevention Committee – working with P. Bagchee, Mental Health Lead– a lot of work has been done and work around the collection of information - around our documents and aligning protocols
- Relevant social issues – cyber bullying, victimizing on the internet, poverty, domestic abuse, appropriate productive social media use needs ongoing work, multitude number of students that can be affected is huge – everyday occurrences (e.g. bullying), things are not being reported when something is wrong, not sharing, opposed to sharing information that should not be shared, school to school differences in collaboration practices, some are excellent, some are not, more children than the school board and community organizations can serve, still hesitancy to refer to community services or allow access to student, better communication for transitional issues, integrated service planning between schools and community services, coping skills need to be taught earlier, not being taught at home, important to learn to better function in life
- When students go to post-secondary they struggle to complete forms and get them in on time, need to do what we can and encourage, racism is still alive in Grand Erie, we need to look at how we treat each other, Six Nations students are quiet, taught to respect people, when they look down it doesn't mean that they are disobeying someone, training is important, example: artwork depicting a very large man with headgear that was not Six Nations headgear was being shared on a school wall until a complaint was shared and the artwork was taken down but we should know this already, engagement is key, smile at kids, let them know you care, discipline problems that are injustice at the school, a committee to develop complaints, a way to assist irate parents, work on relationship building, work on teacher training



H-1-j

## Equity and Inclusive Education Community Advisory Committee

Thursday, May 17, 2018 at 2:00 p.m.  
Education Centre – Board Room

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- Areas of reserve where they do not get internet connection, schools do not understand that they do not have access, removing the booklets for alternative education is just another obstacle to the Six Nations kids, a reality that needs to be looked at, no internet access makes it difficult
- Student needs to learn responsibility (e.g. filling out a form), teach responsibility, student who was highly intelligent was told not to waste resources but had high anxiety – need to respond appropriately to those coming in for help, explore issues, find out challenges and set up relationships
- “So many disconnects in dealing with the health and education system for mental health issues” McMaster to send kids for assessment, loop back and kids can fall through the cracks. Need to be collaborating and partnering with each other. REACH offers a crisis service after hours, summer, etc. Kids in crisis has lessened but we are dealing with kids that do not have the wrap around, ability to see these kids and make sure they are bridged and getting the services needed, working together and collaborating, barriers must be diminished or lessened
- Walk in – get a different counsellor each time so hard to get kids to go
- H-N REACH Crisis Service – they support students, stay with kids for as long as required until they are stabilized, working toward Easy Access Pathways Program, developing goals to deliver the service needed at the time needed instead of waiting for service
- Those that need to access walk in more than once can make arrangements to see the same person, do volunteer drives if needed which could take a while but it can be arranged
- Sports with Six Nations and Grand Erie is great, helps to keep kids on the straight path, hard time getting transportation for sports so some students do not get a chance to play
- Try to keep families together, foster care program is detrimental to Six Nations kids, on Six Nations foster family receives \$100 and outside program families receive \$800
- H-N CAS Strong Kin Care Program receive the same benefits, belief is that children should be with their families, like to place with families where possible, Kin Care and Kin Service
- Six Nations are very interested in obtaining data about their youth and how they are progressing: data information/data sharing (e.g., who is failing), can help determine what is working, what needs to be tweaked, how can we engage the kids
- Grand Erie has worked with the Child Welfare agencies to achieve a joint protocol for student achievement is now complete although not signed off. Tool, procedure and clear mechanism for sharing information (e.g., who to approach), agencies are missing a lot of the data that should come from the School Board, Six Nations along with Child Welfare agencies have signed off on the protocol
- Six Nations has an Education Council Committee which has been formed by a large committee of Education Lifelong Learners who will look at whether they should take on their own secondary education, right now the funding is not there – Lori Davis Hill - Health, Arlies Sky - Social, Rebecca Jamieson are all members of the committee
- Education Equity Plan – four pillars follow up from the 2009 Education Strategy, goal to identify and eliminate bias pillar most important is the data collections, collect data based on the marginalized sub groups that are not being served very well, identity-based data for aboriginals and special education students, new direction as a pilot board – comparing results and talking with other boards, application for \$43,000 to hire a system analysis to develop a census tool to



H-1-j  
**Equity and Inclusive Education  
Community Advisory Committee**

Thursday, May 17, 2018 at 2:00 p.m.  
Education Centre – Board Room

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gather data from grades 6-12; compare achievement levels of students in the marginalized groups, data collected in area of sense of belonging, will provide direction starting in the fall, Six Nations needs to know where their kids are in standings

- Six Nations requested to work together with Grand Erie to collect the data needed
- Self-identifying has been an issue in the past
- Data collection is important for various reasons with other agencies as well
- Change will take time – awareness is critical – kids will lead the way
- SAGA –(Sexuality and Gender Alliance)- HN REACH: 18 community agencies that work with this group, they reached out to the youth for their observations – parents in particular are looking for support that identify the LGBTQ, education is needed on their behalf as well, youth talked about the safety piece – within schools, homes and communities, cannot learn if they do not feel safe, they need a louder voice, more GSAs in the schools, ideas are phenomenal, much younger ages are identifying, need to provide resources, visibility is important, endorse and create more, use of language and it affects how we think, language is constantly evolving, there are not GSAs at each school or the GSA has been amalgamated with other committees, enjoyed the Rainbow Ball but students still want to be involved in other proms
- Nova Vita Women's Services: noted lack of knowledge piece that staff personnel have about domestic violence, trauma informed system at Nova Vita, trust relationship building, etc. training on trauma informed education, need to make a shift, want staff personnel to contact and consult with them

4. **Next Meeting**

May 23, 2019

5. **Adjournment**

The meeting was adjourned at 3:20 pm.

## OPSBA Report

May 28, 2018

Looking for direction on voting at the upcoming OPSBA AGM

Policy resolutions

### 1) Ottawa-Carleton DSB – AGM Policy Resolution

#### B. RESOLUTION:

Be it resolved, that OPSBA recommend that the Ministry of Education with the Education Equity Secretariat, as a priority, explore and develop an action plan with the following elements:

- a) An exemption, allowing preferential hiring of qualified FNMI teachers, notwithstanding Regulation 274;
- b) Allowing FNMI Elders and Traditional Knowledge Keepers to deliver (as paid instructors), in collaboration with classroom teachers, the content of specific FNMI courses such as language, traditions, residential schools, treaties, culture and history, the Indian Act and immigration;
- c) Recognizing life skills and expertise of FNMI Elders and Knowledge Keepers towards post-secondary teaching credentials, much like British Columbia and Alberta models, through their Prior Learning Assessment and Recognition (PLAR) programs; and
- d) Changing the pathways towards earning Ontario Teaching Certificates that recognize concepts that more faithfully reflect Indigenous traditional educational transmission processes.

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#### COMMENT FROM EXECUTIVE COUNCIL:

Executive Council and the Indigenous Trustees' Council support the resolution.

### 2) Waterloo Region DSB – AGM Policy Resolution

B. RESOLUTION Be it resolved, that OPSBA actively lobby the Ontario Ministry of Education to:

Alter the existing categories of exceptionality to include ADHD within a category, other than behaviour, thereby acknowledging ADHD as a neurodevelopmental disorder that significantly impairs learning, allowing students with ADHD to be identified as exceptional learners as their peers with Autism and learning disabilities (similar neurodevelopmental disorders) are, thereby securing their legal right to accommodations for their disability, and,

Ensure that all Ontario educators are trained in ADHD impairments, as well as in the appropriate classroom accommodations and teaching strategies that can be used to support these students in the classroom and school environment.

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#### COMMENT FROM EXECUTIVE COUNCIL:

Executive Council recommends this motion be referred to the Minister's Advisory Council on Special Education (MACSE) to evaluate and act on.

### 3) Hastings & Prince Edward DSB – Policy Resolution

B. RESOLUTION: Be it resolved, that OPSBA and the Council of Directors' of Ontario (CODE) call upon the government, working through the Ministry of Education, to establish a regulatory performance appraisal process and related technical requirements for members of the Ontario Public Supervisory Officers' Association (OPSOA).

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COMMENT FROM EXECUTIVE COUNCIL:

Executive Council recommends the consideration of the matter be deferred to staff pending the release of the revised Leadership Framework for Supervisory Officers into which OPSBA recently provided input. However, should the framework not include a professional appraisal process, OPSBA would share this recommendation with CODE to pursue.

### Elections

President – Kathy Abraham, Trillium Lakelands DSB  
John Harris, Grand Erie DSB

1<sup>st</sup> Vice President - Michael Barrett, Durham DSB  
Alex Johnstone, Hamilton-Wentworth DSB  
Graham Lidstone, Algoma DSB  
Carol Ann Sloat, Grand Erie DSB

2<sup>nd</sup> Vice President - Michael Barrett, Durham DSB  
Linda Busuttil, Upper Grand DSB  
Alex Johnstone, Hamilton-Wentworth DSB  
Graham Lidstone, Algoma DSB  
Carol Ann Sloat, Grand Erie DSB

Central West Regional Vice Chair – Marty Fairbairn, Upper Grand DSB  
Kathleen Woodcock, Waterloo Region DSB

### OPSBA Strategic Priorities

Any concerns about the contents of the document that was shared as part of our Board package May 14, 2018?

Respectfully Submitted

Carol Ann