



## 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
  - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
  - (e) Memorials
  - (f) Agenda Additions/Deletions/Approval
  - (g) In Camera Report
  - (h) Presentations
    - i. Student Recognition
  - \* (i) Delegations
    - i. D. Losier – Caledonia Centennial PS
    - ii. L. Lanigan – Caledonia Centennial PS
    - iii. H. Spurrell – Caledonia Centennial PS
    - iv. O. Dinyer, M. McCann, R. Crawford – Caledonia Centennial PS
    - v. R. Walters – Caledonia Centennial PS
    - vi. S. McCann – Caledonia Centennial PS
    - vii. L. Nottle – Caledonia Centennial PS
- B – 1      **Approval of Minutes**
- \* (a) September 24, 2018 (Regular Board)
  - \* (b) October 1, 2018 (Committee of the Whole)
- C – 1      **Business Arising from Minutes and/or Previous Meetings**
- D – 1      **Director's Report**
- E – 1      **Student Trustee Report**
- F – 1      **Committee Reports**
- \* (a) Committee of the Whole Report – October 1, 2018      D. Sowers
- G – 1      **New Business**
- \* (a) 2017-18 Grand Erie's Student Achievement Plan: Success for Every Student Goals      L. De Vos  
L. Thompson  
D. Martins
  - \* (b) Enrolment Update      R. Wyszynski
  - \* (c) Primary Class Size Report      R. Wyszynski
  - \* (d) Contract Award – Hagersville Secondary Child Care Renovation      R. Wyszynski
- H – 1      **Other Business**
- \* (a) Summary of Accounts – September 2018      R. Wyszynski
  - \* (b) Special Education Advisory Committee – June 14, 2018      L. Thompson
  - \* (c) Audit Committee Minutes (Draft) – September 18, 2018      R. Wyszynski

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## Regular Board Meeting

Monday, October 15, 2018  
Board Room, Education Centre

- \* (d) Joint Occupational Health & Safety Committee Minutes – September 20, 2018 R. Wyszynski
- \* (e) Safe and Inclusive Schools Committee Minutes (Draft) – October 5, 2018 W. Baker

I – 1 Correspondence

J - 1 Adjournment

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

Special Education Advisory Committee	October 18, 2018	6:00 PM	Board Room
Student Trustee Senate	October 23, 2018	10:30 AM	Board Room
Indigenous Education Advisory Committee	October 24, 2018	6:00 PM	Board Room
Grand Erie Parent Involvement Committee	October 25, 2018	6:30 PM	Dogwood Room, Norfolk SSC
Student Transportation Services Brant Haldimand Norfolk	October 30, 2018	9:00 AM	Brant Room
Privacy and Information Management Committee	November 1, 2018	3:00 PM	Norfolk Room
Safe and Inclusive School Committee	November 8, 2018	1:00 PM	Board Room
Committee of the Whole	November 12, 2018	7:15 PM	Board Room
Native Advisory Committee	November 13, 2018	9:00 AM	Hagersville Secondary
Special Education Advisory Committee	November 15, 2018	6:00 PM	Board Room
Chairs' Committee	November 26, 2018	5:45 PM	Norfolk Room
Board Meeting	November 26, 2018	7:15 PM	Board Room
Board Nominations and Organizational	December 3, 2018	7:15 PM	Board Room
Audit Committee	December 4, 2018	4:00 PM	Brant Room
Student Trustee Senate (Virtual)	December 6, 2018	10:30 AM	Board Room
Inaugural Board	December 10, 2018	7:15 PM	Board Room
Indigenous Education Advisory Committee	December 13, 2018	1:00 PM	Norfolk Room
Special Education Advisory Committee	December 13, 2018	6:00 PM	Board Room
Native Advisory Committee	December 18, 2018	9:00 AM	Tollgate Technical Skills Centre

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**From:** [Darlene Losier](#)  
**To:** [\[redacted\]](#)  
**Subject:** Delegation for the upcoming meeting  
**Date:** October-10-18 7:48:16 PM

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Superintendent and board members,

Thank you for allowing me to speak today. I am here to present my third delegation to speak on behalf of many families at CCPS who will be affected by the proposed move of grade 4-8 French Immersion students. I have, in the past, talked globally about the issues with this change but today I'd like to take a different approach and show you just how much this decision will affect MY family.

I would like to walk you through what the proposed change would look like for my children, my daughter, a grade 7 student in the English stream and my youngest daughter, Evelyn, who is currently a grade 4 FI student. I've highlighted 7 different areas where we will be adversely affected.

1. DISTANCE/SAFETY

Evelyn currently walks to school with her big sister, it takes them approximately 5-7 minutes from our home. If forced to RH, Evelyn will now have to walk approximately 1.5 km BY HERSELF through the most busy intersection in town (where there is currently NO crossing guard). She will not qualify for bussing. To me, this is a significant safety concern for my young daughter and one my family did not choose.

2. DROP-OFF/PICK-UP

If I decide that I don't want her walking that far by herself and drive her to and from school, I'm now stuck driving children to two different schools with two different start and dismissal times. I have to cross the bridge and get through an extremely busy intersection in a timely manner. I will have to come up with an alternate solution to get my child to/from school anytime the bridge is being serviced, assessed (at least 1-2 times per year) or once the bridge re-construction starts. Special note here to any trustees who aren't familiar with Caledonia. The one bridge in town is the ONLY way to travel from north to south Caledonia. Alternate routes would be an extra 10 to 15 minutes each way.

3. CHILDCARE

My oldest currently looks after my youngest after school when my husband and I are working. Different dismissal times now force my youngest to be home alone, again a safety concern. Alternatively, our family would have to arrange childcare for her at an additional cost to us.

4. FRENCH RESOURCES AND COMMUNITY

We are fortunate to have prep and art teachers who speak French as well as provide deeply educational arts programming in French. Will Evelyn have to say goodbye to her music, dance and art teacher who speaks French? Is the board going to hire an arts teacher at River Heights that will speak French to the students or will they be replaced with English speaking arts teachers? Is the board committed to providing the same amount of resources at River Heights in French that are currently at Centennial? This will be an additional cost to the board or our kids will go without. My family has personally donated hundreds of dollars of French books to our library in order to provide a more robust French learning environment. Will River Heights be willing to embrace a French Immersion culture like Centennial currently has? Announcements are done in French, assemblies have French content, resources like the homework club have French teachers available for extra help in French. Will you guarantee us that this will also be provided at River Heights?

## 5. LEADERSHIP AND MENTORING

When Evelyn was in younger grades, French students from older grades would be reading buddies with her, providing her with a role model and practice reading. The older students learned leadership and mentoring skills. Now that she is moving to a new school, she will not have the same opportunity to develop those leadership skills within the French program as there will be no younger children to mentor. On the flipside, the primary grades left back at Centennial will have no French students to look up to.

## 6. SCHOOL EVENTS/VOLUNTEERING

My husband and I are both active volunteers At CCPS. We are involved in a variety of different activities from Parent Council to school trips to one on one volunteering in the classroom to guest speakers on career days. Now we will be forced to pick which school we will be able to support or divide our efforts and provide a small amount to each school. As a family we will now have two sets of fundraising activities, two sets of holiday concerts, two end of year trips, etc, etc.

## 7. SOCIAL AND ACTIVITIES

Evelyn has been attending Centennial for six years and has made a wide range of friends both in the French and English streams. Forcing her to move to River Heights will take her away from approximately half of her known peer group. She is a friendly kid and I know she will have no problem making new friends but **SHE SHOULDN'T BE FORCED TO.** Evelyn is an enthusiastic member of the Centennial skip team. She gets up at 7 AM every week to practice with our amazing French teacher/skipping coach and travels to different events to perform. To my knowledge, River Heights has no such team and so unfortunately her several years of hard work will be lost. This is truly sad.

Your decision to move my daughter to a new school will create much turmoil, inconvenience and increased costs for my family. Your decision to put the needs of my daughter Evelyn, who has grown up in a wonderful school community behind those of a student who is in a new development and likely starting fresh anyway, is unacceptable.

I find it offensive that trustees keep bringing up that we chose to put our kids in FI and that it is an optional program. This implies that my daughter Evelyn is somehow a second class student in Grand Erie because her parents chose to place her in the French program. This was then encouraged by the very board that now puts her needs last. Lastly, I would like to point out that nowhere in the board's French Immersion page or in the "Welcome to FI package" does it say that we should expect our kids to be bounced around on the whim of the board for an "easy to explain" decision. No where does it say that Evelyn has less expectation for a stable learning environment than her English peers.

There is only one logical decision. Keep families together. Make a temporary boundary change to allow all future Avalon families to attend RH together until the new school is built. These students are already being bussed and most of the families are new to the community so they have not had the opportunity to develop ties like my daughter already has. Help my daughter stay in the school community she has grown up in. We are one family of dozens who will be adversely affected if you make this decision. Keep families together. Keep MY family together!

Respectfully,

Darlene Losier  
Parent of 2 children at CCPS

Directors, Superintendents and Trustees

As a concerned parent, I would like to point out some of my concerns about the future of Caledonia Centennial Public School. My 2 sons are a part of this school community, a school that my husband and I also attended. We are invested in our children's future and the future of all students and residents of Caledonia.

I wish to state, that we as parents and community members believe the only solution to the overcrowding of the existing Caledonia schools is for the new school to be built in the McClung/Avalon subdivision. We will continue to fight for that, hopefully with your support and cooperation. This is only the second year McClung/Avalon students have registered for school in Caledonia. Year 2 of a 10-15 year expansion and we are already over capacity and projected enrolments.

Of the 2 scenarios offered, the parents of Caledonia Centennial have clearly voiced our opinions.

We do not support scenario 1, the relocation of FI Grades 4-8 to River Heights.

To be clear, my children are in the English program, however, I do not agree with splitting up any program. I am tired of hearing that French Immersion is a program of choice. We are a bilingual country, English and French are our official languages.

Scenario 2, sending new registrants from McClung/Avalon to RHS is more favourable but only a band aid solution.

Students are moved and teachers are changed, classes are full and students are not getting the help and support they need. Young children thrive on consistency and routine, they are building a love for school and learning and in 1 month that has been disrupted for my children and many others. Reorganizing classes multiple times is a disruption to student achievement, family and community dynamics.

I understand that each school need to find ways to accommodate new students but in the case of Caledonia Centennial, GEDSB needs to be thinking proactively as Trustee Doyle and Richardson have stated in past meetings.

I understand that GEDSB is building a business case to ensure funding for the new school, but at what cost?

Why must our children's education and mental health suffer so you can build a business case.

You informed us that under the new Conservative government we may not get a school for a long time. What will your options for us be if you move forward with scenario 1, once you move 100-120 FI students RHS. Avalon will continue to grow at an unprecedented rate and we will be right back here.

Children are entitled to a fair and consistent education. My children are entitled to go to school in their neighbourhood with children they have grown up with. My children are entitled to continue walking to CCPS because I chose to purchase a home within the boundaries for CCPS.

The children and families who move into a new subdivision expect to start at a new school. They also made the decisions to move knowing that if a new school is built their children will be moved again.

How can you put one child above another? We all want what is best for our children and our suggestions are not affecting any child in a negative way.

This is not a new vs old argument or about the families moving in. We all want the same thing, a safe community where our children can learn and grow. Public education is the only option for most families and the GEDSB needs to see the importance of that and help support and grow our next generation.

Caledonia is not like any other community in GEDSB or in the Province of Ontario. Caledonia has faced unique challenges.

No other community has dealt with the obstacles that Caledonia has faced for the last 12 years. Between 2006 to 2014 our community was at a stale mate... Caledonia went a long time with few new families moving in, no new development, very few houses bought and sold, and local businesses struggled to stay open.

Now in 2018 Caledonia is playing catch up... we have new families moving in and the community is growing at an exponential rate.

At the last meeting some of you agreed that ...

“you can’t predict the future... you don’t have a crystal ball”

If you take a moment and drive to Caledonia you can see that the Avalon subdivision is a community for families, they are not starter homes or for couples looking to retire. These are homes for families wanting to be a part of our community. And it has only just started. Only 300-400 homes of 3,000 are complete.

It was said, “it’s easier to move a program than a postal code”

This statement makes me wonder where the priorities of GEDSB are.

A postal code doesn’t cry every morning because it doesn’t know what the day will hold... a postal code doesn’t try to run away from school because it’s anxious, a postal code doesn’t get bullied.

Splitting classes, taking and moving recourses, moving teachers, moving programs, constant change in the classroom and adding new students daily, puts unnecessary stress on our children and goes against the GEDSB multi-year plan.

Student achievement and well-being will suffer. The school environment is suffering, our school does not have an outdoor space for children to play and socialize, and there is no playground or outdoor toys/balls unless parents donate or fundraise for them.

Equity will suffer; with all the changes the children lose their sense of belonging. The CCPS community was a strong one, but now it is difficult to get volunteers and keep programs running. The focus has become day to day survival with very little attention being paid to keep our extra programs. Programs the students enjoy and need. Strong Start does not have enough volunteers to meet the demand. The breakfast/snack programs are put on the back burner due to lack staff and time to help the parents keep it running.

The school community moral is declining, we are getting frustrated.

I support scenario 2 it will give CCPS a chance to get caught up. I also support loosening boundaries within Caledonia until the new school is built, therefor we will not overwhelm the staff and resources at one school. Instead share the work load and new students between all Haldimand County schools.

Thank you for your time,

Laura Lanigan

Parent of Students at Caledonia Centennial Public School

From: [Heather Spurrell](#)  
 Subject: delegation for monday meeting.  
 Date: October-10-18 10:19:23 PM

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My name is Heather Spurrell and I have two children at CCPS in the FI program, my oldest Owen was in the first class of the FI program.

This dilemma **Caledonia** is in, to find the best solution to our school overcrowding **will not** be resolved with the suggestion of moving the FI program to RH next year. Waiting until September 2019 does not help overcrowding issues for THIS year nor does it solve the problem in the future. In the past few weeks of school we have had over 100 new children to CCPS and according to a meeting at the school this week we are already at 117% capacity, even with the "buffer" that was put in place for the school year. CCPS has already had to re-organize the classes, TWICE, which resulted in the English classes being split and shuffled, TWICE. How much more re-organizing will the school have to endure in the future to accommodate the majority of english students coming to CCPS over the next few years. Opening up River Heights immediately would halt the need for more portables and save on funding as there are currently 5 open classrooms at RH; as well as to provide a buffer for restructuring at CCPS.

Has it been considered to investigate how many students will actually stay in the FI program if the program is moved? The talk amongst the FI community is that approximately 1/3 of the students will not continue with FI and stay at CCPS. And those with younger children are hesitant to put their children into FI knowing they will be moved. How does this contribute to correcting the over crowding issues?

There has been strong support and resources put in place over the past few years at CCPS to develop their sports and arts programs. The majority of volunteers and participants are from the FI program. This move will result in a significant change in their program success. Over the years, there has been a positive shift in the school culture and support with the introduction of the FI program to the school, how will removing half of the program and parent support change the dynamics within CCPS.

Part of this committee's job is to act on behalf of what is best for the students.

How is this scenario best for the students? "A child attend CCPS from JK and now has to be moved to another school, for most likely 2-3 years until the new school is built, not to mention removing them from their school friends they have developed over the years. Then the child will be moved again, most likely moved back to CCPS because the school size will diminish instantly when the new school is opened. And then again to high school of which we have still not be made aware of the plan, which is only two years away for some students. Yes, french immersion is a choice but what about the new subdivision who made a choice to move there not knowing where their children would attend school . Lets start them at RH and then move them ONCE to the new school.

As it was described in the last meeting, moving the french immersion program is the "cleanest and easiest scenario to put on paper". However, with this move, has it been considered what will be put in place to support the new FI program at RH and how "clean and easy" will it be?

- will homework club provide french support as we were promised when beginning FI; parents are unable to assist the higher level students with their french homework?
- will the prep teachers speak french and teach in french, or will our FI learning be sacrificed at the expense of not having current bilingual prep teachers? Or will they lay off current prep teachers and replace them with bilingual prep teachers.
- what resources will be put into the library and school for FI. CCPS parent counsel along with family contributions and donations have spent a lot of time and money to develop the limited FI resources over the years. Will there be extra funds allocated to river heights to put these in place?
- will new crossing guards be put in place to ensure the safety of students crossing the bridge as not all of them will be within the new bussing boundaries.
- will the traffic system be re-assessed by the community as the pick up and drop off will cause chaos with traffic as the flow of traffic will be from the opposite side for those who are not bussed.
- with the current bussing limitations with drivers, will our children who are now being bussed make it to school on time as extra bus routes need to be added? Has it been budgeted for the new additional bus routes which will need to be added.?
- will the assemblies be in french as they currently are at CCPS?
- will drama club be in french, who will lead this?
- will other clubs offer a french support and language when communicating with the FI classes?
- will the announcements be in both english and french?
- what type of leadership opportunities will be put into the FI program to replace the opportunities they will lose such as reading program to help younger students by older students, and announcements
- what will be put in place to promote the french culture that has developed at CCPS over the years (posters in the halls, announcements, recess monitors and teachers responding to kids on the playground in french, bilingual clubs, french trips)
- when families not have children are at different schools will the schools collaborate on assemblies and special events so that parents will not have to choose which child's special presentations or meeting to attend.
- will strong, experienced teachers be put in place to lead the program and advocate for the students and FI as this will be a challenge integrating into a new system as it was originally at CCPS? How will you recruit these experienced teachers as it is always a



challenge to find experienced FI teachers each year.

- how will the FI be integrated into the RH? will they be segregated from the english in their own area or will they be placed in close relation to english children their age? Will there be programs put in place to help integrate the english and french children or will they be divided and isolated from the current RH family?
- As you can hear there are many aspects that need to be investigated and planned for with this transition. And it may not be as “clean and easy” as anticipated.

Last of all, our family feels betrayed and unsupported by the school board. When deciding to choose the FI stream there was a huge push from the board to put our children in this program. My son was in the first class of FI and CCPS. We have already endured many struggles over the years by being the first class to tread through the new system. In a time when we felt supported and encouraged to join the FI program, all we hear now is that english is the priority and FI is a choice. Please take the time and make the choice to consider what is best for our children and not for what is cleanest and easiest on paper.



**From:** Tara Dinyer  
**Cc:** [sandra.mccann@icloud.com](mailto:sandra.mccann@icloud.com); [kristaneill@gmail.com](mailto:kristaneill@gmail.com); Jeff Dinyer  
**Subject:** Re: October Board Meeting  
**Date:** October-11-18 6:56:09 AM

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**Delegates:** *(they will speak together in the same 10 minute slot)* Olivia Dinyer (Gr. 7 Student), Madison McCann (Gr. 7 student), Ronin Crawford (Gr. 6 student) at Caledonia Centennial P.S.

**Delegation:**

- Introduction: Hi, my name is Olivia, Ronin and Madison and we are students at CCPS.
- Summary of reasons why they would like the FI program to stay at CCPS
  - English Students
  - Younger Grades
  - Teachers
  - Siblings
  - Academics
  - Extra Curricular Activities
  - Sports
  - Announcements
  - Jobs
  - Graduation
  - Student Recommendations

We will now go into greater detail on each of the above items.

- English Students: we have formed friendships and bonds with english students
- Younger Grades: we are able to help out the student in younger grades in French
- Teachers: we have gotten to know all the teachers. What about music teachers? (will they go back and forth to and from each school?) and other teachers that teach multiple grades?
- Siblings: you will be splitting siblings up which isn't fair and makes it difficult for parents
- Academics: working hard over our time at CCPS has allowed the teachers to get to know us and in turn, may allow us to be considered for Grade 8 awards. If we are only at River Heights for 1-2 years, we are more likely to be passed over for students that have attended River Heights for all of public school as the teachers will know them better.
- Extra Curricular Activities: many coaches teach younger grades, or english. we have worked hard so that they know us and might consider us for sports awards. As above, we may be passed over as the coaches at River Heights won't know us as well.
- Sports
- Announcements: Olivia has worked hard to secure a role doing the school announcements. This is very important to her and she loves doing this. How does she know this can continue next year if moved to River Heights?
- Jobs: students have part time jobs walking younger children home from school and babysitting them. This move will cause these students to lose jobs.
- Graduation: Graduating with students they don't know, less likely to get an award, teachers they have been with all along won't be a part of it.
- Student Recommendations: keep all of FI at CCPS, move ALL of FI to River Heights, allow FI students to have their own separate graduation with the teachers that they have had all along, ensure that music and other programs that are instructed in french continue to be taught in french
- Closing comments: thank you for your time.

Good evening, thank you again for letting me speak on behalf of the families at CCPS. I am concerned...I've been to these meetings about the decision to split French immersion to accommodate growth at CCPS from the Avalon development and I keep coming back to the conclusion that you are not hearing us! One school CANNOT keep enrolling all these students! If you really take the time and look at these numbers (proposed in the suggested scenario #1 of splitting FI) it proves that 1 school cannot continue to taking in all these new residents even after splitting the FI program!

The numbers of children enrolled at CCPS increases by approximately 15 kids per month, that is enough for a new class EVERY 8 weeks! Last Thursday, our school made reorganizational changes again for the second time since school started, how can we continue to reorganize the students for the remainder of the year? Filling up only 1 school does not help the business plan for a new school. Waiting until 2019 to move half of a FI program (approx. 100 kids) to River Heights will only give the approximate 100 newly enrolled students that came this year, a chance to experience an entire new year of changing classes multiple times throughout the year. With this decision NO CHILD WINS! French or English!

I've heard trustees state that they don't feel its right for Avalon residents who live on the north side of a street to attend 1 school and the south side of the street attend another...well what about my house? And the 100 homes you're choosing to divide? Is it fair to divide the rooms in my home rather than roads in a subdivision? This situation is not like the Brantford/Paris scenario, we have another English stream school less than 1 km away that can accommodate English stream children NOW! Fill River Heights, (or surrounding schools) immediately, that have the English program and you will get the same results as moving 4-8 French immersion in 2019, without dividing programs! You can make changes NOW to avoid the lack of space issues that will appear this spring! Even in scenario iii in the "other considerations", by giving families an option to other schools is a better solution than to continue to bombard 1 school alone! I've spoken to parents in Avalon who have complained about this exact issue, CCPS is their only option for schooling until the new school is built! This is not the only reasonable scenario that the board is considering when addressing the overpopulation at CCPS, this has been at the table for months and there is still controversy, and now more than ever more people are disagreeing with this proposed split of FI, so lets take it off the table and look into other suggestions. Scenario #2 (reconstructing the boundary for McClung development by transferring all new residents to RHS) it mentions that transportation cost would be negligible. "But the impact to the community and programming complexities brings another set of challenges" Wouldn't it be easier to transfer 100 new-coming English speaking residents to an English speaking school, than to divide a French immersion program when were referring to programming complexities? How would this decision negatively affect the community as suggested? This is what the community wants! And yes, the October 16<sup>th</sup> deadline is not possible to achieve, so I understand why it looks like this scenario isn't attainable, but perhaps amending that date can ensure that both schools are equally being filled at a reasonable rate, rather than CCPS be the only school for enrollment. If you look at the proposed numbers in scenario #2 for next year, it prevents CCPS getting another 70 kids (and only increases CCPS enrollment by 25 kids) and

increases enrollment by 70 kids at RH growing that school to build a stronger business plan.

The ministry sees no difference between English and French immersion students, so why do we at this board? I have heard that discussion at this table, that we are an English speaking board, that French immersion program is a program of choice, and if it needs to be divided to accommodate English growth then so be it. I need someone to explain to me how dividing students that have been enrolled in a specialized program is staying true to the boards direction of providing equity to all students. Making a decision to divide the French immersion students, says to French immersion parents that you're child is second to the children in the English stream, and that is unacceptable! If we have to move a "specialized program" to accommodate English growth then move it as a whole! We at CCPS have already had 2 French immersion teachers and 1 FI ECE switch to English this year, and there is a complete shortage of French Immersion resources, how can we retain FI staff if we are moving the FI program constantly! Would we suggest splitting up an autism program at a school if their English enrollment is increasing? NO! That wouldn't be discussed...because programs are run more efficiently if they are run as a whole. Would we suggest splitting the English stream 4-8 due to increased enrollment? NO! I'm sure that would not be an option...because you would have 427 children's parents here disagreeing with your decision instead of only 100. My children, and the 100 other children you are about to move around from school to school to help the business plan are not pawns on the chess board. Their education matters, and they have the right to a fair and impartial education, as do all the other 427 children's education we are ignoring when we continue to leave CCPS to over populate.

As an elected trustee, it is your role to be the voice of the community? Have you not heard over and over again that the CCPS community does not support splitting French immersion in 2019 to accommodate English growth? Do you not realize that we here, are looking for change NOW not in 2019, because our kids cannot continue to be shuffled around multiple times for the remainder of the year (and this will happen in the spring of next year if we continue to be the only school enrolling new residents)! NO PARENT WANTS THIS, and I've talked to parents from River Heights, CCPS (English and French) and residents from Avalon! I know a few trustees on this board have roots in Caledonia, and understand the community and the neighbouring schools, I would hope that you would take the time to understand their perspective, as they know the community best. I've heard trustees mention, "What would the parents of Paris/Brantford say if we voted against splitting up French immersion here." What kind of an excuse is that? Just because it was done before doesn't mean it was the best decision. And I bet they would say, GREAT! The board is finally listening to the community!

It states (elections.ontarioschooltrustees.org) that, "A trustees role is to maintain a focus on student achievement, well being and equity...and to participate in making decisions while representing the interests of their constituents." "It is the local trustee who makes sure that the community has a direct way to express the views on vital education decisions that affect our day-to-day lives." Adding that, "This is a challenging job but it

takes dedicated leadership coupled with a willingness to seek innovative ideas and the courage to implement them.” And we, are standing here, informing you that this decision to split French immersion in 2019 is NOT supported. Not by the parents or students of Caledonia regardless of their school catchment, English or French. And neither is continuing CCPS to be the only school enrolling students from the Avalon Development. So lets have the courage and innovation to come up with another plan to resolve the over population at CCPS!





Hello and Thank you for allowing me to speak tonight.

My name is Sandra McCann and I am a parent of 2 french immersion students at Caledonia Centennial School.

I realize that you have heard from many parents over the past year speak to this issue, in favour of keeping French immersion at CCPS, or at least together as a program if it does in fact move.

Here we are again with one last chance to try to convey how deeply we believe that this is vital to the health and well being of our children and the community.

Personally I would like to convey our families experience, and ask that the board look at the overcrowding issue at Caledonia Centennial, from a human level first, and a numbers problem second. While I very much understand that the numbers are indisputable (although they continue to change on a daily basis), I feel the proposed solution does not take into consideration the larger picture of setting each student up for success.

We came to Caledonia in 2011, from Hamilton, where our daughter had just completed her first year of school in french immersion.

We had a great experience with the program and were delighted to learn that the very same year we were enrolling her at Centennial, the french immersion program was also being introduced in the Grand Erie District School Board. At that time we did not realize the program was being implemented to “save the school” so to speak, or the implications of enrolling our children in a ‘program of choice’. No one told us that because we were choosing this program, which was open to anyone in the community, that we may be in the position we are in today, or that our children were just the means to an ends at the time. This is very much how it feels to us now, that our children were the solution to a problem when french immersion was introduced to keep a school open, and now they are the problem. While this may not be the intention of the board, it has been made very clear that we are actually at a disadvantage in this current scenario because we chose to enrol our children in french immersion.

When we started this journey with our daughter in kindergarten we did not expect how challenging it would be, to be a pioneer in this first class, and some of the unexpected costs it would involve.

We as parents, have invested heavily of our time, energy, as well as resources to give our children the advantages of this program, despite the lack of training and resources the school was given in the beginning to set them up for success.

As some on the board may recall, there was quite a bit of turmoil in their grade 2 year, that resulted in setting the entire class back, requiring an intense and rushed instruction in grade 3 to bring them up to an acceptable level. Brenda Blanchard was invited to the school to meet with parents, to provide reassurance, and shed light on the plans to move forward despite many children having been pulled from the program and the school.

I still see evidence of the educational cost associated with that year, as my son who is now in grade 4 has recently gained some of the key elements that my daughter had missed in regards to literacy and math, to name a couple of examples. There still remain gaps in her learning experience that have lead to delays and frustration on her part as she has moved through the intermediate grades.

I can imagine how difficult last year must have been for the families of students in the english stream. The cause may be different, but the results were the same, a year of instruction and learning that the children will not wholly make up. The teachers were often managing behaviours and overcrowded rooms, rather than teaching the class. I heard from one family who moved a student to a new school late last year, as they are now out of catchment, that their son reported learning more in the last 2 months of school than he did all year at CCPS, and his grades drastically improved on his last report card.

Last and certainly not least of all of the costs associated with the implementation of this new program, was the stigma and division created among the school community regarding the french and english classes. The children from the 2 separate programs did not play together. English classes who traditionally attended a regular recurring field trip in a set grade, did not include the french classes of the same grade (such as going to Taquannyah, as the teachers were new to the school and there was a perceived divide or lack of communication there). Some of the school community was outwardly opposed to the french program, as I recall hearing parents speak in the school yard during that first year, and it felt the children had to prove that they belonged.

Is this still the picture today? Absolutely not!

It has been so wonderful to see how the perseverance and commitment to this program by the educators, parents and students has changed the culture at Caledonia Centennial.

Today there is a strong spirit of inclusiveness, pride, commrauderie, and involvement that has developed in our small school community.

We have all worked together to build a great school, and culture where the english and french students (teachers and parents), respect each other and learn in a positive environment.

I am fearful that by segmenting the french program as has been proposed, that not only will the school be set back, but so will this group of students who thought their next big question and struggle would be 'where will I be going to high school (which has yet to be determined and/or communicated, for french immersion)?' I do not wish to see my children go through all of these issues again. Already we are hearing that River Heights families and teachers are concerned about the proposed change and how it will affect them. They already feel they are at capacity and are not happy about accepting the french immersion program to their school.

Splitting the program between two schools will jeopardize everything that has been built, up to this point. All of the work that has been done around creating a culture in the school and community will have to be rebuilt in a new school. Splitting the resources that have been collected over the years, will be harmful to students who are at either a lower or higher grade level.

The few remaining grade 7 students enrolled in french immersion will have to enter their last year of primary school, having lost their teams, clubs, mentors, resources, friends, etc. That is if they move. Many parents and students have expressed the view that they would move to english to remain at Centennial, before switching schools to continue on in the program - especially with high school being such an unknown.

Obviously there is a serious overcrowding issue at CCPS that requires attention, we all know this. Fragmenting a program that has barely gotten off its feet and is starting to see success, does not feel like a productive way to move forward for these children or the board.

To many, the most obvious solution is to re-route the new enrolments from the McClung development to River Heights, until a new school is built, at which time they would have to leave CCPS anyways. I understand after our last meeting that this presents challenges to the families moving in and that they have been told they would go to CCPS. It was also mentioned during the last board meeting, that children living in close proximity (or a specific neighbourhood) should go to the same school. What I cannot comprehend is why they have an advantage in this situation over the current population. I would propose that the board consider moving forward with scenario #2 as stated in the proposal. Students who are currently enrolled at CCPS from the McClung development could stay at CCPS if they choose to (including any siblings coming up to be grandfathered in), and all new enrolments be routed to River Heights effective January 2019, as we have passed the original date proposed. I think this is a more than sufficient amount of time for families to plan or be notified of the change and a natural time to make a change as it follows a significant school break. For the rest of this year and moving forward, there is more space for portables if needed at CCPS and if the enrolment is capped in this time frame, it will cause minimal disruption in the new year to CCPS and allow for stability in the classrooms. It will also bring number up at River Heights to improve the business case for a new school.

With the current changes to provincial government and the likely delay of the new school build, it is important that we consider the long term affects of this change to the community.

The capacity numbers as supplied in the proposal are flawed.

The capacity of CCPS is 366, but once portable have been added that number would increase. Therefore every utilization number provided for CCPS in all of the recent charts would be incorrect. But if we still were to go by these numbers, the new school is not likely to be built and ready to be occupied by 2021. Looking at percentages on the charts provided it shows scenario 1 percentage increase by year are much higher. As we may not even have the new school by

2022-23 and the numbers of enrolments increase each year, where will this put us in just 3 years time? Will the board be shuffling the program yet again?

In closing what we are looking for is a solution that considers the success of every student, both now and in the future. We are in favour of helping the board to build a case for the new school, but not at the cost of our children's education and social development.

Thank you.

Greetings,

My name is Laura and I have two children who attend the English stream at Caledonia Centennial.

Last year my children were in the same split English J/K and S/K classroom. Before Valentine's Day we had a note home with 24 names so we would know how many Valentine's to write. A few days later we had an addendum to that list, one new student in our class, so no one would feel left out. The class was now at 25. By the end of April the class was at 34. The class was split at the beginning of May into 2 classrooms, uprooting relationships children had made and developed all year, and more children continued to be enrolled into the new kindergarten class until the end of the school year.

This year, my eldest started on September 4<sup>th</sup> into a Grade 1/Grade 2 split class of 28 students. That was day one. On Day 8 of the school year, September 13<sup>th</sup>, 2018, the class was split up. There was a mass reorganizing at the school and my son's class was now a straight Grade 1 class of 20 students. But for how long, we wondered.

On the 9<sup>th</sup> day of the school year, September 17<sup>th</sup>, 2018 my children's bus route changed to accommodate a new stop in the Avalon development. We only found out only when we missed the bus, because it now comes 12 minutes earlier in the mornings. And 15 or more minutes later in the afternoon. Effectively adding nearly 30 minutes per day onto the bus commute of a 4 and 6 year old. My young children are now expected to sit still and behave for nearly an hour on the bus at the end of a long school day. They do not get home until 4pm or later on days I cannot pick them up.

On the 21<sup>st</sup> day of the school year, October 4<sup>th</sup>, 2018 there was another mass reshuffling of the school. My child in Grade 1 received a new teacher. His entire day has been changed, his afternoon literacy teacher was now teaching another grade, that programming is gone, we have not yet settled into the new Teacher, or her new routines. All classes are now sharing an even tighter fight for finite resources. My child in S/K now only gets gym once per 6 day cycle. And this is October.

It is fair to say we are experiencing some growing pains. My concern regarding this school board is feels that your plans are failing to keep pace with Caledonia's development.

I would like to consider that I don't believe either of the two main recommendations reviewed at the previous board meeting really adequately address this population boom happening in Caledonia. The rate of enrollment is so great that I don't believe any one school should be welcoming the new residents on their own. Caledonia Centennial has welcomed over 100 students in September alone. We need to be providing some stability for our children. Two school wide shuffles in just under a month does not do this. Having all newcomers register at a different school would only saddle that school to the same fate.

You have heard time and again from this community that we believe your projected numbers are too low and do not reflect the experiences of our children. I would ask you to consider splitting the enrollment of new registrant between more than once school. Moving half of the French Immersion program will not slow down the English stream classroom shuffles.

I heard the board push back on the idea of splitting boundaries for the new development but this board has already decided to treat these new homes differently. You have previously decided they will be in the boundary for the new school, you have already made them a special case. You have made it clear the current school boundaries are temporary. I also heard that the overcrowding at CCPS is not unique, that problems worse persist in Brantford. Perhaps it is time to consider if the precedent we have previously set in dealing boundaries of new developments should be revisited and revised.

I understand the concern from the French Immersion families. There is a lot of uncertainty about the future of the program, families do not know what it looks like or what the plans are long term. From my perspective I love having the French Immersion program alongside the English stream, it provides enrichment opportunities for my children. I am saddened I wasn't able to get my oldest into the program. And when I hear parents saying they will pull their child from the program if it moves, well that saddens and infuriates me. And I am personally not convinced this scenario doesn't mean we won't be here next spring deciding we need to move the younger half of the program.

Stability. Does this board have a responsibility to provide it? The Grand Erie website states ***"it is the role of the board to assess and make decisions that consider students first in the decision-making process"***. I think you need to reflect and you have to ask yourselves – with this decision to move the older half of the French Immersion program to River Heights and change nothing else – are you doing that? Or are you considering a new school first in the decision-making process, as your planning department stated. We have talked a lot about the 'best business case' I haven't heard anyone talking about what is best for students.



## MINUTES

**Present:** Board Chair G. Anderson, Board Vice-Chair T. Waldschmidt, R. Collver, D. Dean, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, J. Hsiao (Student Trustee), A. Hauser (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>	B. Doyle, A. Felsky, J. Harris, A. St. Pierre (Student Trustee)
<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.

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

Nil

**(c) In Camera Session**

Moved by: D. Dean

Seconded by: D. Sowers

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

**Carried**

**(d) Welcome to Open Session**

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

**(e) Memorials**

Nil



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

Presented as printed.

Moved by: T. Waldschmidt  
Seconded by: J. Richardson  
THAT the Agenda be approved.  
**Carried**

(g) **In Camera Report**  
Nil

(h) **Presentations**

(i) **Patti McCleister Memorial Award**

S. Sincerbox provided an overview of this award. The Patti McCleister Award is given on an annual basis to the Grand Erie employee who best embodies Patti's passion and has shown great leadership and effort within their role. The 2018 Patti McCleister Memorial Award is:

Kate Johnson-McGregor, Teacher Librarian at Brantford Collegiate Institute and Vocational School (BCI), has been an employee with Grand Erie for more than 20 years. She was originally hired as an elementary teacher in 1997 before obtaining further qualifications to teach secondary. In 2000, she made the move to BCI, working in the English department. She moved into her current role in 2011, where she has had a tremendous impact in evolving the space. K. Johnson-McGregor has also helped to build capacity across the board as other schools transformed their libraries into learning commons. A sought-after speaker and consultant, K. Johnson-McGregor is the past-president of the Ontario School Library Association. Last year, she received an exclusive invitation to attend Library Day at Queen's Park where she met with then-Minister of Education Mitzie Hunter to discuss the importance of school libraries.

Director B. Blancher, G. Anderson, Chair of the Board and Ted McCleister presented the award to Kate Johnson-McGregor.

(i) **Delegation**  
Nil





**B - 1 Approval of Minutes**

**(a) Regular Board Meeting – August 27, 2018**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Minutes of the Regular Board Meeting, held August 27, 2018 be approved.

**Carried**

**(b) Committee of the Whole Board – September 10, 2018**

Presented as printed.

Moved by: K. Sandy

Seconded by: D. Sowers

THAT the Minutes of the Committee of the Whole Board Meeting, held September 10, 2018, be approved.

**Carried**

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

Nil

**D - 1 Director's Report**

Director's highlights:

- **Ministry Call for Photo Opps** – On September 11 we received a message from the regional office of the Ministry that they were asked to collect some information on possible options only of schools that the Minister of Education and her Parliamentary Assistant (PA) could visit throughout the school year. There were no specific dates and time and a possible visit would be 30 – 45 minutes during which the Minister/PA would like to see a classroom and interact with students. We were asked to send 2-3 options and we sent the following suggestions:
  - Day of Dignity Oct 17.
  - VHSS – partnerships of SHSMs then down to Houghton for Robotics
  - PJVSC – Hospitality, Spec Ed – Woodview Class, SOAR, Kiwanis Field
  - Langton – FDK Classroom



- **Mental Health Monday Sessions** - Superintendent Thompson's team, with leadership from our Mental Health and Wellness Lead, has developed a series of five Mental Health Monday after school sessions. These sessions will run throughout the school year – September, October, February, March and April and will be offered in various areas of the board. The first session took place today "*Minds On with MindUp*".
- **Heritage Language** - Earlier this month Trustees may have seen some social media posts sharing excitement around a new Punjabi language course being offered at Walter Gretzky Elementary. This program is an extension of a heritage language class in Punjabi that GELA initiated last year offering Grade 10 Academic and Grade 12 University level credits. Through these offerings, the relationship with the community grew and GELA did a lot of promotion through community festivals to promote an elementary language program. As a result of this promotion, there was a large increase in enrolment and a community request that the program be located at Walter Gretzky where many of the students attend day school. The community has been very supportive in helping us find instructors and we expect that we have even more people register for the program. We continue to run other language programs including Arabic, Urdu and Polish.
- **Upcoming Commencement** – Valley Heights Secondary School – Friday, September 28, 2018 at 7:30 p.m.
- **September 28<sup>th</sup> – Orange Shirt Day** - Orange Shirt Day is a legacy of the St. Joseph Mission (SJM) residential school commemoration event held in Williams Lake, BC, in the spring of 2013. It grew out of [\*Phyllis' story\*](#) of having her shiny new orange shirt taken away on her first day of school at the Mission, and it has become an opportunity to keep the discussion on all aspects of residential schools happening annually. Orange Shirt Day is also an opportunity for First Nations, local governments, schools and communities to come together.
- **On the Job with...Tara McFarling** - a Grade 8 Teacher at Major Ballachey Public School, is the first Grand Erie staff member to be featured in *On the Job With...* in 2018-19. The new feature story series will be created monthly by Grand Erie's Communications and Community Relations team. The series will highlight a wide range of staff who work tireless each day to realize the goal of Grand Erie's Multi-Year Plan, *Success for Every Student*.
- **EcoSchools: Registration Begins Friday** - Last year, 35 Grand Erie schools received their EcoSchools certification. Registration for certification in 2018-19 begins this Friday (September 28). The program works to nurture environmental leaders, reduce the ecological impact of schools, and build environmentally-responsible school communities.
- **Student Recognition Nominations** - Nominations are now open for Grand Erie's Student Recognition awards program. Students are honoured for outstanding achievement in one of four areas: arts, athletics, academics or community leadership.



- **2018 Leadership Gala** - Grand Erie staff and trustees are invited to the 2018 Leadership Gala to learn more about leadership opportunities and programming available during 2018-19. The gala takes place on Thursday, September 27 at The Greens at Renton in Simcoe. The opening reception begins at 4 p.m., followed by the formal program at 5:30 p.m.
- **Recognition of Grand Erie efforts in energy conservation** - In recognition of our commitment to energy conservation and efficiency in 2018, the Grand Erie District School Board has been acknowledged by Energy+, our local distribution company serving Brant County schools. The Grand Erie District School Board was recognized as community leaders and congratulated for our efforts in conserving energy, participating in the saveONenergy program that offers incentives and educating our staff and students on the importance of energy and environmental conservation." This is our 3<sup>rd</sup> consecutive year obtaining this award, but we did receive it before Energy+ bought Brant County Power.

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Director's Report of September 24, 2018 as information.

**Carried**

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

A. Hauser and J. Hsiao provided Trustees with a verbal report on the recent walkout that took place on Friday, September 21st.

K. Sandy, in the absence of A. St. Pierre, provided a verbal report regarding the September 19, 2018 United Indigenous Student Associations Session.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Student Trustees' Report of September 24, 2018 as information.

**Carried**



**F - 1 Committee Report**

**(a) Committee of the Whole Board – September 10, 2018**

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated September 10, 2018 as follows:

**1. In Camera Report**

THAT the Grand Erie District School Board approve the Term Appointment of the Teacher Consultant, Secondary Student Success from September 1, 2018 to June 30, 2021 (with the possibility of extension) pending Board budget approval.

**2. Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of September 10, 2018 as information.

**3. Trustee Honoraria**

THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2018 to November 30, 2019 as presented.

**4. Enrolment Update**

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

**5. Supervised Alternative Learning (SAL) Annual Report**

THAT the Grand Erie District School Board receive the Supervised Alternative Learning Report as information.



6. **SO124 Animals in Schools and Worksites (including Emotional Support, Therapy and Service Animals)**

THAT the Grand Erie District School Board forward Procedure SO124 – Animals in Schools and Worksites (including Emotional Support, Therapy, and Service Animals) to all appropriate stakeholders for comments to be received by December 7, 2018.

7. **Bylaw 36 Municipal Elections Compliance Audit Committee**

THAT the Grand Erie District School Board approve Bylaw 36 – Municipal Elections Compliance Audit Committee, as amended.

**Carried**

**G - 1 New Business**

(a) **Major Construction Project – Final Report**

R. Wyszynski referred to the Major Construction Project Report providing Trustees with a final update for the 2017-18 Major Construction Projects which included Fairview Avenue Redevelopment and New Elevator Additional at Major Ballachey Elementary School.

Moved by: R. Collver

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

**Carried**

(b) **Annual Operating Plans – School Year 2018-19**

B. Blancher reviewed the Annual Operating Plans report providing a brief overview of the Annual Operating Plans prepared by Sr. Administration and staff of the Board to guide their work and the work of the system, that address components of Grand Erie's Multi-Year Plan. B. Blancher noted that these plans are in no way meant to represent all the work that is done in the Board. They are intended to set out at a high level, clear direction for the Sr. Administration and our schools. To align with the indicators and outcomes of the Multi-Year Plan, there are five Annual Operative Plans which are as follows:



**i) Community**

B. Blancher reviewed the Community Operating Plan for the 2018-19 School Year.

**ii) Environment**

R. Wyszynski reviewed the Environment Operating Plan for the 2018-19 School Year.

D. Dean reiterated that he would like to request that we see a plan to reduce the number of open concept classrooms. R. Wyszynski responded that this will be reviewed as part of the 2018-19 Capital Plan.

R. Collver asked about the learning commons and the fundraising aspect, is there a plan in place for the schools that will fall short of the fundraising. R. Wyszynski responded that we will be reviewing and will build guidelines which will include plans for schools which have strong capital proposals but lack the fundraising to support material purchases. The Learning Commons committee will ensure this is considered when awarding projects.

**iii) Equity**

W. Baker reviewed the Equity Operating Plan for the 2018-19 School Year.

**iv) Technology**

D. Abbey reviewed the Technology Operating Plan for the 2018-19 School Year.

C.A. Sloat asked about the parent communication applications and will there be a “thy shall or thy shall not list”? D. Abbey responded that we will not be moving in that direction but will ensure that parents are aware what applications will be used and the privacy impact.

C.A. Sloat asked about the early years’ online registration and have we received any feedback from other boards? L. De Vos responded we have received positive feedback and we are working with Communications and there are number of steps that we will still need to work out.



**v) Well-Being**

L. Thompson reviewed the Well-Being Operating Plan for the 2018-19 School Year.  
S. Sincerbox reviewed the Staff Wellness piece of this Operating Plan.

R. Collver requested L. Thompson provide how PATHS breakdown barriers? L. Thompson responded the PATHS program teaches students how to recognize they are anxious or stressed and give them strategies to help them self-regulate. Once they can self-regulate they are better able to attend and focus and learn. This is the same outcome for students who will be taking part in Stress Lessons which will be implemented in select schools at the secondary level.

C.A. Sloat asked if a Child and Youth Worker is needed after the first year? L. Thompson responded that yes but commented we want to continue with educating our teachers to support this program independently by finding the curriculum connections.

Moved by: D. Sowers

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Annual Operating Plans of Senior Administration for the school year 2018-19 as information.

**Carried**

**(c) Strategic Communication Plan Update**

B. Blancher invited K. Newhouse, Manager of Communications and Community Relations. B. Blancher referred to the 2017-20 Strategic Communications Plan – Year (2018-19) report providing Trustees with background. B. Blancher reminded Trustees that Grand Erie's Strategic Communication Plan consists of four streams: Leadership, Internal Communications, Marketing and Branding and Public Relations and noted the Year 2 update provides an overview of the strategies/tactics for the 2018-19 school year.

R. Collver asked has there been any thought about training parent leaders, how do we inspire parents? K. Newhouse responded there are a few ways: improve information and have discussions at the Grand Erie Parent Involvement Committee meetings and we have started to provide parent information content for school newsletters.

C.A. Sloat asked about the Communicate 2020? K. Newhouse responded Communicate 2020 was created by the Ad Hoc committee and the goal is to share best practices with all staff.



Moved by: D. Sowers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the 2017-20 Strategic Communications Plan for Year 2 (2018-19).

**Carried**

**(d) Appoint Municipal Election Compliance Audit Committee Member**

R. Wyszynski referred to the Municipal Elections Compliance Audit Committee report.

Moved by: D. Dean

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the appointment of Giuditta Poelzl, Alec Cowan and Frank Gelinis for the purposes of Section 88.37 of the Municipal Elections Act and Grand Erie Bylaw 36, for the period December 1, 2018 to November 30, 2022.

**Carried**

**H - 1 Other Business**

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

Presented as printed.

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of August 2018 in the amount of \$9,446,321.17 as information.

**Carried**

**(b) Joint Occupational Health & Safety Committee Minutes – June 21, 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 – June 21, 2018 as information.

**Carried**





- (c) **Joint Occupational Health & Safety Committee – Safety Audit Tracking Report (Summer 2018)**

Presented as printed.

Moved by: D. Sowers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee – Safety Audit Tracking Report (Summer 2018) as information.

**Carried**

- I - 1 **Correspondence**

Nil

- J – 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the meeting be adjourned at 8:29 p.m.

**Carried**

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Board Chair, Greg Anderson





## MINUTES

**Present:** D. Sowers – Committee Chair, G. Anderson, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, J. Hsiao (Student Trustee), A. St. Pierre (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>	A. Hauser (Student Trustee)
<b>Administration:</b>	Nil

**A - 1 Opening**

**(a) Roll Call**

The meeting was called to order by Committee Chair, D. Sowers at 6:30 p.m.

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

**(c) In Camera Session**

Moved by: D. Dean

Seconded by: B. Doyle

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.



## Committee of the Whole Board Meeting

Monday, October 1, 2018  
Education Centre, Board Room

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Moved by: J. Richardson  
Seconded by: A. Felsky  
THAT the Agenda be approved.  
**Carried**

(f) **In Camera Report**

Moved by: A. Felsky  
Seconded by: T. Waldschmidt  
THAT the Grand Erie District School Board approve B-1-b.  
**Carried**

(g) **Delegation**

Moved by: D. Dean  
Seconded by: D. Boyle  
THAT the Grand Erie District School Board hear the late delegations received at the Regular Board Meetings as per Bylaw 11 – Delegations.  
**Carried**

(i) Rebecca Walters presented her delegation regarding Caledonia Centennial Public School Capacity

C.A. Sloat requested the full copy of the delegation be sent to the Executive Assistant to the Trustees.

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

(a) **Caledonia Centennial Public School Capacity Review**

R. Wyszynski referred to the Caledonia Centennial Public School Capacity Review report providing background which consisted of the steps taken by the Board since August 28, 2017 when Senior staff outlined the need for an additional school in Caledonia. R. Wyszynski continued with a status update and ~~the~~ reminded Trustees of the Board's long-term goal for the Caledonia community which is a successful Ministry of Education major capital business case for a new, state-of-the-art, joint use elementary school constructed in the McClung development.



## Committee of the Whole Board Meeting

Monday, October 1, 2018  
Education Centre, Board Room

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R. Wyszynski reviewed the details of the scenarios which consisted of two:

- Scenario 1: Relocate French Immersion Classes (Grade 4-8) to River Heights School from Caledonia Centennial Public School.
- Scenario 1: All student registrations from new subdivisions will be directed to River Heights School, effective immediately.

R. Wyszynski noted that Senior Administration also reviewed alternate scenarios and after further exploration of these options decided that there were barriers in distance, transportation, capacity, disruptions to student achievement, family and community dynamics and misalignment with the Board's long-term goal for the Caledonia community.

R. Wyszynski commented that it is Senior Administration's recommendation that the Board approve the transfer of the French Immersion Program (Grade 4-8) from Caledonia Centennial Public School to River Heights School, effective September 2019.

J. Richardson thanked R. Wyszynski for his report and noted his concerns with the 148.9% in 2021-22 and stated that he does not look at this as a French Immersion issue, that this is a capacity issue. Students coming from the Avalon development are aware they are going to be registered in a school on a temporary basis until a new school is built. J. Richardson recommends scenario 2.

B. Doyle would like to echo Trustee Richardson's remarks. We made a decision two years ago to change the boundary to have the secondary students from McClung subdivision to be transferred to Cayuga. B. Doyle recommends scenario 2 but instead of River Heights is recommending JL Mitchener.

C.A. Sloat stated that capacity issue is also an issue in West Brant and that the issue is worse than Caledonia. C.A. Sloat further asked R. Wyszynski for clarity on the new subdivision on the south side of Caledonia. R. Wyszynski responded with the information and the proposed timelines for these subdivisions.

J. Harris commented that Trustees must remember what type of program students are entitled to and reminded Trustees of our mandate is to offer a program of education in English to all students. We need to recognize what students are entitled to and that French Immersion while a great program, is a program of choice. J. Harris further reminded Trustees that precedent has been set when we approved the transfer of Grades 6 to 8 French Immersion from Burford to Paris Central as it was a program choice. If we do not approve the recommendation from Senior Administration to move French Immersion to River Heights, then we are not aligning with the decision made in Brant County.



## Committee of the Whole Board Meeting

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B. Doyle noted that Trustee Harris makes some good points and indicated CCPS is over capacity and we have added 3 portables. If we move 100 kids and still allow children from McClung to enroll at CCPS we will need to cap things at the school sooner than later. We will be here again, if the funding does not come through for the new school.

G. Anderson echoed C.A. Sloat and suggested that the community meet with their local MPPs to help push for a new school.

J. Harris commented we are going to have growth implications but we cannot open Pandora's box as we will need to respond to parents from Brant County.

J. Richardson commented that we already made a choice that if you move to McClung subdivision they would go to Cayuga for secondary.

B. Doyle commented that even if we move the program, we will back here in year.

J. Harris responded we can only deal with the facts that are in front of us now, however, we cannot speculate on the future. We need to stand on our principles, best practices and need to focus on the entitlement of program for students.

D. Sowers agrees with the points that have been made, we made a choice to have the secondary school students from Avalon go to Cayuga and if we have busses going to Cayuga we should consider moving elementary students to Cayuga.

D. Dean commented that JL Mitchener should be the last resort.

G. Anderson noted concerns with the date in the proposed motion. C.A. Sloat echoed the concerns with the date and believes we need to modify the date of the motion on the table.

T. Waldschmidt reminded Trustees that we need to make a decision and alleviate the overcrowding at Caledonia Centennial.

J. Harris reminded Trustees this has been vetted three time and it is the same recommendation from staff.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve all new elementary student enrolment from the Avalon Estates to JL Mitchener effective of October 16, 2018.

**Defeated**



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J. Richardson commented we talk about not putting a Band-Aid on it and I am not convinced we are not doing that here.

Moved by: J. Harris

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve the transfer of the French Immersion Program (Grades 4-8) from Caledonia Centennial to River Heights, effective September 2019.

Carried

### C - 1 Director's Report

Director's highlights:

- **Provincial Consultations on Education Reform – email from Nancy Naylor, Deputy Minister on September 28<sup>th</sup>** - announced that the government had launched the consultations on September 28<sup>th</sup> and outlined the three ways for people to participate.

1. Online submission form already in place at [fortheparents@ontario.ca](mailto:fortheparents@ontario.ca)
2. Online survey available soon with questions that relate to the key themes.
3. Telephone town halls across Ontario – these town hall discussions will be aligned with the themes discussed in the survey – dates and times will be posted on [fortheparents.ca](http://fortheparents.ca) as they become available.

The consultations are intended to focus on the following topics:

- How to improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM);
- How our schools are preparing students with needed job skills;
- What more can be done to ensure students graduate with important life skills, like financial literacy;
- How to build an updated and age-appropriate Health and Physical Education curriculum that includes subjects like sexual health education, mental health and the legalization of cannabis;
- What measures can be taken to improve standardized testing;
- What steps schools should take regarding the use of technology in classrooms, such as the use of cell phones; and
- What elements would participants like to see included in the Ministry of Education Parents' Bill of Rights.

Closing Date for the Consultation is December 15, 2018

- **Teacher Appreciation Day – Friday October 5<sup>th</sup>** - In 1994, UNESCO inaugurated October 5 as World Teachers' Day to commemorate the joint UNESCO and International Labour Organization's (ILO) signing of the *Recommendations Concerning the Status of Teachers*. World Teachers' Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development. On October 5, along with over 100 countries around the world, the Canadian Teachers' Federation and its Member organizations across the country celebrate World Teachers' Day through a public awareness campaign that highlights the



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contributions of the teaching profession. B. Blancher took the opportunity to acknowledge the outstanding dedication to teaching and learning the care for students that happens every day by teachers in Grand Erie schools.

- **School Council Start-Up Event – October 18<sup>th</sup> at Waterford DHS** - Grand Erie's annual School Council Start-up, sponsored by the Grand Erie Parent Involvement Committee (GEPIC), takes place Thursday, October 18 from 6-8 p.m. at Waterford District High School. All School Council Chairs, Home and School Associations Chairs or Parent Teacher Associations Chairs as well as their members are invited to attend. The School Council Start-up is an important event for all School Council Chairs as key information is provided and great ideas are shared.
- **Revisions to the Student Concussion and Head Injury Resource Package Manual – part of SO28 (Student Concussion and Head Injury)** - Page 2 of the resource manual refers to Signs and Symptoms of a Concussion – OPHEA has revised their Concussion Protocol and implementation tools as of September 2018 and has identified additional signs/symptoms which would require staff/volunteers to call 911. We have updated the resource manual to reflect these additional signs/symptoms. We have also sent information to schools to alert them to these changes.

### Additions

- Neck pain or tenderness
- Severe or increasing headache
- Deteriorating conscious state
- Double vision
- Weakness or tingling/burning in arms or legs
- Increasingly restless, agitated or combative
- **Day of Dignity – October 17, 2018** – for Secondary School Students –will be held at Joseph Brant Learning Centre - A dignifying world provides everyone with equal opportunities in life. Global Dignity Day's mission "is to unite everyone with the belief that we all deserve to live a life of dignity. Dignity means having the freedom to make decisions about your life, and to be treated with respect about this right. The Global Dignity Principles are in concert with the principles of equity and inclusive education. Students and staff will take part in this annual board-wide event. This year we are pleased to welcome "Unlearn", a global movement, an approach to life, a way to live. It enables human connection and understanding that improves the quality of life for you and those around you." Through Unlearn activities, we will recognize the need to support basic human rights for all and how to be advocates for creating inclusive environments in our communities.
- **WDHS Learning Commons** - As noted, in the 2017-18 Annual Operating Plan for the Environment Indicator, Waterford District High School was identified as a project site for "improved learning space" funding and as a result work was completed to renovate the school Library into a Learning Commons. The school is now ready to host a Grand Opening celebration on Friday, October 12, 2018 from 2-3 p.m.
- **Upcoming Commencement Ceremonies**
  - **Paris District** – Thursday October 4<sup>th</sup> at 7:00 pm
  - **Simcoe Composite** – Thursday October 4<sup>th</sup> at 7:00 pm
  - **Dunnville Secondary** – Friday October 5<sup>th</sup> at 7:00 pm





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- **Waterford District** – Friday October 5<sup>th</sup> at 8:00 pm
- **PA Day – October 2<sup>nd</sup>**
- **Thanksgiving Holiday – Monday October 8, 2018** - all schools and board offices closed to observe this holiday. On behalf of Senior Administrative Team – Happy Thanksgiving
- **Equity Video** – video on Noor and Khaled was presented

Moved by: G. Anderson

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Director's Report of October 1, 2018 as information.

**Carried**

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

Nil

*A. Felsky left the meeting at 8:34 p.m.*

### D – 2 **New Business – Information Items**

#### (a) **Voluntary Indigenous Self-Identification**

D. Martins referred to the Voluntary Indigenous Self-Identification Report providing background and reviewed the numbers of self-identified Indigenous students by grade for 2018-19.

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

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

**Carried**

#### (b) **Public Consultation Plan for Special Education Annual Review**

L. Thompson referred to the Public Consultation Plan for Special Education Plan Annual Review Report noting that schools board are required to create plan as per Regulation 306 Special Education Program and Services. L. Thompson reviewed the plan for the 2018-19 school year.



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Moved by: R. Collver

Seconded by: B. Doyle

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

**Carried**

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

Nil

### E – 2 Procedure Consideration – Information Items

#### (a) P102 Procedures for Experiential Learning Programs

D. Martins referred to the P102 – Procedures for Experiential Learning Program report noting this procedure is being brought for approval as it required revisions as result of updates from the Ministry of Education – The Ontario Curriculum, Grade 11 and 12, Cooperative Education, 2018 and the replacement of Policy/Program Memorandum 76A.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating P102 – Procedures for Experiential Learning Program to all appropriate stakeholders for comments.

**Carried**

Moved by: K. Sandy

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive P102 – Procedures for Experiential Learning Programs as information.

**Carried**

#### (b) SO104 Ontario Student Records

D. Abbey referred to SO104 – Ontario Student Records noting this procedure is being brought for approval as it required revisions as a result of updates from the Ministry of Education.



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Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating SO104 – Ontario Student Records to all appropriate stakeholders for comments.

**Carried**

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive SO104 – Ontario Student Records as information, as amended.

**Carried**

### F - 1 Other Business

#### (a) OPSBA Report

J. Harris referred to the September 28 and 29 OPSBA Meeting package which was a laydown document.

Moved by: T. Waldschmidt

Seconded by: G. Anderson

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

**Carried**

### G - 1 Correspondence

Nil

### H - 1 Adjournment

Moved by: G. Anderson

Seconded by: K. Sandy

THAT the meeting be adjourned at 9:01 p.m.

**Carried**

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Committee of the Whole Board Chair, D. Sowers



As the Student Trustee representing the South of our board, and a current resident of Caledonia, I personally have an opinion on the Caledonia Centennial situation. However, I'm here to tell you the positions of the students. We have been hearing a lot from the parents and students of CCPS, and know a great deal about their positions on the subject. However, a lot of the situations we have been talking about have been regarding River Heights PS as well. So, I would like to take the time to tell you a little about my time attending the school, and the some current student's attending RHPS' opinions.

When I attended River Heights, from grade 5 through 8, there were three different classes for my grade. There were a rumoured 600 people attending the school, and we had alternating lunches and recesses between the primary and intermediate grades to accommodate the large number of students requiring time outside. We could not hold assemblies in the gym with all of the students because not all would fit.

Now, things have changed greatly there. My younger sister is in grade eight this year, and over the past week, as things have begun to heat up in the boardroom, her class has started to talk about it as well. She tells me that no one in her class wants it to happen. While some don't really care due to it being their last year at the school, the ones with younger siblings are greatly concerned. One grade seven student is worried that the FI students will use their greater knowledge of French to talk about the current RHPS students in front of them, knowing that the English students will not understand them. Other students in my sister's class are worried that their younger siblings will be 'forced' into learning a language they are not supposed to learn until grade 4, and that there will be a split between the English RH students and the French ones.

When I came as a new student to RHPS, it was hard. There were many people, and thus, many friend groups. It was hard to find people to hang out with because I had spent six years at another school. If there is a group of students moving from CCPS to RHPS, there will be two different groups at the school. The junior and intermediate grades will likely become segregated.

There are currently five 'unused' classrooms at RHPS. My sister tells me that they are in fact quite used. Two are French classrooms, where the students will go to during a period in the day to become fully immersed in French manipulatives, posters, and the language. The French teachers could go to the students' classroom to teach them as the art teachers do, but in doing so, some activities would not be able to occur. For multiple years before I went to RHPS, and continuing today, the intermediate French teacher turns his classroom into a café and the students order food and drinks in French. If this teacher were entering a classroom and trying to set this up without using a part of their prep period, it would be hard to run, and the wonderful hands-on activity that encourages spontaneity while speaking French would not occur. The other three classrooms do not have ultimate purposes like the French ones, but they are often used by the administration and staff in different ways to better students' learning.

Not more than four years ago, the Parents Council at RHPS raised money to help create a natural playground at the school. Some students are worried that as River Heights grows in population, their playground, consisting of a baseball diamond, basketball court, blacktop, small forest, and two small and one large soccer fields will become destroyed to make room for portables.

As a last point, RHPS has placed all of their intermediate grades (7 and 8) in the top level of the school. They have lockers and often use rotary to prepare the students for high school. To create

the same level of preparedness for the FI students and/or all the English students attending RH would be immensely hard to do. In the opinions of the intermediate students at RHPS, they think that the FI students would be jealous of the opportunity the English students would get, and if all of Avalon goes to RHPS, they believe there would not be enough teachers, subjects and periods to take up the number of classes that would need to see the geography, history, science, etc. rotary teachers.

Thank you for taking the time to listen to what River Heights has to say about a situation that is concerning them just as much as it is Caledonia Centennial. I hope that you take the time to consider the concerns of the other students this decision will be affecting.

Alex Hauser

Student Trustee South



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board  
FROM: Diane Sowers, Chair, Committee of the Whole Board  
RE: **Committee of the Whole Board Report**  
DATE: October 15, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the Committee of the Whole Board Report dated October 1, 2018 as follows:

1. **In Camera Report**

THAT the Grand Erie District School Board approve B-1-b.

2. **Caledonia Centennial Public School Capacity Review**

THAT the Grand Erie District School Board approve the transfer of the French Immersion Program (Grades 4-8) from Caledonia Centennial to River Heights, effective September 2019.

3. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of October 1, 2018 as information.

4. **Voluntary Indigenous Self-Identification**

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

5. **Public Consultation Plan for Special Education Annual Review**

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

6. **P102 Procedures for Experiential Learning Program**

- a) THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating P102 – Procedures for Experiential Learning Program to all appropriate stakeholders for comments.
- b) THAT the Grand Erie District School Board receive P102 – Procedures for Experiential Learning Programs as information.

7. **SO104 Ontario Student Records**

- a) THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating SO104 – Ontario Student Records to all appropriate stakeholders for comments.
- b) THAT the Grand Erie District School Board receive SO104 – Ontario Student Records as information, as amended.

8. **OPSBA Report**

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

Respectfully submitted,

Diane Sowers, Chair  
Committee of the Whole Board





## ADMINISTRATIVE PROCEDURE

SO104

<b>Ontario Student Records</b>
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Board Received: September 3, 2003      Review Date: Subject to legislation

**Accountability**

1. Frequency of Reports – ~~As needed~~ Annual
- ~~2. Severity Threshold – As needed (eg. Change in Regulations)~~
- ~~3.~~ 2. Criteria for Success – Records maintained in accordance with Education Act, Municipal Freedom of Information & Protection of Privacy Act, and all regulations and guidelines of the Government of Ontario and Grand Erie District School Board ~~GEDSB~~

**Procedures**

These Procedures are to be used in conjunction with the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Ontario Student Record (OSR) Guideline* (OSR Guidelines, 2000) and all other applicable regulations and guidelines of the Government of Ontario. The *Ontario Student Record (OSR) Guideline 2000*, and *A Guide to Ontario Legislation Covering the Release of Students' Personal Information* should be filed with this procedure.

**1. Issuance of OSR**

If a student is attending more than one school simultaneously for the purposes of program, only one OSR is to be issued.

**2. Responsibility for the OSR**

- Designated school clerical staff will be responsible for performing clerical functions with respect to the establishment and maintenance of the OSR.
- Designated administrative staff and bonded agents will be responsible for the purposes of microfilming, loading on CD-ROM, and managing historical records.

**3. Maintaining Confidentiality and Storage of the OSR**

- OSR folders must be stored in a locked, secure area when they are unsupervised.
- A log recording the user's name and location of each OSR that is removed from the regular storage area must be maintained.
- OSR folders shall normally be returned to the regular storage area by the end of each school day. If a folder is to be retained overnight by an authorized individual, then security of the OSR must be ensured.

**4. Organization of the OSR**

The OSR folder and Documentation File will be organized using the "Order of Enclosures" dividers method. (See Appendix 5.)

Dividers are established as follows:

**Outside the Documentation File**

- Order of Enclosure List
- Student Identification and Personal Information
- Student Achievement

**Inside the Documentation File**

- Assessment Reports (School Board)
- Assessment Reports (Outside Agencies)
- Consent Forms
- Identification, Placement and Review Committee (IPRC) Packages
- Individual Education Plans (IEP)
- “Legal” Documents
- Other

The following information **must not** be stored in the Documentation Folder:

- Copies of proof of birth;
- Copies of immigration documents, unless the document is being used for proof of birth;
- Copies of proof of marriage;
- Immunization record and health card numbers;
- Proof of address/residency;
- Student Registration Forms;
- Temporary Student Withdrawal forms

**Components of the OSR**

- an Ontario Education Number (OEN)
- The following may be entered in the OSR if the principal deems them conducive to the improvement of instruction of the student: photographs, participation in co-instructional activities, and special achievements in school activities.
- Records of interviews with parents and/or students if the principal deems them conducive to their improvement of instruction of the student.
- ~~Methods for verifying student's date of birth include birth certificate, baptismal certificate, passport, and Ontario Health Card.~~
- For confirmation/verification of proof of birth and residency, use Appendix A: Enrolment/Registration Verification and place in front of OSR

**5. Documentation File**

In addition to the requirements of the OSR Guidelines, the Grand Erie District School Board has designated the following information for inclusion for the period the principal deems them conducive to the improvement of instruction of the student, unless otherwise noted below:

- reports by support personnel on student progress;
- consent forms for testing or placement;
- administration of medication release forms;
- education, psychological and speech and language reports from Board personnel \*+;
- assessment reports from outside agencies, eg. audiological, vision, psychiatric, psychometric, psychological, medical, treatment centres, home care, etc. \*
- information on adoption, immigration, home schooling, exclusion from compulsory attendance in French as a Second Language; court orders, trespass orders, and appeal/tribunal decisions;
- information related to a reportable violent incident. Reports must remain for three consecutive years during which time no other reportable violent incidents have occurred;
- ~~information related to limited expulsion must remain for one year after the date of the limited expulsion;~~

- ~~information related to full expulsion must remain for five years after the date of the full expulsion.~~

- \* Third parties are to be advised that their reports will be filed in the OSR and will be subject to the OSR access provisions.
- + The protocols and case notes are the property of the Board and will be maintained by the individual assessor.

#### 6. Report Cards

Report cards, including those issued in addition to the times of issuance specified in the Guideline are to be maintained in the OSR.

#### 7. Office Index Cards

An Office Index Card can be a computer-generated form which contains the required information about each student who has attended a school.

#### 8. Access to the OSR

A student and the parent(s)/guardian(s) of a student who is under the age of 18 may, by appointment, review the student's OSR in the school in the presence of the principal or a teacher of the school during regular school hours and obtain a copy of it.

Unless there is a court order to the contrary, both parents have a legal right of access to their child, including the right to make inquiries and to be given information concerning the child's health, education and welfare. Schools should request parents to provide a copy of any court orders or separation agreements concerning custody and access arrangements for review and inclusion in the Documentation File of the student's OSR.

Neither parent volunteers nor elected members of school councils have access to OSR's of any students other than their own child(ren).

See Appendices ~~1-B~~ and ~~2-C~~ for Consent Forms to be used to release information from the OSR to third parties, eg. probation officers, parole officers, hospitals, etc.

#### 9. Access to the OSR – Subpoenas, Civil Suits, Criminal Code, Child & Family Services Act

Principals shall contact the Family of Schools superintendent of schools who will make arrangements for seeking legal advice.

#### 10. Access to the OSR upon Death of a Student

- Under the *Municipal Freedom of Information and Protection of Privacy Act*, if a student was over age 18 at the time of death, parents can only access the personal information if the child has been deceased for over 30 years. However, the *Act* allows the deceased individual's personal representative/executor (may be a parent) to exercise the right of power and access to personal information if access "relates to the administration of the individual's estate".
- If the deceased student was over age 16 but under 18 at the time of death, then the provisions of s.266 of the *Education Act* will permit the parents access to the OSR.
- If the deceased student was under age 16 at the time of death, then both the custodial and non-custodial parent, provided they have not been precluded access by court order, have the right to examine the OSR under the *Education Act*. However, the *Municipal Freedom of Information and Protection of Privacy Act* allows only the custodial parent to obtain a copy of the OSR pursuant to a request made under that Act. Practically

speaking, this differentiation can be avoided in the absence of an access request under the *Municipal Freedom of Information and Protection of Privacy Act*. However, disclosure could be made to both parents for the purpose of complying with another Act, such as family law legislation.

#### 11. Review of Ontario Student Record Folders

The OSR shall be reviewed at the following times to ensure it contains information that is current and valid, and conducive to the improvement of the instruction of the student:

- on admission from a school outside Grand Erie;
- on transfer to another school;
- on retirement from school; or
- at least once during each school year.

#### 12. Transfer of the OSR

- See Appendix [D3](#) for the form to be used when a student transfers from a school.
- The Annual Education Plan (AEP) for grades 7 to 12 students is to be placed in the OSR when a student transfers.
- Specially printed Transfer Envelopes utilizing Priority Post are to be used when transferring OSR's to a school in another board, to a private, federal, or First Nations school, or to a Provincial or Demonstration School.
- Notify the appropriate Medical Officer of Health as required by the *Immunization of School Pupils Act*.

#### 13. Requesting an OSR

See Appendix [E4 & F](#) for the form to be used when requesting an OSR from another school.

#### 14. Retention and Disposal

- OSR's for elementary students who retire from the Grand Erie District School Board will be stored for five years in the elementary school and then forwarded to the [Communications, Executive Assistant to the Trustees/FOI Coordinator and Records Management Officer](#) at the Education Centre for storage on CD-ROM.
- OSR's for secondary students who retire from the Grand Erie District School Board will be stored for ten years in the secondary school and then forwarded to the [Executive Assistant to the Trustees/FOI Coordinator Communications, FOI and Records Management Officer](#) at the Education Centre for storage on CD-ROM.
- In the event of a school closing, the Office Index Cards will be forwarded to the school that receives the students from the previous school area.

#### 15. Suspension Letters

In accordance with the *Education Act*, copies of suspension letters are to be retained in the OSR (outside of the Documentation File).

#### 16. Availability of Forms

The following forms are available from the Mail Room at the Education Centre:

- blank OSR folders and Documentation Files
- transfer envelopes;
- forms for recording the hours of instruction in French as a Second Language; and
- Order of Enclosure sets of forms.

APPENDIX AENROLMENT/REGISTRATION VERIFICATION

<u>Student's Name</u>	
<u>Student's DOB:</u>	
<u>Date of Registration</u>	

<u>Method of Verification for Student's Full Name and Date of Birth</u> <i>(only 1 (one) piece of documentation required)</i>	<u>Registrar's Initial</u>	<u>Principal's Initial</u>
<input type="checkbox"/> <u>Birth Certificate</u>		
<input type="checkbox"/> <u>Baptismal Certificate</u>		
<input type="checkbox"/> <u>Passport</u>		
<input type="checkbox"/> <u>Other:</u>		

<u>Method of Verification for Student's Proof of Residency</u> <i>(only 1 (one) piece of documentation required)</i>	<u>Registrar's Initial</u>	<u>Principal's Initial</u>
<input type="checkbox"/> <u>Current Utility Bill</u>		
<input type="checkbox"/> <u>Current Property Tax Bill</u>		
<input type="checkbox"/> <u>Current Phone Bill</u>		
<input type="checkbox"/> <u>Current Agreement of Purchase of Sale (Property)</u>		
<input type="checkbox"/> <u>Other documentation to confirm a student's residency status:</u>		

- \* Under the *Municipal Freedom of Information and Protection of Privacy Act*, photocopies of a student's personal or immigration documentation **must not be** retained in student's OSR.
- \* An Ontario's driver's license **is not** an acceptable form of document to confirm a student's residency status.
- \* Proof of residency documentation **must not be** photocopied or retained in student's OSR as these documents contain personal account numbers.

Grand Erie District School Board  
349 Erie Avenue  
Brantford, ON N3T 5V3

AUTHORIZATION FOR ACCESS TO OSR: STUDENT UNDER AGE 18

School Name	
-------------	--

Name of Student	Date of Birth
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I, \_\_\_\_\_, of the City/Town of \_\_\_\_\_, Ontario, acknowledge that I am the parent/guardian of the above-named child, who is under age 18, and that I have not been precluded access to this information concerning the health, education or welfare of the above-named child by a court order or separation agreement.

In accordance with section 266 of the *Education Act*, R.S.O. 1990, c. E.2, as amended, I am requesting access to the contents of my child's Ontario Student Record (OSR) that is in the possession of the Grand Erie District School Board, or a copy of the same.

I hereby authorize the release of this information to:

\_\_\_\_\_

who is/are acting on my behalf in a \_\_\_\_\_

I hereby consent to the release of this personal information to the above-named party in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56, as amended.

Dated at \_\_\_\_\_, Ontario

this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Witness: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

Please attach a photocopy of a piece of identification (i.e. driver's licence, birth certificate or S.I.N.).

Grand Erie District School Board  
349 Erie Avenue  
Brantford, ON N3T 5V3

AUTHORIZATION FOR ACCESS TO OSR: STUDENT OVER AGE 18

School Name	
-------------	--

Name of Student	Date of Birth
-----------------	---------------

I, \_\_\_\_\_, of the City/Town of \_\_\_\_\_, Ontario, acknowledge that I am/was a student within the Grand Erie District School Board, and I am 18 years of age or older.

In accordance with section 266 of the *Education Act*, R.S.O. 1990, c. E.2, as amended, I am requesting access to the contents of my Ontario Student Record (OSR) that is in the possession of the Grand Erie District School Board, or a copy of the same.

I hereby authorize the release of this information to:

\_\_\_\_\_

who is/are acting on my behalf in a \_\_\_\_\_

I hereby consent to the release of this personal information to the above-named party in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56, as amended.

Dated at \_\_\_\_\_, Ontario

this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Witness: \_\_\_\_\_ Student: \_\_\_\_\_

~~Please attach a photocopy of a piece of identification (i.e. driver's licence, birth certificate or S.I.N.)~~

Grand Erie District School Board  
349 Erie Avenue  
Brantford, ON N3T 5V3

Notification of Student Transfer Within Ontario

---

This is to certify that

---

Surname	First Name	Middle Name
---------	------------	-------------

was enrolled in Grade \_\_\_\_\_ at

---

Name of school

---

Address

The last attendance date was \_\_\_\_\_

The Ontario Student Record will be forwarded directly to you upon receipt of an official request. This student has been provided with a copy of his/her latest report card and Ontario Student Transcript, if applicable.

---

Principal

Date



Grand Erie District School Board  
349 Erie Avenue  
Brantford, ON N3T 5V3

Request for an OSR by a School in  
Another Board or a Provincial or Demonstration School in Ontario

---

Please forward the Ontario Student Record for

---

Surname	First Name	Middle Name
---------	------------	-------------

who has enrolled in Grade \_\_\_\_\_ at

---

Name of school

---

Address

I hereby agree to accept responsibility for the record and to use, maintain, transfer, and dispose of the record in accordance with the *Ontario Student Record (OSR) Guideline, 2000*.

---

Principal

Date

Grand Erie District School Board  
349 Erie Avenue  
Brantford, ON N3T 5V3

Request for an OSR from a School Outside of Ontario

---

Please forward a copy of Student Records for

---

Surname	First Name	Middle Name
---------	------------	-------------

Date of  
Birth

who has enrolled in Grade \_\_\_\_\_ at  
\_\_\_\_\_

---

Name of school

---

---

Address

---

I hereby agree to accept responsibility for the record and to appropriately use, maintain, transfer, and dispose of the record.

---

Principal

Date



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Brenda Blancher, Director of Education & Secretary

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

RE: **2017-18 Grand Erie's Student Achievement Plan Outcomes**

DATE: October 15, 2018

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the 2017-18 Grand Erie's Student Achievement Plan Outcomes Report as information.

### Background

The 2017-18 Grand Erie Student Achievement Plan was presented at the October 30, 2017 Board Meeting. On March 26, 2018 a mid-year update was shared based on monitoring and the evidence of impact to date.

In mid-September 2018, final EQAO results were released to school boards and the public. These results, along with evidence of impact have been reviewed and are included within this report.

### Additional Information

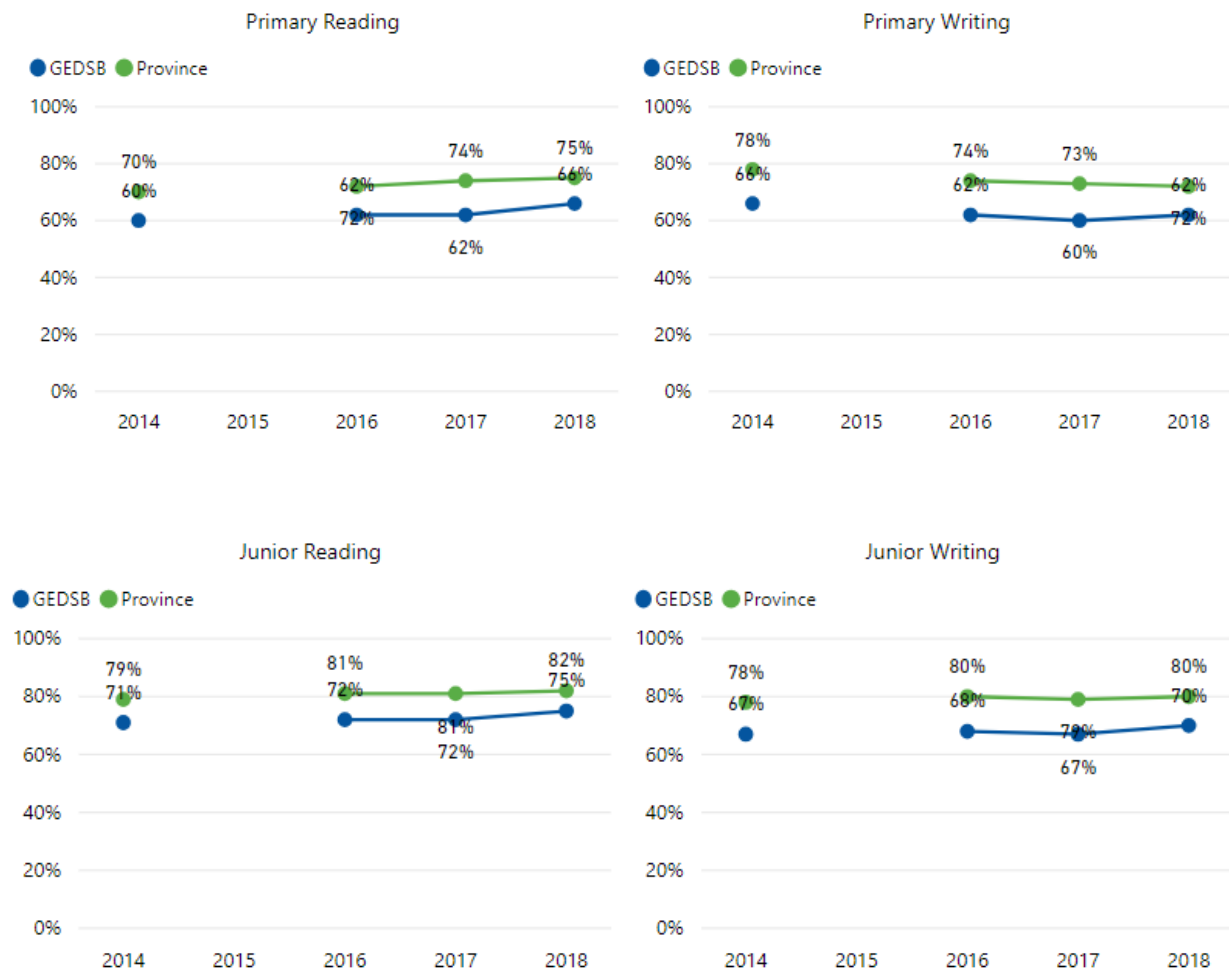
The 2017-18 Theory of Change outlined in the Grand Erie Student Achievement Plan is the foundation for which the implementation and actions with respect to the outcomes were attained.

### Elementary Outcomes 2017-18

#### Language: What did we do?

- Annual training for teachers continued to be offered in appropriate use of literacy assessment resources and responsive differentiated instructional strategies. One hundred and twenty-three teachers who were new to division attended
- 42 of 59 schools offered Levelled Literacy Intervention with 29 new Learning Resource Teachers attending two-day training sessions resulting in 66% of students moving up three or more reading levels
- 58 of 59 elementary schools offer Strong Start Programs
- Comprehensive Literacy Program support was offered to five Kindergarten/Grade One teachers in the form of professional learning sessions and literacy resources
- ESL itinerant teachers continued to support English as a Second Language Learners (ELLs) and their classroom teachers with instructional strategies
- Comprehensive Literacy in French Immersion professional learning was offered to 20 French Immersion teachers
- Social Studies resources were provided in both English and French, to all elementary schools to support a cross curricular reading approach in the Comprehensive Literacy block
- In the Mathematics block, educators focusing on the language in math problems to additionally enhance literacy skills

## How did we do?



	Primary		Junior	
	ALL	Participating	ALL	Participating
Reading	66	69	75	77
Writing	62	64	70	73

## Quantitative Results for Participating Students

## Primary Reading

- 69% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 on the 2017-18 assessment in Reading increased by 5%, from 64% in 2017, exceeding the provincial increase of 1% by 4%
- The percentage of primary students scoring Level 2 on the 2018 assessment in Reading was 26% (28% in 2017)
- 95% of students are performing at a Level 2 or higher in Reading (92% in 2017)
- 27 out of 59 schools did see an improvement in Primary Reading scores since the 2017 EQAO Assessment, ranging from 6% to 41%
- The percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is 64% which is slightly below 69% of participating students

### Junior Reading

- 77% of participating students achieved Level 3 or 4
- The percentage of participating students scoring Level 3 and 4 on the 2018 Reading assessment increased by 3%
- The percentage of junior students scoring Level 2 on the 2018 assessment in Reading was 21% (24% in 2017; 22% in 2016)
- 98% of students are performing at a Level 2 or higher in Reading
- Over the past five years, our Junior Reading results have improved 4%
- 36 out of 59 of our schools saw an improvement in Junior Reading scores from 2017 ranging from 1% to 29%
- The percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than our EQAO results (68%)
- At the junior level, 98% of students are performing at a Level 2 or higher in Reading

### Primary Writing

- 64% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 increased by 3% from 61% in 2017 to 64% in 2018
- Our result in Primary Writing exceeds the provincial decrease
- The percentage of primary students scoring Level 2 on the 2018 assessment in Writing was 33% (35% in 2017; 34% in 2016)
- 97% of students are performing at a Level 2 or higher in Writing (96% in 2017)
- 28 out of 59 schools showed improvement, ranging from 1% to 44%
- In writing, the percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is lower than the EQAO results in writing (57%)

### Junior Writing

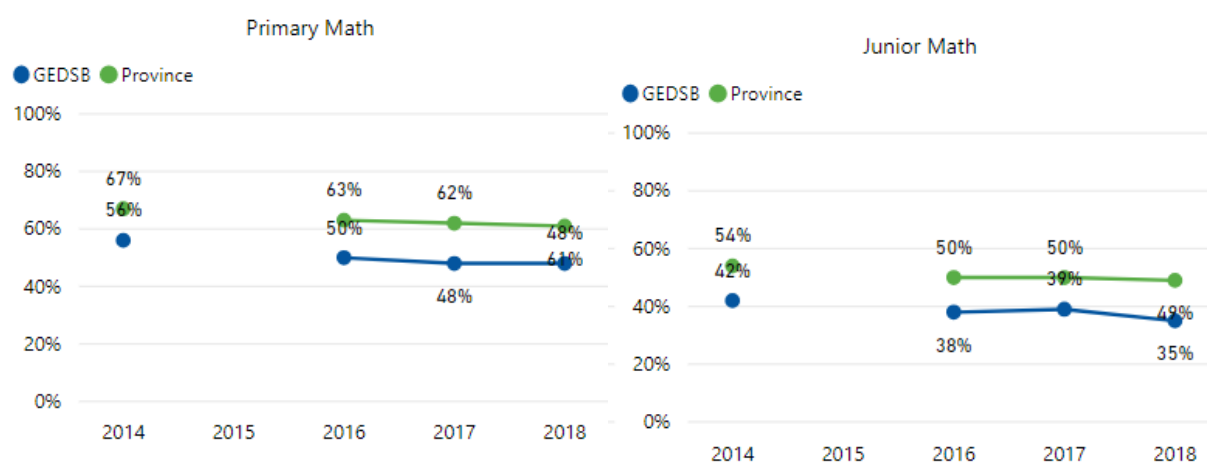
- 75% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 on the 2018 Writing assessment increased by 4%, from 69% in 2017 (70% in 2016)
- The percentage of junior students scoring Level 2 on the 2018 assessment in Writing was 26% (29% in 2017; 28% in 2016)
- 99% of students are performing at a Level 2 or higher in Writing (98% in 2017)
- In the junior division, 32 of our schools showed improvement, ranging from 1% to 34%
- In writing, the percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than EQAO results in writing (61%)

### Mathematics: What did we do?

- Professional learning sessions that focused on math content (concepts of quantity); pedagogical practices (assessment for learning); and, Learning for All (differentiation) were offered in a tiered, differentiated model to all elementary schools
- In the 18 Intensive Support Schools, (221) Kindergarten to Grade 8 educators, and the Learning Resource Teacher (LRT) received four full days of professional learning each, as well as support from the Consultants and Instructional Coaches
- In the 17 Increased Support Schools, (79) junior teachers received five days of professional learning
- In the remaining 24 schools, each school was given 6 full days of release to attend full day workshops. Of the 24 workshops that were offered, 246 educators selected and attended only those that were the most relevant to their School Achievement Plans.

- Lead Teachers from 57 elementary schools received three days of professional learning
- A French Immersion Lead Teacher from the single and dual track schools received three days of professional learning support
- Eighteen core French educators received a full day of financial literacy training
- Twenty French Immersion educators participated in a full day of math talks and math centers.
- Mathematics professional resources were purchased for the “all” schools and new junior educators in Intensive or Increased schools received resources that were previously purchased.
- Manipulative tubs were purchased for every Kindergarten classroom
- At every Family of Schools Meeting, Principals received Leadership for Learning professional learning with respect to mathematics and school achievement plan writing, monitoring and measuring.

### How did we do?



	Primary		Junior	
	ALL	Participating	ALL	Participating
Mathematics	48	50	35	37

### Quantitative Results for Participating Students

#### Primary Mathematics

- 50% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 increased from 49% in 2017 to 50% in 2018
- The percentage of primary students scoring level 2 on the 2018 assessment in Mathematics was 39% (40% in 2017; 39% in 2016)
- 89% of students are performing at a Level 2 or higher in Mathematics
- Our result in Primary Mathematics remained constant, while the province decreased by 1%
- In Primary Math, 27 of 59 of our schools improved ranging from 1% to 37%
- A significant gap between report card data and EQAO results continues in Mathematics

#### Junior Mathematics

- 37% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 was a 3% increase from the 2017 results
- The percentage of junior students scoring Level 2 on the 2018 assessment in Mathematics was 37% (36% in 2017; 38% in 2016)

- 74% of students are performing at a Level 2 or higher in Mathematics
- Provincial EQAO results in math continue to be a concern and the Ministry of Education's Math Strategy will continue to be the focus provincially and locally
- 24 out of 59 schools showed improvement, ranging from 1% to 37%
- A significant gap between report card data and EQAO results continues in Mathematics

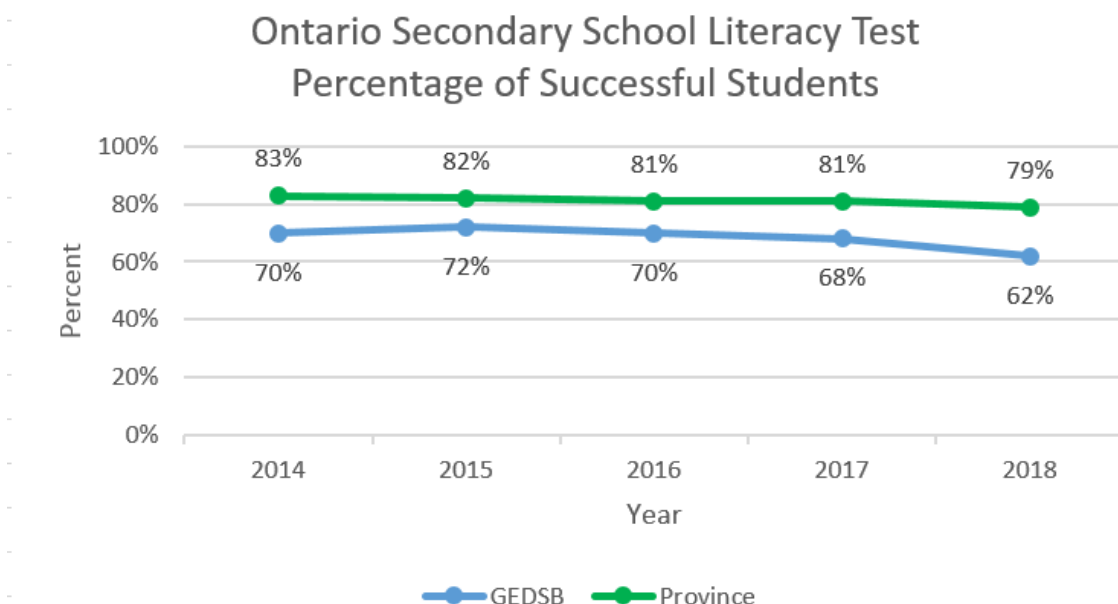
### Student Success / Secondary Outcomes

#### Literacy - How did we do?

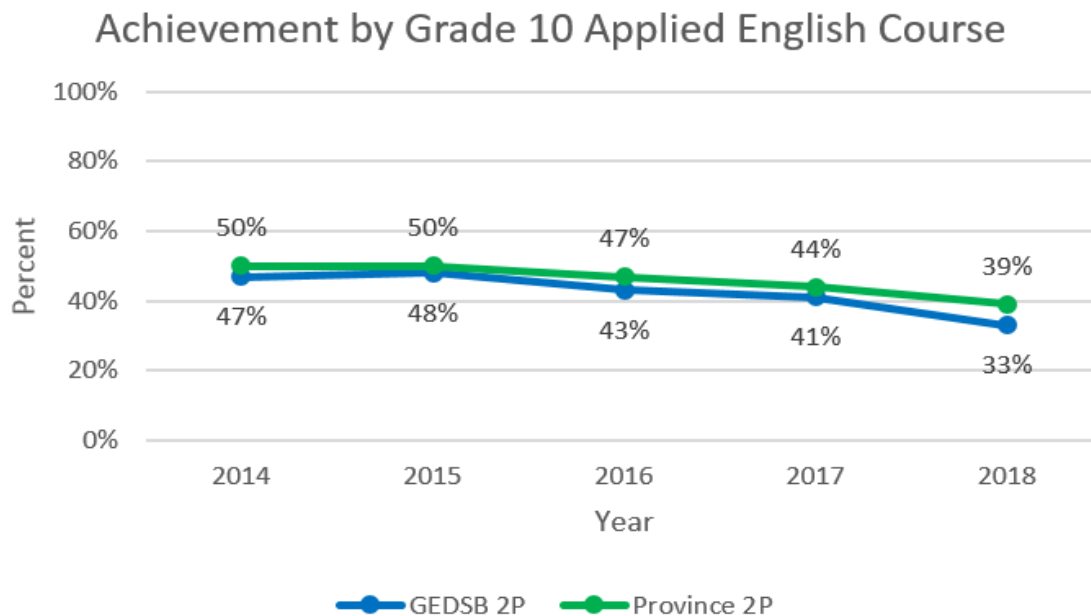
Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

2018 EQAO Data

- 62% of fully participating First-Time Eligible writers achieved the Literacy Graduation Requirement on the OSSLT.



- 33% of fully participating First-Time Eligible writers in Grade 10 Applied English achieved the Literacy Graduation Requirement on the OSSLT.



### Summary

- The OSSLT results have decreased by 6% (68% to 62%) for fully participating First-Time Eligible writers.
- Fully participating First-Time Eligible writers in Applied English achieving the Literacy Graduation Requirement on the OSSLT have decreased over the last four years, which parallels the provincial results decrease over the last four years.
- Of the Grand Erie fully participating students enrolled in Academic English, 84% were successful.
- Students with learning disabilities are experiencing improved outcomes in achieving the Literacy Graduation Requirement on the OSSLT while participating for the first time.
- The Literacy Support Plan provided in-year data for teachers of students in the Applied and Locally Developed pathways. School teams examined and addressed the most urgent learning needs of students through moderated marking as related to the literacy competencies evaluated on the OSSLT. These competencies are found on the OSSLT and in Grade 9 and 10 Curricula; this data informs instruction and focuses on remediation.

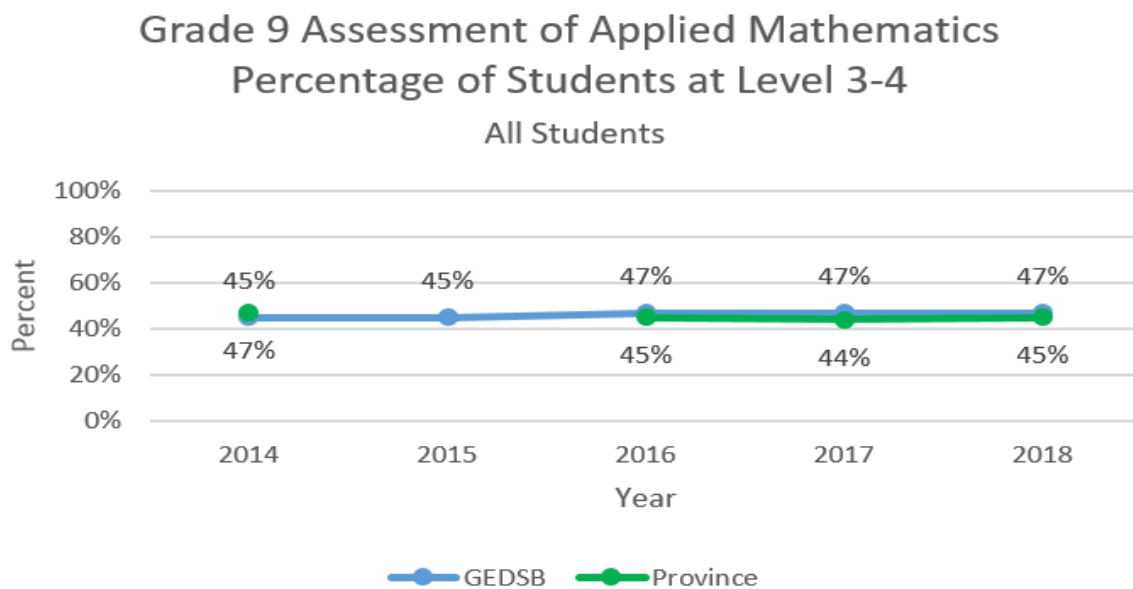


## Numeracy - How did we do?

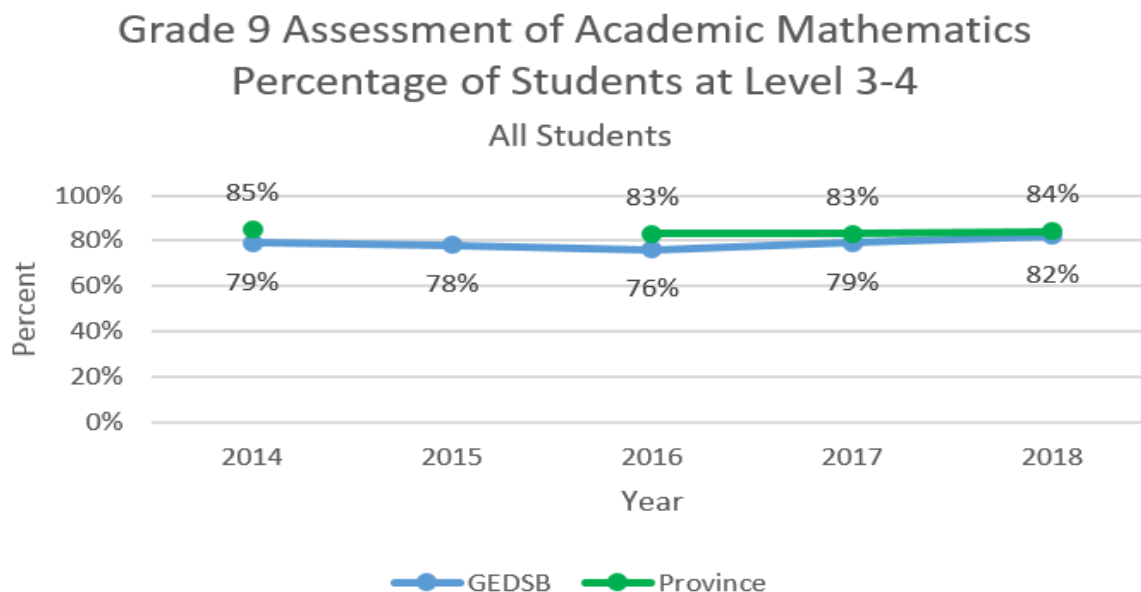
Percentage of students achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for students in the Applied Grade 9 mathematics and students in the Academic Grade 9 mathematics.

## 2018 EQAO Data

- 49% of fully participating students and 47% of all students in Applied Grade 9 mathematics achieved the provincial standard.



- 83% of fully participating students and 82% of all students in Academic Grade 9 mathematics achieved the provincial standard.



### Summary

- The results for students in Grade 9 Applied mathematics have remained consistent for the past three years, and remains above the provincial results by 2%.
- The results for students in Grade 9 Academic mathematics have increased 3% and are within 2% of the provincial average.
- Since 2016, there has been an increase of 6% for all students in Grade 9 Academic mathematics.
- Three-year trend data for all students in the Applied pathway are consistently above the provincial average.
- The percentage of students with learning disabilities achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for students in the Applied Grade 9 mathematics show improved outcomes. EQAO results for students with learning disabilities in the Academic Grade 9 mathematics stream have stayed the same as last year.
- Two system professional development sessions are scheduled for secondary schools through the Achieving Excellence in Applied Courses focusing on Mathematics Achievement. This is further supported by the Student Success Team through school-based learning team visits.
- Mathematics Coaches and the Administrator Network will meet twice a year to support deeper learning and implementation of effective instruction.

### Percentage of Grade 7 and 8 students achieving Level 3 or 4 in mathematics on report cards.

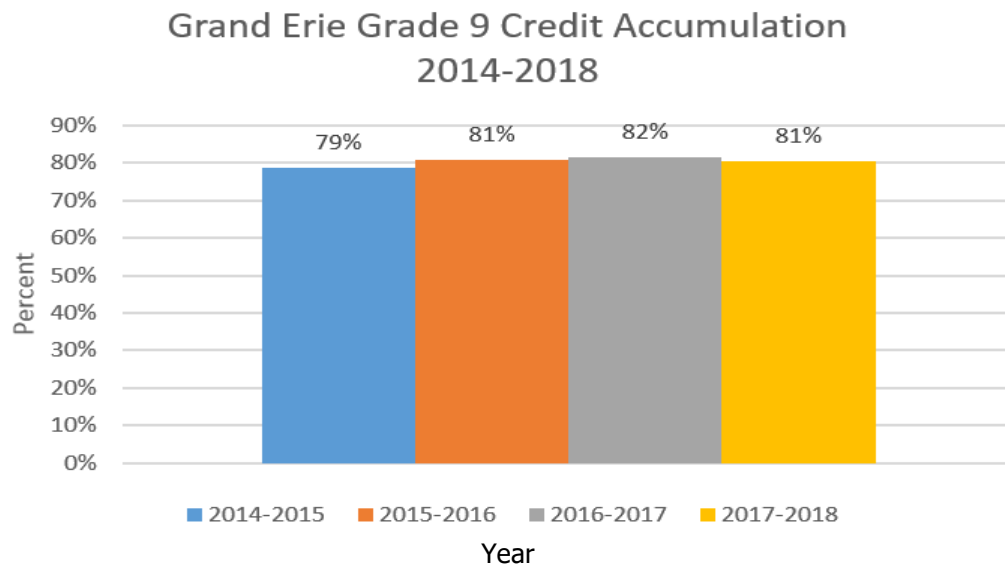
- Grade 7:
  - 70% achieved Level 3 or 4 in the Data Management and Probability curriculum strand
  - 68% achieved Level 3 or 4 in the Geometry and Spatial Sense curriculum strand
  - 65% achieved Level 3 or 4 in the Measurement curriculum strand
  - 66% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
  - 69% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand
- Grade 8:
  - 74% achieved Level 3 or 4 in the Data Management and Probability curriculum strand
  - 71% achieved Level 3 or 4 in the Geometry and Spatial Sense curriculum strand
  - 67% achieved Level 3 or 4 in the Measurement curriculum strand
  - 68% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
  - 66% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand

### Summary

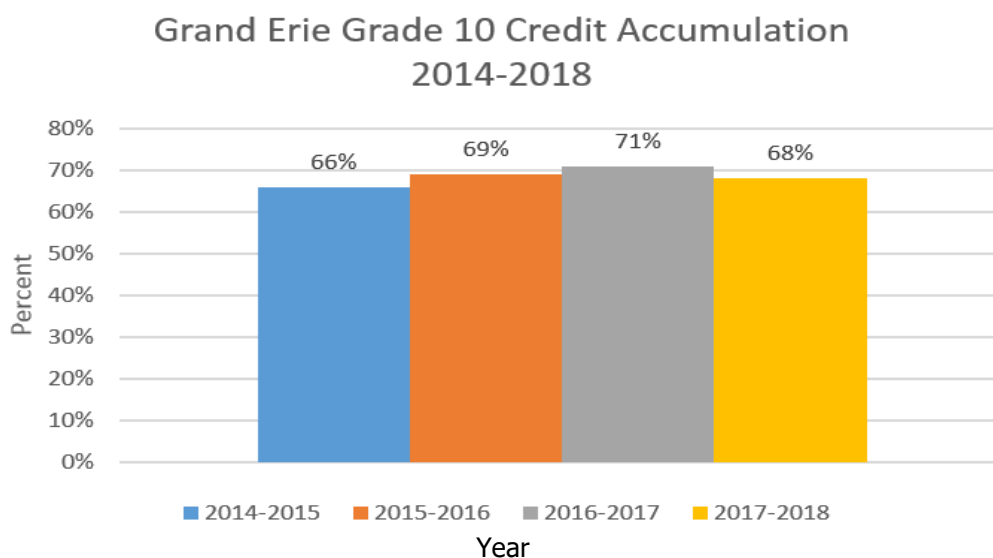
- The Grade 7 results remained the same for the Data Management and Probability, Measurement and Patterning and Algebra strands.
- The Grade 7 results decreased by 6% in Geometry and Spatial Sense and decreased by 2% in Number Sense and Numeration.
- The Grade 8 results increased by 2% for Data Management and Probability, 3% for Geometry and Spatial Sense and 1% for Number Sense and Numeration.
- The Grade 8 results decreased by 2% for Measurement and 3% for Patterning and Algebra.
- As part of the Collaborative Inquiry Learning Model for Mathematics, focused in-services will continue to be provided for Grade 9 Applied mathematics coaches and a lead teacher from either Grade 7 or Grade 8, including Six Nations and New Credit schools.

**Credit Accumulation – How did we do?****Percentage of students achieving 8/8 credits by the end of Grade 9.**

- 81% of students accumulated 8/8 credits in Grade 9.
- The percentage of students with special education needs (excluding Gifted) achieving 8/8 credits by the end of Grade 9 has decreased slightly.

**Percentage of students achieving 16/16 credits by the end of Grade 10.**

- 68% of students accumulated 16/16 credits in Grade 10.
- The percentage of students with special education needs (excluding Gifted) achieving 16/16 credits by the end of Grade 10 has decreased slightly.



## Next Steps

### Elementary

1. In addition to annual training in literacy assessment resources, Comprehensive Literacy professional learning sessions are being offered to Kindergarten educator teams and French teachers.
2. Mathematics in the junior division remains Grand Erie's greatest area of need. As a result, all focused, differentiated and tiered professional, collaborative learning will be provided for junior educators in 2018-19 to build capacity in content, pedagogy and assessment.
3. All professional learning sessions in mathematics will continue to build on the pedagogical content learning already started in Number Sense and Numeration with Quantity Relationships, and extend further into Operational Sense.
4. Lead teachers, in addition to continuing to learn about content, pedagogy and assessment, will explore and implement a junior gap closing resource that has been purchased for all elementary schools.
5. As part of the provincial Math Strategy, and greatest area of need in Grand Erie District School Board, all school achievement plans will continue to focus on the most urgent student and educator learning need in mathematics.

### Secondary

1. The Intermediate Transition Plan provides proactive and preventative supports for students as they transition from Grade 8 to 9, preparing them for success as they enter secondary school. Results from the implementation of this plan will be monitored in order to meet the needs of intermediate students.
2. The Transition Itinerant teachers have joined the Student Success team with a focus on career and life planning, integrating transition supports and promoting experiential learning to explore future educational pathways. They are connecting and working closely with teachers from Grades 7-9 to support a successful student transition process.
3. Grand Erie's Re-Engagement and Indigenous Engagement and Support staff are pro-actively working with schools to identify and support at-risk students in completing all requirements for graduation.
4. Grand Erie continues to support staff with triangulating assessments to measure and meet the learning needs to ensure Success for Every Student.
5. The revitalization of the credit recovery program in day school and summer school supports options for students who are not meeting with academic success and will help ensure that students are on track as they progress through their secondary school years.

### Special Education (Elementary and Secondary)

1. Special Education supports, services and resources will be provided to students when required.
2. There will be a continued focus on the pathway to modifications at the elementary level. This means that educators will be required to employ differentiated instruction and assessment, and accommodations wherever appropriate at grade level. The expectation will be that tiered supports will be accessed before moving to modifying the grade level curriculum.
3. A culture of high expectations for learning for students with learning disabilities will be emphasized.
4. In elementary, early literacy interventions continue to be reviewed board-wide and a pilot implementation of Lexia will take place in Grade 2 classrooms in 13 schools and in self-contained classrooms in 6 schools.

5. Learning conversations at school will go deeper with questions that directly focus on the needs of and the supports required for students with learning disabilities in mathematics.
6. A focus on more targeted methods to monitor outcomes for students with special education needs that cannot be measured through traditional academic assessments will be a focus for the 2018-19 school year.

**Grand Erie Multi-Year Plan**

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

Respectfully submitted,

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





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Enrolment Update Report**  
DATE: October 15, 2018

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<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Enrolment Update Report as information.
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**Rationale/Background:**

Enrolment is reported to the Ministry of Education on two count dates, October 31<sup>st</sup> and March 31<sup>st</sup>, each year.

**Additional Information:**

Details of the original enrolment projections, actual enrolment reported as at September 28, 2018 and enrolment history are set out on the attached report.

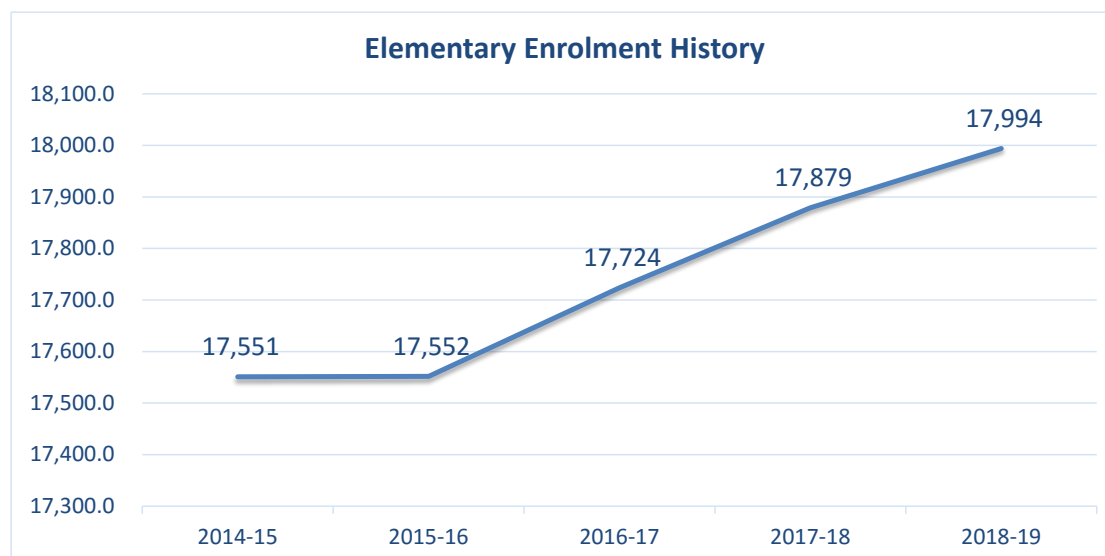
Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

**Grand Erie District School Board  
2018-19 Elementary Enrolment Update**

	Enrolment History					Change over 2017-18
	2014-15	2015-16	2016-17	2017-18	2018-19	
JK/SK	3,373.0	3,380.0	3,407.0	3,362.5	3,413.0	50.5
Grade 1-3	5,257.0	5,292.0	5,371.0	5,379.0	5,335.0	(44.0)
Grade 4-8	8,623.0	8,558.0	8,629.0	8,808.0	8,937.0	129.0
Special Education (Ungraded)	298.0	322.0	317.0	329.5	309.0	(20.5)
<b>ADE for Grant</b>	<b>17,551.0</b>	<b>17,552.0</b>	<b>17,724.0</b>	<b>17,879.0</b>	<b>17,994.0</b>	<b>115.0</b>

	2018-19 Enrolment					Change over Budget	Change over Sep 7 '18
	Budget	Sept. 7 '18	Sept. 28 '18	Oct. 31 '18	Mar. 31 '19		
JK/SK	3,227.0	3,416.0	3,413.0			186.0	(3.0)
Grade 1-3	5,334.0	5,328.0	5,335.0			1.0	7.0
Grade 4-8	8,862.0	8,926.0	8,937.0			75.0	11.0
Special Education (Ungraded)	320.0	306.0	309.0			(11.0)	3.0
<b>ADE for Grant</b>	<b>17,743.0</b>	<b>17,976.0</b>	<b>17,994.0</b>	<b>-</b>	<b>-</b>	<b>251.0</b>	<b>18.0</b>

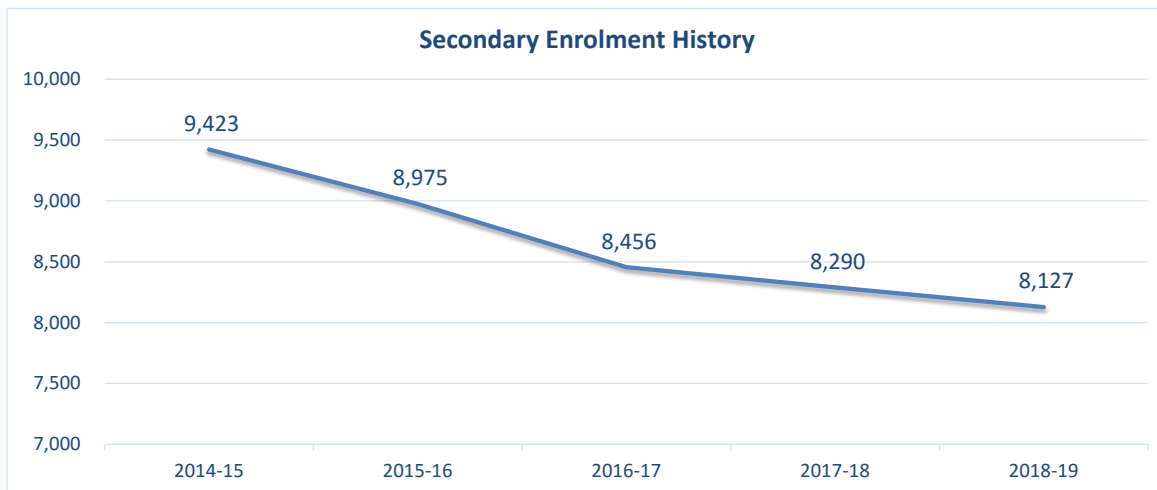




**Grand Erie District School Board  
2018-19 Secondary Enrolment Update**

	Enrolment History					Change over 2017-18
	2014-15	2015-16	2016-17	2017-18	2018-19	
Pupils of the Board - Regular	8,388.86	8,337.08	7,850.84	7,692.52	<b>7,599.78</b>	<b>(92.74)</b>
Pupils of the Board - High Credit	71.34	64.43	66.16	44.77	<b>35.24</b>	<b>(9.52)</b>
Tuition Agreement Pupils	578.30	573.00	538.50	552.63	<b>492.28</b>	<b>(60.34)</b>
<b>ADE for Grant</b>	<b>9,422.50</b>	<b>8,974.51</b>	<b>8,455.50</b>	<b>8,289.91</b>	<b>8,127.31</b>	<b>(162.60)</b>

	2018-19 Enrolment					Change over Budget	Change over Sep 7 '18
	Budget	Sept. 7 '18	Sept. 28 '18	Oct. 31 '18	Mar. 31 '19		
Pupils of the Board - Regular Oct. 31	7,551.23	7,684.30	<b>7,794.65</b>			243.42	<b>110.35</b>
Pupils of the Board - Regular Mar. 31	7,173.67	7,300.09	<b>7,404.92</b>			231.25	<b>104.83</b>
<b>Pupils of the Board - Regular ADE</b>	<b>7,362.45</b>	<b>7,492.19</b>	<b>7,599.78</b>	-	-	<b>237.33</b>	<b>107.59</b>
Pupils of the Board - High Credit Oct. 31	22.53	14.75	<b>15.88</b>			(6.65)	<b>1.13</b>
Pupils of the Board - High Credit Mar. 31	77.47	50.72	<b>54.60</b>			(22.87)	<b>3.89</b>
<b>Pupils of the Board - High Credit ADE</b>	<b>50.00</b>	<b>32.73</b>	<b>35.24</b>	-	-	<b>(14.76)</b>	<b>2.51</b>
Pupils of the Board - Tuition Agreement Oct. 31	552.73	431.42	<b>503.87</b>			(48.86)	<b>72.45</b>
Pupils of the Board - Tuition Agreement Mar. 31	527.27	411.57	<b>480.69</b>			(46.58)	<b>69.12</b>
<b>Pupils of the Board - Tuition Agreement ADE</b>	<b>540.00</b>	<b>421.50</b>	<b>492.28</b>	-	-	<b>(47.72)</b>	<b>70.78</b>
Total FTE - October 31, 2017	8,126.49	8,130.47	<b>8,314.40</b>	-	-	187.91	<b>183.93</b>
Total FTE - March 31, 2018	7,778.41	7,762.38	<b>7,940.21</b>	-	-	161.80	<b>177.84</b>
<b>ADE for Grant</b>	<b>7,952.45</b>	<b>7,946.42</b>	<b>8,127.31</b>	-	-	<b>174.86</b>	<b>180.88</b>







## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Primary Class Size Report**  
DATE: October 15, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Primary Class Size Report as information.

### Background

Since 2007-2008 the Ministry of Education has required Boards to be fully compliant with the primary class size cap: 90 per cent of primary classes will have 20 or fewer students and up to 10 per cent of primary classes may have up to 23 students. It is also a requirement that the Board achieve compliance while ensuring that the average class size in Grades (4 to 8) is 24.15 or less.

### Full-Day Kindergarten (FDK)

In 2017–18, the government implemented a class size cap that will prevent large FDK classes. Beginning in 2018–19, the cap is being reduced to a maximum class size of 29 students for FDK classes. Up to 10 per cent of FDK classes can reach up to 32 students if they meet one of the following exceptions:

- i. If purpose-built accommodation is not available (this exception will sunset after 2021–22);
- ii. If a program will be negatively affected (e.g., French Immersion); or
- iii. Where compliance will increase FDK/Grade 1 combined classes.

Boards will still be required to maintain a board-wide average class size of 26.0 or lower. Other aspects of relevant regulations remain unchanged. To support boards in meeting smaller FDK class sizes, the funded average class size will be reduced to 25.57 in 2018–19 to provide additional funding to help boards manage the costs associated with meeting the caps.

### Grades 4-8 Class Size

As announced last year, any board with a regulated Grade 4-8 class size average maximum exceeding 24.5 will be required to reduce its Grade 4-8 maximum class size average to 24.5 within five years. The class size regulation outlines the specific maximum board-wide class size average for these boards in 2018–19 where the funded average class size will be reduced to 23.84.

### **Grand Erie DSB Statistics for 2018-19**

All boards are required to report actual school organizations that are in place each school year. Boards are permitted to select an appropriate reorganization date in the month of September for this purpose. Grand Erie's reorganization date was September 14, 2018. The reporting is done on a Ministry provided web based reporting tool. Appendix A provides Grand Erie District School Board's 2018-2019 statistics from the data provided to the Ministry with comparative data for 2013-2014 through 2017-18.

It is of note that the report confirms that full compliance has been achieved in each year. For 2018-19, 100% of our Primary Classes are under 23 students, 90.6% (230 of 254) are at 20 and under and

only 9.5% (24 of 254) of our Primary Classes are greater than 20 but no more than 23. All 41 Grade 3/4 combined classes are organized at 23 or under.

It is important to note that the report confirms that the average grade 4-8 class size is compliant at 24.15.

Grand Erie has 144 Full Day Early Learning classes with an average class size of 23.48 which is below the funded level of 25.57 per class. 26 Full Day Early Learning classes have been organized with 15 or fewer students, one teacher and no ECE as permitted in Regulation 224/10.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

# Grand Erie District School Board

## Appendix A

Primary Class Size - Board Statistics	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
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Key Statistics						
% Primary Classes 20 and under	91.6%	89.9%	89.9%	91.7%	90.7%	<b>90.6%</b>
% Primary Classes 23 and under	100.0%	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>
Average Junior/Intermediate (grades 4-8) Class Size	24.11	24.13	24.11	24.13	24.15	<b>24.15</b>
% Grade 3/4 Combined Classes 23 and Under	100.0%	100.0%	100.0%	100.0%	100.0%	<b>100.0%</b>

Early Learning Program Statistics						
% of ELP Classes						
Under 26	39.3%	47.1%	48.6%	50.4%	43.2%	<b>59.7%</b>
26	13.7%	6.5%	7.9%	5.8%	6.8%	<b>11.1%</b>
27 and above	47.0%	46.4%	43.6%	43.9%	49.2%	<b>29.2%</b>

Information on ELP Classes						
Number of ELP Classes	102	138	140	139	132	<b>144</b>
ELP Enrolment	2504	3368	3386	3374	3288	<b>3381</b>
Average ELP Class Size	24.50	24.40	24.19	24.27	24.91	<b>23.48</b>
Number of Schools Offering ELP Program	44	60	60	60	59	<b>58</b>

# Grand Erie District School Board

## Appendix A

<b>Primary Class Size - Board Statistics</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Primary (JK-3) Statistics</b>						
<b>% of Primary Classes</b>						
20 and under	91.6%	89.9%	89.9%	91.7%	90.7%	<b>90.6%</b>
21	1.6%	2.0%	2.5%	1.7%	2.8%	<b>2.0%</b>
22	3.3%	2.0%	3.4%	3.3%	4.1%	<b>3.2%</b>
23	3.3%	6.0%	4.2%	3.3%	2.4%	<b>4.3%</b>
24	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
25 and more	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
<b>Number of Primary Classes</b>						
20 and under	274	223	213	220	224	<b>230</b>
21	5	5	6	4	7	<b>5</b>
22	10	5	8	8	10	<b>8</b>
23	10	15	10	8	6	<b>11</b>
24	0	0	0	0	0	<b>0</b>
25 and more	0	0	0	0	0	<b>0</b>
Total Number of Primary Classes	299	248	237	240	247	<b>254</b>
Total Number of Primary Classes (FTE)	272.5	248	237	240	247	<b>254</b>
Total Primary Enrolment (FTE)	5,179.5	4,748.0	4,611.0	4,657.0	4,794.0	<b>4,895.0</b>

# Grand Erie District School Board

## Appendix A

<b>Primary Class Size - Board Statistics</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Information on Grade 3/4 Combined Classes (includes all Primary/Junior Combined Classes)</b>						
<b>Number of Classes</b>						
20 and under	7	8	23	12	17	<b>12</b>
21	5	2	10	9	8	<b>5</b>
22	9	4	7	15	7	<b>11</b>
23	18	27	23	22	23	<b>13</b>
24	0	0	0	0	0	<b>0</b>
25 and more	0	0	0	0	0	<b>0</b>
Total Grade 3/4 Combined Classes	39	41	63	58	55	<b>41</b>
<b>Grade 3/4 Combined Class Enrolment</b>						
Total Grade 3/4 Combined Class Enrolment	849.0	893.0	1310.0	1253.0	1178.0	<b>870.0</b>
Primary Enrolment in Primary/Junior Combined Classes	424.0	504.0	675.0	717.0	643.0	<b>467.0</b>
<b>Junior/Intermediate (grades 4-8) Statistics</b>						
Number of Junior/Intermediate Classes	378.0	379.0	383.0	388.0	390.0	<b>389.0</b>
Junior/Intermediate Enrolment	9,115.0	9,145.0	9,234.0	9,361.0	9,420.0	<b>9,394.0</b>
<b>Self-Contained Special Education Statistics</b>						
Number of Self-Contained Special Education Classes	34.0	34.0	34.0	35.0	39.0	<b>39.0</b>
Self-Contained Special Education Enrolment	295.0	284.0	311.0	314.0	317.0	<b>306.0</b>

## 2018-19 Kindergarten Classes without a DECE

School	Total FD ELK Enrolment	Class Enrolment With a DECE				Class Enrolment with no DECE
Banbury	86	28	28	-	-	2 x 15
Bloomsburg	37	23	-	-	-	14
Brier Park	65	25	25	-	-	15
Burford	78	28	20	-	-	2 x 15
Confederation	125	28	27	28	27	15
Delhi	68	29	26	-	-	13
Graham Bell-Victoria	39	25	-	-	-	14
Greenbrier	41	26	-	-	-	15
JL Mitchener	64	24	25	-	-	15
Lakewood	99	25	25	20	-	14 + 15
Langton	32	17	-	-	-	15
Major Ballachey	68	27	26	-	-	15
North Ward	66	26	25	-	-	15
Paris Central	38	23	-	-	-	15
Port Rowan	37	24	-	-	-	13
Princess Elizabeth	35	23	-	-	-	12
Rainham Central	40	25	-	-	-	15
River Heights	90	25	26	24	-	15
Teeterville	40	26	-	-	-	14
Thompson Creek	120	27	27	26	25	15
Walsh	67	22	31	-	-	14
Waterford	65	25	25	-	-	15
Woodman	70	27	28	-	-	15

[Enrolment Reported Sept 14, 2018]





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Contract Award – Hagersville Secondary Child Care Renovation**  
DATE: October 15, 2018

---

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_ THAT the Grand Erie District School Board approve the award General Contracting Services for the Child Care Renovation at Hagersville Secondary School as set out in Tender 2018-133-T to TAT Construction Inc. in the amount of \$545,000 plus HST.

**Background:**

Tender 2018-133-T for General Contracting services for the Child Care Renovation at Hagersville Secondary School was issued on September 11, 2018 and closed on October 10, 2018 at 2:00 p.m.

Bids were received from 8 firms and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
TAT Construction Inc.	\$545,000
Golden Gate Contracting Inc.	\$619,870
ICIR Construction Ltd.	\$637,770
Van Horne Construction Ltd.	\$642,500
Elgin Contracting and Restoration Ltd.	\$667,000
SabCon Inc.	\$671,000
STM Construction Ltd.	\$707,154
Bestco Construction (2005) Ltd.	\$752,380

**Additional Information:**

Purchasing Services has completed all the necessary evaluation steps of the competitive process and recommends award of the contract to **TAT Construction Inc.** being the lowest bidder. The estimated timeline for the project spans 27 weeks. The architectural drawings and layout have been attached as Appendix A.

**Financial Impact:**

The recommended bid including provisional items is well within the capital funding provided by the Ministry of Education for this project.

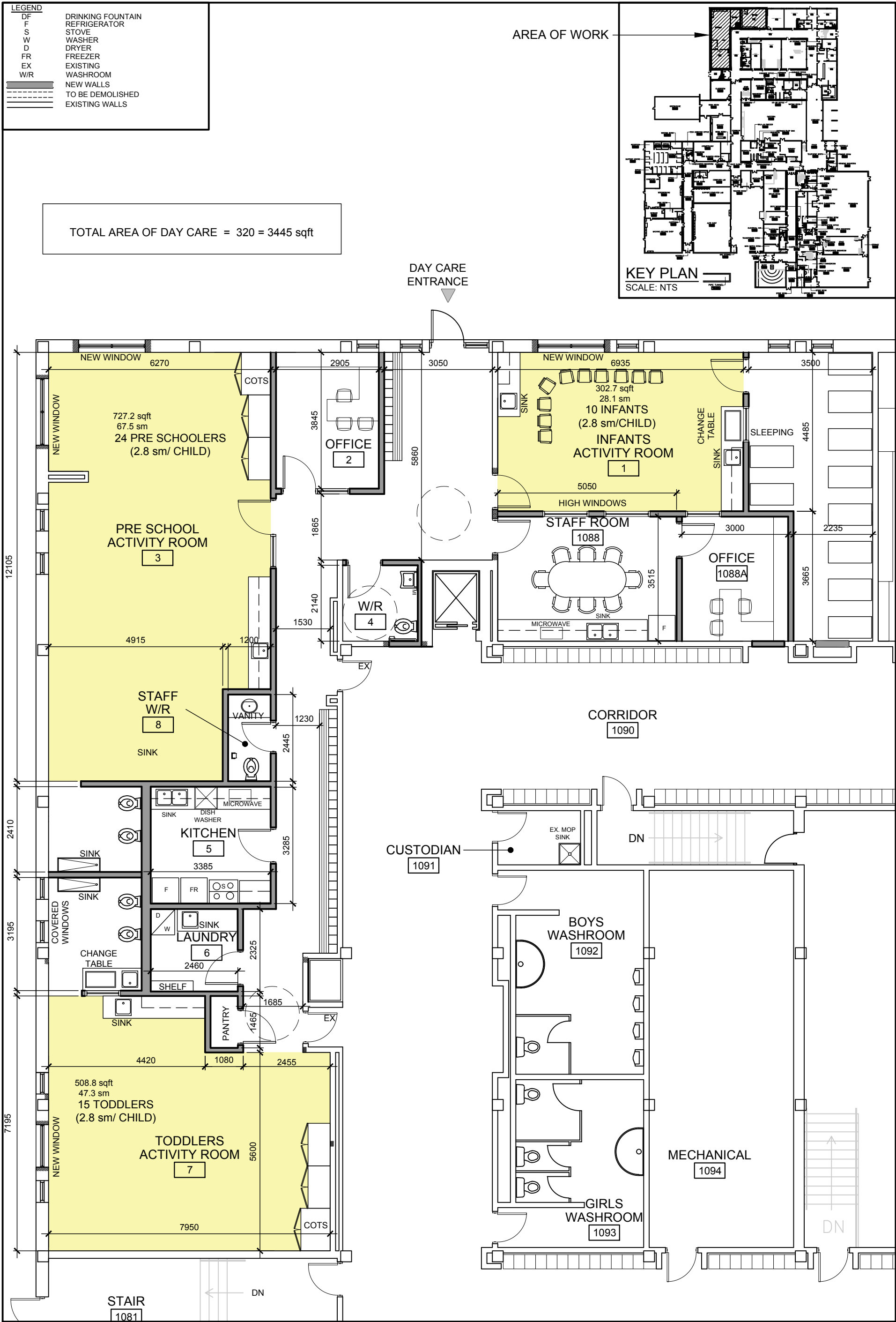
Respectfully submitted,

Rafal Wyszynski,  
Superintendent of Business & Treasurer

**LEGEND**  
 DF  
F  
S  
W  
D  
FR  
EX  
W/R

DRINKING FOUNTAIN  
 REFRIGERATOR  
 STOVE  
 WASHER  
 DRYER  
 FREEZER  
 EXISTING  
 WASHROOM  
 NEW WALLS  
 TO BE DEMOLISHED  
 EXISTING WALLS

TOTAL AREA OF DAY CARE = 320 = 3445 sqft



HAGERSVILLE HS DAY CARE RENOVATIONS  
 GRAND ERIE DISTRICT SCHOOL BOARD  
 70 PARKVIEW ROAD  
 HAGERSVILLE, ONTARIO  
**PROPOSED FLOOR PLAN**

PROJECT: 2017-15  
 SCALE: 1:100  
 DRAWN: M.C.  
 DATE: 2018-04-05

GRGURIC ARCHITECTS INCORPORATED  
 Web: www.2gai.com

SK R4



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Summary of Accounts – September 2018**  
DATE: October 15, 2018

---

<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 September 2018 in the amount of \$13,877,617.32 as information.</p>
---

### Rationale/Background:

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





# Special Education Advisory Committee SEAC 17-10

H-1-b

June 14, 2018 6:00 PM  
Grand Erie District School Board – Board Room

## MINUTES

**Present:** Chair K. Smith, P. Bagchee, L. Boudreault, L. Boswell, R. Collver, M. Falkiner, K. Mertins, G. Rousell, C.A. Sloat, R. Smith, J. White, R. Winter.

**Regrets:** B. Caers, M. Carpenter, C. Clattenburg, L. DeJong, L. Nydam, L. Scott, L. Thompson, D. Werden.

**Recorder:** P. Curran.

### A-1 Opening

(a) Welcome K. Smith  
Chair Smith welcomed everyone to the meeting and thanked the recording secretary for bringing year end treats.

The Land Acknowledgment Statement was read by Trustee Sloat.

(b) Agenda Additions / Deletions / Approval K. Smith  
P. Curran requested the addition of C-1 (d) Membership Recruitment Plan.

Moved by: L. Boswell  
Seconded by: C. A. Sloat  
THAT the agenda be approved as amended.  
**Carried**

### B-1 Information Items K. Smith

i. Timed Items - OnSIS Data – Students with Special Education Needs G. Rousell

Mr. Rousell, System Research Leader for Grand Erie presented a report to members and explained the data extracted in October is uploaded several times annually to the Ministry's OnSIS site.  
Further discussion indicated changes in data result partly from more responsive programming for students.

### C-1 Business Arising from Minutes and/or Previous Meetings K. Smith

(a) Update – Wellness Champions P. Bagchee  
A Wellness Champion was established for every secondary school. Mental Health Initiatives are planned that focus on stress management, anxiety reduction and building resiliency using Jack Talks, a contact-based education and peer-to-peer outreach approach.  
<https://www.jack.org/presentations>

*SUCCESS* for Every Student



## Special Education Advisory Committee SEAC 18-10

June 14, 2018 6:00 PM

Grand Erie District School Board – Board Room

- (b) Elgin Avenue Public School Update J. White  
A significant increase in construction costs will delay the rebuild for a year. The Autism and mixed exceptionality class movements will go ahead as they were already planned. The Enrichment program will remain at Elgin for this year.

- (c) Membership Recruitment Plan P. Curran  
A recruitment notice will be posted to the Board website from June to October and will also appear in Grand Erie Twitter feed and on Grand Erie's Facebook page.  
Print and/or radio ads will be run in selected news media in June and September.  
All schools will be asked to post a notice in their June and September newsletters.  
Members are asked to submit the names of agency employees who they know are interested in joining SEAC, to the Recording Secretary who will email letters of invitation.

### D-1 New Business

- (a) SEAC Meeting Schedule 2018-19 J. White

The new dates were approved with a start time remaining at 6:00 p.m. Members would like to provide the new roster of members an opportunity to review the proposed time change to 4:00 p.m. in December.

Moved by: M. Carpenter

Seconded by: R. Collver

THAT the 2018-19 schedule of meetings for SEAC be approved as presented.

**Carried**

- (b) Regional Special Education Committee (RSEC) and Special Education Regional Coordinators Council (SERCC) Updates K. Mertins / L. Boudreault  
Increased focus on diversity and bias awareness.  
Windsor Essex DSB presented on Empower and Lexia early literacy intervention and how both are used in a tiered approach with Special Education and Program staff.
- (c) Educational Assistant Allocation Update J. White  
An allocation chart was shared with explanations of the 8.5 FTE temporary and September allocations.

*SUCCESS* for Every Student



## Special Education Advisory Committee SEAC 18-10

June 14, 2018 6:00 PM

Grand Erie District School Board – Board Room

- (d) Woodview Program Update – James Hillier J. White  
This is one of several Section 23 partnerships Grand Erie has with community agencies. These are therapeutic programs previously provided for students aged 7-11 who need support. The Woodview – James Hillier program will now focus on students in grades 6-8 who need support.  
The program involves a Grand Erie teacher and is funded by the Ministry.

### E-1 Standing Items

- (a) Special Education News K. Smith
- I. LDAO Newsletter  
The June Newsletter was shared
- (b) Special Needs Strategy Update (as available)  
Occupational, Speech and Physio Therapies are to be transferred from LHIN to local children's treatment centres by August 31, 2018. K. Mertins
- (c) Mental Health Strategy Update  
Provided under C-1 (b) P. Bagchee
- (d) Policy / Procedures K. Smith  
Members were advised that SO124 Use of Service Dogs in Schools may be reviewed again in September.  
Also, due to the legalization of medical marijuana, SO6 Student Suspensions may also require review.

### F-1 Correspondence

- (a) None K. Smith

### G-1 Future Agenda Items Discussion

- R. Collver / J. White  
Topic items are well chosen, but staff is not always available to lead the discussion or provide background information.  
Further discussion on this subject will continue in September to clarify the information members are looking for and to help staff determine the best resource to attend meetings or provide information.

### H-1 Member / Community Updates

- K. Smith  
None

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## Special Education Advisory Committee SEAC 18-10

June 14, 2018 6:00 PM  
Grand Erie District School Board – Board Room

### I-1 Adjournment

K. Smith

Vice-Chair Collver thanked everyone for their work this year resulting in many thought provoking conversations enjoyed around the table. She wished all a very enjoyable summer.

Moved by: C. A. Sloat

Seconded by: R. Smith

THAT the Grand Erie DSB Special Education Advisory Committee meeting held June 14, 2018 be adjourned at 7:30 p.m.

**Carried**

### J-1 Next Meeting

K. Smith

Thursday, September 20, 2018 | Grand Erie DSB–Board Room | 6:00 p.m.

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## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board

FROM: Rita Collver, Chair, Audit Committee

RE: **Audit Committee Report**

DATE: October 15, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the minutes and approve the recommendations from the September 18, 2018 Audit Committee as follows:

1. **External Audit**

- a) "That the Audit Planning and Fee Estimates be approved as presented."

Respectfully submitted,

Rita Collver, Chair  
 Audit Committee



## Audit Committee

Tuesday September 18, 2018  
Education Centre, Board Room

### Minutes

**Present:** Rita Collver, Chair, Carol Ann Sloat, Trustee, John Harris (4:16), Trustee, Christine Woodley, Volunteer, Beryl Collingwood, Volunteer (teleconference), Blaine Schell, External Auditor MRR, Rafal Wyszynski, Superintendent of Business and Treasurer, Cindy Smith, Manager of Business Services

**Regrets:** Brenda Blancher, Director of Education, Suk Bedi and Christopher O'Conner, PwC Internal Auditor

**Recorder:** Kathryn Underwood, Recording Secretary

#### A – 1 Opening

##### (a) Roll Call

The meeting was called to order at 4:00pm.

##### (b) Welcome/Land Acknowledgement Statement

The Chair welcomed the committee members and CA Sloat read the land acknowledgement statement to the committee.

##### (c) Agenda Additions/Deletions/Approval

Moved by: CA Sloat

Seconded by: C Woodley

That the Audit Committee approve the agenda of September 18, 2018.

**Carried.**

##### (d) Declaration of Conflict of Interest

None.

#### B – 1 Minutes

##### (a) Approval of the June 27, 2018 meeting minutes.



## Audit Committee

Tuesday September 18, 2018  
Education Centre, Board Room

The Chair identified that on page seven of the minutes under item committee agenda topic, that the Trustee Code of Ethics was to be on the agenda and that due to the absence of the Director the information will be provided at the next meeting.

Moved by: C Woodley

Seconded by: CA Sloat

That the Audit Committee approve the minutes of June 27, 2018.

**Carried.**

### C – 1 Business Arising from the Previous Minutes

#### (a) Sample Metrics

R Wyszynski reported that some additional metrics will be included on the upcoming Q1 dashboard for the 2018-19 school year. These metrics include sick days usage, including trends and ratio's and utilities usage by type and by school.

In response to a question, R. Wyszynski clarified that the sick day metrics that are provided will relate to the costs that appear in the supply and sick day components of the dashboard. It has yet to be determined whether sick days or supply day utilization will be collected for the metrics. We need a relevant indicator that will support the expenditures.

### D – 1 Internal Audit

#### (a) Enrolment Monitoring and Forecasting Audit Update

R Wyszynski highlighted the progress to date on the enrolment monitoring and forecasting Audit. He reported that the Audit Committee can expect to receive the audit at the November Audit meeting.

#### (b) Evaluation Summary of Regional Internal Audit

The Chair reviewed the summary and findings. In response to a question, R. Wyszynski indicated that the summary is shared with the Regional Internal Audit Committee Team to review and discuss. It was suggested that the evaluation be shared with the Internal Audit Team. R Wyszynski indicated that the results are shared with the RIAT host board as required. R Wyszynski also indicated that the results can be shared with the Internal Auditors.

### E – 1 External Audit

#### (a) External Auditor Plan and Fee Estimates



## Audit Committee

Tuesday September 18, 2018  
Education Centre, Board Room

B. Schell highlighted the Audit Plan and Fee estimates as distributed. B. Schell highlighted the external audit plan for the 2018-19 school year including the planned scope and timing of audit, materiality, significant changes, internal control, significant risks, uncorrected misstatements and timing.

B. Schell further discussed the proposed audit fees and indicated that the fees have not changed from the previous year.

C Woodley indicated the need for change in date to align with the scheduled Audit Committee meeting.

Moved by: J Harris

Seconded by: C Woodley

"That the Audit Planning and Fee Estimates be approved as presented."

CARRIED.

Moved by: CA Sloat

Seconded by: J Harris

"That the Audit Committee move to go In-Camera to discuss a Personal Matter."

CARRIED.

(b) Audit Engagement Letter

B Schell highlighted the engagement letter, identifying the responsibilities of the external auditor, Use and Distribution of the report, Reproduction of the Auditors Engagement Report, Preparation of the Schedules, File Inspections, Governing Legislation, dispute resolution, Indemnity, Fees, Communications, Confidentiality and Management's Responsibilities.

F – 1 Other Business and Emerging Issues

(a) Training for Audit Committee Members

The Chair discussed the training available online through the: [Ministry of Education Audit Committee](#) link provided and asked if anyone had any questions or needed clarification.

B Collingwood reported that the modules were very helpful and recommended that going forward that the committee continue to use the modules as a training tool for new committee members.



## Audit Committee

Tuesday September 18, 2018  
Education Centre, Board Room

### Module 1 Review

It was suggested by CA Sloat, page 31, that the annual report is to include the assessment of Board's progress in addressing findings.

### Module 2 Review

CA Sloat indicated that Technology Risk may be a risk we need to review. R. Wyszynski, indicated that the Ministry is surveying all the Boards in Ontario on Internet Risks. He further indicated that Information Technology staff can prepare a report on the IT Security including the processes to secure the networks, systems and applications to be presented at the March meeting.

The committee discussed that Modules 3 & 4 be reviewed by the committee members for discussion at the next Audit Committee meeting.

#### (b) Multi Year Financial Recovery Plan

R. Wyszynski presented an update on the Multi-Year Financial Recovery Plan and highlighted the period 10 and 11 forecast that was distributed in the summer to the committee members. He highlighted the current financial picture and forecasted surplus, major factors, strategies for success, description of risks and financial summary and impact.

R Wyszynski indicated that he would continue to provide comparative data for future periods.

It was questioned of the Period ending June 30 why supply teachers increased by ten percent. R. Wyszynski indicated that, for historical context, the original budget was inadequate and was increased for the revised estimates. The unfavourable variance since the revised estimates is a result of higher than anticipated utilization of sick days; a province-wide issue since the government removed the ability for employees to bank sick days.

It was questioned why Staff Development increased by twenty four percent and if we have the offsetting revenue. R. Wyszynski indicated that we have received additional funding. Percentages are different because the original budgets reflect different increases (i.e. a \$300,000 increase to \$1,500,000 is 20%, while a \$300,000 increase to \$4,000,000 is only 7.5%)

Executive compensation expenditures have increased based on the plans school boards developed in February 2018. It is anticipated the board will receive offsetting revenue.



## Audit Committee

Tuesday September 18, 2018  
Education Centre, Board Room

- (c) Audit Planning Calendar  
R Collver presented the Audit Planning Calendar as information.

### G – 1 Consent Items

- (a) Consolidated Due Diligence Report  
The Committee received the due diligence report of September 12, 2018. It was recommended that the item of the Multi Year Cost Recovery Plan be added. It was recommended that the report continue to be presented to the committee quarterly and that it would indicate monthly completed obligations.

### H – 1 Recommendations to the Board

The committee discussed the need to identify the recommendations to the board and requested that the following recommendations be presented as a covering page;

- E-1 a and b.

### I – 1 Next Meeting

The Chair highlighted the proposed meeting dates for the 2018-19 school year, 4:00 pm at the Education Centre, Board Room.

- December 4, 2018
- March 19, 2019
- June 18, 2019

The committee discussed the proposal of combining the November and December meetings. It was suggested that the financial statements be emailed out in November and request questions in response to the questions would be reviewed at the December meeting. C Smith indicated that staff could provide a summary to go along with the financial statements. The committee agreed to dissolve the November 20, 2018 meeting.

### J – 1 Proposed Audit Committee Agenda Topics

The committee discussed the agenda topics for the November meeting including; Results of the Enrolment Audit and review of the annual financial statements of the board.

### K – 1 Adjournment

Moved by: J Harris  
Seconded by: CA Sloat

That the Audit Committee of September 18, 2018 adjourn at 5:05 pm.



September 18, 2018

Audit Committee Members  
Grand Erie District School Board  
349 Erie Avenue  
Brantford Ontario N3T 5V3

Dear: Audit Committee Members

### **Audit Planning**

We are writing this letter in connection with our audit of the financial statements for the year ending August 31, 2018.

Our purpose in writing is to ensure effective two-way communication between us in our role as auditors and yourselves with the role of overseeing the financial reporting process. In this letter we will address our responsibilities as independent auditors and provide information about the planned scope and timing of our audit.

### **Auditor Responsibilities**

The respective responsibilities of ourselves and of management in relation to the audit of financial statements are set out in the engagement letter that was signed by management on September 7, 2017. This engagement letter is attached as an appendix to this letter.

### **Planned Scope and Timing of Our Audit**

Our objective as auditors is to express an opinion on whether the financial statements are prepared, in all material respects, in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

In developing our audit plan, we worked with management to understand the nature of the entity Grand Erie District School Board and to identify and assess the risks of material misstatement in the financial statements, whether due to fraud or error. Our audit plan has been designed to focus on the identified areas of risk.

### **Materiality**

For the current period, we have determined an overall materiality amount of \$4,500,000. This amount will be used to:

- a) plan and perform the audit; and,
- b) evaluate the effects of identified and uncorrected misstatements on the audit procedures performed as well as on the financial statements.

The materiality amount will be reassessed at period end to ensure it remains appropriate.

85 Robinson Street  
Simcoe, ON N3Y 1W7  
Phone (519) 426-1606  
(800) 505-5551

148 Church Street W.  
Delhi, ON N4B 1W1  
Phone (519) 582-3110  
(888) 241-9747

24 Harvey Street  
Tillsonburg, ON N4G 3J8  
Phone (519) 688-9991  
(888) 242-9802

4 Stover Street S., P.O. Box 669  
Norwich, ON N0J 1P0  
Phone (519) 863-3554  
(888) 242-9947



### Significant Changes During the Period

There were no significant changes that we addressed in planning the audit for the current period.

### Internal Control

To help identify and assess the risks of material misstatement in the financial statements, we obtain an understanding of internal control relevant to the audit. This understanding is used in the design of appropriate audit procedures. It is not used for the purpose of expressing an opinion on the effectiveness of internal control. Should we identify any significant deficiencies in the internal control and accounting systems, we will communicate them to you in our audit findings letter.

### Significant Risks

In planning our audit, we identify significant financial reporting risks that, by their nature, require special audit consideration. The significant risks we have identified and our proposed audit response is outlined below:

Significant Risks	Proposed Audit Response
Provincial Revenue recognition and completeness	Analytical procedures, Substantive testing of revenues, including test of controls for Internal Audit
Retirement and other future benefits	Substantive procedures, Use of Actuary to support valuation of benefits
Accounts payable and accrued liabilities	Analytical procedures, Substantive testing and tests of control for disbursements
Transportation Expenses	Substantive procedures, analytical procedures and test of control
Payroll Expenses	Analytical procedures, tests of control
School Fundraising	Substantive testing and test of control for Internal Audit, qualification on auditors report as to completeness

If there are specific areas that warrant our particular attention during the audit or where you would like us to undertake some additional procedures, please let us know.

### Uncorrected Misstatements

Where we identify uncorrected misstatements during our audit, we will communicate them to management and request that they be corrected. If not corrected by management, we will then request that you correct them. If not corrected by you, we will also communicate the effect that they may have individually, or in aggregate, on our audit opinion.

### Timing

The proposed timing of our audit (as discussed with management) is as follows:

Action	Date
Planning meeting with (directors-audit committee)	September 18, 2018
Start of interim audit work	September 18, 2018
End of interim audit work	September 28, 2018
Start of audit field work	October 22, 2018
End of audit field work	October 30, 2018
Present audit findings letter to audit committee	November 20, 2018
Approval of financial statements by the audit committee	December 10, 2018
Provide the audit opinion on financial statements	December 10, 2018



## Engagement Team

Our engagement team for this audit will consist of the following personnel:

Name	Role	Contact Details
Blaine Schell	Partner	blaineschell@mrrca.com
Dianne latta	Manager	diannelatta@mrrca.com
Jeff Gilbert	Senior Accountant	jeffgilbert@mrrca.com
Alice Petheram	Staff Accountant	alicepetheram@mrrca.com

## Audit Findings

At the conclusion of our audit, we will prepare an audit findings letter to assist you with your review of the financial statements. This letter will include our views and comments on matters such as:

- significant matters, if any, arising from the audit that were discussed with management;
- significant difficulties, if any, encountered during the audit;
- qualitative aspects of the entity's accounting practices, including accounting policies, accounting estimates and financial statement disclosures;
- uncorrected misstatements; and
- any other audit matters of governance interest.

## Other Matters

Would you please bring to our attention any significant matters or financial reporting risks, of which you are aware, that may not have been specifically addressed in our proposed audit plan. This could include such matters as future plans, contingencies, events, decisions, non-compliance with laws and regulations, potential litigation, specific transactions (such as with related parties or outside of the normal course of business) and any additional sources of audit evidence that might be available.

## Fees

Our proposed audit fee of \$55,000, for the period ending August 31, 2018, is based on the nature, extent and timing of our planned audit procedures as described above.

We recognize your significant role in the oversight of the audit and would welcome any observations on our audit plan.

This letter was prepared for the sole use of those charged with governance of Grand Erie District School Board to carry out and discharge their responsibilities. The content should not be disclosed to any third party without our prior written consent, and we assume no responsibility to any other person.

Yours truly,

**Millard, Rouse & Rosebrugh LLP**  
Chartered Professional Accountants



Blaine G. Schell, CPA, CA



September 17, 2018

Grand Erie District School Board  
349 Erie Avenue  
Brantford Ontario N3T 5V3

Attention: Brenda Blancher, Director of Education

You have requested that we audit the consolidated financial statements of Grand Erie District School Board, which comprise the consolidated balance sheet as at August 31, 2018, and the consolidated statements of operations and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on the consolidated financial statements.

### **Our Responsibilities**

We will conduct our audit of Grand Erie District School Board in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance as to whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with Canadian generally accepted auditing standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies in internal control relevant to the audit of the consolidated financial statements that we have identified during the audit.

85 Robinson Street  
Simcoe, ON N3Y 1W7  
Phone (519) 426-1606  
(800) 505-5551

148 Church Street W.  
Delhi, ON N4B 1W1  
Phone (519) 582-3110  
(888) 241-9747

24 Harvey Street  
Tillsonburg, ON N4G 3J8  
Phone (519) 688-9991  
(888) 242-9802

4 Stover Street S., P.O. Box 669  
Norwich, ON N0J 1P0  
Phone (519) 863-3554  
(888) 242-9947

## Content of the Audit Opinion

Unless unanticipated difficulties are encountered, our report will be substantially in the following form:

### INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Grand Erie District School Board

We have audited the accompanying consolidated financial statements of Grand Erie District School Board, which comprise the consolidated statement of financial position as at August 31, 2018, and the consolidated statements of operations, changes in net debt and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

#### Management's Responsibility for the consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

#### Basis for Qualified Opinion

In common with many school boards, individual schools derive revenue from school fundraising activities held throughout the year. Adequate documentation and controls were not in place throughout the year to allow us to obtain satisfactory audit verification as to the completeness of these revenues. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the individual schools and we were not able to determine whether any adjustments might be necessary to school fundraising revenue, annual surplus, and cash flows from operating activities for the year ended August 31, 2018, and financial assets as at August 31, 2018 and accumulated surplus as at September 1, 2017 and August 31, 2018. Our opinion on the consolidated financial statements for the year ended August 31, 2017 was also modified accordingly because of the possible effects of this limitation in scope.

#### Qualified Opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion Paragraph, the consolidated financial statements of Grand Erie District School Board as at and for the year ended August 31, 2018, are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

## Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements, which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian Public Sector Accounting Standards.

Simcoe, Ontario

Chartered Professional Accountants  
Licensed Public Accountants

If we conclude that a modification to our opinion on the consolidated financial statements is necessary, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form, or have not formed, an opinion on the consolidated financial statements, we may withdraw from the audit before issuing an auditor's report or we may disclaim an opinion on the consolidated financial statements. If this occurs, we will communicate the reasons and provide you details of any misstatements identified during the audit.

## Use and Distribution of Our Report

The examination of the consolidated financial statements and the issuance of our audit opinion are solely for the use of Grand Erie District School Board and those to whom our report is specifically addressed by us. We make no representations of any kind to any third party in respect of these consolidated financial statements and we accept no responsibility for their use by any third party.

We ask that our name be used only with our consent and that any information to which we have attached a communication be issued with that communication, unless otherwise agreed to by us.

## Reproduction of Auditor's Engagement Report

If reproduction or publication of our audit report (or reference to our report) is planned in an annual report or other document, including electronic filings or posting of the report on a website, a copy of the entire document should be submitted to us in sufficient time for our review before the publication or posting process begins.

Management is responsible for the accurate reproduction of the consolidated financial statements, the auditor's report and other related information contained in an annual report or other public document (electronic or paper-based). This includes any incorporation by reference to either full or summarized consolidated financial statements that we have audited.

We are not required to read the information contained in your website or to consider the consistency of other information on the electronic site with the original document.

## Preparation of Schedules

We understand that you will prepare certain schedules and locate specified documents for our use before our engagement is planned to commence. The requested schedules and documents are as follows:

- a) schedules and analyses; and
- b) documents.

This assistance will facilitate our work and help to minimize our costs. Any failure to provide these working papers or documents on a timely basis may impede our services and require us to suspend our services or withdraw from the engagement.

## Working Papers

The working papers, files, other materials, reports and work created, developed or performed by us during the course of the engagement are the property of our Firm, constitute confidential information and will be retained by us in accordance with our Firm's policies and procedures.

## **File Inspections**

In accordance with professional regulations (and by our Firm's policy), our client files may be periodically reviewed by practice inspectors and by other engagement file reviewers to ensure that we are adhering to professional and Firm standards. File reviewers are required to maintain confidentiality of client information.

## **Governing Legislation**

This engagement letter is subject to, and governed by, the laws of the Province of Ontario. The Province of Ontario will have exclusive jurisdiction in relation to any claim, dispute or difference concerning this engagement letter and any matter arising from it. Each party irrevocably waives any right it may have to object to any action being brought in those courts, to claim that the action has been brought in an inappropriate forum, or to claim that those courts do not have jurisdiction.

## **Dispute Resolution**

You agree that:

- a) any dispute that may arise regarding the meaning, performance or enforcement of this engagement will, prior to resorting to litigation, be submitted to mediation; and
- b) you will engage in the mediation process in good faith once a written request to mediate has been given by any party to the engagement.

Any mediation initiated as a result of this engagement shall be administered within the Province of Ontario, according to its mediation rules, and any ensuing litigation shall be conducted within such province, according to provincial law. The results of any such mediation shall be binding only upon agreement of each party to be bound. The costs of any mediation proceeding shall be shared equally by the participating parties.

## **Indemnity**

Grand Erie District School Board hereby agrees to indemnify, defend (by counsel retained and instructed by us) and hold harmless our Firm, and its partners, agents or employees, from and against any and all losses, costs (including solicitors' fees), damages, expenses, claims, demands or liabilities arising out of or in consequence of:

- a) The breach by Grand Erie District School Board, or its directors, officers, agents or employees, of any of the covenants made by Grand Erie District School Board herein, including, without restricting the generality of the foregoing, the misuse of, or the unauthorized dissemination of, our engagement report or the consolidated financial statements in reference to which the engagement report is issued, or any other work product made available to you by our Firm.
- b) The services performed by us pursuant to this engagement, unless, and to the extent that, such losses, costs, damages and expenses are found by a court of competent jurisdiction to have been due to the negligence of our Firm. In the event that the matter is settled out of court, we will mutually agree on the extent of the indemnification to be provided by your organization.

## **Fees**

Our professional fees will be based on our regular billing rates, plus direct out-of-pocket expenses and applicable HST, and are due when rendered. Fees for any additional services will be established separately.

## **Costs of Responding to Government or Legal Processes**

In the event we are required to respond to a subpoena, court order, government agency or other legal process for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this engagement, you agree to compensate us at our normal hourly rates for the time we expend in connection with such response and to reimburse us for all of our out-of-pocket costs (including applicable HST) incurred.

## Other Services

In addition to the audit services referred to above, we will, as allowed by the *Rules of Professional Conduct /Code of Ethics* of the Institute of Chartered Accountants of Ontario, prepare your federal and provincial income tax returns and other special reports as required. Management will provide the information necessary to complete these returns/reports and will file them with the appropriate authorities on a timely basis.

## Use of Information

It is acknowledged that we will have access to all personal information in your custody that we require to complete our engagement. Our services are provided on the basis that:

- a) you represent to us that management has obtained any required consents for collection, use and disclosure to us of personal information required under applicable privacy legislation; and
- b) we will hold all personal information in compliance with our Privacy Statement.

## Communications

In connection with this engagement, we may communicate with you or others via telephone, facsimile, post, courier and e-mail transmission. As all communications can be intercepted or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that communications from us will be properly delivered only to the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of communications transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from: communications, including any consequential, incidental, direct or indirect; special damages, such as loss of revenues or anticipated profits; or disclosure or communication of confidential or proprietary information.

## Confidentiality

We will maintain the strictest confidence with respect to any client's or former client's information. Accordingly, your confidential information will not, without your consent, be disclosed to any individuals in our Firm beyond those who are engaged on your services. This policy applies to anyone outside the Firm, except as required by law or under the profession's Rules of Professional Conduct.

## Management's Responsibilities

Our audit will be conducted on the basis that management *[and, where appropriate, those charged with governance]* acknowledge and understand that they have responsibility for:

- a) the preparation and fair presentation of the consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements
- b) such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error; and
- c) providing us with:
  - i) unrestricted access to persons within the entity from whom we determine it is necessary to make inquiries;
  - ii) access to all information of which management is aware that is relevant to the preparation of the consolidated financial statements, such as records, documentation and other matters; and
  - iii) additional information that we may request from *[management]* for the purpose of the audit.

As part of our audit process, we will request from management *[and, where appropriate, those charged with governance]* written confirmation concerning representations made to us in connection with the audit.

### Not Liable For Any Failures or Delays Beyond Our Control

We will use all reasonable efforts to complete the engagement as described in this letter within the agreed-upon time frames. However, we shall not be liable for failures or delays in performance that arise from causes beyond our control, including the untimely performance by your organization of its obligations.

### Consequential Loss

Our Firm and its partners, officers or employees will not be responsible for any consequential loss, injury or damages suffered by the client including but not limited to loss of use, earnings and business interruption, or the unauthorized distribution of any confidential document or report prepared by or on behalf of our Firm, including the partners, officers or employees of the accounting Firm for the exclusive use of the client.

### Third Parties

The financial documents are prepared solely for the use of the client with whom we have entered into a contract and there are no representations of any kind made by us to any party with whom we have not entered into a written contract.

This engagement letter includes the relevant terms that will govern the engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties. Any material changes or additions to the terms set forth in this letter will only become effective if evidenced by a written amendment to this letter, signed by all of the parties.

The above terms of engagement will be effective from year to year unless amended or terminated in writing.

If you have any questions about the contents of this letter, please raise them with us. If the services outlined are in accordance with your requirements and if the above terms are acceptable to you, please sign the copy of this letter in the space provided and return it to us.

We appreciate the opportunity of continuing to be of service to your organization.

Yours truly,

**Millard, Rouse & Rosebrugh LLP**  
Chartered Professional Accountants



Blaine G. Schell, CPA, CA

Acknowledged and agreed to on behalf of Grand Erie District School Board by:



Brenda Blancher, Director of  
Education



Date signed







# Joint Occupational Health and Safety Committee

September 20, 2018  
Facility Services- Meeting Room

## MINUTES

### 1.0 Roll Call

#### Employer Representatives:

Lena Latreille	Business Services (Certified Member) ( <i>Co-Chair</i> )
Griffin Cobb	Secondary School Administration (Certified Member)
Rebecca Jago	Human Resources (Certified Member)
Cheryl Innes	Elementary School Administration (Certified Member)

#### Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) ( <i>Chair</i> )
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)
Andrea Murik	Secondary Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)

#### Resources:

Hilary Sutton	Health and Safety Officer
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#### Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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#### Regrets:

Laura Mels	Non-Union (Certified Member)
Tom Krukowski	Facility Services
Elizabeth Armstrong	CUPE Clerical/Technical

The Co-Chairs were elected by the committee for the school year. George Wittet will represent the workers, Lena Latreille will represent management.

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## Joint Occupational Health and Safety Committee

September 20, 2018  
Facility Services- Meeting Room

### 2.0 Minutes of Last Meeting

The draft minutes for June 21, 2018 were reviewed.

### 3.0 Approval of Last Meeting Minutes (June 21, 2018)

The minutes were approved.

### 4.0 Agenda Additions

- 6.5 Online Workplace Violence Reporting
- 6.6 Union Presidents Access to Workplace Violence Reports
- 6.7 Ebase Inspections
- 6.8 Coverage for Health and Safety Inspections (Monthly and Annual)
- 6.9 Paris High School Water Leak

### 5.0 Unfinished Business – Discussion

None

#### New Indoor Air Quality Reports

None

### 6.0 New Business

#### 6.1 Review of Policy HR4- Health and Safety

The committee was provided with a copy of the policy. This item will be tabled and added to the agenda in December. This will allow time for the committee members to review the policy with their members. This item can be removed from the next agenda.

#### 6.2 Review of Policy HR5- Harassment/Objectionable Behaviour

The committee was provided with a copy of the policy. This item will be tabled and added to the agenda in December. This will allow time for the committee members to review the policy with their members. This item can be removed from the next agenda.

#### 6.3 Review of Policy HR8- Workplace Violence

The committee was provided with a copy of the policy. This item will be

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## Joint Occupational Health and Safety Committee

September 20, 2018

Facility Services- Meeting Room

tabled and added to the agenda in December. This will allow time for the committee members to review the policy with their members. This item can be removed from the next agenda.

### 6.4 Ministry of Labour Field Visit Reports- Teeterville Public School- September 2018

The Ministry of Labour conducted two field visits to Teeterville Public School as a follow up to a work refusal and an anonymous complaint regarding mould. The Ministry of Labour reviewed air testing reports and inspected areas of the school. The school environment was deemed “not likely to endanger” workers, completing the work refusal. One order was issued while the Ministry of Labour was investigating the anonymous complaint. The order was to clean and/or dispose of suspect mould impacted material found in the school. The order was complied with and Facility Services staff are continuing to monitor humidity levels within the school. This item can be removed from the next agenda.

### 6.5 Online Workplace Violence Reporting

A committee member asked for an update regarding the implementation of online workplace violence reporting. The Division Manager of Operations and Health and Safety indicated that a vendor has been selected, but the program has not been implemented at this time. This item can be removed from the next agenda.

### 6.6 Union Presidents Access to Workplace Violence Reports

A committee member inquired about access to Workplace Violence Reports for the Union Presidents. Union Presidents will have access to Joint Occupational Health and Safety meeting minutes and packages. Only JOHSC members are allowed access to the Workplace Violence reports as directed by legislation. This item can be removed from the next agenda.

### 6.7 eBase Inspections

A question was brought forward regarding the use of eBase for monthly and annual inspections. The Division Manager of Operations and Health and Safety indicated that this year will be a soft launch of the program to get more schools using the application, with the goal that all schools will use eBase as of September 2019. This item can be removed from the next agenda.

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## Joint Occupational Health and Safety Committee

September 20, 2018

Facility Services- Meeting Room

### 6.8 Coverage for Health and Safety Inspections (Monthly and Annual)

A committee member asked for clarification regarding coverage for monthly and annual inspections. The Division Manager of Operations and Health and Safety indicated that we are awaiting confirmation that the budget was approved for this coverage. This item can be removed from the next agenda.

### 6.9 Paris High School Water Leak

A concern was brought forward regarding an ongoing roof leak at Paris District High School that hadn't been addressed. The Division Manager of Operations and Health and Safety indicated that it had been fixed and was not aware of ongoing issues. She will follow up with maintenance staff. This item can be removed from the next agenda.

### 7.0 Information Items

#### 7.1 Various Asbestos Projects- March Break

Various asbestos projects took place over Summer break including bulk sample analysis, asbestos abatements and air testing. All work completed was done within asbestos regulations. The committee was also supplied with Limited Designated Substance Reports identifying hazardous materials prior to renovations and construction. This item can be removed from the next agenda.

### 8.0 Review of Reports

#### 8.1 Employee Accident Reports Summary – June, July and August 2018 Workplace Safety and Insurance Board Reportable –June, July and August 2018 Student Aggression Summary Table for June 2018

All reports were reviewed as distributed.

#### 8.2 Status of Workplace Inspections including Non-Academic sites – June, July and August 2018

Reports were made available to the committee for review. Greenbrier and Paris District High School did not complete the June health and safety inspection.

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## Joint Occupational Health and Safety Committee

September 20, 2018

Facility Services- Meeting Room

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

The next meeting is scheduled for October 2, 2018.

### 8.4 Critical Injuries

There have been 3 student critical injuries and 0 employee critical injuries for the 2018-19 school year to date.

### 8.5 Focus Group

The next meeting is scheduled for October 18, 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 2018-19 school year:

First Aid:

- Emergency First Aid: March 4, 2019
- Standard First Aid: April 24-25, 2019
- Emergency First Aid: May 9, 2019
- Emergency First Aid (Facility Services): November 16, 2018, March 11, 2019, March 12, 2019, June 28, 2019

Health and Safety Training:

- Basic Certification: November 7-9, 2018
- Hazard Specific Training: November 29-30, 2018
- Recertification: October 19, 2018
- Basic Certification (Facility Services): March 11-13, 2019
- Hazard Specific Training (Facility Services): March 14-15, 2019
- Recertification (Facility Services): April 12, 2019

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## Joint Occupational Health and Safety Committee

September 20, 2018

Facility Services- Meeting Room

BMS

- Initial Training: October 2, 2018, November 16, 2018, January 21, 2019, April 12, 2019
- Recertification: October 2, 2018, November 16, 2018, January 21, 2019, February 1, 2019, April 12, 2019

### 10.0 Recommendations to Executive Council

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

The meeting was adjourned at 11:37 am. The next JOHSC meeting will be held on October 18, 2018 –Facility Services – Meeting Room.

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## Joint Occupational Health and Safety Committee

September 20, 2018

Facility Services- Meeting Room

As of September 2018

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2013	Annual Workplace Violence Survey	2018 –September	Committee provided with draft survey to review. Awaiting feedback from committee.	Review at October meeting
April 2017	Terms of Reference Review	2018- September	The Terms of Reference Review document has approved by the Ministry. (Current agreement expires September 2022)	Review September 2121
April 2018	Ministry of Labour-Education Initiative	2018- September	Executive Council has been provided with a summary document regarding "Workplace Violence in School Boards: A Guide to the Law". Once approved it will be forwarded to JOHSC for review.	

### Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2019- May	

### 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 to be provided at December meeting
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2018	Feedback to be provided at December meeting
HR5 – Harassment		Board approved September 2015	October 2019	September 2018	Feedback to be provided at December meeting

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No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1	Agnes Hodge	X									
2	Banbury Heights	X									
3	Bellview	X									
4	Bloomsburg	X									
5	Boston	X									
6	Branlyn Community	X									
7	Brier Park	X									
8	Burford District Elementary	X									
9	Caledonia Centennial	X									
10	Cedarland	X									
11	Centennial-Grandwoodlands	X									
12	Central P.S.	X									
13	Cobblestone Elementary	X									
14	Confederation (Fr Imm)	X									
15	Courtland	X									
16	Delhi	X									
17	Dufferin	X									
18	Echo Place	X									
19	Elgin Ave. (under construction)	X									
20	Fairview Ave.	X									
21	Glen Morris	X									
22	Graham Bell	X									
23	Grandview	X									
25	Greenbrier	1 done, needs 2									
26	Hagersville Elementary	X									
27	Houghton	X									
28	J.L. Mitchener	X									
29	James Hillier	X									
30	Jarvis	X									
31	King George	X									
32	Lakewood	X									
33	Langton	X									
34	Lansdowne-Costain	X									
35	Lynndale Heights	X									
36	Major Ballachey	X									
37	Mt. Pleasant	X									
38	North Ward	X									
39	Oakland-Scotland	X									
40	Oneida Central	X									
41	Onondaga-Brant	X									
42	Paris Central	X									
43	Port Rowan	X									



44	Prince Charles	X									
45	Princess Elizabeth	X									
46	Rainham	X									
47	River Heights	X									
48	Russell Reid	X									
49	Ryerson Heights	X									
50	Seneca Central	X									
51	St. George-German	X									
52	Teeterville P.S.	X									
53	Thompson Creek	X									
54	Walpole North	X									
55	Walsh	X									
56	Walter Gretzky Elementary School	X									
57	Waterford Public	X									
58	West Lynn	X									
59	Woodman-Cainsville	X									
	<b>Secondary Schools</b>										
60	B.C.I. & V.S.	X									
61	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X									
62	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X									
63	Dunnville Secondary S. (Incl. TP)	X									
64	G.E.L.A. Brantford (Rawdon)	X									
65	G.E.L.A. - CareerLink Eaton Market Square	X									
66	G.E.L.A. - Simcoe	X									
67	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX									
68	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X									
69	North Park C. & V.S.	X									
70	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X*									
71	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	X									
72	Simcoe Composite School (Incl. TP - 39 Kent St N Unit 4, Simcoe)	X									
74	Tollgate Tech. Skills Centre	X									
75	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X									
76	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X									
	<b>Support Centres</b>										
77	H.E. Fawcett Teacher Resource Centre (TRC)	X									
78	Joseph Brant (including GELA - ESL)	X									
79	Head Office	X									
80	Head Office - Facility Services	X									

	<b>Storage Facilities</b>										
81	Burford Bus Barn, 35 Alexander St. Burford	x									
82	Langton Bus Barn, 23 Albert St. Langton	X									
83	Walsh Bus Barn, 93 Regional Road #3 Walsh	x									

Monthly inspection was completed

X

Annual JOHSC inspection completed

XX

Monthly inspection was not completed

Two inspections completed due to a missed inspection

X\*



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## MINUTES

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

**Present:** Andratis, A.; Ash, G.; Baker, W.; Benner, J.; Crabb, A.; Dean, D.; Kitchen, K.; Krueger, C.; Bagchee, P.; Sawyer, S.; Weber, R.; Seldon, J.; VanKuren, T.

**Regrets:** Dale, J.; Haist, T.; Hodges, M.; Martin, S.; Miller, S.; Potichnyj, A.;

**Recorder:** Heather-Jo Causyn

### A - 1 Opening

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

### B - 1 Timed Item - 1:00 pm

- (a) **Unlearn – Vince Bowry, VP Sales & Strategic Partnership – 2018-19 Student Programs**  
Provoking Thought to Inspire Positive Change – performed activities and provided information regarding the Privilege Walk

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

- FT5 Pupil Accommodation Review – no comment
- SO124 Animals in Schools and Worksites Including Emotional Support, Therapy and Service Animals – no comment

### D - 1 Operational Matters

- (a) **Equity and Diversity Classroom Library Packs**  
A sub committee consisting of T. VanKuren, H. Knill-Griesser, S. Sawyer and R. Weber will read through the various equity and diversity classroom resources and determine if they are acceptable to be purchased and placed in the equity bins at school  
The inclusion of secondary was discussed
- (b) **Media Release - Grand Erie Highlights Multi-Year Plan Through Video Series Focused on Equity**  
Launch of a video series focused on Equity, a key pillar of the Board's strategic plan. The video series tells the stories of four Grand Erie students who have overcome adversity and challenges to succeed
- (c) **Rory's Rainbow – A Children's Book About Gender Expression and Acceptance**  
For information – request received to purchase resource



**(d) Global Day of Dignity Student Conference 2018 Update**

Unlearn will present in the morning and work with teachers in the afternoon, good supportive networking conversation  
Poster packs have been purchased for schools  
Child and Youth Workers will work with students in the afternoon to teach them how to be advocates within their schools

**(e) Play for Grades 4-8 that Deals with Greater Identity, Diversity and Empathy**

Play about Equity, Inclusion and Gender – 9 year old who presents as a boy  
C. Bibby will request information regarding locations and dates of the play

**(f) Haldimand-Norfolk Homelessness Prevention Services Update**

For information, strategy in place for Brantford as well  
Closing the Welcome Inn  
Concerns were expressed regarding not having places for those that no one wants – Youth Homeless Strategy  
C. Bibby will reach out for additional information

**(g) Equity Leaders Conference – Partnership with ETFO**

Partnering with ETFO to offer diversity workshops (ie., poverty, gender) to administrators, support staff - December 17 - Best Western in Brantford and December 20 - Greens of Renton  
P. Bagchee; J. Seldon; H. Knill-Griesser; A. Andratis; S. Sawyer will assist  
Looking for a secondary representative to work with OSSTF for a similar relationship

**(h) Update Grand Erie Brochure – Equity and Inclusive Education**

Revised brochure required with the inclusion of equity and diversion  
C. Krueger, J. Benner and A. Andratis will revise the brochure

**(i) Violent Threat Risk Assessment Training - November 27 and 28**

Level I training is being offered to Guidance, Student Success, Administrators (anyone in a leadership role that does not require coverage)  
Potential for a refresher course in the future

**(j) Education Equity Action Plan**

Achievement and sense of belonging for marginalized sub group of students  
Identity-based student and teacher data to address systemic barriers that have been identified  
Apply for funding to oversee student census for grade 3-12  
Administered during school hours. Grades 3-5 teachers will read the questions  
In February administrators will account for students in terms of identity-based information  
Students will self-identify in certain areas (ie., race, disability, new comer, poverty, LGBTQ)  
Cross reference those factors of identity with performance academically (ie., report cards, graduation rates) to identify any groups that are not doing well  
Committee members will visit the various groups in the community to make connections and identify advocates to assist with having students answer questions honestly  
Tracked by OEN  
Answers cross-referenced with results



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

Thursday, October 5, 2018, 1:00 p.m.  
Board Room, Education Centre

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Series of questions generated – 10 minutes in length. Researchers will prepare questions that will assist with identification (ie., How many cars does your family own? Have you ever been out of the country?)

Year 3 – publicize the gaps that have been identified  
Communication model is being created

E - 1 **Next Meeting Date**  
November 8, 2018

F - 1 **Adjournment**

Draft