



## 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
- B – 1      **Approval of Minutes**
- \* (a) October 15, 2018 (Regular Board)
  - \* (b) November 12, 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 – November 12, 2018      D. Sowers
- G – 1      **New Business**
- \* (a) Workforce Report      S. Sincerbox
  - \* (b) Enrolment Update      R. Wyszynski
  - \* (c) Major Construction Project Report (FT2)      R. Wyszynski
  - \* (d) 2017-18 Financial Year End (F2)      R. Wyszynski
  - \* (e) Report of Indigenous Services Canada (ISC) and Six Nations of the Grand River      D. Martins
  - \* (f) Organization Board Meeting – Set Date, Time and Place      B. Blancher
  - \* (g) Grand Erie Parent Involvement Committee (GEPIC) Membership 2018-19      B. Blancher
  - \* (h) Camp SAIL Report      L. De Vos
  - \* (i) 2018-19 Grand Erie's Student Achievement Plan: Success for Every Student      L. De Vos  
L. Thompson  
D. Martins
  - \* (j) Appointments to Special Education Advisory Committee for the Term 2018-22      L. Thompson

***SUCCESS*** for Every Student



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**H – 1 Other Business**

- \* (a) Summary of Accounts – October 2018 R. Wyszynski
- \* (b) Special Education Advisory Committee Minutes – September 20, 2018 L. Thompson
- \* (c) Joint Occupational Health & Safety Committee Minutes – October 18, 2018 R. Wyszynski
- \* (d) Student Trustee Senate Minutes – October 23, 2018 B. Blancher
- \* (e) Grand Erie Parent Involvement Committee Minutes (Draft) – October 25, 2018 B. Blancher
- \* (f) Native Advisory Committee Minutes (Draft) – October 9, 2018 D. Martins
- \* (g) Indigenous Education Advisory Committee (Draft) – October 24, 2018 D. Martins
- \* (h) Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) – October 30, 2018 R. Wyszynski
- \* (i) Privacy and Information Management Committee Minutes (Draft) – November 1, 2018 D. Abbey

**I – 1 Correspondence**

**J - 1 Adjournment**

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

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Board Nominations and Organizational	December 3, 2018	6:30 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
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
Safe and Inclusive School Committee	January 10, 2019	1:00 PM	Board Room
Grand Erie Parent Involvement Committee	January 10, 2019	6:30 PM	Dogwood, Norfolk SSC
Committee of the Whole	January 14, 2019	7:15 PM	Board Room
School Year Calendar Committee	January 15, 2019	4:30 PM	Pine Tree, JBLC
Special Education Advisory Committee	January 17, 2019	6:00 PM	Board Room
Chairs' Committee	January 28, 2019	5:45 PM	Norfolk Room
Board Meeting	January 28, 2019	7:15 PM	Board Room



## MINUTES

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

**A - 1 Opening**

**(a) Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:30 p.m.

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

**(c) In Camera Session**

Moved by: D. Sowers

Seconded by: T. Waldschmidt

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

**Carried**

**(d) Welcome to Open Session**

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

**(e) Memorials**

Nil



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

Presented as printed.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Agenda be approved.

**Carried**

(g) **In Camera Report**

Nil

(h) **Presentations**

(i) **Student Recognition Awards**

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

Averie Bonin – Port Rowan Public School – Angler – is a grade 7 student who has been fishing her whole life, and now at the age of 11, is making a name for herself on the tournament and event circuit. She has garnered sponsorships, lead demonstrations and seminars, appeared on national television, and is building a fast-growing following on social media. She has a focus on under pressure and a mindset of perseverance both in the boat and on dry land, demonstrating integrity, cooperation and compassion in everything she does. It is Averie's can-do attitude that is breaking barriers for other young women in what has traditionally been a male-dominated sport.

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

(i) **Delegation**

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the late delegation received at the Regular Board Meeting as per Bylaw 11 – Delegations.

**Carried**



- (i) Darlene Losier presented her delegation regarding Caledonia Centennial Public School
- (ii) Laura Lanigan presented her delegation regarding Caledonia Centennial Public School
- (iii) Heather Spurrell presented her delegation regarding Caledonia Centennial Public School
- (iv) Oliver Dinyer, Madison McCann & Ronin Crawford presented their delegation regarding Caledonia Centennial Public School
- (v) Rebecca Walters presented her delegation regarding Caledonia Centennial Public School
- (vi) Sandra McCann presented her delegation regarding Caledonia Centennial Public School
- (vii) L. Nofle presented her delegation regarding Caledonia Centennial Public School

***A. Felsky joined the meeting via teleconference at 8:04 p.m.***

G. Anderson thanked the delegations for their presentations.

**B - 1 Approval of Minutes**

**(a) Regular Board Meeting – September 24, 2018**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Minutes of the Regular Board Meeting, held September 24, 2018 be approved.

**Carried**

**(b) Committee of the Whole Board – October 1, 2018**

Presented as printed.

Moved by: T. Waldschmidt

Seconded by: R. Collver

THAT the Minutes of the Committee of the Whole Board Meeting, held October 1, 2018, be approved.

**Carried**

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

Nil



## D - 1 Director's Report

Director's highlights:

- **Proposed Indigenous Child Care Centre at Princess Elizabeth** – Director Blancher asked Superintendent R. Wyszynski to provide some information on the proposal. Recently a provider for an Indigenous-led Child Care contacted us to start the conversation around placing a child care centre at Princess Elizabeth. The idea would be to add a port-a-pac on the school. R. Wyszynski informed Trustees that we are only in the conceptual stage at this time
  - R. Collver asked if there is a PFLC at this location and what will happen? L. De Vos replied that the PFLC has transitioned to an EarlyON centre run by two providers.
  - C.A. Sloat asked if a port-a-pac could be compliant with the child care requirements? R. Wyszynski responded that we would need to ensure that the port-a-pac vendor can be compliant with all the child care requirements.
- **Work in Progress around National Indigenous Day and Final Exams** — an issue that was brought to our attention on June 28<sup>th</sup>. A parent sent a message to Superintendent Abbey and Director Blancher through the general board email asking us to reconsider scheduling exams on Friday June 21 which is National Indigenous Day. This parent quoted sections of our website where we state that “It is the goal of the Grand Erie District School Board to provide an enriching school experience that acknowledges and respects the Indigenous communities represented in our schools” and while her daughter has been excused from an exam, this parent feels that students shouldn't have to choose between going to an exam on the scheduled day or participating in National Indigenous Day celebrations. Beginning in mid September, discussions started at Exec Council and also with the Indigenous Ed team. Director Blancher has spoken with other Directors about their processes. The parent who wrote the letter has been invited to the IEAC meeting on October 24<sup>th</sup> to share her experience and the issue will be discussed at that time. Director Blancher will update Trustees in November.
- **Commencements**
  - **Tollgate Technical Skills Centre** – Wednesday October 17<sup>th</sup> at 7:00 pm
  - **Brantford Collegiate Institute & VS** – Saturday, October 20<sup>th</sup> at 7:00 pm
  - **Pauline Johnson Collegiate** – Thursday November 1<sup>st</sup> at 7:30 pm
  - **Cayuga Secondary** – Friday November 2<sup>nd</sup> at 7:00 pm
  - **Delhi District** – Friday November 2<sup>nd</sup> at 8:00 pm
  - **Hagersville Secondary** – Friday November 2<sup>nd</sup> at 7:30 pm
  - **North Park Collegiate** – Saturday November 3<sup>rd</sup> at 7:00 pm
- **School Council Orientation** – reminder of this event taking place this Thursday at Waterford District High School from 6 – 8 pm.



- **Student Senate** – October 23<sup>rd</sup> beginning at 10:30 am at Joseph Brant Learning Centre.
- **Treaties Week** - As Trustees are aware, in 2016, the Ministry of Indigenous Relations and Reconciliation declared the first week of November (November 5-9, 2018) as Treaties Recognition Week. The intention is to raise awareness and promote public education of treaties and treaty relationships.” Our Indigenous Ed Team will provide support materials to schools to use at part of Treaties Recognition week.
- **First Day at Mapleview Elementary** - On September 28<sup>th</sup>, Kim Newhouse sent out an email to Trustees outlining some upcoming activities to celebrate the opening of our new elementary school in Dunnville. The first event takes place on November 12<sup>th</sup> when students arrive for the first day in their new school. Trustees are invited along with Senior Admin to greet students and staff as they arrive and also to take a brief tour of the new school.
- **Prime Minister’s Award** On October 5<sup>th</sup>, World Teachers’ Day, Prime Minister Trudeau announced the launch of the nomination period for the 2019 Prime Minister’s Awards competition. The awards are for Teaching Excellence, Teaching Excellence in STEM, and Excellence in Early Childhood Education – to honour exemplary teachers and early childhood educators who are preparing our youth for the innovation economy.

Prime Minister’s Awards recipients can receive:

- Cash awards worth up to \$5,000
- A certificate from the Prime Minister
- National recognition and promotion of their best teaching practices

Information will be shared through our Social Media channels.

- **Election** Just a reminder of the Municipal Elections taking place next Monday, October 22<sup>nd</sup>, and encouragement to all if you haven’t already voted in advanced polls, to get out and VOTE.

C.A. Sloat asked for an update on the how the building progress is going for Mapleview and will we meet the deadline? R. Wyszynski responded the facilities team is now having daily site visits with weekly meetings and we are on track.

Moved by: B. Doyle

Seconded by: T Waldschmidt

THAT the Grand Erie District School Board receive the Director’s Report of October 15, 2018 as information.

**Carried**



**E - 1 Student Trustees' Report**

A. Hauser provided a high level overview of the input/feedback she has received from River Heights PS students regarding the Caledonia Centennial situation.

A. St. Pierre requested when an Indigenous student approaches a school counsellor, they be informed that Native Counsellors are available as there are many support services for Indigenous students that the native counsellor would be aware of.

Moved by: D. Sowers

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Student Trustees' Report of October 15, 2018 as information.

**Carried**

**F - 1 Committee Report**

**(a) Committee of the Whole Board – October 1, 2018**

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Committee of the Whole Board 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.

C.A. Sloat requested Recommendation #1 be divided.

J. Richardson requested Recommendation #2 be divided.

Vote was taken for Recommendations #3 to #8 - **Carried**

C. A. Sloat noted that on Recommendation #1 should be revised to include “as amended”  
**Carried**



J. Richardson commented that he cannot support scenario 1 from the Caledonia Centennial Public School Capacity Review report presented on October 1<sup>st</sup>. He noted that we are trying to address a capacity issue with a short-term solution by moving French Immersion to fill up River Heights and for Caledonia Centennial PS to continue to take on the new registrations from the Avalon subdivision until we get a new school built at which time we will then lose those students from Caledonia Centennial. J. Richardson stated what will happen when the new McKenzie subdivision is built, as we are leaving no capacity at River Heights PS. J. Richardson noted that Scenario 2 buys us some extra capacity.

B. Doyle thanked all the delegations and concerned parents. He stated that the Avalon development is far from complete and we are already overcrowded at Caledonia Centennial PS, this move of French Immersion Grades 4 to 8 will free up about 96 spots. What do we do when these spots are filled? We need status quo at Caledonia Centennial PS and move new registration to River Heights. Let's look tonight to find a solution to this problem and be proactive instead of reactive.

B. Doyle requested a recorded vote for Recommendation #2 the original motion on the table:

T. Waldschmidt – no  
D. Sowers – no  
J. Harris – yes  
J. Richardson – no  
R. Collver – yes  
K. Sandy – no  
B. Doyle – no  
C.A. Sloat – yes  
A. Felsky – yes  
D. Dean – yes  
G. Anderson – yes  
**Carried**

*A. Felsky left the meeting at 8:44 p.m.*

#### G - 1 New Business

(a) **2017-18 Grand Erie's Student Achievement Plan: Success for Every Student Goals**

L. De Vos referred to the 2017-18 Grand Erie's Student Achievement Plan: Success for Every Student Outcomes report providing background and additional information.



L. De Vos reviewed the Elementary Outcomes which consisted of:

- Language: What did we do? & How did we do?
- Quantitative Results for Participating Students in Primary and Junior Reading & Writing
- Mathematics: What did we do? & How did we do?
- Quantitative Results for Participating Students in Primary and Junior mathematics

D. Martins reviewed the Student Success / Secondary Outcomes for the following areas:

- Literacy
  - Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade OSSLT and a summary
- Numeracy
  - 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 and a summary
  - Percentage of Grade 7 and 8 students achieving Level 3 or 4 in mathematics on report cards and a summary
- Credit Accumulation
  - Percentage of students achieving 8/8 credits by the end of Grade 9
  - Percentage of students achieving 16/16 credits by the end of Grade 10

The next steps were reviewed for Elementary, Secondary and Special Education (Elementary and Secondary).

T. Waldschmidt commented that he has heard with regards to the Grade 10 OSSLT that many students find the questions confusing. T. Waldschmidt asked D. Martins if she is hearing similar concerns? D. Martins responded that students have been provided with past test sample questions and completed a diagnostic which indicated readiness for the test. Students complete practice tests writing a summary paragraph as well as interpreting graphs etc.

C.A. Sloat asked can we find other things to report on, i.e.: results of the literacy course which has had great success? C.A. Sloat stated she understands EQAO has a place but have we thought about other measures or focus going forward? D. Martins responded at this time we do not know the Ministry direction for this year's student achievement plan but the team has a lot of ideas. Discussions have included reporting credit accumulation with both 8/8 and 6/8 as both indicate a positive track to graduation in 4 or 5 years, and also some specific courses OSSLC(OLC40). She reminded Trustees we are also bound by the Ministry requirements and direction for improvement plans.



D. Sowers commented that math can be challenging at any grade and a lot of it can be due to the teaching. D. Sowers asked how are we supporting our teachers, are they on track or the same page, and are we effectively helping out teachers to be better in our math efforts? L. De Vos responded that this is why Professional Learning is offered and, why system team learning is in place so that our system team can effectively facilitate the professional learning sessions. In this model, we are meeting system needs and the layers of learning required for effective mathematics instruction.

R. Collver commented that as she reviewed the report, she reflected on what am I supposed to learn from this and noted she needed something more. R. Collver further commented, what can we do other than reporting on EQAO, an assessment that is a snapshot in time and believed too much time is wasted on reporting on EQAO, that the conversation is more valuable.

***K. Sandy left the meeting at 9:00 p.m.***

C.A. Sloat asked about Lexia, is it a school license? L. Thompson responded that we will have 30 licenses for each of the schools who have been selected. Lexia provides an online tool that allows the teacher to do a diagnostic and identify the reading behaviours required for improvement.

R. Collver asked what is the cost of Lexia and where is the funding coming from? L. Thompson responded it is closely monitored by the teacher. L. Thompson further noted that she will need to provide the cost but that it will be coming from the Empower budget and is now budgeted allocated to all early literacy intervention.

R. Collver commented that this project has been done at another board who used both Lexia and Empower and asked did they see any improvement? R. Collver further asked if the project was funded by the Ministry? B. Blancher responded that Greater Essex was involved in this project and are expanding or moving forward with the project through the Leading from the Middle project but her understanding is the Greater Essex was paying for involvement in the project as it allowed access to researchers and resources.

Moved by: D. Dean

Seconded by: B. Doyle

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

**Carried**

***J. Hsiao left the meeting at 9:30 p.m.***



(b) **Enrolment Update Report**

R. Wyszynski referred to the Enrolment Update report which included enrolment projections, actual enrolment as at September 28, 2018 and the enrolment history. R. Wyszynski noted minor corrections to the ADE for Grant “change over budget” and this will be updated on the site.

Moved by: C.A. Sloat

Seconded by: J. Richardson

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

**Carried**

(c) **Primary Class Size Report**

R. Wyszynski referred to the Primary Class Size Report providing an overview on the background and the Board Statistics for 2018-19.

Moved by: T. Waldschmidt

Seconded by: R. Collver

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

**Carried**

(d) **Contract Award – Hagersville Secondary Child Care Renovation**

R. Wyszynski referred to the Contract Award – Hagersville Secondary Child Care Renovation report noting that 8 firms submitted bids, and that Purchasing Services completed all the necessary evaluations and recommends award of the contract to TAT Construction Inc.

B. Doyle asked where TAT Construction Inc. is located and if they have done any work for us. R. Wyszynski responded they are from Fenwick and they have not done any work for us previously.

C.A. Sloat noted that Hagersville contains asbestos and has this been planned for? R. Wyszynski responded that the scope for the tender must include the cost for abatement.

Moved by: T. Waldschmidt

Seconded by: D. Sowers



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.

**Carried**

R. Collver asked if a project team will be put together for this? R. Wyszynski responded that yes a project team will be in place for the implementation, however with strict Ministry regulations regarding layout and design, the input into the plan would have been limited.

C.A. Sloat noted she was concerned about the process that took place without following policy

#### **H - 1 Other Business**

##### **(a) Summary of Accounts – September 2018**

Presented as printed.

Moved by: J. Richardson

Seconded by: J. Harris

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.

**Carried**

##### **(b) Special Education Advisory Committee Minutes – June 14, 2018**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – June 14, 2018 as information.

**Carried**

##### **(c) Audit Committee Minutes (Draft) – September 18, 2018**

Presented as printed.

Moved by: D. Sowers

Seconded by: J. Harris



THAT the Grand Erie District School Board receive the Audit Committee Minutes (draft) – September 18, 2018, as information.

**Carried**

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Audit Planning and Fee Estimates for 2018.

**Carried**

**(d) Joint Occupational Health & Safety Committee Minutes – September 20, 2018**

Presented as printed.

Moved by: D. Sowers

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – September 20, 2018 as information.

**Carried**

C.A. Sloat asked about the semiannual inspections? R. Wyszynski responded that they have all been completed.

**(e) Safe and Inclusive Schools Committee Minutes (Draft) – October 5, 2018**

Presented as printed.

Moved by: J. Harris

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Safe and Inclusive Schools Committee Minutes (Draft) – October 5, 2018 as information.

**Carried**

C.A. Sloat asked about the funding of the Education Equity Action Plan and will this come back to board? W. Baker responded that we will bring back information to the Trustees at various points and that we are aware that the funding is up in the air. W. Baker further commented that provincially most other boards are moving forward and that the communication piece is critical and we have a lot of partners in this endeavour.



C.A. Sloat asked about the partners and who are they? W. Baker responded our Community Partners are groups that serve, or advocate for, marginalized groups, which, for our purposes, are students living in poverty, LGBTQ students, students with disabilities, newcomers and racialized students. Our communication plan for this project will include these groups, as well as parents, students, staff and administrators. In addition, work with the Manager of Communications and Community Relations on media releases.

R. Collver asked about the Equity Leader Conference and noted there are two different events/locations and will Trustees be invited? W. Baker confirmed that Trustees will be invited.

**I - 1 Correspondence**  
Nil

**J – 1 Adjournment**

Moved by: C.A. Sloat  
Seconded by: J. Harris  
THAT the meeting be adjourned at 9:45 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 (arrived at 7:54 p.m.), A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, T. Waldschmidt, J. Hsiao (Student Trustee), A. St. Pierre (Student Trustee)

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

**Regrets:**

**Trustees:** A. Hauser (Student Trustee),  
**Administration:** L. De Vos

**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: A. Felsky

Seconded by: T. Waldschmidt

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

**Carried**

**(d) Welcome to Open Session**

The Public Session meeting was called to order by Committee Chair, D. Sowers at 7:16 p.m.

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

Presented as printed.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Agenda be approved.



## Committee of the Whole Board Meeting

Monday, November 12, 2018  
Education Centre, Board Room

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Carried

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

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

- (a) **Ad Hoc Committee – Grand Erie and Six Nations – Action Plan**

D. Martins referred to the Ad Hoc Committee – Grand Erie and Six Nations Action Plan report providing background and noted this is a follow up to the June 2018 report which provides details on the development of an Action Plan including timeframe and responsibility which are:

- Communication Plan
- Explorations of Program Opportunities
- Joint Learning Opportunities
- Partnership Opportunities

D. Martins noted this Action Plan will be shared with the community via the Native Advisory and the Indigenous Education Advisory Committees.

C.A. Sloat commented that under Partnership Opportunities it talks about additional qualification, what does this entail and who will cover the cost? D. Martins responded this subsidy is to entice people to the additional qualification in Native Studies and the board will cover the cost.

R. Collver commented that when she attended the student senate, there was a presentation and there are resources being developed. R. Collver indicated that we need to share this information a little broader and requested the Board have more details on what the Indigenous Team is doing. D. Martins responded that some of this work will be discussed during the Indigenous Education Board Action Plan and but is happy to share. B. Blancher responded there will be a presentation to Trustees under the Director's report in the new year on this item.

J. Harris thanked Director Blancher for her work with this committee and thinks we have an excellent process and hopes the board continues on this path.

K. Sandy asked if this could be standing agenda item regarding the Calls to Action? B. Blancher responded she will take this request to Chairs Committee meeting.



## Committee of the Whole Board Meeting

Monday, November 12, 2018  
Education Centre, Board Room

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Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the Ad Hoc Committee – Grand Erie and Six Nations Action Plan report information.

**Carried**

(b) **Rural and Northern Education Fund Spending Report**

R. Wyszynski referred to the Rural and Northern Education Fund (RNEF) Spending report providing background on the new funding that was announced in June 2017 by the Ministry. R. Wyszynski noted that Grand Erie District School Board received \$583,173 for the 2017-18 school year and boards are required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent. R. Wyszynski continued to provide a high level summary on how the Grand Erie District School Board utilized this funding in 2017-18.

C.A. Sloat commented on the principal release time for Maplevue for this year and asked where will that funding come from for 2018-19. R. Wyszynski responded that we did not allocate any Principal and Vice-Principal release time for 2018-19 and that any current year expenditures will be part of the revised budget as a result of increased enrolment.

Moved by: D. Dean

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the 2017-18 Rural and Northern Education Fund Spending Report as information.

**Carried**

(c) **Elgin Avenue Public School Consolidation Report**

R. Wyszynski referred to the Elgin Avenue Public School Consolidation Report providing Trustees with background and noting that in October 2016 the Board approved the redevelopment of Elgin Avenue Public School to include additional classroom space and also approved the closure of West Lynn Public School which would become surplus pending capital approval. R. Wyszynski noted the anticipated project budget was \$8,680,145 which consisted of:

- \$6,180,145 Ministry approved capital allocation
- \$250,000 School Renewal Grant
- \$2,000,000 School condition Improvement
- \$250,000 Community Hub



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R. Wyszynski further commented that in May 2018 Senior Administration brought back a report illustrating that the original scope of the original project would cost an additional \$6 million, for a total of \$14 million and five options were proposed to Trustees for consideration. The Trustees directed Senior Administration to postpone the renovation and revisit the options in November 2018.

R. Wyszynski noted that since May 2018, staff have reviewed the five options and the considerations for each option. R. Wyszynski noted many of the five options are not recommended by Senior Administration and that the Board is faced with exploring the possibilities of two distinct scenarios and is seeking direction from Trustees to explore one of the two scenarios which are:

1. Forfeit the School Consolidation Funding and explore funding for a new school
2. Revisit the recommendations from the South East Norfolk Elementary Accommodation Review

R. Wyszynski noted that for reasons mentioned, Senior Administration recommends that the Board rescind the motion approved on October 2, 2016 directing staff to close West Lynn Public School and direct Senior Administration to explore an addition onto West Lynn Public School, while closing Elgin Avenue Public School.

G. Anderson commented that it is only prudent that the Trustees that will be part of the board for the next four years be included in the discussion, and believes this report and its recommendation should be referred until February 2019.

C.A. Sloat agreed that we should not make a decision tonight as we have not heard back from the Ministry on their plan.

J. Harris commented that over the course of this process a lot of facts have changed, labour rates came in higher and on that piece alone, the funding formula was too low and the ministry has not provided direction. J. Harris recommends that we wait to make a decision.

R. Collver agreed with the comments around the table and that we need to put this on pause at this time.

A. Felsky commented that when there are family and children in the community waiting this only further pushes back the direction/decision.

J. Harris noted that the delay in direction would work to the community's favour as they would stay in their current situations.



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Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board refer this report to the Committee of Whole Board meeting in February 2019.

**Carried**

R. Wyszynski asked the Board if there is anything specific data/information that they would like to see in the February report?

G. Anderson responded that more information may be available following the government's announcement regarding the provincial financial situation on November 15, 2018.

R. Collver responded that we still need to have contact with Ministry and would request some communication be attempted to seek direction/input.

C.A. Sloat asked if any groundwork can be done for a Business Case to be ready when the Capital Priorities window opens? R. Wyszynski responded that it would not be fiscally responsible to utilize resources until a decision is made on what our direction will be.

(d) **Hagersville Secondary School Child Care Project Committee**

R. Wyszynski referred to the Hagersville Secondary Child Care Renovation Project Report noting in January 2017, the Ministry of Education's Early Years Division awarded \$786,505 to the Grand Erie District School Board to develop a new child care of child and family program through either an addition or retrofit at Hagersville Secondary School. R. Wyszynski further commented that after months of discussions with Consolidated Municipal Service Manager, the Child Care Quality Assurance and Licensing Branch, the architect and the provider, Mississaugas of the New Credit First Nation, the floor plan has been approved.

R. Wyszynski indicated the general scope of the project is to renovate classroom space on the first floor at Hagersville Secondary School into a Child Care Program that will service 10 infants, 15 toddlers and 24 preschoolers.

R. Wyszynski noted as per Board Policy FT1 Major Construction Projects, Senior Administration requests the Board approve the striking of a project committee.

Moved by: G. Anderson

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the striking of a project committee for the Hagersville Secondary Child Care Renovation Project.

**Carried**



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### (e) Central Public School Child Care Project Committee

R. Wyszynski referred to the Central Public School Child Care Addition Project report noting in December 2017, Grand Erie District School received an announcement indicating it would receive \$2,057,016 in capital funding for a 4 room addition at Central Public School. R. Wyszynski further commented that in June 2018, the Board received confirmation that floor and site plan for the child care centre license have been approved in principal by the Ministry of Education. R. Wyszynski indicated the general scope of the project is to create an addition on Central Public School that will service 10 infants, 15 toddlers and 24 preschoolers.

R. Wyszynski noted as per Board Policy FT1 Major Construction Projects, Senior Administration requests the Board approve the striking of a project committee.

Moved by: D. Dean

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve the striking of a project committee for the Central Public School Child Care Addition Project.

**Carried**

*B. Doyle arrived at the meeting at 7:54 p.m.*

### C - 1 Director's Report

Director's highlights:

- **Opening of Maplevue Elementary in Dunnville today**
- **25-Year Service Reception event was held today** and thanked all the staff for their commitment and service to the Grand Erie District School Board
- **Ed Tech website** launched its new website ([www.GrandErie.ca/EdTech](http://www.GrandErie.ca/EdTech)). The site features a wide range of resources for staff and students, including details on Ed Tech Student Crews, Digital Lead Learners, Demonstration Classes and Ed Tech Support.
- **Congratulations to John Macdonald, teacher at Pauline Johnson Collegiate** – Grand Erie's John Macdonald, teacher at Pauline Johnson Collegiate and Vocational School, was honoured on Thursday, October 25, with an award presented by the Dreamcatcher Charitable Foundation during its annual gala celebration in Hamilton. The foundation is dedicated to celebrating the achievements of Indigenous peoples across the country, and supporting youth programming to continue to develop leadership. Macdonald, who is Mohawk, and a former Hamilton Tiger-Cat defensive lineman, was recognized for his contributions to education.



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- **Update on Parents' Reaching Out (PRO) Grants** no announcement will come out until the government has completed its line by line audit of all spending. School Councils have been informed.
- **Email received on October 26<sup>th</sup> – Safe and Supportive Classrooms Act, 2018 – proposed legislative amendments introduced on October 25<sup>th</sup> by the government – proposes changes to:**
  - the *Ontario College of Teachers Act, 1996* (OCTA), the *Early Childhood Educators Act, 2007* (ECEA), the *Teaching Profession Act* (TPA) and the *Education Act* regarding mandatory revocation of certificates of registration for people found guilty of sexual abuse of students and children if passed effective January 1, 2020.
  - Mandatory Mathematics Requirement for Teacher Registration - proposed amendments to the OCTA, if passed and upon proclamation, would specify that applicants for a certificate of qualification and registration from the OCT must successfully complete a math content knowledge test or equivalent. If passed, the amendments relating to the mathematics proficiency test would come into force on a day to be proclaimed by the Lieutenant Governor.
- **Take Our Kids to Work Day Wednesday November 14<sup>th</sup>** – is an annual career exploration event, held every November, where Grade 9 students spend the day in the life of a working professional.
- **Louis Riel Day, Friday, November 16<sup>th</sup>** - in Ontario, and across the Metis homeland, Louis Riel Day is celebrated on November 16<sup>th</sup>, the anniversary of Riel's execution in 1885. Although Louis Riel Day commemorates one of the great tragedies of Canadian history, it is also a day to celebrate Métis people and culture; and the continuing progress in fulfilling Riel's dream with the Métis people taking their rightful place within Confederation. Resources to support student learning about Louis Riel have been shared with schools by our Indigenous Team.
- **Friday, November 16<sup>th</sup> is a PA Day** for both elementary and secondary schools. Secondary will focus on mathematics while Elementary is Parent Teacher interview day
- Director Blancher requested L. Thompson to speak to **SO30 – Prevalent Medical Conditions** - Health Management Plans – updated as per PPM161 updates September 1, 2018 – L. Thompson
  - L. Thompson commented as result to the September 1, 2018 updates to PPM161, we needed to review the SO30 manuals, we are in the process of updating and will share with Administrators shortly
- Director Blancher requested L. Thompson to speak to **School Ground Greening Project at Woodman-Cainsville**
  - L. Thompson commented that Woodman-Cainsville is the recipient of the Brantford/Brant Earth Week Committee award and received \$9,000 towards the implementation of their project plan.
- On October 17 Directors were sent a Memo from the Deputy Ministry of Education Nancy Naylor regarding an update related to the legalization of recreational cannabis. School Board chairs were copied on the message and Chair Anderson shared this with all Trustees. The memo included links to updated Policy Program



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Memorandum (PPMs) related to codes of conduct, bullying prevention and progressive discipline and promoting positive student behaviour; and funding being provided to school boards to support local training needs related to legalization of recreational cannabis. Grand Erie has allocated \$26,600 for this purpose.

C.A. Sloat commented about the Mapleview Elementary opening and thanked everyone who worked the whole weekend to get Mapleview open today.

G. Anderson asked when they will be administering the mathematic testing to a prospective teacher. B. Blancher responded that she is not aware.

Moved by: G. Anderson

Seconded by: B. Doyle

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

**Carried**

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

#### (a) Facility Renewal Plan 2018-19

R. Wyszynski referred to the Facility Renewal Plan 2018-19 report providing background and an overview of the 2018-19 renewal plans and the proposed projects for total of \$20,091,925 allocated which will be funded by Facility Renewal, School Condition Improvement and Community Hub allocations and this includes \$18,041,384 carried forward from prior years. The total available is \$34,701,834 of which \$14,609,090 is unallocated.

R. Wyszynski provided a high level overview on the plan which included:

- Principal Building and Grounds (B&G)
- Pride of Place (POP)
- Community Partnership Incentive Plan (CPIP)
- Learning Commons Fund
- Community Hubs Capital Funding
- Capital Projects Identified by Facilities
- Committed Capital and Other.

J. Harris commented on the reduction to the unsupported overall number, asked what contributed to it and how we can see regular reporting? R. Wyszynski responded the funds from a recent sale of surplus property was directed to the unsupported capital debt and





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further noted the unsupported capital debt can only be confirmed at year end and will be part of the preliminary year-end report.

J. Harris further commented there has to be a reporting mechanism and need to identify clearly where the unsupported capital debt is.

D. Dean commented that he was disappointed when he reviewed this report that there was no reference to the elimination of the open concept classrooms and wondered if there is any chance this will be looked at? R. Wyszynski responded initial cost could be north of \$1,000,000 to construct walls, however the facilities team will earmark some funds to perform exploratory work at Cedarland PS to attempt to close up the open concept classrooms while maintaining proper heating and cooling environments within a reasonable expenditure threshold.

G. Anderson asked when do we anticipate we will have a new Manager of Facilities? R. Wyszynski responded it is anticipated that a new hire would most likely start in January 2019.

G. Anderson further asked do we have plan in place to carry through until the Manager of Facility is replaced? R. Wyszynski responded there is a plan in place.

R. Collver asked for clarity if the Unsupported Capital Debt is part of Committed Capital and Other on Appendix A of this report? R. Wyszynski responded that is correct. R. Collver further commented that this needs to be clearer description.

C.A. Sloat commented this is a very ambitious plan and noted there were few items that didn't get finished, and asked if are we going to be able to complete these? R. Wyszynski responded the completion rate is above 85%. C.A. Sloat further asked can any of these funds be used to hire to staff. R. Wyszynski responded that only funds from School Renewal could be used and further commented that due to the restrictions set out in the multi-year financial recovery plan, we would not be able to hire any positions such as this without prior consultation with the Ministry through a business case.

***A. Felsky left the meeting at 8:22 p.m.***

Moved by: G. Anderson

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2018-19.

**Carried**



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### (b) Trustees' Expense Report

R. Wyszynski referred to the Trustees' Expense Report which is prepared in accordance with Bylaw 15. R. Wyszynski reviewed the total expenses reimbursed for the year ended August 31, 2018 and current year to date expenses for 2018-19. R. Wyszynski noted two minor corrections to the 2017-18 report.

Moved by: D. Dean

Seconded by: G. Anderson

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

**Carried**

### D – 2 New Business – Information Items

#### (a) 2018-19 Indigenous Education Board Action Plan

D. Martins asked S. Sawyer, Indigenous Teacher Consultant to the table. D. Martins referred to the 2018-19 Indigenous Education Board Action plan report noting indigenous education remains a key priority for the Ministry of Education and continues to focus on meeting two primary objectives:

1. To improve student achievement and well-being among Indigenous students, and
2. To close the achievement gap between Indigenous students and "all students".

D. Martins further commented Grand Erie's Achievement Plan: Success for Every Student is a plan for all students and Indigenous students are included in that plan. The Board Action Plan for Indigenous Students is focused on the implementation plan in the First Nation, Metis and Inuit Framework.

D. Martins provided a high level overview of the plan and noted the plan has been submitted to the Ministry of Education.

C.A. Sloat comment that she would like to receive more financial breakdown and requested less abbreviations within the plan. D. Martins responded that this template is not user-friendly and it is labour intensive, but will ensure to spell out the abbreviations.

D. Dean commended the staff on the progress that has been made.



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Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the 2018-19 Indigenous Education Board Action Plan as information.

**Carried**

(b) **Graduation Rate Report**

D. Martins referred to the Graduation Rate report providing background and noted this report contains data for the 2016-17 school year. D. Martins provided a high level overview of the graduation data by Province and Grand Erie District School Board. D. Martins further reviewed the Engagement Strategy which is the next step.

C.A. Sloat commented that it is unfortunate that the students that receive a certificate of accomplishment are not included in the numbers. C.A. Sloat asked about the Specialist High Skills Major (SHSM) Red Seal program? D. Martins responded that biggest challenge has been the completion of the two credit co-op requirement. We have addressed this by offering two credit co-op in Summer School. Summer of 2018 was the first time with great success.

C.A. Sloat noted that many students that do not graduate because they don't have their 40-hour Community Service requirement, and asked should we get numbers on how many don't have 40 hours and should we see if there are any issues? D. Martins responded that we have revised the community involvement brochure, it is usually the paperwork that does make it in not that that they don't have opportunity to get their hours. D. Martins further commented that there are approximately 721 students in grade 12 that don't yet have their 40 hours but some may or may not be on track to graduate after 4 years.

D. Dean asked when students are allowed to start accumulating hours. D. Martins responded the summer before they enter grade 9. D. Dean asked are the elementary schools promoting this? D. Martins indicated they should be and that we will ensure our Transition Teachers work with schools to promote that.

Moved by: B. Doyle

Seconded by: J. Richardson

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

**Carried**



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(c) **Annual Update Multi-Year Accessibility Plan 2017-22**

L. Thompson referred to the Annual Update, Multi-Year Accessibility Plan 2017-22 report which provided background and additional information. L. Thompson provided a high level overview of the highlights from 2017-18 and planning for 2018-19. L. Thompson noted the plan will be distributed and posted on the Board website.

C.A. Sloat commented that 2025 is the deadline that buildings must be accessible and asked it is time for us to look how accessible are schools are and if we will meet the 2025 deadline? L. Thompson responded that there is a Facilities Services representative who participates at the Accessibility Committee Meeting and provides us with updates. R. Wyszynski further responded that there are six sites that need improvements to accessibility. C.A. Sloat further commented that we need to consider making stages accessible.

G. Anderson commented that he believes the 2025 deadline date may be pushed out.

Moved by: G. Anderson

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Annual Update, Multi-Year Accessibility Plan for 2017-22 as information.

**Carried**

(d) **Health and Safety Annual Report 2017-18**

R. Wyszynski referred to the Health and Safety Annual Report 2017-18 which consisted updates on:

- Occupational Health and Safety Services
- Program Administration - Joint Occupational Health and Safety Committee Members and Guidelines
- Accidents/Incidents Statistics
- Management of Hazardous Materials
- Compliance with Health and Safety Legislations
- Indoor Air Quality
- Harassment and Objectionable Behaviour
- Priorities for 2018-18
  - Workplace Violence and Student Aggression
  - Slips, Trips and Fall, Strains and Sprains
  - Workplace Hazardous Materials Information Systems



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- Machine Guarding in Technology Classes
- Training and Development
- Chemical Management Program
- Ministry of Labour: Safe at Work Ontario and Education Initiative

D. Dean commented that it is disturbing to see the number of workplace violence incidents and interested if this is comparative to other schools Board. L. Thompson responded that it is.

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2017-18 as information.

**Carried**

### (e) **Student Suspensions Report 2017-18**

W. Baker referred to Student Suspensions Report 2017-18 providing background and a high level overview on the 2017-19 Suspension data which consisted of:

- Total suspensions: 3925 for 2017-18, 1938 Elementary and 1987 Secondary
- Suspensions by Grade: JK to Grade 12
- Reasons for Suspensions for Elementary and Secondary
- Suspension by Lengths (Days): 96.1% 1-5 days, 3% 6-10 days, 0.9% 11-20 days
- Suspension by Gender for 1-5 days, 6-10 days and 11-20 days

G. Anderson asked when there is an increase in elementary school suspensions, does it usually occur at specific schools? W. Baker responded that the increase in elementary suspensions doesn't necessarily mean that every school saw an increase; there are schools that historically have more suspensions than others.

C.A. Sloat noted that in previous years we have been provided with how many of the suspension are frequent flyers, can we get this information again? W. Baker responded that we do have some frequent flyers and that Safe Schools does look at but noted that many of these are first time suspensions.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Student Suspensions Report 2017-18 as information.

**Carried**



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(f) **Student Expulsions Report 2017-18**

W. Baker referred to the Student Expulsion Report 2017-18 noting expulsions are preceded by a 20-day suspension for very serious infractions and we had one expulsion for 2017-18.

G. Anderson asked the student that was expelled, did they get readmitted? W. Baker responded they were not readmitted to a Grand Erie school

Moved by: G. Anderson

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Student Expulsion Report 2017-18 as information.

**Carried**

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

(a) **Bylaw 9 – Process for Development of Bylaws, Policies and Procedures**

B. Blancher referred to the Bylaw 9 Process for Development of Bylaws, Policies and Procedures noting it has been identified for review. B. Blancher noted that comments of the content of the Bylaw were requested and received by October 15<sup>th</sup>. B. Blancher noted that a few minor revisions were missed regarding the wording of a Policy Manual on the Board website – this has been revised.

G. Anderson commented reducing to 30 days makes sense.

C.A. Sloat asked if we go to 30-days, what kind of days are they, calendar days, school days? B. Blancher responded she reviewed previous versions of this Bylaw and noted that it has never been specific on the type of days. B. Blancher recommended moving to 30 calendar days.

J. Harris asked when reviewing other boards, what did they define as days and how have we calculated in the past? B. Blancher responded the majority use calendar days.

An amendment was suggested to reflect 30 calendar days.



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Moved by: K. Sandy

Seconded by: J. Harris

THAT the Grand Erie District School Board approve Bylaw 9 – Process for Development of Bylaws, Policies, Procedures and Protocols, as amended.

**Carried**

(b) **Policy Changes due to Enactment of the *Cannabis Act, 2017***

W. Baker referred to the Policy Changes due to the Enactment of the *Cannabis Act, 2017* report noting this amends the Education Act to reflect suspension, expulsion and code of conduct changes that recreational cannabis remains prohibited on school property and at school-related activities. The Ministry of Education referenced these changes and updated PPM128, PPM144 and PPM145, consequently requiring Grand Erie District School Board to revise three Policies:

- SO10 Bullying Prevention and Intervention,
- SO11 Progressive Discipline and Promoting Positive Student Behaviour, and
- SO12 Code of Conduct.

W. Baker noted these policies are not scheduled for Board review at this time and requested they be brought out of cycle for the revision and Bylaw 9 be waived with respect to circulating to all appropriate stakeholders for comments.

J. Harris asked when will be the next time these policies are to be reviewed? W. Baker responded 2019 and 2021. J. Harris recommended that we consider bringing these out of cycle in a year's time for complete the full review and comment cycle.

C.A. Sloat noted that the enactment also impacts SO102 Request for School Assistance in Health Care and asked when it is up for review. L. Thompson responded that is correct and it will be brought out of cycle in January 2019.

Moved by: T. Waldschmidt

Seconded by: D. Dean

THAT the Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating

- SO10 Bullying Prevention and Intervention
- SO11 Progressive Discipline and Promoting Positive Student Behaviour; and
- SO12 Code of Conduct

to all appropriate stakeholders for comments.

**Carried**



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Moved by: R. Collver

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve changes to policies;

- SO10 Bullying Prevention and Intervention
- SO11 Progressive Discipline and Promoting Positive Student Behaviour; and
- SO12 Code of Conduct

as a result of enactment of the *Cannabis Act 2017*.

**Carried**

### E – 2 Procedure Consideration – Information Items

Nil

### F - 1 Other Business

Nil

### G - 1 Correspondence

Nil

### H - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 9:32 p.m.

**Carried**

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Committee of the Whole Board Chair, D. Sowers





## 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: November 26, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the Committee of the Whole Board Report dated November 12, 2018 as follows:

1. **Ad Hoc Committee – Grand Erie and Six Nations – Action Plan**

THAT the Grand Erie District School Board receive the Ad Hoc Committee – Grand Erie and Six Nations Action Plan report information.

2. **Rural and Northern Education Fund Spending Report**

THAT the Grand Erie District School Board receive the 2017-18 Rural and Northern Education Fund Spending Report as information.

3. **Elgin Avenue Public School Consolidation Report**

THAT the Grand Erie District School Board refer this report to the Committee of Whole Board meeting in February 2019.

4. **Hagersville Secondary School Child Care Project Committee**

THAT the Grand Erie District School Board approve the striking of a project committee for the Hagersville Secondary Child Care Renovation Project.

5. **Central Public School Child Care Project Committee**

THAT the Grand Erie District School Board approve the striking of a project committee for the Central Public School Child Care Addition Project.

6. **Director's Report**

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

7. **Facility Renewal Plan 2018-19**

THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2018-19.

**8. Trustees' Expense Report**

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

**9. 2018-19 Indigenous Education Board Action Plan**

THAT the Grand Erie District School Board receive the 2018-19 Indigenous Education Board Action Plan as information.

**10. Graduation Rate Report**

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

**11. Annual Update Multi-Year Accessibility Plan 2017-22**

THAT the Grand Erie District School Board receive the Annual Update, Multi-Year Accessibility Plan for 2017-22 as information.

**12. Health and Safety Annual Report 2017-18**

THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2017-18 as information.

**13. Student Suspensions Report 2017-18**

THAT the Grand Erie District School Board receive the Student Suspensions Report 2017-18 as information.

**14. Student Expulsions Report 2017-18**

THAT the Grand Erie District School Board receive the Student Expulsions Report 2017-18 as information.

**15. Bylaw 9 – Process for Development of Bylaws, Policies and Procedures**

THAT the Grand Erie District School Board approve Bylaw 9 – Process for Development of Bylaws, Policies, Procedures and Protocols, as amended.

**16. Policy Changes due to Enactment of the *Cannabis Act*, 2017**

- (a) THAT the Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating
- SO10 Bullying Prevention and Intervention
  - SO11 Progressive Discipline and Promoting Positive Student Behaviour; and
  - SO12 Code of Conduct
- to all appropriate stakeholders for comments.

- (b) THAT the Grand Erie District School Board approve changes to policies;
- SO10 Bullying Prevention and Intervention
  - SO11 Progressive Discipline and Promoting Positive Student Behaviour; and
  - SO12 Code of Conduct
- as a result of enactment of the *Cannabis Act 2017*.

Respectfully submitted,

Diane Sowers, Chair  
Committee of the Whole Board



## BYLAW

BL9

## Processes for Development of Bylaws, Policies and Procedures and Protocols

Board Received: November 24, 2014 Review Date: December 2018

### Purpose

~~The To outline the~~ process ~~outlined below is~~ to be followed in the development of Board ~~By-Laws~~ Bylaws, Policies and Procedures.

~~Where possible a Policy should include procedures for approval by the Board.~~

For the purpose of this ~~By Law~~ Bylaw, stakeholders are defined as: students; trustees; staff; employee groups; school councils, and the broader education community.

### Definitions:

Frequency of Reports – Some policies require an annual report to the Board. For most policies a report to the Board would be recorded “as necessary” to address legislative changes, a change in practice or a significant breach of the Policy that will affect the Board.

Criteria for Success – statements to guide when the Policy and/or Procedure have been successfully applied.

### Bylaws

These are rules and directives that the Board of Trustees follows with respect to conducting the business of the Board of Trustees.

### Development Process

1. The need for a new ~~By Law~~ Bylaw is identified by the Board or necessitated by a financial covenant.
2. A draft ~~By Law~~ Bylaw shall be written by Trustees or Executive Council to address the identified need.
3. The Board may direct that the draft ~~By Law~~ Bylaw be circulated to all stakeholders for input.
4. The draft ~~By Law~~ Bylaw shall be modified and approved by the Board with consideration to stakeholder input, if sought and received.
5. Once approved by the Board, the new ~~By Law~~ Bylaw shall be included in the Policy section of Manual posted on the Board’s Website.

### Review and Revision Cycle

1. All ~~By Laws~~ Bylaws of the Board, with the exception of financial Bylaws, shall be reviewed on a four-year schedule.
- ~~1.2.~~ All financial Bylaws are reviewed annually at the Inaugural Meeting of the Board in December.
- ~~2.3.~~ The Board may direct that any proposed revisions to current ~~By Laws~~ Bylaws may be circulated to all stakeholders for input.
- ~~3.4.~~ The ~~By Law~~ Bylaw shall be modified and approved with consideration to the stakeholder input, if sought and received.
- ~~4.5.~~ Once approved by the Board, the revised ~~By Law~~ Bylaw shall be included in the Policy Manual posted on section of the Board’s Website.

## Policies

These are a set of rules and directives that direct the Board of Trustees and the staff of the Board. The Policy Statement is a clear, concise statement of position or direction of the Board. The Procedure (if included) provides clear direction to staff in addressing the intent of the Policy Statement.

### *Development Process*

1. The need for a new policy is identified by the Board.
2. A draft policy shall be written by Trustees or Executive Council to address the identified need.
3. The draft policy shall be circulated to all stakeholders for a minimum of ~~60~~ 30 calendar days for input; Board designated holidays, statutory holidays and summer break not included
4. The draft policy shall be modified and approved by the Board after consideration of stakeholder input.
5. Once approved by the Board, the new policy shall be included in the Board Policy ~~Manual~~ posted on section of the Board's Website.

### *Review and Revision Cycle*

1. All policies of the Board shall be reviewed on a four-year schedule.
2. Policies shall be circulated to all stakeholders for a minimum of ~~60~~ 30 calendar days, for input with respect to revision; Board designated holidays, statutory holidays and summer break not included.
3. Policies shall be modified and approved after consideration of stakeholder input.
4. Once approved by the Board, the revised policy shall be included in the Policy ~~Manual~~ posted on section on the Board's website.

## Procedures

These are a set of rules and directives that the staff of the Board follow with respect to operational and administrative functions.

### *Development Process*

1. The need for a new procedure is identified by Executive Council
2. A draft procedure shall be written by Executive Council to address the identified need.
3. The draft procedures shall be brought to the Board for review. The Board will approve the circulation to stakeholders.
4. The draft procedure shall be circulated to all stakeholders for a minimum of ~~60~~ 30 calendar days for input; Board designated holidays, statutory holidays and summer break not included.
5. The draft procedure shall be modified and approved by Executive Council after consideration of stakeholder input and the final document brought to the Board for information.
6. Any new procedure shall be included in the Policy ~~Manual~~ posted on section of the Board's website.

### *Review and Revision Cycle*

1. All procedures shall be reviewed on a four-year schedule.
2. The revised procedures shall be brought to the Board for review. The Board will approve the circulation to stakeholders.
3. Procedures shall be circulated to all stakeholders for a minimum of ~~60~~ 30 calendar days, for input with respect to revision; Board designated holidays, statutory holidays and summer break not included.
4. The procedure shall be modified and approved by Executive Council after consideration of stakeholder input and the final document brought to the Board for information.

5. Any revised procedure shall be included in the Policy ~~Manual posted on~~section of the Board's website.

#### ***Manuals/Forms/Resource Packages***

1. Manuals ~~and~~, forms and resource packages shall accompany Policies and/or Procedures according to the four-year review cycle. These will be posted on the Board website and portal.
2. As "living documents", manuals, ~~and~~ forms and resource packages may be subject to minor revisions during the four-year review cycle. The Board will be informed of any changes.
3. Direct links to applicable manuals, ~~and~~ forms and resource packages will be embedded into Policies and/or Procedures.

#### ***Protocols***

1. Protocols are a system of rules that explain the correct conduct and procedures to be followed in formal situations. These documents outline common objectives and commitments shared within Grand Erie, and with outside agencies and organizations that are put in place to support students.
2. Review timelines are specific to each protocol.

#### ***Administrative Memos***

1. ~~Administrative memos are internal documents created by Executive Council to operationalize Board policies, procedures, address changes in Ministry regulations/policy memorandums as well as matters pertaining to health and safety, insurance and risk management. provide direction on operational issues to school administrators and managers.~~
2. Administrative memos will be placed on the Board portal.
3. All administrative memos are to be reviewed annually by Executive Council.
4. Trustees, Principals and Managers will be informed of any changes.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)  
RE: **Workforce Report**  
DATE: November 26, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Workforce Report with data as of October 31, 2018.</p>
---

### Rationale/Background

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

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education (Human Resources)

**GRAND ERIE DISTRICT SCHOOL BOARD  
WORKFORCE REPORT 2018-2019**

	Budget	Funding Adjustments	Oct 31/18	Jan 31/19	Mar 31/19
1 Supervisory Officers	8.00		8.00		
2 Consultants & Coordinators - Elementary	14.50	2.50	17.00		
3 Consultants & Coordinators - Secondary	5.00		5.00		
4 Principal Leaders - Elementary	3.00		3.00		
5 Principal Leaders - Secondary	1.00		1.00		
6 Principals & Vice-Principals – Elementary	70.00	0.50	70.50		
7 Principals & Vice-Principals – Secondary	30.50		30.50		
9 Teachers – Elementary	1104.00	-2.00	1102.00		
10 Teachers – Secondary	579.00		575.00		
11 Psycho-Educational Consultants	8.00		8.00		
12 Speech Pathologists	7.00	0.50	7.50		
13 Social Workers	8.50		8.50		
14 Child and Youth Workers	13.00	0.50	13.50		
15 Attendance Counsellors	7.00		7.00		
16 Behaviour Counsellors	9.50	-0.50	9.00		
17 Communicative Disorders Assistants	7.00		7.00		
18 Educational Assistants	303.00	4.00	307.00		
19 Educational Assistants - Native	9.50		9.00		
20 Other EA Funding	28.50	0.50	29.00		
21 Library Technicians	11.73		11.73		
22 Clerical, Secretarial, Business Admin & Non-Union	221.41		221.41		
23 Early Childhood Educators	114.00	4.00	118.00		
24 Plant Operations & Maintenance	206.50		206.50		
25 Food Services	6.00		6.00		
26 Transportation	6.00		6.00		
27 Noon-Period Supervisors	33.60		34.66		
<b>TOTAL</b>	<b>2815.24</b>	<b>10.00</b>	<b>2821.80</b>		
Resignations/Retirements			E. Atkins		
			J. Attwell		
			R. Elsiger		
			N. Kennedy		
			S. Keresturi		
			A. Knifton		
			W. LaSalle		
			M. Lefler		
			P. Logan		
			J. Lumax		
			J. MacDougall		
			L. Olech		
			R. Ritchat		
			A. Rixmann		
			C. Speir		
			R. VanKlink		
Elementary Occasional - Qualified			328.00		
Elementary Occasional - Unqualified			0.00		
Secondary Occasional - Qualified			226.00		
Secondary Occasional - Unqualified			1.00		
Clerical/Technical - Casual			75.00		
Educational Assistants - Casual			117.00		
Casual Caretakers			33.00		
Casual ECE			44.00		





## 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: November 26, 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.
--

**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:**

The attached report contains the following data:

- Original enrolment projections for budget
- Preliminary enrolment reported as at September 7, 2018
- Preliminary enrolment reported as at September 28, 2018
- Enrolment reported as at October 31, 2018
- Graph illustrating four years of actual enrolment history plus current year enrolment.

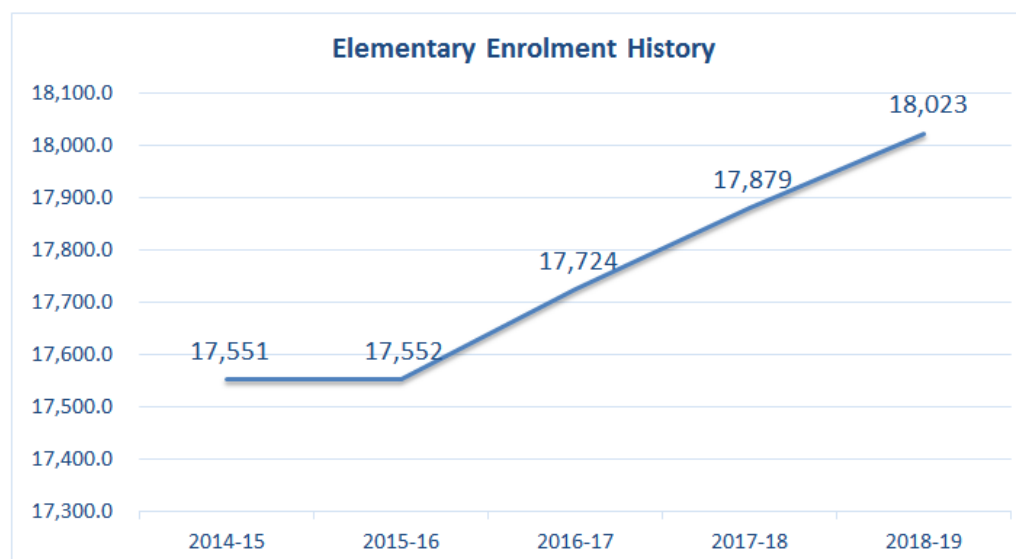
Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

**Grand Erie District School Board  
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	<b>3,419.0</b>	<b>56.5</b>
Grade 1-3	5,257.0	5,292.0	5,371.0	5,379.0	<b>5,343.0</b>	<b>(36.0)</b>
Grade 4-8	8,623.0	8,558.0	8,629.0	8,808.0	<b>8,944.0</b>	<b>136.0</b>
Special Education (Ungraded)	298.0	322.0	317.0	329.5	<b>317.0</b>	<b>(12.5)</b>
<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>18,023.0</b>	<b>144.0</b>

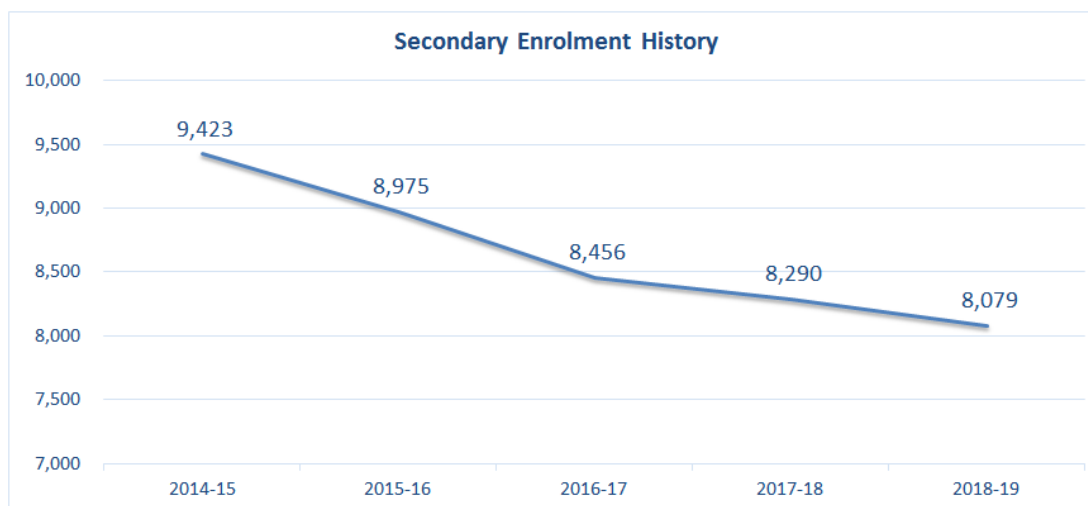
	2018-19 Enrolment					Change over Budget	Change over Sep 28 '18
	Budget	Sept. 7 '18	Sept. 28 '18	Oct. 31 '18	Mar. 31 '19		
JK/SK	3,227.0	3,416.0	3,413.0	3,419.0		192.0	<b>6.0</b>
Grade 1-3	5,334.0	5,328.0	5,335.0	5,343.0		9.0	<b>8.0</b>
Grade 4-8	8,862.0	8,926.0	8,937.0	8,944.0		82.0	<b>7.0</b>
Special Education (Ungraded)	320.0	306.0	309.0	317.0		(3.0)	<b>8.0</b>
<b>ADE for Grant</b>	<b>17,743.0</b>	<b>17,976.0</b>	<b>17,994.0</b>	<b>18,023.0</b>	<b>-</b>	<b>280.0</b>	<b>29.0</b>



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

	Enrolment History					Change over
	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18
Pupils of the Board - Regular	8,388.86	8,337.08	7,850.84	7,692.52	<b>7,552.99</b>	<b>(139.53)</b>
Pupils of the Board - High Credit	71.34	64.43	66.16	44.77	<b>31.36</b>	<b>(13.41)</b>
Tuition Agreement Pupils	578.30	573.00	538.50	552.63	<b>495.09</b>	<b>(57.53)</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>8,079.45</b>	<b>(210.46)</b>

	2018-19 Enrolment					Change over Budget	Change over Sep 28 '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	7,794.65	<b>7,746.66</b>		195.43	<b>(47.99)</b>
Pupils of the Board - Regular Mar. 31	7,173.67	7,300.09	7,404.92	<b>7,359.33</b>		185.66	<b>(45.59)</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>7,552.99</b>	<b>-</b>	<b>190.54</b>	<b>(46.79)</b>
Pupils of the Board - High Credit Oct. 31	22.53	14.75	15.88	<b>14.13</b>		(8.40)	<b>(1.75)</b>
Pupils of the Board - High Credit Mar. 31	77.47	50.72	54.60	<b>48.58</b>		(28.89)	<b>(6.02)</b>
<b>Pupils of the Board - High Credit ADE</b>	<b>50.00</b>	<b>32.73</b>	<b>35.24</b>	<b>31.36</b>	<b>-</b>	<b>(18.64)</b>	<b>(3.88)</b>
Pupils of the Board - Tuition Agreement Oct. 31	552.73	431.42	503.87	<b>506.75</b>		(45.98)	<b>2.88</b>
Pupils of the Board - Tuition Agreement Mar. 31	527.27	411.57	480.69	<b>483.44</b>		(43.83)	<b>2.75</b>
<b>Pupils of the Board - Tuition Agreement ADE</b>	<b>540.00</b>	<b>421.50</b>	<b>492.28</b>	<b>495.09</b>	<b>-</b>	<b>(44.91)</b>	<b>2.81</b>
Total FTE - October 31, 2018	8,126.49	8,130.47	8,314.40	<b>8,267.54</b>	<b>-</b>	141.05	<b>(46.86)</b>
Total FTE - March 31, 2019	7,778.41	7,762.38	7,940.21	<b>7,891.35</b>	<b>-</b>	112.94	<b>(48.86)</b>
<b>ADE for Grant</b>	<b>7,952.45</b>	<b>7,946.42</b>	<b>8,127.31</b>	<b>8,079.45</b>	<b>-</b>	<b>127.00</b>	<b>(47.86)</b>







## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **Major Construction Project Report**  
DATE: November 26, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

### Background

Following is a status update for the 2018-19 Major Construction Projects.

### Mapleview Elementary School

#### **Scope:**

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

#### **Timeline**

Dates	Description	Status
February 2017	Seek Board approval to appoint a project architect.	Completed
February - April 2017	Complete schematic design phase and seek approval to issue tender	Completed
May – June 2017	Complete all drawings and tender documents.	Completed
August 2017	Issue Tender	Completed
September 2017	Close tender and seek Board approval to award contract work.	Completed
Oct 2017 to Nov 2018	Complete project construction work.	Completed
November 12, 2018	New school occupied by staff and students.	Completed
Nov - Jan 2019	Cosmetic completions left to complete Old school demolished and site restored	In Progress

#### **Status**

The following activities have been completed as of November 18, 2018:

- ✓ October 5, 2018
  - JRC has started pouring sidewalks in advance of the asphalt. This work appears to be about 70% complete. Asphalt work has been delayed to Oct.15.
  - Caulking and framing work is ongoing at the interior glazing partitions.
  - Painting is ongoing throughout continues at the gymnasium at present.



Main entrance – October 5, 2018

✓ October 16, 2018

- Mechanical workers are in the penthouse finishing the installation of the HVAC units and the ductwork.
- Landscaping is in progress. Plant materials are on site. Topsoil pile is being redistributed around the property and plants have been installed at the front of the building.
- All water services have been activated.
- Gas services and hydro are fully operational.



Gym – October 16, 2018

- ✓ October 30, 2018
  - Asphalt driveways and parking areas have been laid and painted.
  - Concrete walks are in place.
  - Site lighting is in place and operable. Wall packs and pot lights are installed and have been tested.
- ✓ November 3, 2018
  - Landscaping planting is complete. Sod will be placed Wednesday November 7.
  - Site pylon sign has been installed. Miscellaneous signage is being installed.
  - Gymnasium floor is complete.
  - Board IT staff report the permanent service has been installed.
- ✓ November 12, 2018
  - Occupancy.



### Summary

Students and staff successfully occupied the new building on Monday November 12, 2018.

### Budget

Capital Priorities Grant approval of \$10,619,020 has been received from the Ministry of Education for this project. To date, capital costs expended total \$8,933,137. The forecasted project construction costs will exceed the budget that was set by approximately \$500,000.



### New Elevator Addition at Major Ballachey Elementary School

#### Scope

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

#### Timeline

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
October 2017	Issue Tender	Complete
November 2017	Close tender and seek Board approval to award contract work.	Complete
Feb 2018 to December 2018	Complete project construction work.	In progress
January 2019	Official opening of Elevator	

#### Status

Tender was approved by the Board on January 15, 2018. Foundation work began in February and has recently been completed. This project has experienced significant delays due to excess water; the contractor had pumped out the water for an extended period of time. Although the contractor had forecasted a late October completion date; further delays with weather, masonry, coordination of trades and inspections has resulted in a revised completion date of January 2019.

#### Budget:

The tender was awarded at \$545,140 and \$419,335 has been spent thus far.

### Child Care Renovation at Hagersville Secondary School

#### Scope

The scope of the project is to renovate classroom space on the first floor at Hagersville Secondary School into a Child Care Program that will service 10 infants, 15 toddlers and 24 preschoolers. The anticipated opening date is September 2019.

#### Timeline

Dates	Description	Status
Oct 2017 to April 2018	Complete all drawings and layout specifications.	Complete
May 2018	Child Care Branch approves floor plan	Complete
September 2018	Issue Tender	Complete
October 2018	Close tender and seek Board approval to award contract work.	Complete
December 2018	Expected Ministry approval to proceed	In progress
Jan 2019 to June 2019	Complete project construction work.	
September 2019	Official opening of Child Care Renovation	

#### Status

The Board is currently awaiting Ministry approval to proceed. Approvals are taking anywhere between 6 to 8 weeks with the new government.



**Budget:**

The Board has received an allocation of \$786,505 from the Ministry of Education, under the Child Care Capital Priorities Grant, to undertake this project.

**Child Care Addition at Central Public School****Scope**

The general scope of the project is to create an addition onto Central Public School that will create a Child Care Program that will service 10 infants, 15 toddlers, 24 preschoolers and space to provide support for a family age group. The anticipated opening date is September 2019.

**Timeline**

Dates	Description	Status
Jan 2018 to May 2018	Complete all drawings and layout specifications.	Complete
June 2018	Child Care Branch approves floor plan	Complete
October 2018	Floor plan re-submittal	Complete
November 2018	Child Care Branch approves revised floor plan	Complete
November 2018	Complete tender documents Application for Ministry approval to proceed to tender	In progress
January 2019	Board to approve final scope and release of tender documents	
January 2019	Issue tender	
February 2019	Close tender and seek Board approval to award contract work.	
Mar 2019 to August 2019	Complete project construction work.	
September 2019	Official opening of Child Care Addition	

**Status**

The Board is currently developing an application to seek Ministry approval to proceed to tender. Approvals are taking anywhere between 6 to 8 weeks with the new government.

**Budget:**

The Board has received an allocation of \$2,057,016 from the Ministry of Education, under the Early Years Capital Program Funding, to undertake this project.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **2017-18 Financial Year End**  
DATE: November 26, 2018

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<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2017-18 Year End Report as information.
--

### Background

Consistent with Board Policy F2, the Year End Report for the twelve months ended August 31, 2018 is attached as Appendix A.

### Additional Information:

#### 1. ACCUMULATED SURPLUS

Senior Administration is pleased to report that the target surplus of \$920,000 in the first year of the Multi-Year Financial Recovery Plan (MYFRP) has been attained. The 2017-18 fiscal year was comprised of many operational challenges, however the utilization of existing grants to absorb existing expenditures and enhanced monitoring throughout the school year has steered the Board to an in-year surplus of \$1,519,000.

This surplus will increase the Board's accumulated surplus from \$397,887 to \$1,916,576. School Boards report a list of accumulated surpluses annually to the Ministry when completing their financial statement submission through the Education Financial Information System (EFIS). The submitted report, known as **Schedule 5 - Detail of Accumulated Surplus/(Deficit)** is attached as Appendix B. The breakdown of these reserves are as follows

• Operating Surplus	\$520,029
• WSIB	\$700,000
• Local Priorities Funding	\$245,579
• Information Technology	\$150,000
• School Budgets	\$186,799
• Indigenous Education	\$106,669
• Community Tennis Courts	\$ 7,500

**Total:** **\$1,916,576**

#### 2. UNSUPPORTED CAPITAL

Unsupported capital refers to a board's capital projects and their funding sources. Funding can be either Ministry funded (supported) or board funded (unsupported). Unsupported capital purchases will create in-year pressures to a board's operating budget as the board will need to support the annual amortization. This gap is referred to as the Deferred Capital Contributions – Amortization gap (or DCC Gap). Boards have access to certain strategies to draw down this balance, such as

redirecting existing portions of School Renewal Allocation, or by utilizing proceeds from the sale of land or buildings. At the end of 2016-17, the Grand Erie District School Board has an unsupported balance of \$19,035,692. The annual DCC gap was anticipated to cost the board \$1.1m for 2017-18. The schedule below summarizes activities related to the Unsupported Capital balance. The gap for 2017-18 was \$798,961, a significant decrease from the estimated \$1.1m as a result of allocating existing school renewal funding and proceeds of disposition from the sale of land.

<b>Unsupported Balance, September 1, 2017</b>	<b>19,035,692</b>
Sale of Ecole Fairview	- 2,195,898
Transfer of 2017-18 School Renewal	- 890,000
New Unsupported Capital - Mapleview	274,917
New Unsupported Capital - Portables	165,827
Annual DCC Gap Drawdown Pre-2010	- 533,464
Annual DCC Gap Drawdown Post-2010	- 265,497
<b>Unsupported Balance, August 31, 2018</b>	<b>15,591,577</b>

### 3. DEFERRED REVENUE

Many of the current accountability and compliance mechanisms of the grant regulations and other regulations require boards to set aside unspent grant allocations until they are spent on their intended purpose. Additionally, sometimes third parties impose a restriction on how amounts can be spent. Under the Public Sector Accounting Board (PSAB) guidelines, these externally restricted amounts are reported as deferred revenue (a liability) until the restriction is fulfilled.

The table below illustrates the beginning balance, the ending balance and the change year-over-year in each of the Board's significant deferred revenue accounts.

Descripton	Sept 1, 2017	Aug 31, 2018	Change	Note
School Renewal	530,871	1,557,640	1,026,769	Increase due to utilization of SCI funds for capital
Proceeds of Disposition - Minister Exemptions	2,195,898	-	- 2,195,898	Transferred to decrease balance in Unsupported Capital
Proceeds of Disposition - Other	946,091	1,016,793	70,702	Reserve held from sale of Education Centre Lands
Assets Held for Sale	-	476,997	476,997	
<b>Totals</b>	<b>3,672,860</b>	<b>3,051,430</b>	<b>- 621,430</b>	

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

**Grand Erie District School Board  
2017-18 Year End Report  
For the period ended August 31, 2018**

**Summary Comparison of Revised Budget versus Estimates Budget**

(\$Thousands)	Estimates (Budget)	Revised Estimates	Financial Statements	Variance from Rev	
				\$	%
<b>Revenue</b>					
Provincial Grants (GSN)	288,340	288,177	287,506	(671)	-0.2%
Grants for Capital Purposes	4,042	3,834	5,786	1,952	33.7%
Other Non-GSN Grants	4,202	6,071	8,995	2,924	32.5%
Other Non-Grant Revenues	8,591	8,713	10,471	1,758	16.8%
Amortization of DCC	15,811	15,449	15,118	(331)	-2.2%
<b>Total Revenue</b>	<b>320,986</b>	<b>322,245</b>	<b>327,877</b>	<b>5,632</b>	<b>1.7%</b>
<b>Expenditures</b>					
Classroom Instruction	224,000	227,907	224,590	(3,317)	-1.5%
Non-Classroom	26,476	27,244	28,583	1,339	4.7%
Administration	7,842	7,957	7,857	(101)	-1.3%
Transportation	11,997	11,912	11,909	(3)	0.0%
Pupil Accommodation	43,875	44,442	48,282	3,841	8.0%
Contingency & Non-Operating	5,296	1,757	5,137	3,380	65.8%
<b>Total Expenditures</b>	<b>319,486</b>	<b>321,220</b>	<b>326,358</b>	<b>5,138</b>	<b>1.6%</b>
<b>In-Year Surplus (Deficit)</b>	<b>1,500</b>	<b>1,025</b>	<b>1,519</b>	<b>494</b>	<b>-</b>
Prior Year Accumulated Surplus for compliance	398	398	398	-	0.0%
<b>Accumulated Surplus (Deficit) for compliance</b>	<b>1,898</b>	<b>1,423</b>	<b>1,917</b>	<b>19</b>	<b>1.0%</b>

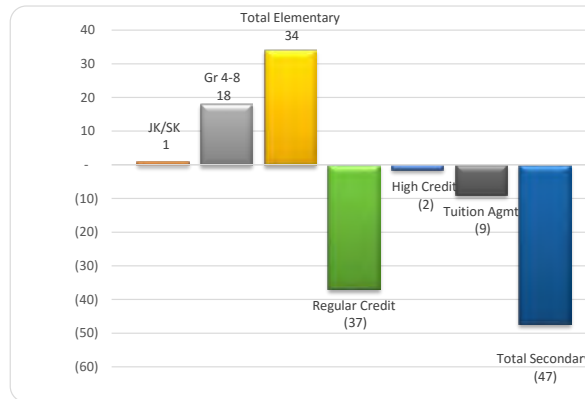
**Summary of Enrolment**

ADE	Estimates (Budget)	Revised Estimates	Financial Statements	Variance from Rev	
				\$	%
<b>Elementary</b>					
JK/SK	3,195	3,355	3,356	1	0.0%
Gr 1-3	5,344	5,415	5,430	15	0.3%
Gr 4-8	8,938	9,061	9,079	18	0.2%
<b>Total Elementary</b>	<b>17,477</b>	<b>17,831</b>	<b>17,865</b>	<b>34</b>	<b>0.2%</b>
<b>Secondary &lt;21</b>					
Regular Credit	7,874	7,724	7,687	(37)	-0.5%
High Credit	73	46	44	(2)	-2.2%
Tuition Agmt & Visa	534	551	542	(9)	-1.7%
<b>Total Secondary</b>	<b>8,480</b>	<b>8,320</b>	<b>8,273</b>	<b>(47)</b>	<b>-0.6%</b>
<b>Total Board</b>	<b>25,957</b>	<b>26,151</b>	<b>26,138</b>	<b>(13)</b>	<b>-0.1%</b>

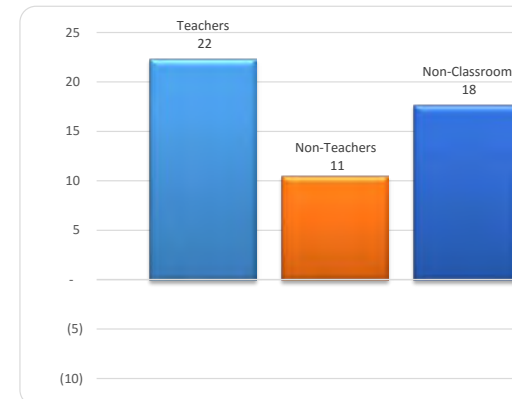
**Summary of Staffing**

FTE	Estimates (Budget)	Revised Estimates	Financial Statements	Variance	
				\$	%
<b>Classroom</b>					
Teachers	1,675	1,697	1,697	22	
Non-Teachers	586	596	596	11	
<b>Total Classroom</b>	<b>2,260</b>	<b>2,293</b>	<b>2,293</b>	<b>33</b>	
<b>Non-Classroom</b>	<b>538</b>	<b>556</b>	<b>556</b>	<b>18</b>	
<b>Total</b>	<b>2,799</b>	<b>2,849</b>	<b>2,849</b>	<b>51</b>	

**Changes in Enrolment: Revised v. Final**



**Changes in Staffing: Budget v. Final**



**Grand Erie District School Board**  
**2017-18 Year End Report**  
**Revenues**  
**For the Period Ended August 31, 2017**

	Budget Assessment					Material Variance Note
	Estimates	Revised Estimates	Financial Statements	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues						
Pupil Foundation	139,151	140,258	140,166	(92)	(0.1%)	a.
School Foundation	19,796	19,916	19,802	(114)	(0.6%)	a.
Special Education	36,873	37,124	37,208	84	0.2%	
Language Allocation	3,874	3,942	4,041	98	2.5%	
Rural and Northern Education Funding	-	458	402	(56)	0.0%	b.
Learning Opportunities	7,525	7,584	7,590	6	0.1%	
Continuing and Adult Education	1,594	1,503	1,206	(297)	(18.7%)	c.
Teacher Q&E	27,944	26,094	25,598	(496)	(1.8%)	d.
ECE Q&E	1,808	1,887	1,937	50	2.8%	
New Teacher Induction Program	174	174	166	(7)	(4.3%)	
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,472	13,472	13,734	262	1.9%	e.
Administration and Governance	7,827	7,863	7,859	(4)	(0.1%)	
School Operations	25,884	25,980	25,852	(127)	(0.5%)	a.
Community Use of Schools	381	381	381	-	0.0%	
Declining Enrolment	636	135	250	115	18.1%	a.
Indigenous Education	728	731	641	(90)	(12.4%)	f.
Safe Schools Supplement	491	493	492	(0)	(0.1%)	
Permanent Financing - NPF	262	262	262	-	0.0%	
Total Operating Grants	288,340	288,177	287,506	(671)	(0.2%)	
Grants for Capital Purposes						
School Renewal	964	755	3,154	2,399	248.8%	g.
Temporary Accommodation	30	30	-	(30)	(100.0%)	
Short-term Interest	215	215	428	212	98.7%	h.
Debt Funding for Capital	3,547	3,547	3,547	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(714)	(714)	(1,343)	(629)	88.2%	i.
Total Capital Purposes Grants	4,042	3,834	5,786	1,952	48.3%	
Other Non-GSN Grants						
Education Programming - Other (EPO)	2,493	4,362	6,141	1,779	71.4%	j.
Other Federal & Provincial Grants	1,710	1,710	2,855	1,145	67.0%	k.
Total Non-GSN Grants	4,202	6,071	8,995	2,924	69.6%	
Other Non-Grant Revenues						
Education Service Agreements	7,273	7,422	7,417	(5)	(0.1%)	
Other Fees	128	128	161	33	25.7%	l.
Other Boards	210	210	208	(2)	(1.1%)	
Community Use & Rentals	495	495	518	23	4.7%	
Miscellaneous Revenues	485	458	2,167	1,709	352.7%	m.
Non Grant Revenue	8,591	8,713	10,471	1,758	20.5%	
Deferred Revenues						
Amortization of DCC	15,811	15,449	15,118	(331)	(2.1%)	n.
Total Deferred Revenue	15,811	15,449	15,118	(331)	(2.1%)	
TOTAL REVENUES	320,986	322,245	327,877	5,632	1.8%	

**Explanations of Material Grant Variances**

- a. Change due to slight decrease in enrolment
- b. Decrease due to a greater amount of dollars allocated to capital spending
- c. Lower participation rates in Adult Education than budgeted
- d. Decrease in revenue due to delayed transition of certain groups to the Employee Life Health Trust (ELHT)
- e. Increase due to higher than anticipated fuel escalator amount and funding received for Provincial students
- f. Decrease due to lower than anticipated enrolment
- g. Increase due to higher utilization of operating component of School Renewal Grant
- h. Increase due to higher interest costs related to capital projects
- i. Increase due to growth in quantity of purchases that qualify as minor tangible capital assets (computers, equipment)
- j. Increase due to timing of announcement of EPOs since budget
- k. Increase due to initial exclusion of MTCU grants from budget - offset by equal addition to expenses
- l. Increase to due enrolment
- m. Increase due to higher than anticipated rebates, proceeds from legal settlements, enterprise revenue, administrative fees, and donations
- n. Decrease due to the timing and composition of capital purchases

**Notes:**

1. Estimates is the 2017-2018 Estimates Budget as approved by the Board in June 2017

**Grand Erie District School Board**  
**2017-18 Year End Report**  
**Expenses**  
**For the period ended August 31, 2018**

	Budget Assessment					Material Variance Note
	Estimates	Revised Estimates	Financial Statements	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
<b>Classroom Instruction</b>						
Teachers	167,008	169,805	169,136	(669)	(0.4%)	
Supply Teachers	3,613	5,636	5,730	93	2.6%	
Educational Assistants	17,633	18,029	18,251	222	1.3%	
Early Childhood Educators	6,985	6,970	6,088	(881)	(12.6%)	a.
Classroom Computers	3,673	3,894	2,773	(1,121)	(30.5%)	b.
Textbooks and Supplies	7,004	7,004	5,962	(1,042)	(14.9%)	c.
Professionals and Paraprofessionals	8,850	9,026	8,311	(715)	(8.1%)	d.
Library and Guidance	8,019	5,912	6,194	282	3.5%	
Staff Development	739	1,154	1,691	537	72.6%	e.
Department Heads	476	476	453	(23)	(4.9%)	
<b>Total Instruction</b>	<b>224,000</b>	<b>227,907</b>	<b>224,590</b>	<b>(3,317)</b>	<b>(1.5%)</b>	
<b>Non-Classroom</b>						
Principal and Vice-Principals	13,646	13,730	14,199	469	3.4%	f.
School Office	7,504	7,653	8,619	966	12.9%	g.
Co-ordinators and Consultants	3,552	4,091	4,086	(5)	(0.1%)	
Continuing Education	1,774	1,770	1,678	(92)	(5.2%)	
<b>Total Non-Classroom</b>	<b>26,476</b>	<b>27,244</b>	<b>28,583</b>	<b>1,339</b>	<b>5.1%</b>	
<b>Administration</b>						
Trustees	213	213	188	(24)	(11.4%)	
Director/Supervisory Officers	1,511	1,511	1,614	103	6.8%	h.
Board Administration	6,119	6,234	6,055	(179)	(2.9%)	i.
<b>Total Administration</b>	<b>7,842</b>	<b>7,957</b>	<b>7,857</b>	<b>(101)</b>	<b>(1.3%)</b>	
<b>Transportation</b>	<b>11,997</b>	<b>11,912</b>	<b>11,909</b>	<b>(3)</b>	<b>(0.0%)</b>	
<b>Pupil Accommodation</b>						
School Operations and Maintenance	22,376	23,736	24,974	1,238	5.5%	j.
School Renewal	964	640	3,154	2,514	260.8%	k.
Other Pupil Accommodation	3,809	3,809	4,237	427	11.2%	l.
Amortization & Write-downs	16,726	16,257	15,917	(339)	(2.0%)	m.
<b>Total Pupil Accommodation</b>	<b>43,875</b>	<b>44,442</b>	<b>48,282</b>	<b>3,841</b>	<b>8.8%</b>	
<b>Contingency &amp; Non-Operating</b>	<b>5,296</b>	<b>1,757</b>	<b>5,137</b>	<b>3,380</b>	<b>63.8%</b>	n.
<b>TOTAL EXPENDITURES</b>	<b>319,486</b>	<b>321,220</b>	<b>326,358</b>	<b>5,138</b>	<b>1.6%</b>	

**Explanations of Material Grant Variances**

- Decrease due to lower than anticipated average salaries and decrease in ELHT expenditures
- Decrease due to higher spending on capital assets, in addition to a higher allocation to school office than budgeted
- Decrease due to reallocation of EPOs to other categories and a general underspend in school budget and board furniture and equipment costs
- Decrease due to lower than anticipated average salaries and decrease in ELHT expenditures
- Increase due to timing of the announce of EPOs
- Increase due to higher utilization of sick leave
- Increase due to higher allocation of computer and supplies costs
- Increase due to retirement gratuities as well as impact of Executive Compensation
- Decrease due to reallocation of IT costs to school office, offset by increase to legal expenditures
- Decrease in utility costs offset by cost pressures in retirement gratuities, ELHT benefits, snow removal, preventative maintenance, portable moves, building and grounds expenses and maintenance supplies
- Increase due to higher utilization of operating component of School Renewal Grant
- Increase due to higher than anticipated interest costs associated with capital debt; offset by related revenue
- Decrease due to the timing and composition of capital purchases
- Includes costs associated with remedy payments and agency costs moved from other categories; offset by matching revenue

**Notes:**

- Estimates is the 2017-2018 Estimates Budget as approved by the Board in June 2017

## Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	<b>Available for Compliance - Unappropriated</b>				
1.1	Operating Accumulated Surplus	-308,113	-	828,142	520,029
1.2	<b>Available for Compliance - Unappropriated</b>	<b>-308,113</b>	<b>-</b>	<b>828,142</b>	<b>520,029</b>
2	<b>Available for Compliance - Internally Appropriated</b>				
2.1	Retirement Gratuities	-	-	-	-
2.2	WSIB	700,000	-	-	700,000
2.3	School Renewal (previously included in pupil accommodation debt reserve)	0	-	-	0
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Labour Priorities Funding carryforward	0	-	245,579	245,579
2.5	Information Technology Reserve	0	-	150,000	150,000
2.6	Community Tennis Court	6,000	-	1,500	7,500
2.7	School budget carryforwards	-	-	186,799	186,799
2.8	Indigenous Education carryforward	-	-	106,669	106,669
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.2	Committed Capital Projects	0	-	-	0
	.....from Schedule 5.5				
	Other Purposes - Capital:				
2.9		0	-	-	0
2.10	Working Capital	0	-	-	0
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	<b>Available for Compliance - Internally Appropriated</b>	<b>706,000</b>	<b>-</b>	<b>690,547</b>	<b>1,396,547</b>
3	<b>Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)</b>	<b>397,887</b>	<b>-</b>	<b>1,518,689</b>	<b>1,916,576</b>
4	<b>Unavailable for Compliance</b>				
4.1	Employee Future Benefits - retirement gratuity liability	-16,991,047		4,592,175	-12,398,872
4.1.1	Employee Future Benefits - Early Retirement Incentive Plan	0		0	0
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-1,204,731		240,946	-963,785
4.1.3	Employee Future Benefits - other than retirement gratuity	-3,101,179		-	-3,101,179
4.2	Interest to be Accrued	0		0	0
4.4	School Generated Funds	3,212,306	-	474,685	3,686,991
4.7	Revenues recognized for land	4,099,565	-	-1,514	4,098,051
4.8	Liability for Contaminated Sites	-		-	-
4.9	<b>Total Accumulated Surplus (Deficit) Unavailable for Compliance</b>	<b>-13,985,086</b>	<b>-</b>	<b>5,306,292</b>	<b>-8,678,794</b>
5	<b>Total Accumulated Surplus (Deficit)</b>	<b>-13,587,199</b>	<b>-</b>	<b>6,824,981</b>	<b>-6,762,218</b>





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Denise Martins, Superintendent of Education  
RE: **Indigenous Services Canada (ISC) and Six Nations of the Grand River Report**  
DATE: November 26, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report to Indigenous Services Canada (ISC) and Six Nations of the Grand River as information and forward it to Indigenous Services Canada and Six Nations of the Grand River.</p>
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### Additional Information

Attached is the 2017-18 report to Indigenous Services Canada and Six Nations of the Grand River under the terms of the Education Services Agreement.

### Grand Erie Multi-Year Plan

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

Respectfully submitted,

Denise Martins  
Superintendent of Education



*SUCCESS* for Every Student



# GRAND ERIE'S EDUCATION SERVICES AGREEMENT FOR SIX NATIONS STUDENTS

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## Progress Report for 2017-18



# Executive Summary

This report of the Grand Erie District School Board highlights the results of secondary school endeavours by Six Nations students and the work of the Native Trustee, Native Advisor, and Native Education Counselling staff who work under the Secondary School Education Services Agreement between Indigenous Services Canada (ISC) and the Grand Erie District School Board on behalf of Six Nations of the Grand River. This document reports on the 2017-18 school year and acknowledges the working relationship with organizations on Six Nations of the Grand River Territory. "Six Nations students" in this document refers to students who reside on the Six Nations of the Grand River territory and who are covered under the Education Services Agreement.



## Multi-Year Plan 2016-2020

In 2016, Grand Erie Trustees approved a new strategic direction to guide the work for the 2016-20 Multi-Year Plan, SUCCESS for Every Student. This is the boards mission, vision and goal statement.

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

## NATIVE ADVISORY COMMITTEE

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

### Participating Members

**Brenda Blancher**, Director of Education

**Pam Davis**, Native Community Liaison Officer

**Sharon Doolittle**, Recording Secretary

**Alex Felsky**, Trustee, Grand Erie (From January 2017)

**Stacy Hill**, Native Advisor

**Jeannie Martin**, Indigenous Engagement & Support Itinerant teacher

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

**Karen Sandy**, Six Nations Trustee, Grand Erie

**Diane Sowers**, Trustee, Grand Erie

**Sabrina Sawyer**, Indigenous Lead for the Board/Teacher Consultant

**Joe Tice**, Grad Coach for Indigenous Students

**Melissa Turner**, Native Education Counsellor – Hagersville Secondary

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

**Sharon Williams**, Native Education Counsellor – McKinnon Park Secondary



Photo Credit: Samantha Miller

# Message from the Native Trustee



This past year has been a great opportunity for Indigenous students as we welcomed a new Indigenous student trustee position on the Grand Erie District School Board. Several school boards across the province have also secured a position for an Indigenous student. It's great that most secondary schools are taking part in the Indigenous Student Association meetings which began this fall. I had the privilege of attending the Indigenous Student Leadership initiative in which 7 secondary schools participated with at least 60 young motivated leaders! This is an excellent way for our youth to get involved.

Grand Erie's Indigenous Education Department have lined up some awesome activities to promote awareness including the annual Orange Shirt Day which most schools participated in on September 28th. Some other important days are Day of Red, Treaties Week, and Indigenous People's Day (June 21st). The Indigenous Education Board Action Plan continues to complement student success and promote awareness as it builds positive connections to enhance and improve the educational experience for all students.

All Grand Erie students are welcomed to take either the Cayuga or Mohawk language program if it is offered at their secondary school. The more students we have the better opportunity to ensure the languages continue to be an option. We encourage all students to support our Indigenous languages.

The Indigenous Trustees Council which is part of the Ontario Provincial School Board Association (OPSBA), met over the summer for the annual planning and priority setting. Approximately 15 Indigenous Trustees from school boards across Ontario assemble to discuss collective interests.

This marks the end of a 4 year term and it was truly an honour to have been a part of the educational path of our students. I learned so much and it's been a real eye opener on the variety of programs and level of commitment available for all students!

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

- 1 committee of the whole meeting per month
- 1 regular board meeting per month
- Chair of the Supervised Alternative Learning Committee (Haldimand)
- Chair of the Native Advisory Committee
- Member of the Indigenous Education Advisory Committee
- Alternate to the OPSBA Indigenous Director for the Indigenous Trustees Council
- Member of the Grand Erie Student Disciplinary Committee
- Graduations and award ceremonies for secondary schools or Alternative Education programs as requested
- Advocate for student success
- Parent liaison
- Language and Cultural Awareness sessions as requested by Educators
- OPSBA annual assembly and Public Education Symposiums
- Accommodation Review Committee meetings
- Member the Six Nations Lifelong Learning (Education) Committee
- Report to the Six Nations Elected Council and the Six Nations Language Commission Board

*Karen Sandy,*  
Native Trustee, Grand Erie District School Board





# Staff and Focus Areas

## Native Advisor

Wa'tkwanonwera:tonh (Greetings),

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

## Native Education Services Staff

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

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

## Special Education

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

## Partnership with Six Nations Federal Schools

The Grand Erie DSB continues to work with Six Nations' education administrators and staff to implement an action plan for an ongoing and strengthened partnership. The action plan is focused on building a respectful, reciprocal partnership that will lead to smoother transitions from Grade 8 to secondary school as well as improved student attendance and achievement. The plan includes opportunities for co-planning / co-teaching, inclusion of Six Nations federal schools in Grand Erie professional development for teachers and Director's meetings with administrators, improved Grade 8 transition meetings and data sharing.

# Transition to Grand Erie Secondary Schools

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

### McKinnon Park Secondary

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

### Hagersville Secondary

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

### Brantford Collegiate Institute

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

### Pauline Johnson Collegiate

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

### Tollgate Technical Skills Centre

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

### Cayuga Secondary

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

# Transition Activities

The following activities were completed in the 2017-18 academic year to facilitate successful transition of Six Nations students to Grand Erie secondary schools.

## **“Grand Erie Secondary School Information Night”**

All current Grade 8 Students & Parents/Guardians were invited for secondary school information evening presentation at the Six Nations Community Hall

## **Grade 8 Days**

Grade 8 students were invited to spend a day at one of the following secondary schools:

- Brantford Collegiate Institute
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate
- Tollgate Technical Skills Centre

## **Special Program Information Nights**

Grade 8 students and parents/guardians were invited to attend information nights for the following special programs:

Brantford Collegiate Institute Laurier Program  
Pauline Johnson Collegiate S.O.A.R. (Strength, Opportunity, Achievement, Results) Program

## **Secondary School Information Nights**

Grade 8 students and parents/guardians were invited to attend secondary school information nights at the following secondary schools:

- Brantford Collegiate Institute & V.S.
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate & V.S.
- Tollgate Technical Skills Centre

## **Student Transition Meetings**

Grand Erie staff (Native Advisor, secondary school Guidance Counsellors and/or Student Success teachers) participated in transition meetings hosted by Six Nations elementary schools that included the Grade 8 student, parent/guardian, and the Grade 8 Teacher

## **IPRC Review Meetings**

Grand Erie Special Education teacher consultant and the Native Advisor participated in IPRC transition meetings for Grade 8 students to determine placement recommendations.

## **Indigenous Education Grade 7 Day**

Grade 7 students participated in a tour of secondary schools:

- Day one** – Haldimand schools (HSS, MPSS, CSS)  
**Day two** – Brantford schools (BCI, PJCVS, TTSC)

## **Grand Erie Secondary School Information Night for Grade 7 students & parents/guardians**

All secondary schools hosted

## **Grade 8 Shadow Days**

Grade 8's spent a 'day in the life of a secondary school student' at the secondary school they registered at for the Fall.

## **Literacy and Numeracy Program**

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

## **Reach Ahead Summer School**

This program was open to grade 8 students. Reach Ahead allow students to complete a credit in the summer before their Grade 9 year. Courses offered in July 2018 were:

- Information and Communication Technology in Business, Grade 9, Open
- Civics, Grade 10, Open (2 weeks - 0.5 credit)
- Career Studies, Grade 10, Open (2 weeks - 0.5 credit)



Photo Credit: Siarra Martin

# The Board Action Plan on Indigenous Education

The Board Action Plan for Indigenous Students is focused on the implementation plan in the First Nation, Metis, and Inuit Framework and the performance measures contained within that framework. It supports both the Achievement and Equity indicators of Grand Erie's Multi-Year Plan and the following statements: "We will set high expectations for our students and staff; We will monitor, measure and reflect on our outcomes; We will promote practices that help students, families and staff feel safe, welcomed and included." This provides Six Nations' students residing on Six Nations with another level of support. This past year, the Board Action Plan provided for several initiatives that directly impacted our students including:

- Supplies for off-site Classrooms for Six Nations/New Credit Students
- Secondary School Projects and Initiatives (Hagersville Secondary, McKinnon Park Secondary, Brantford Collegiate, Pauline Johnson Collegiate, Tollgate Technical Skills Centre)
- Six Nations Polytechnic Recruitment Day and Social
- Supplies for Native Art (NAC10) classes
- Language Programs Training and Resources
- Transition to Secondary School Activities for Grade 7 & 8 students
- Bridging Our Worlds through Science (BOWS) event – Brock University
- Professional Development Activities with Educators
- Native Advisor Professional Development
- The development of a Grade 6 curriculum on Residential Schools with inclusion of Six Nations representatives on the working group. This resource will be shared with the federal elementary schools at Six Nations
- Development of Lacrosse program at Waterford District High School
- Indigenous Student Leadership Initiative

## Annual Events

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

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

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

## Nutrition Program

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



Photo Credit: Samantha Miller



# Multi-lingual Indigenous Language Learners (MLILL)

In the Grand Erie District School Board our goal is to ensure that every student feels supported and prepared by providing programs and services in a caring and inclusive environment. We recognize the vital role Indigenous languages play in helping to preserve vital links with families and cultural backgrounds, as well as, developing a solid sense of identity in the individual. We acknowledge the value of any amount of time a child may have experienced in a Mohawk or Cayuga immersion classroom and want to fully support his/her transition into an education setting that is fully English language based. As part of our effort to ensure “Success for Every Student,” we introduced this year the Multi-Lingual Indigenous Language Learner program. This program involves English language literacy and numeracy assessments that inform teachers of the types of pedagogical supports needed for these students to more effectively access curriculum content in the English language. In this introductory year, eight Six Nations’ students participated with parental/guardian consent.

## Highlights

### Indigenous Student Leadership Explodes in Grand Erie

Two years ago, the Truth and Reconciliation Commission of Canada outlined 94 calls to action meant to begin repairing the harm caused by the residential school system. The 63rd item on the list forms a foundation for Grand Erie’s Indigenous student leadership strategy:

*“Build student capacity for intercultural understanding, empathy, and mutual respect.”*



The strategy really began last school year with a project called “Living the Two Row”. The 2017-18 academic year built on that foundation to expand leadership opportunities on many levels for Indigenous students.



### First Ever Indigenous Student Trustee

On Thursday, April 26th, Allan St. Pierre was elected the first ever Indigenous Student Trustee at the Grand Erie District School Board Student Senate Trustee Election. Allan is a grade 12 student from Tollgate Technical Skills Centre.







## Indigenous Student Leadership

On Thursday, October 12th, the implementation of the strategy began with Indigenous student leaders from eight Grand Erie secondary schools coming together to start this important work by sharing ideas and setting goals. After this day, they returned to Cayuga Secondary School, McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School, Pauline Johnson Collegiate and Vocational School, Tollgate Technological Skills Centre, North Park Collegiate Vocational School, and Waterford District High School with concrete plans for the year ahead.

The plan was that each school's Indigenous Club will meet regularly, plan programming and events, share information, and carry out the intention of the calls to action with their fellow students. Grand Erie's Indigenous Education team, who planned the day, were there to provide support throughout the year.



"Starting high school is a big transition, and it brings opportunities to share our culture and values, and change viewpoints," said Gene Jamieson, guest speaker and Pauline Johnson C&VS graduate. "It's a chance to step out into the larger community and proudly say who you are

and where you come from."

Jamieson concluded his motivational talk with an observation and an invitation: "You have brilliant ideas, and change will happen through the impact you have. What will you do?"

On Friday, April 6th, the second part of the leadership strategy was hosted at Kanata Village with 2 representatives from each participating school gathering as an Indigenous caucus. With funding support from the Ministry of Education, three schools joined the initiative; Delhi District High School (Grand Erie), Assumption College School from the Brant-Haldimand-Norfolk Catholic District School Board, and Kawenni:io Private School, a Cayuga and Mohawk Language school at Six Nations.

Students learned from Elizabeth Doxtater, owner of Everything Cornhusk, about the traditional roots of our Haudenosaunee leadership system. Elizabeth shared many examples of how to apply lessons from stories and history to our daily lives.





Stacy Hill, Native Advisor for Grand Erie, explained the process of consensus building founded by the Haudenosaunee Confederacy Council of Chiefs. After lunch the students used the process to determine the structure of the group moving forward. Their maturity and consensus-building skills impressed all staff advisors in the room.

Hill, along with Jeannie Martin, Indigenous Support and Engagement Teacher, are leading the strategy for the Board. The next step in the strategy was to have Indigenous Student Association reps join the secondary student council reps at Grand Erie's Student Senate on April 26th where elections were held for the Board's first ever Indigenous Student Trustee.

The year wrapped up on June 1st with a celebratory event at McMaster University's Altitude program with 8-10 students from 12 participating schools coming together to practice leadership skills, report on their activities and have some fun while participating in team building exercises. Allan St. Pierre, newly elected Indigenous Student Trustee, was gifted with a Turtle medallion, a symbol of Turtle Island to remind him to stay grounded in his work as a leader for our Indigenous students. He was also given a pouch that contains items representative of things that every good leader requires.

## Kontiya'taseha Project - They Are Young Beautiful Women

Welcome to the Kontiya'taseha project! This project provided Indigenous students the opportunity to participate in the Body/Land/Sovereignty workshops between February-June 2018 at Brantford Collegiate Institute. Kontiya'taseha means 'they are young beautiful women' in Mohawk, and the goal of the project was to honour this time of emergence by providing a safe space for young women to discuss the relationship between body and land sovereignty through the medium of photography. World renowned artist, Shelley Niro, (Mohawk, Six Nations) led the workshops with humour and a sense of the absurd to craft complex narratives about Indigenous women's lives. The images depicted by the youth participants pay homage to the hard-won importance of family, land, friendship, community and culture in the making of body and land autonomy.

In addition to photographic and hand tinting workshops with Shelley, participants also toured exhibits at the McMaster Museum of Art (#nofilterneeded Shining light on the Native Indian/Inuit Photographers' Associations (NIIPA) 1985-1992), and the Art Gallery of Hamilton (Shelley Niro:1779), toured the REDress Project (by Metis artist Jaime Black) at Brock University and attended the key note by Robyn Bourgeois (Cree) on International Womens' Day, and participated in a second workshop on the multi-generation connections between body and land sovereignty also by Bourgeois. Bonnie Whitlow (Six Nations; cultural interpreter) joined in for several workshops on the relationship between Haudenosaunee language and song and body autonomy. Finally, the group participated in a tour of the Our Sustenance Greenhouse (Six Nations) which emphasizes the traditional gardening, sustenance and medicinal practices of the Haudenosaunee. Throughout all of these activities the youth participants were experimenting with the cameras to develop their own visual language to express land and body connections. *(from Sherri Vansickle and Margot Francis, forward to "Kontiya'taseha: They Are Young and Beautiful". Catalogue 2018)*



Photo Credit: Kaysha Jamieson

# Walk A Mile in my Moccasins

Hagersville Secondary School embarked on a reconciliation project involving the making of moccasins, guest speakers and a local field trip. The aim of this project was meant to support the building of bridges between the local First Nation communities and surrounding towns. It involved two parts, one focusing on Indigenous culture and the other understanding local settler history and agriculture. This project was funded by the Grand Erie District School Board Indigenous Education Board Action Plan.

The project involved 54 grade 9 Visual Art and Expressing Aboriginal Cultures students as well as 3 teachers and 3 Educational Assistants. The students were involved in making their own pair of moccasins from scratch. They had to cut out the pieces for their moccasins from deer hide, punch holes, and hand sew all of the pieces together. Some students were able to add bead work while others burned designs onto the leather of their moccasins. Teachers were very creative in adapting the work so all students could be successful and feel good about their moccasins.

Darren Thomas (Seneca, Bear Clan, Six Nations) was invited to each class. He spoke on traditions regarding relationships with animals, harvesting vs hunting and Indigenous rights. Mallory Johns, a Hagersville Secondary School graduate came in to assist with the teaching of beading and the sewing of the moccasins.

This month long project also included a field trip focusing on Indigenous culture and the understanding of local settler history and agriculture. The first stop on our tour was an informative visit to the Cayuga Museum where we learned about the United Empire Loyalists' settlement of the area. Here we learned of the special relationship between the Haudenosaunee and the Loyalists who were both loyal to the Crown. Next we had lunch in a longhouse at Kayanase Greenhouses. The students enjoyed ham and scone, traditional strawberry juice and Indian cookies. Kerdo Deer spoke to us about life in a longhouse and the construction of it. "It brings tears to my eyes to even think about how beautiful it was to be at the longhouse and hear a language so beautifully spoken, a language that someone tried to destroy." - Karla Queckenstedt (teacher).

Our final stop of the day included a tour of Chiefswood National Historic Site, the homestead of Pauline Johnson, Mohawk Poetess. Here we learned about her life living at Chiefswood as well as that of her family. We learned that her brothers were sent to the Mohawk Institute known as "The Mush Hole," the residential school in Brantford. Her father was a Chief and her mother was a British woman. We learned that they had to keep their love and engagement hidden for years as her parents would not have approved.

As our project came to an end and our moccasins were completed the students were introduced to a few Haudenosaunee social dance songs. These were taught to us by former Hagersville Secondary School graduates, Chezney Martin and Makasa LookingHorse. Wearing their newly made moccasins, all of the students had fun participating in this social activity. Learning some of the dances helped our students be better prepared to participate in a Social that was held on May 2nd in conjunction with a visit from Logan Staats!

This project really helped students to learn a little more about one another. There was excitement from the students every day. If they weren't working on the moccasins on a particular day, there was obvious disappointment. Students often made comments like, "I can't believe we get to make our own moccasins." and always asking "When can we take them home?" At every opportunity to try them on, they did. "It was a precious experience." - Patti Zadanyi (teacher)





# Indigenous Mentorship Day



*Caption: The day's presenters shared their unique career paths*

The path after graduating secondary school is often full of twists and turns. Determining next steps and finding the supports necessary to achieve your goals can be a difficult process.

It can be especially difficult for Indigenous students who don't always see themselves reflected in the college and university programs, or sometimes even the careers they aspire to.

Presented as equal parts information fair, guest presentations, and student social and dance, the Indigenous Mentorship Day, on March 28, 2018, aimed to ease this transition to post-secondary education for Grand Erie District School Board Indigenous student as well as inspire and empower their decision making.

"Part of my role here at Grand Erie is to help students navigate the world beyond secondary school," said Joe Tice, Grad Coach (Post Secondary Navigator) for Indigenous Students, who took the lead in organizing the day. "The event is about opening doors of possibility."

Guest speakers included Sergeant Raymond Starks of the Canadian Armed Forces; Yotakahron Jonathan, a medical student at McMaster University; Randi Garlow, banking advisor at RBC; and Cameron Sault, addictions and outreach worker with New Directions. All are highly accomplished in their chosen fields, and brought advice and guidance to the captivated audience.

"You didn't see many Indigenous people in uniform when I started in my career, that's for sure," said Starks, who began 25 years ago with the Canadian Armed Forces. "However, it's come a long way, and now there's a lot more knowledge about supports available."

Also on hand were Indigenous student association representatives from a number of area colleges and universities. The post-secondary institutions were there to highlight the services and supports available, as well as to show students the ways in which Indigenous culture is embraced and celebrated on their campuses. Indigenous student associations and services at the college and university level make it easy to access resources and supports, take part in events and connect with other Indigenous students, and achieve their academic goals. For students, the message of the day's event was received.

"Hearing from the speakers, it's clear to me that sometimes the way you think you're going isn't where you ultimately end up, and that's okay," said Dallas, student at Brantford Collegiate Institute. "I'm considering a few possible career paths, and learning more about other people's paths is really helpful."

For Sam, a fellow BCI student, the highlight of the event was the dance in the afternoon. "The singers, the drumming, and the dancing is a great way to celebrate our culture and socialize."

Thanks to events such as the Indigenous Mentorship Day, students will take this energy with them, whatever path they choose to pursue.

Grand Erie's Multi-Year Plan includes Equity and Achievement as two of its main pillars. Events such as Indigenous Mentorship Day set high expectations for students as they work towards goals, and recognize that the paths to achievement are as unique as each student.

## Aleria McKay – Brantford Collegiate Institute and Vocational School



In her final year as a Grand Erie student, Aleria McKay has made impressive contributions to arts, culture, and community involvement – all with an important message behind them. Earlier this year, she was crowned Miss Teenage Ontario. She is the first Indigenous winner in the competition’s history. This summer, she will move on to

compete for the title of Miss Teenage Canada. Aleria’s commitment to raising awareness and erasing the stigma surrounding teen suicide set her apart in the competition, as she demonstrated impressive leadership and courage. This spring, she continued her efforts through a different vehicle: the theatrical production of “And She Split the Sky in Two”, which she wrote and directed. The play, which deals with Indigenous issues and teen suicide, was the winner at both district and regional levels of the Sears Drama Competition and won two MIRA awards at the Provincial level. Aleria currently attends York University’s theatre program, and hopes to enter the teaching profession as a drama teacher after that.



Regular Board Meeting

## Ascension Harjo, Pauline Johnson Collegiate and Vocational School

Ascension was introduced to hoop dancing at a very young age through his family’s involvement in the traditional healing dance, and today the grade 11 student at Pauline Johnson Collegiate & Vocational School is an accomplished artist in his own right. In summer 2017, the spotlight was on Ascension as he performed at the Indigenous Games Opening Ceremony in front of athletes and delegates from across North America. From hoop dancing to shooting hoops, he also competed in basketball during the Games, and his talent, passion, and commitment to both pursuits sets him apart.



Monday, November 26, 2018



# Supporting Indigenous Professional Development Opportunities

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

This year Six Nations staff participated in: *Level Literacy Intervention; Intermediate Collaborative Learning Session; How to Motivate and Engage Students to Acquire New Skills; Behaviour Management Systems; ++ and Treaty Workshop.*

## Blanket Exercise

The KAIROS Blanket Exercise is an interactive way of learning the history most Canadians are never taught. The Native Advisor, the Indigenous Education Teacher Consultant, a Native Education Counsellor and a teacher of the Expressing Aboriginal Cultures course worked to revise the Blanket Exercise to be more focused on the history of our local Indigenous communities. This effective strategy continues to be delivered to Grand Erie staff, Principals and Vice-Principals.



Regular Board Meeting

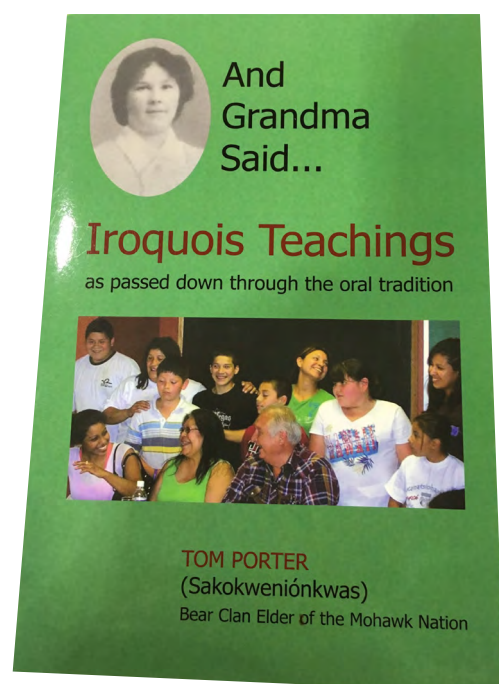
## Bus Tours

Through the Indigenous Education office, two Bus Tours were hosted to provide teachers and other staff with opportunities to visit the community, learn more about possible field trip destinations and answer questions. The day focused on the Six Nations of the Grand River Territory and included a tour of Her Majesty's Chapel of the Mohawks, a bus ride through the territory highlighting the longhouses, Elementary Schools, the Gaylord Powless Arena and Dajoh Youth and Elders Centre, the Old Council House, the Lands and Membership, the home of Pauline Johnson, the grounds of the Chiefswood National Historic Site, and a visit to Irocrafts. We look forward to offering more tours in the coming school year.

## Tom Porter Stops in for Lunch During Treaty Week

"The problem with history is it's his story, not our story," says Tom Porter, knowledge keeper and Bear Clan elder of the Mohawk Nation. He's speaking to a group of Grand Erie educators and staff ahead of Treaties Recognition Week in Ontario, sharing some of the lessons imparted in his book, "And Grandma Said", a collection of Iroquois teachings passed down through oral tradition.

After a great lunch discussion with staff, Tom was welcomed by a group of students and staff for a talk at Pauline Johnson Collegiate.



# Off-Site Classrooms for Six Nations Students

## COMMUNITY BASED EDUCATION PROGRAMS

Grand Erie's vision is 'SUCCESS for Every Student'. Through various Ministry Student Success Initiatives, we have developed a variety of innovative community based education programs that meet the needs of our students who disengage from regular day school. This year, the Board undertook a review of all community based education programs and reformed them to better align with student needs. As a result, the Nations program has been doubled. We continue to seek innovative strategies and program delivery models to meet the needs of all learners who may have disengaged from secondary school and require special re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

### Nations (Hagersville SS):

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

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

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

\*This program is paired with NuVision.

### NuVision (Hagersville SS):

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

Supported Pathway: All grades and pathways.

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

\*This program is paired with Nations.

### New Start (Hagersville SS):

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

Supported Pathway: All grades and pathways.

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

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Nations (NuVision)	20	145	87.5	6	60.3	0
NewStart	61	326	108.5	67	53.8	9

## TURNING POINT PROGRAMS:

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

### ILA Turning Point Program (HSS)

**Eligible Students:** Students aged 16-21

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

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

Program	Students Enrolled	Credits Attempted	Credits Achieved	% Credit Achievement	Graduates
ILA Turning Point	76	276	195.5	70.8	11

## SECTION 23 CLASSROOM

Under the provisions of Section 23 of the Ministry of Education's General Legislative Grant Regulation (Reg. 287/98) educational programs may be provided by District School Boards in collaboration with community partners, for school-aged young people, who for various reasons are unable to attend regular schools. Ganohkwasra Family Assault Support Services has partnered with Grand Erie to offer a Section 23 classroom out of the Youth Lodge facility. Ganohkwasra provides therapeutic counselling and services while a Grand Erie Teacher provides individualized academic programming.

### Ratiweientehta's – They Are Learning (Hagersville SS)

**Eligible Students:** Students aged 13-21.

**Supported Pathway:** All grades and pathways.

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

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Ratiweientehta's	10	54.5	50.5	0	92.6	0

## SCHOOL WITHIN A COLLEGE

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

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

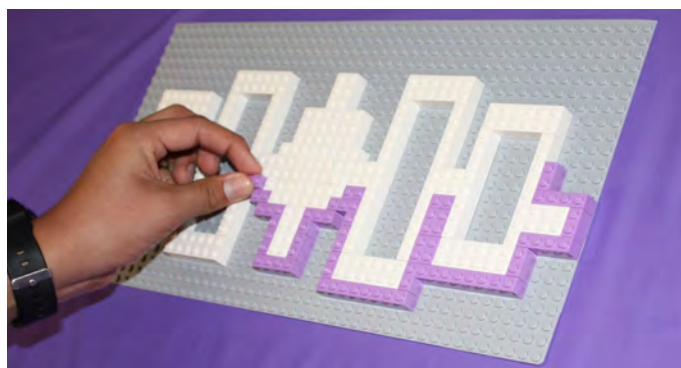
### Ohsweken SWAC (Hagersville SS)

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

**Supported Pathway:** All grades and pathways.

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

Program	Students Enrolled	Secondary Credits Attempted	Credits Achieved	Co-op Credits Achieved	Dual Credits	% Credit Achievement	Graduates
SWAC	16	59	31	8	35/51	60	4





# Let's Celebrate Student Successes

## Hagersville Secondary – Six Nations Student Successes 2017-18

### 2018 Commencement

- 26 graduates
- 2 Club 80

### **Other awards received by Six Nations Graduates**

- Hagersville Secondary School Staff Award
- Sharp Bus Lines Bursary
- Don Butler Memorial Scholarship
- HSS co-op Award
- Buttons & Bows Child Care Centre Bursary
- Aboriginal Education Award

### **Recognition Awards (Grade 9-11)**

*Six Nations students were recipients of the following awards:*

- Club 80 Grade 9 - 2 students
- Club 80 Grade 10 - 2 students
- Club 80 Grade 11 - 4 students
- Club 90 Grade 9 - 1 students
- Club 90 Grade 10 - 1 students
- Club 90 Grade 11 - 2 students
- Native Art Grade 9
- Art Grade 10
- Art Grade 11
- Business Grade 10
- Tech Studies Grade 9
- Tech Studies Grade 10

### **Student Involvement**

Two Six Nations students made it to SOSSA badminton and one went for golf.

Six Nations students were involved in a variety of activities and athletics from Crimestoppers to Indigenous Students Association and the Student Action team. We had students involved with junior and senior boys basketball, volleyball, lacrosse, soccer, hockey, ultimate Frisbee, junior and senior girl's basketball and volleyball, field hockey, lacrosse, hockey and soccer.

## McKinnon Park – Six Nations Students Successes 2017-18

### 2018 Commencement

- 30 Graduates
- 1 Honours with Distinction (90%+)
- 1 Ontario Scholar

### **Other awards received by Six Nations Graduates**

- 1 Gold Award (honours for all four years)
- 2 Exemplary Community Service Award (100+ hrs)
- 3 Chester Hyslop Memorial Award
- 1 James Garlow Memorial Award
- 1 MPSS Science Award
- 1 Carney Elijah Johnson Memorial Award

### **Recognition Awards (Grade 9-11)**

*Six Nations Students were Award Recipients in the following categories:*

- Honours Society with Distinction (90%+) Grade 9 - 2 students
- Honours (80%+) Grade 9 - 8 students
- English (locally developed) Grade 9
- Expressing Aboriginal Culture Grade 9
- Science Award (Applied) Grade 9
- Math Award (Locally developed) Grade 9
- Cayuga Language Award Grade 9
- Honours Society with Distinction (90%+) Grade 10
- Bronze Award (Grade 9 & 10 Honours both years)
- Honours (80%+) Grade 10
- Math Award (Applied) Grade 10
- Native History Grade 10
- English (Applied) Grade 10
- Cayuga Language Grade 10
- Business Award Grade 10
- Media Arts Grade 10
- Honours with Distinction (90%+) Grade 11
- Honours (80%+) Grade 11
- Silver Award (Grade 9, 10, 11 Honours each year)
- Media Arts Grade 11
- University of Waterloo Mathematics Competition-Certificate of Distinction
- University of Waterloo Mathematics Competition medal

## Tollgate Technical Skills Centre – Six Nations Student Successes 2017-18

### 2018 Commencement

- 2 Graduates

### Recognition Awards (Grade 9-11)

*Six Nations students were the recipients of the following awards:*

- 6 Honour Roll Students
- Aboriginal Student Citizenship Award
- Carpentry Award
- Carrie Mannsfeldt & Pam Will Memorial Grade 10 Math Award
- General Proficiency Grade 9 Award
- Sharon Elaine Sienko Award
- Special Education Citizenship Award
- Special Education Language Award
- Special Education Work Experience Award

## Pauline Johnson C.V.S. – Six Nations Student Successes 2017-18

### 2018 Commencement

- 13 Graduates
- 1 Ontario Scholar
- 3 Honour Roll

### Other awards received by Six Nations Graduates

- Environment - Specialist High Skills Major
- English Literacy Grade 12
- Geography Grade 12
- Memorial Scholarship to student pursuing post secondary program in business
- Seventh Generation Award (2)

### Recognition Awards (Grade 9-11)

*Six Nations students were the recipients of the following awards:*

- Foundations for College Math Grade 11
- Family Studies – Food and Culture Grade 11
- Student Council Junior Letter

### Student Involvement

World Hoop Dance Champion!!

The PJ Native students organized planted hearts for our Heart Garden to remember and honour Residential School Survivors! They acknowledged our First Nations kids in care by providing an opportunity to tell other students during our Have a Heart Day! They raised awareness of the discrepancies in the health care system by having a Teddy Bear picnic to raise awareness for Jordan's Principal. We hosted a spring social.

Regular Board Meeting

## Brantford Collegiate Institute V.S. – Six Nations Student Successes 2017-18

### 2018 Commencement

- 15 Graduates
- 9 Honour Roll

### Other awards received by Six Nations Graduates

- Grade 12 Math

### Recognition Awards (Grade 9-11)

*Six Nations Students were the recipients of the following awards:*

- The Hetty Speelziek Memorial Award for a student in college training to be an apprentice (\$4,000)
- Wrobel Family Biology Award
- Level 1 Native Language (2 students)
- Level 2 Native Language (2 students)
- Expressing Aboriginal Culture (4 students)
- English – Contemporary Aboriginal Voices Grade 11
- Geography Grade 9
- English Grade 10
- Food and Nutrition Grade 10 & 11
- Biology Grade 11
- Designing Your Future Grade 11
- Equity, Diversity and Social Justice Grade 11

### Student Involvement

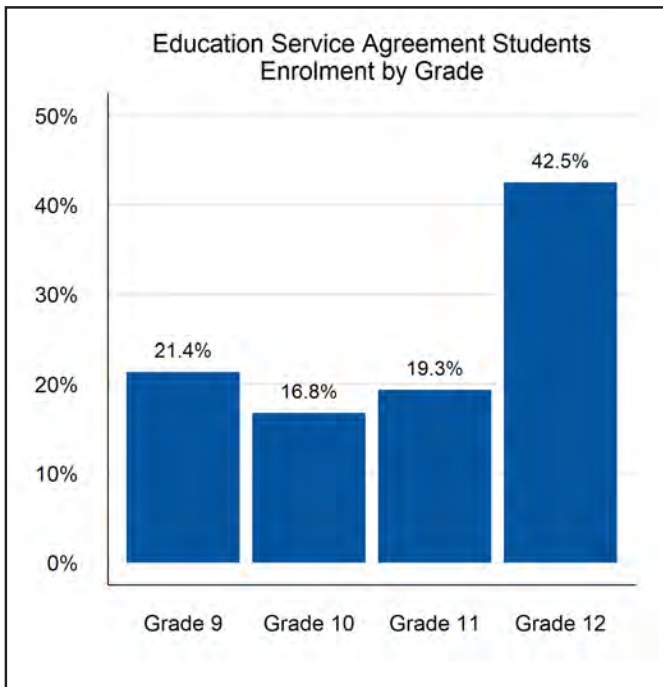
Kontiya'taseha Young Women's Body and Land Sovereignty Photography Project – Funded by Six Nations Community Development Trust Fund, the Ontario Arts Council and Dr. Francis from Women's and Gender Studies at Brock University, working with International Art Award Winner Shelley Niro.

National Theatre School Drama Festival – Six Nations grade 12 student Wrote AND Directed "And She Split the Sky in Two" and won an award for playwriting and the play won for the entire production – lights, props, sets and sound. The performance was chosen as one of the two Outstanding Productions securing them one of 12 spots out of 400 competing Ontario schools. At the provincial Level the entire cast was presented with an Outstanding Achievement Award for "Performer Physicality with the Elements of Design". The student also received a Mira Award for directing and playwriting as well as a Ken and Ann Watts Memorial Foundation bursary award.

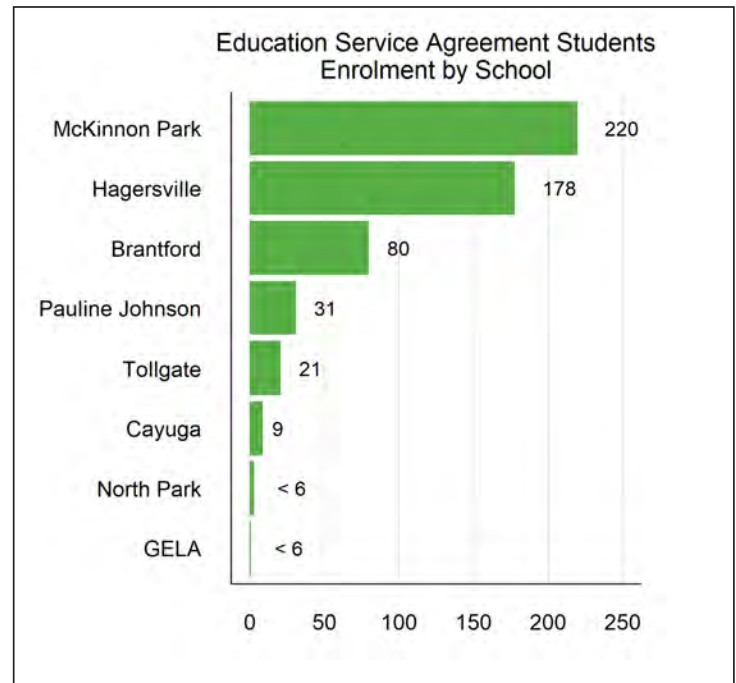
Cross Cuts Film Festival – First Place in photography Category – People/Portraits

Entered the Woodland Cultural Centre Indigenous Art 2018 juried show and was chosen as one of 50 across Turtle Island to have her art displayed. She was also the youngest!

# Six Nations Students Enrolment by Grade - 2017-18



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



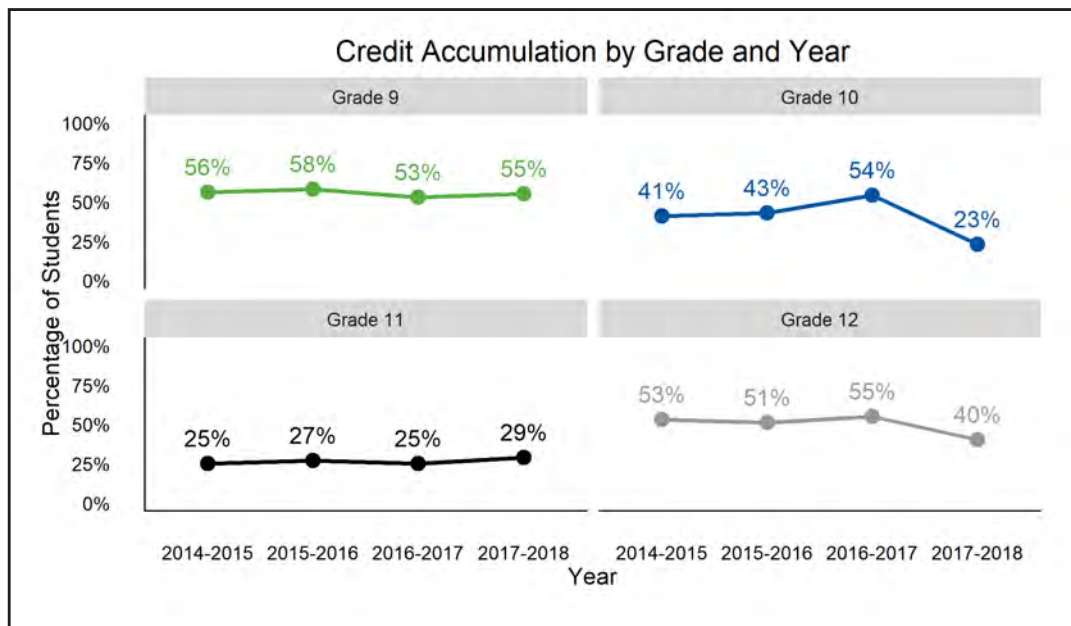
- The majority of Six Nations students attend McKinnon Park followed by Hagersville.

## Student Enrolment by School and Grade

School	Grade 9	Grade 10	Grade 11	Grade 12
Brantford Collegiate Institute and Vocational School	26	13	18	23
Cayuga Secondary School	<6	<6	<6	NA
Grand Erie Learning Alternatives	NA	NA	NA	<6
Hagersville Secondary School	15	19	29	115
McKinnon Park Secondary School	68	46	43	63
North Park Collegiate-Vocational School	NA	NA	<6	<6
Pauline Johnson Collegiate & Vocational School	NA	<6	<6	24
Tollgate Technological Skills Centre	<6	6	6	<6

Note: Groups with fewer than six students are not reported

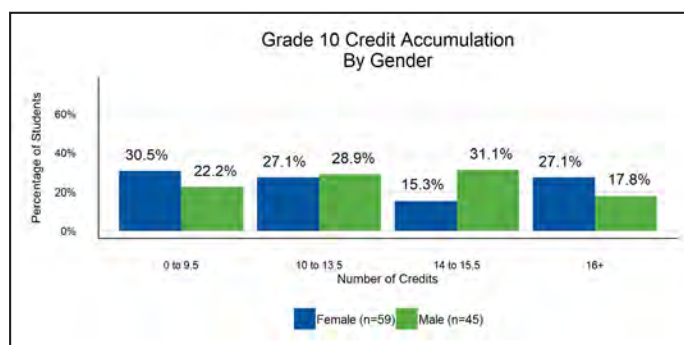
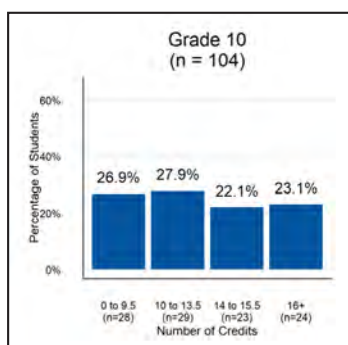
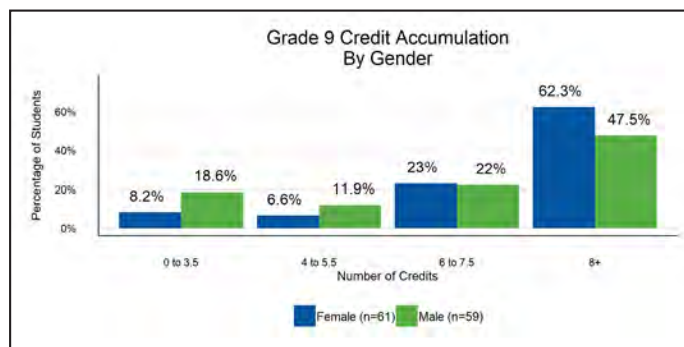
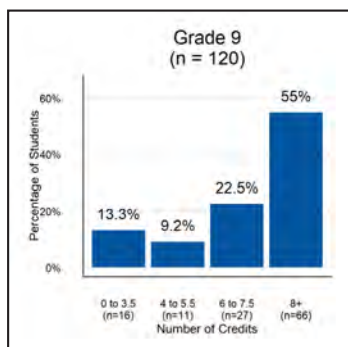
# Credit Accumulation by Grade and Year



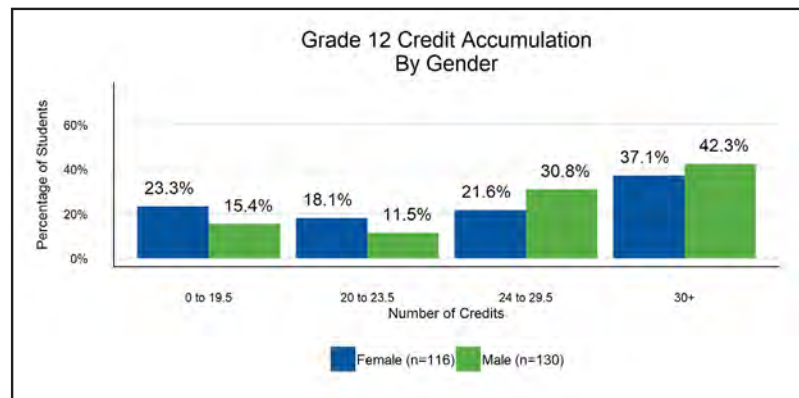
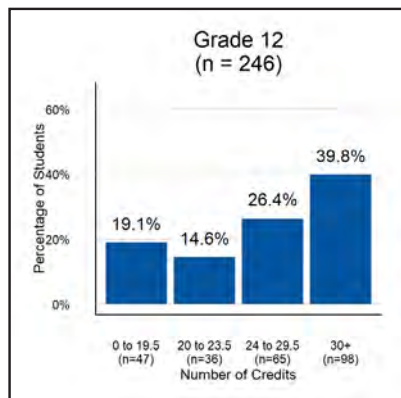
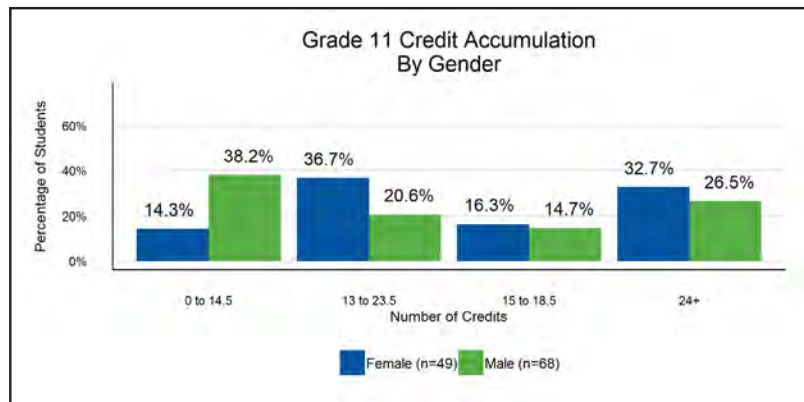
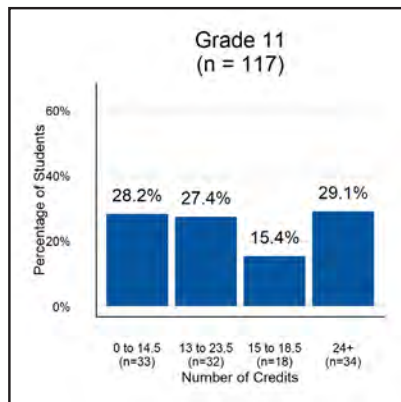
These graphs show the percentage of students who by the end of each grade have the following number of credits:

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

# Credit Accumulation by Grade and Gender



# Credit Accumulation by Grade and Gender

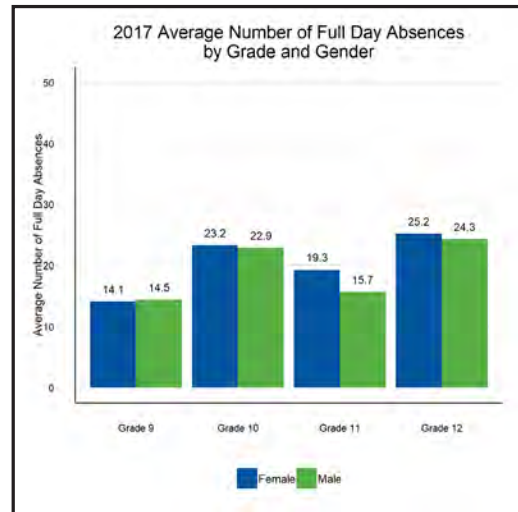
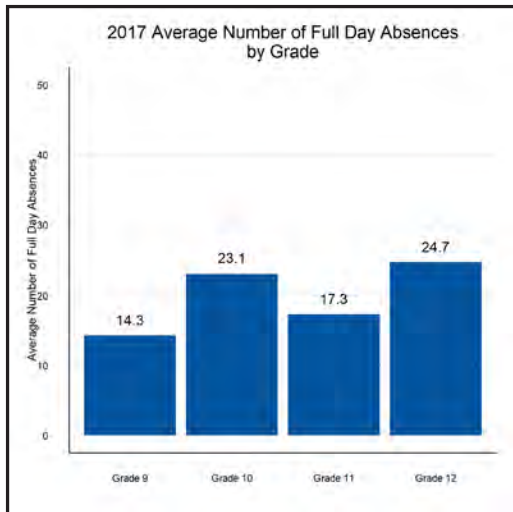


- The percentage of Grade 9 students achieving 8 credits has increased from 2016 from 53% to 55%
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes. In 2017 91% of Grade 9 students attempted 8 or 9 credits - of these students 57% achieved 8 credits. In addition, a further 17% of students who attempted 8 or 9 credits, achieved 6 to 7 credits
- **A total of 78% of Grade 9 students achieved 6 or more credits in 2017-18 and are on track to graduate in 3 or 4 years**
- The percentage of Grade 10 students achieving 16 credits has decreased from 54% to 23% since 2016
- In 2017 94% of Grade 10 students attempted a full course load of 8 classes. By the end of Grade 10 59% of those students achieved all of their credits
- **A total of 73% of Grade 10 students achieved 12 or more credits by the end of June 2018 and are on track to graduate in 2 or 3 years**
- Credit accumulation for students in Grade 11 rose 4% in 2017-2018 after remaining fairly static in the previous three years. Grade 12 declined from 55% to 40% between 2016 and 2017
- **A total of 61% of Grade 11 students achieved 19 or more credits by the end of June 2018 and are on track to graduate in 1 or 2 years**
- For Grade 12, 81% of students took a full course load of 6 to 8 credits – of these students, 60% were successful in all credits attempted – 35% of students earned 3 to 5 credits
- **A total of 77% of Grade 12 students achieved 24 or more credits by the end of June 2018 and have graduated or are on track to graduate in 1 year**



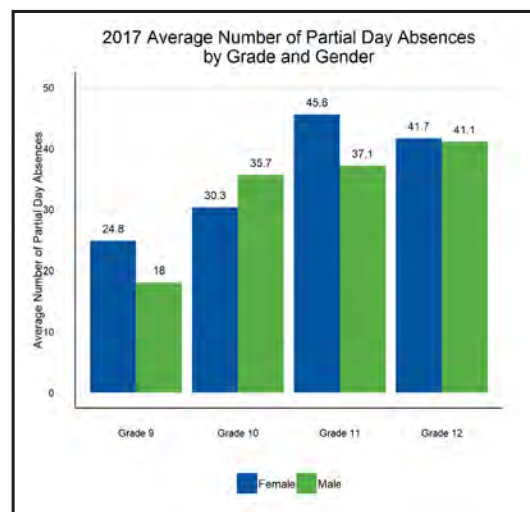
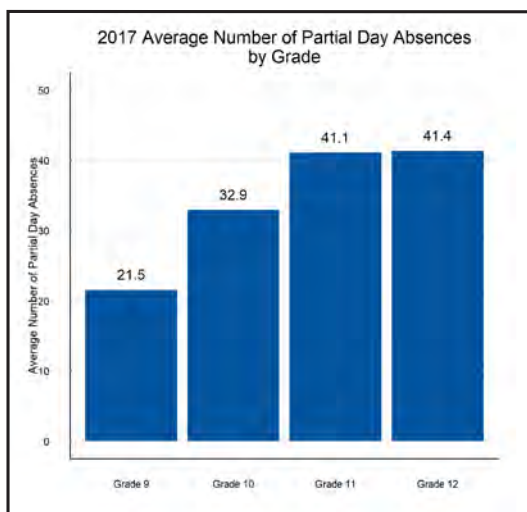
# Student Attendance

## Full Day Student Absences



- Full day absences are highest with Grade 10 and 12 students.
- Females consistently have more absences than males except Grade 9

## Partial Day Student Absences



- Partial day absences are highest in Grade 11 and 12 students
- Gender gap fluctuates between grades

# Grade 9 Assessment of Mathematics

Number of Students									
	< Level 1	Level 1	Level 2	Level 3	Level 4	No Data		IEP	Accommodated
Academic	-	<6	8	20	-	-		<6	-
Applied	<6	8	24	21	<6	8		8	<6

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

Applied	< Level 1	Level 1	Level 2	Level 3	Level 4
2017-18	3 %	12%	37%	32%	3%

Academic	< Level 1	Level 1	Level 2	Level 3	Level 4
2017-18	-	15%	24%	61%	-

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

- Students achieving the Provincial Standard (Level 3-4) in both Applied and Academic mathematics has decreased from the 2016-2017 assessments.
- The majority of students taking Academic Mathematics achieve the Provincial Standard (Level 3-4)
- The majority of students taking Applied Mathematics achieve below the Provincial Standard (below Level 3)



# Ontario Secondary School Literacy Test (OSSLT)

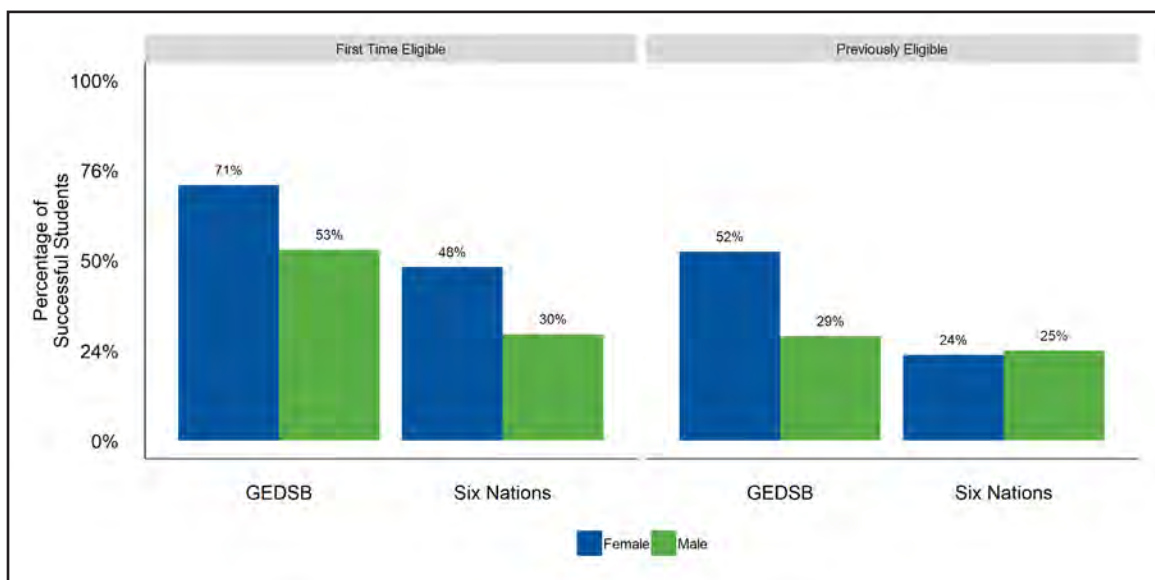
Number of Students:	First Time Eligible (FTE)	Previously Eligible (PE)
Eligible Students	81	138
Absent	2	11
Deferred	22	14
Exempt	3	2
OSSLC	0	78

Participating Students	54	33
Successful	21	8
Unsuccessful	33	25

Students with Special Needs	30	47
Participating	15	12
With Accommodations	1	0
Successful	11	7

- 21% of participating First-Time Eligible students from Six Nations were successful on the OSSLT 8% of participating Previously Eligible students from Six Nations were successful on the OSSLT
- 57% of Previously Eligible students from Six Nations are registered in the Ontario Secondary School Literacy Course (OSSLC)

## OSSLT by Gender



- The gender gap is consistent between males and females for all Grand Erie District School Board students and students except for Previously Eligible. Males from Six Nations performed slightly better than females from Six Nations
- Females are more likely than males to be successful on the OSSLT, for both First Time Eligible and Previously Eligible students
- The gap is largest with First Time Eligible students from Six Nations (48% females were successful vs. 30% males)





349 Erie Avenue, Brantford ON N3T 5V3  
Telephone: 519-756-6301 • Toll Free: 1-888-548-8878  
Fax: 519-756-9181 • Email: [info@granderie.ca](mailto:info@granderie.ca)  
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## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **Organizational Board Meetings - 2018**  
DATE: November 26, 2018

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

THAT:

- (a) the Nominating Committee Meeting be held in the Board Room at the Education Centre on December 3, 2018 at 6:30 p.m.;
- (b) the 2018 Organizational Meeting be held in the Board Room at the Education Centre on December 3, 2018, following the Nomination Committee Meeting; and
- (c) the 2018 Inaugural meeting be held in the Board Room at the Education Centre on December 10, 2018 at 7:15 p.m.

### Background

In accordance with Bylaw 3, election of officers of the Board occurs annually in December. Section 208 of the Education Act stipulates that the first meeting of the new Board is to be held *"not later than seven days after December 3, 2018, unless a decision to hold the first meeting of the Board at some other time and date is made by a majority of the members of the Board"* (Section 208[3]).

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

The above recommended action complies with Bylaw 3.

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **Grand Erie Parent Involvement Committee (GEPIC) Membership**  
DATE: November 26, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) membership for the term November 2018 to November 2019 as information.

### **Background**

The Grand Erie Parent Involvement Committee (GEPIC) held their first meeting on October 25, 2018. At the meeting, Sara Nichol was acclaimed as the Chair of GEPIC for the 2018-19 year.

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

### **2018-19 Grand Erie District School Board Membership**

#### ***GEPIC Chair***

Sarah Nichol

#### ***School Council Chairs/Alternate Parent are all members***

#### ***School Council/Members Present at 2018-19 Inaugural Meeting***

Nancy Waldschmidt  
Tiffany Knight-Leegstra  
Jen Smith  
Sarah Nichol  
Maghan Ratch

#### ***Community Members***

Jean Montgomery  
Christina Rajsic, Brant County Health Unit

#### ***Additional Representatives***

Brenda Blancher (Director of Education)  
Brian Doyle (Trustee, County of Haldimand)  
Tom Waldschmidt (Trustee, Brant County and Norfolk County, Wards 3 & 7)  
Kimberly Newhouse (Manager of Communications and Community Relations)  
Barkev Poladian (Elementary Administrator)  
Yvan Brochu (Secondary Administrator)

**Communication Plan**

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

**Grand Erie Multi-Year Plan**

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

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Linda De Vos, Superintendent of Education  
RE: **Camp SAIL (Summer Adventures in Learning) 2018**  
DATE: November 26, 2018

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Camp SAIL (Summer Adventures in Learning) 2018 Board Report as information.

### Background

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

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

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

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

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

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

### **Additional Information**

This year was the second year that participating Grand Erie schools focused on Numeracy with an intentional alignment to our 2017 -18 Grand Erie Student Achievement Plan as well as the work of Renewed Math Strategy that extended from a Ministry focus on mathematics achievement. The Summer Learning Program was yet another opportunity for Grand Erie students to work towards improved achievement in mathematics. It allowed for students to be engaged in a smaller teacher-to-student ratio, with hands-on activities and targeted lessons designed to meet the needs of students. The program incorporated manipulatives, at-home support, and technology, with an emphasis on making math fun and accessible to every style of learner.

### **Invitation to Students**

In Grand Erie, Administrators and teachers identified students who would benefit from the program. Initial invitations were purposely extended to Kindergarten Year 2, grade 1 and grade 2 students with an intent to close gaps and address further summer learning loss and begin to give them a structured mathematics environment in preparation for the fall. Surrounding grades were then invited, and as a result, there were a range of students who were identified and participated: 36% SK, 25 % grade 1, 22% grade 2, 6% grade 3, 2% grade 4. In total we had 195 students attend camp this year, with an average of 13.9 students per camp.

### **Activities and Strategies to Increase Parent Engagement**

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

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

- appreciated that the games were quick and easy to play, while reinforcing skills;
- felt their children had fun, enjoyed the program, and have improved their attitude towards learning math;
- appreciated the resources (manipulatives and books) that were sent home as they were helpful and thought to be useful for the upcoming school year, and;
- expressed an appreciation for the staff members – their dedication, friendliness and for creating a fun camp experience for their students.

### **Social Media Communication**

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



New Requirements for 2018

All Summer Learning Camps had to run for a minimum of 6 hours each day. This was an increase of an hour and a half per day, which increased the cost to staff the Camps as teachers are paid an hourly wage.

**Next Steps**

This report will be submitted electronically to CODE on November 30, 2018.

**Grand Erie Multi-Year Plan**

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

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

Respectfully submitted,

Linda De Vos  
Superintendent of Education





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

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

RE: **2018-19 Grand Erie Student Achievement Plan: Success for Every Student**

DATE: November 26, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the 2018-19 Grand Erie Student Achievement Plan as information.

### Background

The Grand Erie Student Achievement Plan Leadership Committee met several times in the fall of 2018 to examine the data and to discuss next steps in the development and evolution of the 2018-19 plan. Senior Administration then took the plan to central teams for input. We continue to align the focus of the plan with our Multi-Year Plan goals and Mathematics Achievement Strategy goals.

### Additional Information

The single page plan references the Achievement section of the Multi-Year Plan and is truly reflective of our K-12 journey. The plan communicates the story of our focus to all stakeholders, making links between what we do and how we do it, to impact achievement. The amended plan demonstrates the cyclical nature of school improvement; and, aligns with the Board's focus on a system multi-disciplinary and, school based teams approach.

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

The Grand Erie Student Achievement Committee will continue to meet throughout the 2018-19 school year to monitor, measure and reflect on our progress, and to collaborate as needed with our educational partners from the Student Achievement Division.

### Next Steps

1. The plan will be communicated with the Ministry of Education Student Achievement Division on November 30, 2018.
2. During a Director's meeting, the plan will be shared with Administrators.
3. Trustees will be updated on the Grand Erie Student Achievement Plan during the mid-year update.

Respectfully submitted,

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



# Grand Erie's Achievement Plan: Success for Every Student 2018-19

*SUCCESS* for Every Student

## Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them

### Where Are We Now?

#### Needs Assessment Findings

When we review our data from various sources, we find our student needs in mathematics align with the provincial EQAO trends. Upon further in-depth analysis, which includes achievement data for students with special education needs, corroborating evidence supports the need for a continued focus on providing differentiated instruction in mathematics. The identified focus will remain on our most urgent student learning needs in Number Sense and Numeration. Specifically, the content and process will **continue** to focus **on the key understandings** of Quantity Relationships; **Operational Sense**; and, Algebraic Reasoning, so students can capably think, reason, represent, and **flexibly** apply their understanding when solving mathematical problems. This focus enables students to develop key mathematical skills to be successful **across mathematical strands/big ideas**; in cross curricular areas; and, in their mathematics courses.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the knowledge and skills to **assess individual student needs** and provide **responsive**, differentiated mathematics instruction. **This provides opportunities for all students to understand mathematical concepts and processes that lay the foundation for problem-solving.** Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health, **productive disposition** and well-being, while maintaining high expectations for mathematics achievement in the classroom. Professional Collaborative Learning Initiatives at the system and school level will continue to be offered to support educator learning needs, and the **further** implementation of evidence based instructional **strategies to support students with their individual learning gaps.**

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs exist around comprehension and **inferencing.** With a continued focus on differentiated assessment and instruction, individual student learning gaps will be identified and addressed. This focus enables students **to develop explicit and implicit meaning in their** reading and writing skills **that are** necessary to be successful in working towards the completion of the literacy credential required for graduation.

### How Did We Do?

#### K-12

Percentage of **Grade 3 & 6** students achieving level 3 or 4 in reading, writing and oral language on report cards.

Percentage of **Grade 3 & 6** students achieving level 3 or 4 in **Number Sense & Numeration** on report cards.

Percentage of students achieving level 3 or 4 in language and mathematics on the Primary and Junior EQAO Assessments.

**Percentage of Grade 2 students that increased reading levels who participated in Lexia and Empower.**

**Percentage of students in MID classrooms that increased reading levels who participated in Lexia and Empower**

Percentage of Grade 7 & 8 students achieving level 3 or 4 **in Number Sense and Numeration; and, Patterning and Algebra on report cards.**

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

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

Percentage of students achieving **6/8 and 8/8** credits by the end of Grade 9.

Percentage of students achieving **12/16 and 16/16** credits by the end of Grade 10.

**Narrative Data**

### Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.

**School Effectiveness Framework Components & Indicators: 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.**

**1.1 - Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.**

### How Will We Get There?

**Professional, and Collaborative Learning** – Superintendents and Central Teams will support/guide Principals and their **multi-disciplinary** teams through learning about and implementation of effective **differentiated** instruction; ongoing assessment and reflection on student responses to instruction and feedback.

**Principal and school multi-disciplinary learn teams** will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective **differentiated** classroom instruction and assessment to meet individual student learning through the use of the plan, act, observe, and reflect cycle.

**Individual student needs:** In maintaining and striving for high expectations in achievement **and well-being** for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

### How Will We Know?

The focus is on **improved mathematics achievement.** All of the following practices are expected to be evident for school based literacy work **achievement.**

Educators implement effective **differentiated** instructional and assessment practices in response to individual student needs, supported by the leadership of the Principal.

**Multi-disciplinary school based teams will implement responsive, evidence based practice and research that focusses on transforming teaching, learning and well-being.**

Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

### How Are We Doing?

#### System

- Family of Schools Superintendent **and System Multi-Disciplinary Teams** Learning Observations; Conversations.

#### Schools

- Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.
- School self-assessment, feedback, and reflections inform practice.
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).
- Principal and teacher dialogue and feedforward regarding **taking initiative for implementation of** their own professional learning goals and growth.

#### Classroom

- Triangulated student evidence in a variety of forms (**observation, conversation, and, products**).
- Student voice regarding **a change in** confidence **level** and **competency** as a result of engagement **that addresses** their most urgent learning need.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Liana Thompson, Superintendent of Education  
RE: **Appointment to the Special Education Advisory Committee for the Grand Erie District School Board for the Term 2018-2022**  
DATE: November 26, 2018

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the appointments to the Special Education Advisory Committee, as recommended by the Special Education Advisory Committee, for the term December 2018 to November 2022.

### Background

The Special Education Advisory Committee (SEAC) of the Grand Erie District School Board is a statutory committee of the Board. The term of appointment to this committee is four years, reflecting the same length of term as elected trustees to the school board.

### Additional Information

#### Committee Composition

As per Ontario Regulation 464/97 of the Education Act, the Special Education Advisory Committee (SEAC) shall be comprised of:

- One representative from no more than twelve local associations
- One alternate for each representative of local associations/agencies, where possible
- Two trustees appointed by the Board and two alternates
- Up to two members to represent the interests of Indigenous students
- One alternate for each representative for Indigenous students, where possible
- Additional members may be appointed by the Board who are neither a representative of a local association nor members of the Board nor another committee of the Board (these members will be considered community members)
- Total number should not exceed 20

In seeking representatives for the Grand Erie District School Board Special Education Advisory Committee, advertisements were posted to the Board's website, shared with the Grand Erie Parent Involvement Committee (GEPIC) and placed in local newspapers to invite applicants or nominations from local associations, agencies, organizations and individuals.

Six names will be shared with SEAC at the December 13, 2018 meeting as the November SEAC meeting was cancelled due to inclement weather.

The following roster of SEAC candidates is recommended to the Board for approval.

**Current Members Wishing to Renew Membership:**

	NAME	AFFILIATION	CONFIRMED
1	LeaAnn Boswell	Contact Brant	Oct 15/18
2	Christine Clattenburg	Woodview Mental Health and Autism Services	Oct.15/18
3	Lorraine DeJong	Lansdowne Children's Centre	Oct 19/18
4	Dr. Louise Scott	Fetal Alcohol Spectrum Disorder ONE	Oct 11/18
5	Ronelda Smith	H-N REACH	Oct 18/18
6	Beth Caers	Community Representative	Oct 24/18
7	Michelle Carpenter	Community Representative	Oct 18/18
8	Michelle Falkiner	Community Representative	Oct 11/18
9	Kyle Smith	Community Representative	Oct 11/18
10	Rochelle Winter	Community Representative	Oct 11/18

**Current Members Representing the Interests of Indigenous Students:**

	NAME	AFFILIATION	Information Source
1			

**Current Trustee Members (to be revised through Striking Committee process December 2018):**

	NAME	AFFILIATION	Information Source
1	Rita Collver	Trustee	
2	Carol Ann Sloat	Trustee	
	Tom Waldschmidt	Alternate	
	Diane Sowers	Alternate	

**New Member Applications:**

	NAME	AFFILIATION	Information Source
1	Kathy Jones	Community Representative	VHSS Facebook
2	Wendy Rose	Community Representative	
3	Gianna Piazza	Community Representative	Glanbrook Gazette
4	Tara Wilson	Community Representative	
5	Gary Drake	Community Representative	Port Rowan Website.
6	Carol Brady	Community Representative	
7	Audrey Powless-Bomberry	Chair of the Six Nations Elected Council Education Committee	Grand Erie Indigenous Education Advisory Council

**Communication Plan:**

1. Once approved, the candidates will be notified they are now SEAC members for the term 2018-22 and will be provided with the list of upcoming meeting dates and access to past year's minutes for reference.
2. The list of SEAC members will be posted on the Board website.
3. An orientation package will be available online and the link shared with new SEAC members.

**Grand Erie Multi-Year Plan**

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities that encourage and support family and community involvement in our schools.

Respectfully submitted,

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: **Summary of Accounts – October 2018**  
DATE: November 26, 2018

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of October 2018 in the amount of \$10,628,326.45 as information.

### Rationale/Background:

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## MINUTES

**Present:** Chair K. Smith, P. Bagchee, L. Boudreault, L. Boswell, C. Clattenburg, R. Collver, L. DeJong, M. Falkiner, K. Mertins, L. Sheppard, C.A. Sloat, R. Smith, L. Thompson, J. White, R. Winter, M. Keene.

**Regrets:** B. Caers, M. Carpenter, L. Nydam, L. Scott, D. Werden, M. Macdonald.

**Recorder:** P. Curran.

**A-1 Opening** K. Smith/ C.A. Sloat

(a) Welcome / Land Acknowledgement Statement K. Smith

Chair Smith welcomed everyone to a new school year and requested members introduce themselves for the benefit of those new to the committee.

Trustee Sloat read the Land Acknowledgement Statement. C. A. Sloat

(b) Agenda Additions / Deletions / Approvals K. Smith

L. Thompson requested the addition of H-1 (a) Section 23 Programs and H-1 (b) Funding Changes for Special Education

Moved by: C. A. Sloat

Seconded by: R. Smith

THAT the agenda be approved as amended.

**Carried**

**B-1 Information Items** K. Smith

(a) Timed Items

i. SEAC Annual Goals L. Thompson

- The list included in the agenda package is a draft plan for items to accomplish in the year, e.g., recruitment of SEAC members, service dogs in schools, the 2018-19 Special Education Plan.
- This is a dynamic plan that can be amended as we move through the year.
- Calendar items need to be fluid and shift around depending if material is ready; e.g., CCAT data is not available until October this year due to prioritizing of other work.



## H-1-b Special Education Advisory Committee SEAC 18-01

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

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

#### (a) Ratification of Minutes June 14, 2018 SEAC Meeting

- C. A. Sloat requested clarification on the wait list restrictions noted in B-I i. Timed Items OnSIS Data – Students with Special Education Needs.
- The phrase was out of context and the paragraph will be amended.
- Further discussion indicated changes in data result partly from more responsive programming for students.

Moved by: L. Boswell

Seconded by: R. Winter

THAT the minutes of SEAC 17-10, held on June 14, 2018 be approved as amended.

**Carried**

### D-1 New Business K. Smith

#### (a) 2018-19 Special Education Plan Public Consultation Process L. Thompson

- The Board report indicated fewer responses this past year, so will continue to run a live link during targeted times, promote it on social media and send reminders to school administrators.
- Suggestions for refinement include revising the questions and updating pictures.

#### (b) Special Education Staffing Changes 2018-19 J. White / K. Mertins / P. Bagchee

- J. White introduced L. Sheppard, the new Applied Behaviour Analysis (ABA) Coordinator and explained the different roles she and L. Boudreault would perform.
- P. Bagchee informed members of the additional 1.5 Child/Youth Worker, and 1 additional Social Worker, whose partial role will include dedication to mental health support for secondary students.
- K. Mertins explained Board Certified Behaviour Analyst (BCBA) training and accreditation earned by two staff who have been hired into that role and talked about the benefit to students in helping them develop skills in addition to learning self regulation.
- Staff is excited about the new direction and are planning to create a complex needs team to compliment the revised approach.
- In response to member concerns about consultants, staff assured them data process and evaluation is built into every piece of the strategy to ensure this direction will benefit students in a meaningful way.

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## H-1-b Special Education Advisory Committee SEAC 18-01

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

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(c) Fall Professional Development Plans–Spec Ed 2018-19 L. Boudreault / L. Sheppard

- September training is provided for new Learning Resource Teachers with update training for experienced LRTs. This year, due to a large turnover of self-contained teachers, fall training has been offered to teachers for each type of self-contained classroom.
- Teachers of students with hearing impairment will receive a full day of training. NTIP (New Teacher Induction Program) teachers also received special education information through their carousel orientation day.
- LRTs who are new instructors of the Empower program received two of their four full day sessions and experienced Empower LRTs received a half-day refresher.
- Principal Leader White meets regularly to plan training with teachers of enrichment and gifted students.
- LRT will move forward in providing packaged Professional Development consistent across board.
- Special Education Department is providing monthly packaged professional development power points to LRT's and Principals to deliver the content to their school staff, as needed.
- Evaluation of professional development is evident in the classroom and will be demonstrated in student IEPs.
- Not all school administrators or teachers have a special education background, so documentation is vital, but limited in having enough staff to deliver the training.
- Breakfast meetings are being held to help school administrators learn what to look for and the questions they now pose, indicate their understanding is increasing and that this delivery is very effective.

(d) Mental Health Strategy

P. Bagchee

- The Grand Erie DSB Suicide Risk Protocol is complete. Binders will be brought to the next meeting.
- The Protocol outlines safe, effective, and evidence-based interventions, and is designed to support Board staff working with students who express suicidal thoughts or demonstrate suicidal behaviours.
- Social Workers will lead in-services and workshops on the Protocol for school board staff
- There will be about four Mental Health Mondays presentations within this school year. Presentations happen in each of the three geographic regions.
- Topics will include the Mind Up curriculum, the Suicide Risk Protocol, attention problems and trauma informed classrooms.

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## H-1-b Special Education Advisory Committee SEAC 18-01

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

- 
- |     |   |           |
|-----|---|-----------|
| E-1 | <b>Other Business</b>   | K. Smith  |
|     | (a) Grand Erie Parent Involvement Committee Representative from SEAC  | K. Smith  |
|     | <ul style="list-style-type: none"><li>• R. Winter submitted her name as the GEPIC Representative.</li><li>• The Director's office will be notified and provided contact information.</li></ul>  |           |
|     | (b) SEAC Member Recruitment in an Election Year   | P. Curran |
|     | <ul style="list-style-type: none"><li>• The term of members of the committee shall be the same as the term of the Board of Trustees.</li><li>• In September of an election year, the Superintendent of Education with responsibility for Special Education shall commence a recruitment process, if necessary.</li><li>• Current members in good standing will be asked to confirm their commitment to SEAC.</li><li>• If a full complement has not been achieved from current members, any previous applicants will be contacted to determine if they are still interested / available.</li><li>• Remaining openings on the committee will be addressed by the Communications department who will place invitations to apply on the Board's website and in selected media</li><li>• School administrators will be requested to place notice in newsletters and to school councils.</li><li>• All current SEAC members will be involved in this process and the Committee will submit a proposed roster for approval at the November Board meeting.</li><li>• Members noted the invitation is not currently on the board's website. P. Curran will ensure it is reinstated.</li><li>• K. Smith also noted the print ads are effective and hopes to hear from some recruits once the social media is active again.</li><li>• Members requested the Recording Secretary clarify the status of a letter of invitation for the purpose of recruiting other appropriate local associations which is found in the Minutes of May 17, 2018:<br/><i>C-1 (c) i: Agency Invitation</i><ul style="list-style-type: none"><li>• <i>Members would like the criteria included and a reminder this is an election year</i></li><li>• <i>Agency members interested in membership are to submit a letter of interest to the Chair's SEAC address.</i></li><li>• <i>A revised version will be distributed to members who may share with other agencies where appropriate.</i></li></ul></li></ul> |           |
| F-1 | <b>Standing Items</b>   | K. Smith  |
|     | (a) Special Education News  |           |
|     | i. Spotlight on Special Education (not this meeting)  | J. White  |

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## H-1-b Special Education Advisory Committee SEAC 18-01

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

- 
- |     |  |             |
|-----|--|-------------|
| (b) | Policy / Procedures: SO124 Service Dogs in Schools   | L. Thompson |
|     | <ul style="list-style-type: none"><li>• Insurance concerns led to a review of this procedure and a complete revision to include Animals in Schools and Worksites (Including Therapy, Emotional Support, and Service Animals)</li><li>• As a result, it is being reviewed out of the regular cycle and is available for comment until December 7<sup>th</sup><br/><a href="http://www.granderie.ca/board/about/bylaws-policies-procedures-protocols">http://www.granderie.ca/board/about/bylaws-policies-procedures-protocols</a></li></ul>   |             |
| (c) | Updates – Special Needs Strategy   | K. Mertins  |
|     | <ul style="list-style-type: none"><li>• Changing deadlines and frequent pauses have caused all transition work to stop with tentative resume dates for transfer from Local Health Integration Networks (LIHNs) to Children's Treatment Centres (e.g., Lansdowne Children's Centre and Thames Valley Children's Center) between November 2018 and January 2019.</li><li>• More information will be shared as it becomes available.</li></ul>  |             |
| G-1 | <b>Correspondence</b><br>(a) None  | K. Smith    |
| H-1 | <b>Information Items</b><br>(a) Community Updates  | K. Smith    |
|     | i. LDAO Conference 2018  | K. Mertins  |
|     | <ul style="list-style-type: none"><li>• The conference is the result of a successful partnership between the Learning Disabilities Association of Ontario and the Ontario Ministry of Education creating an advocacy stance for children with learning disabilities.</li><li>• Staff felt this conference was well done and left feeling very good about the work we are doing in Grand Erie.</li></ul>  |             |
|     | ii. Section 23 Programs  | L. Thompson |
|     | <ul style="list-style-type: none"><li>• Section 23 programs are CTCC (Care and/or Treatment, Custody and Correctional) programs designed to help youth at risk obtain their education.</li><li>• Grand Erie's partnership with the Sprucedale Correctional facility was terminated June 30th and Grand Erie is no longer involved with the educational program there.</li><li>• Recently, the Board also received written notice that St. Leonard's wants to terminate the two youth programs involving a maximum of eight students in each, at their Elgin Street location at the end of semester one.</li><li>• The programs are being closed as St. Leonard's did not acquire sufficient funding to continue despite efforts to explore viable options.</li></ul> |             |

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## H-1-b Special Education Advisory Committee SEAC 18-01

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

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- Grand Erie has contractual obligations to the two teachers hired for the St. Leonard's program and is actively working with the Ministry to determine if the funding for Semester II can be transferred to support a Section 23 program with another partner.

### iii. Additional Funding for Special Education

L. Thompson

- Superintendent Thompson will bring information to the October meeting outlining details on the additional staffing funding.

### iv. Human Rights Commission Document

- Will be discussed at a future meeting

### v. Wellbeing

- The Wellbeing portion of our Operating Plan has begun rolling out to our administrators and will be presented to SEAC along with some learning.

I-1

### **Adjournment**

K. Smith

Moved by: R. Smith

Seconded by: L. DeJong

THAT the SEAC 18-01 meeting of September 20, 2018 be adjourned at 7:29 p.m.

**Carried**

J-1

### **Next Meeting**

K. Smith

Thursday, October 18, 2018 | Grand Erie DSB – Board Room | 6:00 p.m.

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## Joint Occupational Health and Safety Committee

October 18, 2018

Facility Services- Meeting Room

### Minutes

#### 1.0 Roll Call

##### Employer Representatives:

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

##### Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) ( <i>Co-Chair</i> )
Jennifer Orr	Elementary Teachers (Certified Member)
Ian Smith	CUPE Facility Services
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Corey Maxted	Elementary Occasional Teachers (Alternate)
Andrea Murik	Secondary Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)
Tom Krukowski	Facility Services
Elizabeth Armstrong	CUPE Clerical/Technical

##### Recording Secretary:

Jennifer Chopra	Human Resources Assistant
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##### Regrets:

Cheryl Innes	Elementary School Administration (Certified Member)
Hilary Sutton	Health and Safety Officer
Laura Mels	Non-Union (Certified Member)

#### 2.0 Minutes of Last Meeting

The draft minutes for September 20, 2018 were reviewed. One correction was made to 7.1 to reflect Summer Break instead of March Break.

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## Joint Occupational Health and Safety Committee

October 18, 2018

Facility Services- Meeting Room

### 3.0 Approval of Last Meeting Minutes (September 20, 2018)

The minutes were approved.

### 4.0 Agenda Additions

6.4 Sharing of all Inspection Reports

6.5 Unstaffed Offices

6.6 Health & Safety Concern Forms

6.7 Preventative Maintenance

### 5.0 Unfinished Business – Discussion

None

#### New Indoor Air Quality Reports

5.1 Indoor Air Quality Report- Ecole Confederation LRT Office- eBase  
124 October 9, 2018

Due to staff concerns regarding air quality, air testing occurred in the LRT Office at Ecole Confederation. Test results were within acceptable levels. No additional testing required. This item can be removed from the next agenda.

### 6.0 New Business

#### 6.1 Lockdown – Notifications of School Support Centre Staff

A concern was brought forward regarding notifications not being communicated to staff in Support Centres. It was noted by a committee member that this issue was identified previously at another meeting and was caused as the PA system being disabled in the support centre so they would not hear any school announcements. The Division Manager of Operations and Health & Safety will follow-up to ensure that either the PA system is fully functional in the Support Centres or that alternate notification measures are put in place to alert them of any lockdown. There was also a suggestion made that the outside door of the Haldimand Support Centre could be locked and a buzzer entry like elementary schools be installed as that would increase safety in the support centre. A committee member at this time also brought forward a question regarding staff that have the Haldimand Support Centre as their home base not having swipe access to the Support Centre entry. The Division Manager of Operations and Health & Safety will follow up with this matter. This item will remain on the next agenda.



## Joint Occupational Health and Safety Committee

October 18, 2018

Facility Services- Meeting Room

### 6.2 Ministry of Labour- Field Visit- Ecole Confederation- October 2018

The Ministry of Labour conducted two field visits to Ecole Confederation as a follow up to a Critical Injury that occurred on September 26, 2018. One order was issued to reassess the risk of workplace violence. This item will remain on the next agenda.

### 6.3 Emergency Protocols including Satellite Campuses

A committee member expressed concern regarding the lack of awareness of fire safety steps/plans and lockdown procedures at satellite campuses. The Division Manager of Operations and Health & Safety stated that schools should have plans in place for what staff do at offsite locations for emergencies like fire or lockdown. This will be forwarded to senior administration for some direction to schools. This item will remain on the next agenda.

### 6.4 Sharing of all inspection reports

A committee member brought forward concern regarding Electrical Safety Association and Fire Department reports not being shared with this committee or school site representatives. The Division Manager of Operations and Health & Safety confirmed that there is no requirement to share these inspections with the site reps and staff at the school, but rather it is given to the Principal to manage amongst the relevant parties accordingly. The committee was reminded that Code violations are separate from Occupational Health and Safety Monthly Inspections. This item can be removed from the next agenda.

### 6.5 Unstaffed offices

A committee member brought forward concerns regarding unstaffed offices during lunch hour, as it creates a hazard as no one is available to respond to calls to the office by phone or on the PA system. The Division Manager of Operations and Health & Safety indicated this matter had already been addressed when, it was reported by the committee member a few weeks ago, and reassured that offices cannot be left unattended and there are rotations in place to maintain staffed offices during lunch hour. This item can be removed from the next agenda.

### 6.6 Health & Safety Concern forms

A committee member expressed concern regarding staff being unfamiliar with Health & Safety Concern Forms as well as where to locate them. The Division Manager of Operations and Health & Safety will locate the memo



## Joint Occupational Health and Safety Committee

October 18, 2018

Facility Services- Meeting Room

previously sent out and re-send to staff and request that it is posted to staff boards. This item can be removed from the next agenda.

### 6.7 Preventative maintenance

A question was brought forward if there is any preventative maintenance being done on Heating Ventilation Air Conditioning systems with the cold weather approaching. The Division Manager of Maintenance and Energy reported that the systems are set to startup October for heating, pending contractor availability.

### 7.0 Information Items

#### 7.1 Bulk Sample Analysis Report- Pauline Johnson CVS- eBase #1001, 1014 &1071

Samples of plaster were collected from eBase #1001, 1014 & 1071 for the determination of asbestos content. The content was found to not contain asbestos. This item can be removed from the next agenda.

#### 7.2 Mould Air Sampling Report- Burford District Elementary Library- eBase #1047- October 12, 2018

Mould air sampling and a visual assessment were completed in the Library at Burford District Elementary School in response to concerns over a musty smell within the space. It was determined that no mould growth or water damaged finishes were present in the Library. This item can be removed from the next agenda.

### 8.0 Review of Reports

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

All reports were reviewed and distributed.

#### 8.2 Status of Workplace Inspections including Non-Academic Sites- September 2018

Reports were made available to the committee for review. Greenbrier did not complete their required second inspection.

#### 8.3 Health and Safety/Facility Services Committee– Next January 8, 2019





## Joint Occupational Health and Safety Committee

October 18, 2018

Facility Services- Meeting Room

### 8.4 Critical Injuries

There have been 1 staff Critical Injuries and 4 student Critical Injuries for the 2018-19 school year to date.

### 8.5 Focus Group Meeting Minutes

Meeting is being held this afternoon, will have the minutes available for the next package.

### 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

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



## Joint Occupational Health and Safety Committee

October 18, 2018

Facility Services- Meeting Room

The Division Manager of Operations and Health & Safety will look into when the Annual Recertification is for the Joint Occupational Health and Safety Committee.

### 10.0 Recommendations to Executive Council

None

### 11.0 Adjournment / Next Meeting(s)

The meeting was adjourned at 11:40am. The next Joint Occupational Health and Safety Committee meeting will be held on November 15, 2018 in the Facility Services- Meeting Room.



# Joint Occupational Health and Safety Committee

October 18, 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. Committee will provide feedback in November.	Review in November 2018
April 2017	Terms of Reference Review	2018- September	The Terms of Reference Review document has been approved by the Ministry. (Current agreement expires September 2022)	Review September 2121
April 2018	Ministry of Labour Education Initiative	2018- May	A summary document regarding “Workplace Violence in School Boards: A Guide to the Law” has been provided to school administrators, a copy will be sent to all committee members. This item will be removed from the next agenda	

## Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2019- May	

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

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

44	Prince Charles	X									
45	Princess Elizabeth	X									
46	Rainham	X	XX								
47	River Heights	X	X								
48	Russell Reid	X	X								
49	Ryerson Heights	X	X								
50	Seneca Central	X									
51	St. George-German	X	X								
52	Teeterville P.S.	X									
53	Thompson Creek	X									
54	Walpole North	X	X								
55	Walsh	X									
56	Walter Gretzky Elementary School	X									
57	Waterford Public	X	X								
58	West Lynn	X	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	XX								
64	G.E.L.A. Brantford (Rawdon)	X									
65	G.E.L.A. - CareerLink Eaton Market Square	XX									
66	G.E.L.A. - Simcoe	XX									
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	XX								
69	North Park C. & V.S.	X	XX								
70	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X*	XX								
71	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX									
72	Simcoe Composite School (Incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX								
74	Tollgate Tech. Skills Centre	X									
75	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X	X								
76	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X									
	<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	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\*



**Present:** Brantford Collegiate Institute & Vocational School, Cayuga Secondary School, Delhi District Secondary School, Dunnville Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, North Park Collegiate & Vocational School, Paris District High School, Pauline Johnson Collegiate & Vocational School, Simcoe Composite School, Tollgate Technological Skills Centre, Valley Heights Secondary School and Waterford District High School

**Regrets:** NIL

**Student Trustees:** Jayden Hsiao (Representing North)  
Alexandra Hauser (Representing South)  
Allan St. Pierre (Representing Indigenous)

**Director of Education:** Brenda Blancher  
**Chair of the Board** G. Anderson  
**Trustees:** C.A. Sloat, R. Collver

**Teacher Consultant**

**Student Success:** Jenna Tsuchida

**Recorder:** Lisa Howells

**1. Welcome –**

Student Trustees, J. Hsiao, A. Hauser and A. St. Pierre welcomed student leaders, teacher advisors, Greg Anderson (Chair of the Board), Carol Ann Sloat and Rita Collver (Board of Trustees), Brenda Blancher (Director of Education) and Wayne Baker (Superintendent of Education) to the meeting.

Chair G. Anderson welcomed the students and the teacher advisors for attending this events.

Director Blancher welcomed the students, thanked the staff advisors for supporting the students to participate in this event. Director Blancher shared the Multi-Year Plan and commented on the six indicators that will be covered during today's agenda.

**2. Ice Breaker**

J. Hsiao led the students in an ice breaker event.

**3. Cannabis Legislation**

W. Baker, Superintendent of Education responsible for Safe and Inclusive Schools spoke to the students regarding the Cannabis Legislation and reviewed the board's Administrative Memo - The Legalization of Recreational Marijuana – The Impact on School Administration.





It was requested if the schools could possibly have copy of the Administrative memo and any resources to address any questions that are asked. B. Blancher responded that the Administrative Memo is an internal document and that we would ensure it is shared with Teacher Advisors.

One student asked what are the techniques on how to determine if a student is under the influence. W. Baker responded although the police are developing tools to determine impairment, school administrators will never have them to use. However, school administrators are familiar with signs of being under the influence, and would contact parents to make them aware.

**4. Indigenous Student Voice**

J. Martin, Indigenous Support and Engagement Itinerant Teacher reviewed a presentation on Indigenous Student Voice which covered the purpose of the Indigenous Student Leadership Initiative (2017) which was developed in response to Grand Erie's Policy P2 – Honouring Indigenous History, Cultures and Traditions and the Truth & Reconciliation Commission Calls to Action. J. Martin spoke about reconciliation and played a short video - words from Justice Murray Sinclair.

J. Martin did a short activity with the students. Students were provided a list that contained a selection from "150 Acts of Reconciliation" and J. Martin asked them to take few minutes to highlight 3 items that they may be prepared to do as an act of meaningful reconciliation. J. Martin then asked the students to look at their 3 items and circle the one that they could start today. J. Martin encouraged the students to make a true commitment to do those things and consider what they could do as a group in their school, home and community.

**5. Student Voice re: Student Activism**

T. Haist, a Child & Youth Worker, with safe school and J. Doroshenko, who is working on a partnership for the "No More" project with Grand Erie District School Board and the Safe and Inclusive Schools team.

J. Doroshenko and T. Haist went through a presentation that covered the following topics with some discussions:

- How do we create change? – running events, petitions, positive example or role model, asking question
- Activism – fighting in what you believe, acting on something you would like to see change
- Advocacy – personally go and act on what you believe in, making sure people are informed on what you doing
- Advocating for self – think about your end goal, what are you trying to achieve, know who you are and how your identity can contribute to reaching your goal, examine your social location in what ways do you hold privilege – how does this impact your ability to advocate for yourself



- What is Power? When size, position, authority, financial, social status or other conditions leads to an individual having an advantage over another person(s), can be used for “good” or “evil”, is admired in our society, personal power is the sense of self that allows us to be confident and take a stand for ourselves and other
- Examining relationships to power – what is your relationship to power as an individual? What is your relationship to power when in a group? Is it possible that you may have peers who have a different relationship in power?
- Advocating for others – if you have come here to help me you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together – Lilla Watson
- Effective ways to evoke social change – missionary work, petitions, events, highlighting what is it wrong, social justice campaign, peaceful protest

## 6. **Round Table Discussion**

The Student Trustees led a round table discussion. They invited student senators to an open forum to share what works and doesn't work in your student council around various topics:

### **Mental Health – what programs**

- DSS - Students overcoming suicide
- WDHS - Pride of the Pack – open place that some a join – mental health week (yoga)
- Paris – Brain Break – bring local dogs, tie dye stations and board games
- BCI - Dignity and Acceptance for All, Safe places
- NPC – Speak up grant – mental day – community support
- PJC – mental health week and healthy schools

### **What would you like to see or challenges you have**

- SCS – hard to find people to speak with students who are not expensive or appropriate for the whole student body
- CSS – Had Jack Talks come speak to their school
- BCI - Safe Talk
- CSS - stigma of mental health a lot work to ensure safety for those students

### **Inclusivity – what are doing to more in the context of your student council**

- SCS – invite anyone to attend meetings and have associate members
- DSS – there are numerous clubs and have teachers that embrace the student request, intramurals that allows involvement for all students
- NPC – recognize a variety of talents that are unique – do have academic and athletic awards, also theater productions, band – entrance of welcome wall (the word “welcome” in different language)
- HSS – 12 days before Christmas – involves all clubs for the whole school
- WDHS – charity events that includes student and community involvement, Best Buddies
- CSS – buyout events, charity team events
- BCI – Dignity and Acceptance club hosted the Rainbow Ball



**Goal Setting – planning on what to do for the rest of the year and not lose focus**

- PDHS – student council is broken down to different councils that run specific activities – goal is fix student council
- SCS – start platform to improve communication and participation – evolving activities
- WDHS – try to sell to all our events to increase inclusiveness
- NPC – juke box in the cafeteria on Friday and donate the funds to charities, spirit point system (homeroom competition each semester) win pizza party for the winning homeroom.
- DSS – focus on the grade 10's – there is not a lot of activities for school involvement
- CSS – haunted hallways
- BCI – improve social media and promotions of events – streamline fundraisers from various clubs to incorporate to a larger scale
- HSS – improve communication

**New Goals**

- BCI – working closely with activism clubs
- CSS – student council working as a cohesive group
- NPC – mental health talk - discussion about therapy dogs

**7. Upcoming Dates:**

**Virtual Meeting:** Tuesday, December 4, 2018. Details to follow

**Spring Meeting (election):** Thursday, April 25, 2019

The Student Trustees thanked everyone who attended.

The meeting was adjourned at 1:19 p.m.



## MINUTES

**Present:** Chair Sarah Nichol, Maghan Ratch, Jen Smith, Jean Montgomery, Kimberly Newhouse, Tom Waldschmidt, Nancy Waldschmidt, Tiffany Knight-Leegstra, Yvan Brochu, Brenda Blancher

**Regrets:** Rochelle Winter, Marcel Coudenys, Brian Doyle, Barkev Poladian

**Recorder:** Valerie Slawich

**A - 1 Opening**

**B. Blancher**

(a) Welcome

- Brenda welcomed everyone and introductions were made.

**B - 1 GEPIC Slate of Members**

**B. Blancher**

(a) Election of Chair

- Sarah Nichol expressed interest in remaining as Chair for a second year.
- In the absence of other nominations, Sarah Nichol was acclaimed as Chair of GEPIC for 2018-19.

**C - 1 Minutes**

**S. Nichol**

(a) Approval of Minutes

- Tiffany Knight-Leegstra moved, and Nancy Waldschmidt seconded approval of the minutes.

(b) Business Arising from the Minutes

- None.

**D - 1 Financial Report**

**B. Blancher**

(a) GEPIC Budget

- The GEPIC budget this year is \$9,278, which includes the \$5000 base grant and \$0.17/student. Each school also receives \$500 for parent engagement.

(b) Parents Reaching Out (PRO) Grants for 2018-19

- The Ministry has put a pause on this initiative as the current government reviews all accounts. We will share any new information as we receive it.

**E - 1 Updates from the Board Table**

**B. Doyle/ T. Waldschmidt**

(a) As an outgoing trustee, this will be Tom's last meeting attending as trustee, but wanted to thank everyone for their support and kindness over the last several years.

**F - 1 Director's Update**

**B. Blancher**

(a) Our fall secondary school commencement ceremonies continue, kicked off with the first ones taking place on September 28th, and finishing up on November 3rd. These are always exciting and rewarding events – Trustees and members of Senior Administration participate in these ceremonies. Awards assemblies have also taken place – honouring achievement. A number of fall sports – slow pitch, soccer, cross country, football took

**Grand Erie Parent Involvement Committee**

October 25, 2018, 6:30 pm

Dogwood Room, Waterford District High School, Waterford

- place in September and October. Grand Erie recognized Orange Shirt Day on September 28<sup>th</sup>.
- (b) **Mapleview Elementary School** – consolidating Fairview Avenue Public and Grandview Central Public – construction is finishing up – it was not ready for occupancy to start the school year but will be ready to welcome staff and students on November 12<sup>th</sup>. Members of senior administration and trustees will be present at the beginning of the day on November 12<sup>th</sup> to greet students as they enter their new school for the first time. We will also have a tour of the new school.
- (c) **Hagersville Child Care Centre** - Indigenous-led child care centre is currently in the implementation phase at Hagersville Secondary using surplus space in the building – on October 15<sup>th</sup> the Board approved the contractor and things will start to happen soon with the hope of the centre being operational in the late spring or early summer.
- (d) **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.
- (e) **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 through our LED retrofit program, 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 as well before Energy+ bought Brant County Power.
- (f) **Student Senate – October 23<sup>rd</sup>** - Our Secondary School Student Council leadership comes together to learn and to network. This year with the addition of the Indigenous Student Trustee we have added students who are leaders in their Indigenous Student Clubs.
- (g) **Announcements from the Ministry - Provincial Consultations on Education Reform – email from Nancy Naylor, Deputy Minister on September 28<sup>th</sup>:**  
Message announced that the government had launched the consultations on September 28<sup>th</sup> and outlined the three ways for people to participate:
- Online submission form already in place at [fortheparents@ontario.ca](mailto:fortheparents@ontario.ca)
  - Online survey available soon with questions that relate to the key themes.
  - 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.

**Provincial Education Reform Telephone Town Halls Schedule** – sent out by OPSBA on October 18<sup>th</sup>:

This component of the Ministry's education reform consultation was launched in the Northwestern region of the province on October 19<sup>th</sup>. This is a 90-minute telephone town hall and OPSBA has create a chart that lists the dates and locations for the town halls that started on October 19<sup>th</sup> and run until November 29<sup>th</sup>.

**Participation details:**

Participants are to provide their telephone number and email address to register for each session. This must be done by 4 p.m. the day before the town hall. Participants will receive an email reminder about the telephone town hall the day before the call, or if the



## H-1-e Grand Erie Parent Involvement Committee

October 25, 2018, 6:30 pm  
Dogwood Room, Waterford District High School, Waterford

consultation session is cancelled. Participants that don't register, can *try* calling directly into the toll-free number: 1-800-385-0829.

(h) **Dates – Southwestern Ontario**

- October 23: 6:30 p.m. – 8:00 p.m.
- November 1: 6:30 p.m. – 8:00 p.m. (French)
- November 10: 2:00 p.m. – 3:30 p.m.

(i) **Municipal Elections Results** - We will have new Trustees on the Board – term beginning December 1st – Susan Gibson, Brantford, Christina Speers, Brant County and Norfolk Wards 3 and 7, Don Werden and Eva Dixon – both Norfolk County. We say good-bye to Alex Felsky, Brantford, Tom Waldschmidt, Brant County and Norfolk Wards 3 and 7, John Harris and Diane Sowers – both Norfolk County.

### G - 1 **GEPIC Chair's Update**

S. Nichol

(a) **GEPIC Grant Application and deadline**

- Deadline December 7, 2018 with awards announced after our January meeting.
- Applications are available online [GEPIC GRANTS 2018](#)
- A \$7500 budget for GEPIC Grants was moved by Sarah Nichol; approved by Tom Waldschmidt, with a maximum grant of \$500 per school.
- Subcommittee has been chosen, consisting of Nancy, Tom, Sarah, and Jenn. The decision of the subcommittee regarding successful GEPIC grant recipients will be sent out via email to members for approval since our next meeting isn't until January. We will also include partially completed cheque requisitions with instructions to help schools with reimbursements.

(b) **GEPIC Grants 2017-18 Summary**

- The summary provided information on schools that used their funds and those that were unable to use the funds for various reasons.
- Going forward, each member of the awarding subcommittee will make contact with the school council chairs to follow the progression of their event and provide support. If there are schools that cannot spend their grant, the money can be awarded to another school.

### H - 1 **Planning, Discussion and Sharing**

K. Newhouse

(a) **Reflection: Orientation Session October 18, 2018**

- We had a great turnout of 52 participants, with the majority of parents enjoying the evening. Exit survey feedback received centred around what guests enjoyed and what they'd like to change for next year's event.
- Kimberly will share the brainstorming summary in an email within the next couple of weeks.
- Proposed date for School Council Orientation next year is Thursday, October 17, 2019 at Waterford District High School.
- Spring Event April 16, 2019, 6:00 – 8:30 pm Paul Davis  
<http://socialnetworkingsafety.net/> Smart Parenting and Social Media
- Venue - North Park Collegiate and Vocational School; light dinner 6:00 – 6:30 in the cafeteria with Paul Davis starting at 6:30

(b) **Ideas for events in 2019-20**



## Grand Erie Parent Involvement Committee

H-1-e

October 25, 2018, 6:30 pm  
Dogwood Room, Waterford District High School, Waterford

- 
- Will discuss at our next meeting.

### I - 1 Other Business

#### (a) Suggestion from Community Member

- As Jean Montgomery had to leave early, she asked Sarah to share a note regarding the proposed amalgamation of athletics across Grand Erie. Jean suggested that this may impact student jobs and other evening commitments should the amalgamation mean longer distances for students to travel for sporting events. Jean suggested that parent and student consultations take place to consider unintended consequences of amalgamation. B. Blancher said she would share these suggestions with the committee reviewing the proposed amalgamation.

### J - 1 Dates 2018-19

#### (a) January 10, 2019; March 7, 2019; May 2, 2019





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## MINUTES

**Present:** Denise Martins, Jeannie Martin, Karen Sandy, Ann Noyes, Pam Davis, Melissa Turner, Sherry Vansickle, Dave Thomas, Joe Tice, Dave Lloyd, Diane Sowers (recorded minutes)

**Regrets:** Sabrina Sawyer, Sharon Doolittle (recording secretary),

**Absent:** Audrey Powless-Bomberry, Kris Hill, Sharon Williams

### A - 1 Opening

(a) **Welcome and Introductions/Land Acknowledgement Statement** K. Sandy

K. Sandy welcomed everyone, and introductions were made.

K. Sandy read the Land Acknowledgement Statement.

(b) **Agenda Additions/Deletions/Approval** K. Sandy

Approved

**B - 1 Approval of Minutes** K. Sandy

(a) Review of May 29, 2018 minutes  
Dave Lloyd moved to approve the minutes; Denise Martins seconded  
**Carried**

### C - 1 Business Arising from the Minutes

(a) ESA signing – update K. Sandy  
The ESA has been signed for a two-year agreement.

(b) RESA w/SNP and Transition Plan Protocol – update D. Martins  
i. Grand Erie team worked with the Six Nations Steam Program to develop a transition protocol which is an appendix to the RESA. To date, there have been no transfers between Grand Erie and Six Nations Steam Program, although it was noted a significant number of Six Nations grade 8 students chose Six Nations Steam for grade 9.

(c) N course offerings 2018 -2019 J. Martin  
i. The ESA agreement commits Grand Erie to run Native Studies and Native Language courses in schools that have a significant number of Six Nations students.  
ii. The following are the schools that are running Native Studies and Native Language courses:

- Hagersville Secondary – Native Art, Native Studies – gr. 11, Native History
- Pauline Johnson Collegiate – Native Language, Native Studies



- 
- McKinnon Park Secondary – Native Studies – gr. 10, Native Art – gr. 9, Cayuga Language – gr. 9 & gr. 10
  - Dunnville Secondary – none
  - Cayuga Secondary – none
  - North Park – Native Art – 2 sections
  - Tollgate – none
  - Simcoe Comp. – none
  - Waterford District High School – none
  - Paris District High School – none
  - Brantford Collegiate – none
- iii. D. Martins reminded NAC that it was recommended the NAC 10 course run in the first semester as a transition piece for Indigenous students coming into secondary school.
- iv. J. Martin commented that these courses should be promoted as an option to all students not just Native students and even in the schools that don't necessarily have a high number of Indigenous students, they could still offer the Native courses.
- (d) Student correspondence (B. Crawford) re: flags
- i. The correspondence sent to the Director last spring requesting the Six Nations flag be flown at Grand Erie schools was discussed. Ways to be inclusive of the broad range of Nations represented in Grand Erie and that there needs to be an opportunity for input from staff, students and community. D. Martins spoke with a Peel Board contact and they confirmed they fly the Mississauga's of the New Credit flag since they are on the traditional territory of that Nation. A. Noyes commented they do not fly a Six Nations flag outside of their buildings but do have visual representations of the Hiawatha belt in many of their buildings and classrooms. The committee agreed the idea of a mural that depicted the many nations represented in our schools would be explored.
- Action J. Martin will ask the Indigenous Student Council for their input. Committee staff/resource people will do a visual survey of their school environment to see where such a mural would best be placed.
- D. Martins will follow-up with Director Blancher for an update on what response, if any, has been provided to the author of the letter. A response will be drafted with this updated plan of action.

#### D - 1 United Indigenous Student Council

- (a) Leadership Initiative Updates J. Martin
- i. Last year the board undertook the Indigenous Student Leadership Initiative with the goal of providing leadership development and opportunities for Indigenous students. Through this initiative, which was funded by a grant received from the Ministry of Ed, organizational and financial support was provided to secondary schools who have Indigenous Student Associations (Native clubs). Last year the goal of securing an Indigenous student trustee was confirmed and the first Indigenous Student Trustee was appointed to the School Board. This year, the Board continues to support this



initiative through the FNMI budget. The first event held September 19, 2018 was the ISA Planning Day where approximately 75 students and 10 from 7 secondary schools participated. The day included a presentation from a former Grand Erie student and time was provided for the groups to complete their annual plans and plan an event/activity. Schools also selected their reps to the Indigenous Student Council. Tomorrow will be the inaugural meeting of the Indigenous Student Council which will meet four times during the school year and will participate in Student Senate. This is a great way to increase the Indigenous student voice and support the Indigenous student trustee.

(b) Student Rep Report

S. Vansickle

- i. The question asked was, "What is their student leadership team doing and what future plans they have?"

They plan to have a Red Dress day, "Our Sisters in Spirit", to raise awareness. They are also having a Heart Day, Heart Garden. Their club meets weekly, and they usually have six or seven in attendance.

They are hoping to have a social at the year end. They spent the last couple of meetings preparing for Orange Shirt Day. The response to Orange Shirt Day was favourable. People were encouraged to wear orange shirts or wear an orange arm band. They had an information table set up in the front entrance of PJ. The group also plans to participate in alternative activities together to strengthen their bonds.

- ii. D. Martins asked what the "Ohen:ton Karihwatehkwen" is. They answered the Thanksgiving address. They plan to learn the Thanksgiving address so next year it can be given and the requirement to do the reading will be for it to be read by a student who has good behavior and good grades.
- iii. It was asked, how hard is it for students to take the Mohawk Language course if there is no previous experience in the language. One of the students took Cayuga Language before and didn't feel that it was difficult and said that half of the class was non-Native.
- iv. J. Martin said that part of the learning is to be mindful of the fact that there are other students who need a voice for their concerns so learning how to be a representative that listens and reflects the voice of all is important and part of the leadership initiative goals.
- v. Moved by D. Martins and seconded by D. Lloyd to move the Student Representative Report to the first item on the agenda and have a limit of three students speak.

Action The agenda will be rearranged to have the student voice first on the NAC agenda hereafter.

**E - 1 Indigenous Education Advisory Committee****(a) Voluntary Self Identification Report**

- i. The next meeting date is October 24, 2018 at 6:00 pm. at the Education Centre.
- ii. The Self-Id numbers are up in elementary and down in numbers for secondary, (- 8 students). The data collected was at the end of week three so may not be reflective of the current numbers which are slightly higher. However, because of the timing of this report, those updated numbers will not be included.

**F - 1 Ad Hoc Committee Report****(a) Action Plan Update**

J. Martin

- i. J. Martin is drafting the Action Plan in response to the Grand Erie and Six Nations Ad Hoc report from June 2018. The goal is to have the report ready to present to the Board by November 12<sup>th</sup>.
- ii. The four areas are: communication strategy, exploration of program opportunities, joint learning opportunities and partnership opportunities.
- iii. J. Martin commented that after reviewing the Ad Hoc Committee Report, she found the Board is already doing most of what the community is asking us to do. So, it is clear we need to do a better job of effectively communicating what we do to the community. A. Noyes suggested a connection be made with Six Nations Council communication network. K. Sandy said she already forwards a lot of Board communication to the council secretary for distribution.

Action K. Sandy will follow-up with band council to request a wider spread of exposure and communication.

**G - 1 Community Resource Reference List****(a) Update**

J. Martin

- i. The community resource list for the Grand Erie staff portal is being finalized. The goal is to have the resource list posted on the staff portal by Nov. 9<sup>th</sup>.  
J. Martin is currently re-confirming those on the list who want to remain for this school year and is asking how they want to be contacted for bookings. Also, she is completing the draft of a community speakers protocol that will need to be reviewed by the IET before that posting date.

**H - 1 Discussion Items****(a) Six Nations Student Transition Plan 2018/2019**

J. Martin

Dates for Student Transition Plan:

- i. The grade 8 presentations will be started October 25, for the Six Nations schools at J.C. Hill school in Ohsweken.
- ii. Communications will go home in the grade 8 reports this fall.
- iii. Grade 7 tours will continue in the spring.



- iv. IPRC meetings for grade 8 students will coincide with Grand Erie schools timing to ensure equal access to self-contained program spaces for all students needing them.
- v. Grade 8 day at various high schools in November. This typically happened on TYKWTW day, but this year schools are holding this day on various dates which is difficult for Six Nations given their students have 6+ high schools to choose from. J. Martin has asked the school staff to remind those that plan these dates in their building to be mindful of this and try to work towards having a shared date for these events going forward.

(b) NAC Terms of Reference Review

K. Sandy

- i. One of the community requests from the Ad Hoc report is that the NAC terms of reference be reviewed, and suggestions made on how to include more community representation, such as parents.
- ii. D. Martins commented that it is vague who the people are. The terms of reference should include a seat for the confederacy representative.
- iii. Discussion around who the community reps are, and how we might rearrange meetings, so the band and confederacy reps will attend more regularly. It was also discussed if there is a need to invite more community people to the committee.

Action K. Sandy will follow-up with A. Powless-Bomberry and K. Hill to check why they haven't been attending.

Action The NAC members will review the NAC terms of reference for next meeting and bring back suggestions for how to update in a way that reflects what the community wants, how to make the NAC run more effectively and for it to be more in line with other committees of the Board.

Action K. Sandy and D. Sowers are to review Bylaw 8. K. Sandy will find out the process for making changes to Bylaw 8.

(c) Host School Report:

- i. D. Lloyd asked if we would be continuing the practice of the host school preparing and presenting a report to NAC. Discussion occurred around how time consuming the report was to prepare and how it took up most of the meeting leaving little time for other items. Comments were made about there being no follow-up to the reports so no apparent purpose. It was thought that a shortened version may be beneficial for this committee.

(d) New Alternative Ed Site

- i. M. Turner said the Alternative Education programs that are connected to HSS were moved this year to a new site. Three programs and the staff have been moved from two locations into one. There are issues that have occurred. Students don't have access to the internet, health and safety concerns relating to garbage and recycling and site lines that are not securable in case there is a lock down. The principal needs support to get things done in a timely manner. These kids are already at risk, so what message are we sending when we don't give support. D. Martins suggested speaking to the HSS Principal about each of these issues. M. Turner said she has spoken to him, but there are still challenges.



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- ii. J. Martin said the vision for this site is a community-based learning centre and community education hub. It will take time to get things set up in a way that reflects this, but she has been working with the HSS Principal to offer whatever support she can to move things forward to this end. If he needs assistance, he only needs to ask.

### **I – 1 Adjournment**

- (a) Joe Tice moved to adjourn; David Lloyd seconded
- Next meeting is at Hagersville Secondary School on November 13, 2018 at 9:00 am.



## MINUTES

### A - 1 Call to Order

(a) **Roll Call**

**Present:** Tobias Clarke, Stephanie George, Jeannie Martin, Denise Martins, Karen Sandy, Sabrina Sawyer, Trisha Simon, Diane Sowers

**Regrets:** Audrey Powless-Bomberry, Jeff Burnham, Veronica Jamieson, Katelyn LaForme, Krista McMillan, Kimberly Newhouse, Starr Kennedy, Paula Laing, Amanda Sault, Leigh Staats, Dallas Squire, Dana VanEvery

**Guests:** Lieutenant Hatfield, Bombardier Martin, Tabatha Hill

**Recording Secretary:** Debbie Fletcher

(b) **Welcome and Introductions/Land Acknowledgement Statement**

- i. Denise Martins read the statement.
- ii. Indigenous Education Lead-Teacher Consultant Sabrina Sawyer welcomed everyone, and introductions were made.

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

- i. Tobias Clarke requested to add "Community Updates" to each meeting

(d) **Review of June 26, 2018 Minutes**

- i. The minutes were accepted.

### B - 1 Native Advisory Committee Update

J. Martin

- (a) The first Native Advisory Committee (NAC) meeting of the school year was held on October 9, 2018 at Pauline Johnson Collegiate and Vocational School.

- (b) The Education Agreement Services was signed for two years.

- (c) The "Native Studies" courses being offered this semester at the secondary schools include:

- Hagersville Secondary School – Native Art, Native Studies- gr. 11, Native History
- Pauline Johnson Collegiate and Vocational School – Native Language, Native Studies
- McKinnon Park Secondary School – Native Studies – gr. 10, Native Art – gr. 9, Cayuga Language – gr. 9 & gr. 10
- Cayuga Secondary School – nil
- Dunnville Secondary School - nil
- North Park Collegiate and Vocational School – Native Art – 2 sections
- Tollgate Technological Skills Centre – nil
- Simcoe Composite School – nil





## H-1-g Indigenous Education Advisory Committee

October 24, 2018, 6:00 pm to 8:00 pm  
Board Room, Education Centre, 349 Erie Avenue, Brantford

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- Waterford District High School – nil
- Paris District High School – nil
- Brantford Collegiate Institute and Vocational School – nil
- Delhi District Secondary School – nil
- Valley Heights Secondary School – nil

J. Martin will share the complete list of 2018-19 Native Studies and Native Language course offerings through the minutes.

It was inquired to why BCI was not offering any Native Studies courses this year. J. Martin explained that due to low enrolment this semester, courses were not offered.

D. Martins further explained that BCI is running Mohawk Language course next semester.

- (d) There was discussion around a student request for the Six Nations flag to be raised; the Indigenous Education team will do more research in terms of creating representation that reflects all nations within in the board.
- (e) An update on the Indigenous Leadership Initiative was provided. All Indigenous associations have already participated in the planning date (late September). The first Indigenous Student Council meeting was held on October 10, 2018, 9 out of the 14 secondary schools participated in the event held at Kana:ta Village. It was clarified that the five schools that did not have representation include: Dunnville Secondary School, Paris District High School, Valley Heights, Simcoe Composite School, and Grand Erie Learning Alternatives. Students who attended are the representatives who will be participating in Student Senate.
- (f) The first Student Senate meeting of the 2018-19 year was held on October 23, 2018, those representatives attended, in addition to the Indigenous Student Trustee Allan St. Pierre (Tollgate Technological Skills Centre)
- (g) There will be 3 more Indigenous Student Council meetings scheduled this year, in addition to Student Senate meetings.
- (h) An update was provided on the Ad-Hoc Committee report between Six Nations and Grand Erie; currently working on action plan.
- (i) The Community Resource Reference list was finalized and will be posted on the staff portal soon.
- (j) The Six Nations Transition Plan was reviewed.
- (k) The Native Advisory Committee Terms of Reference was discussed.



## H-1-g Indigenous Education Advisory Committee

October 24, 2018, 6:00 pm to 8:00 pm  
Board Room, Education Centre, 349 Erie Avenue, Brantford

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T. Clarke inquired if a sacred bundle has been considered to give to the Indigenous Student Trustee, that can be passed down each year to the new student trustee. Her Métis Council would be pleased to donate a wool stash.

J. Martin explained that A. St. Pierre does have a medallion; she will share this idea at the next Indigenous Student Council meeting.

### C - 1 National Indigenous Day

T. Hill

- (a) Tabatha Hill attended the meeting to read a letter that voices a concern with the secondary school exam schedule. National Indigenous Peoples day has been recognized nationally on June 21, 2019; however, the first secondary school exam is scheduled on June 21, 2019. This a day set aside in First Nation communities for a variety of events planned on this day to spend with family and friends.

She requested that secondary schools do not schedule any exams on this day, so a student doesn't need to choose culture or school. There was the option of accommodations (write exam on different day) for those students last year, which not all parents were aware of. A letter should go home to parents explaining consideration of accommodations that are available.

S. Sawyer added that the Indigenous Education team is in the process of gathering feedback from several committees including Safe and Inclusive School and this committee.

D. Martins explained that information/feedback will be shared with the Senior Team and Trustees once all working committees have discussed. The calendar is already set this year; however, an accommodation will always be available to student in terms of celebrating their culture.

Feedback from the committee included:

- A communication tool would be a good starting point to provide a level of sensitivity for the student (at the beginning of school), it would allow the student confidentiality, as some students are still unsure where they fit in

D. Martins explained the obligations to the Education Act with regards to exam days and instructional days. If the calendar was amended, June 21, 2019 would still be an instructional day with the expectation to attend school unless excused by parents. The Indigenous Education team would work with schools regarding school based indigenous activities on that day.

Option 1 – Exam schedule will be amended to honour the day, and consideration will be given regarding provision of activities for schools to run on that day either at lunchtime or assembly. June 21, 2019 would be an instructional day.



Option 2 – Exam schedule will remain the same and Semester 2 teachers will be provided with communication tools around accommodations available on June 21, 2019.

The committee unanimously chose Option 1.

D. Martins added that if this option is the will of the committee, we will do what we can to acknowledge that day and will work through the Indigenous Education team on a plan.

The committee thanked Tabatha Hill for sharing her letter.

The committee discussed Orange Shirt Day and consistency of wearing the shirt on the same day throughout the board.  
Acknowledgement of June 21st in the form of hat, headband or some other way was suggested.

**D - 1 Indigenous Staffing/EQAO – deferred until next meeting** Laing

**E - 1 SEAC Parent Representative** D. Martins

- (a) The Special Education Advisory Committee is requesting a representative from this committee to attend monthly meetings, Thursdays at 6:00 p.m. in the Boardroom at the Education Centre, 349 Erie Avenue, Brantford.

An email will be distributed requesting interest. Should two committee members be interested, the role could be shared.

**F - 1 Board Action Plan 2018-19 (BAP)** S. Sawyer

- (a) S. Sawyer reviewed the living document and provided a summary of highlights in the Board Strategies of the First Nation, Métis and Inuit Education Policy Framework Implementation plan
- i. Using Data to Support Student Achievement
    - Data Sharing- EQAO, OSSLT
    - Identify resources to improve achievement
    - Collect, report and analyze Self ID data
    - Community engagement
    - Indigenous Staff
  - ii. Supporting Students
    - Promoting Safe Schools
    - Student Voice
    - Student Engagement
    - Transitions
    - Mentorship/Leadership



- iii. Supporting Educators
  - Professional Development: Knowledge and Awareness
  - Culturally Responsive pedagogy
  - Literacy/Numeracy/Student Success
- iv. Engagement and Awareness Building
  - Community Awareness of Self Id
  - Community Communications

S. Sawyer added that Kanata Village is working with another entity to build a medicine garden, it is a walking land- based education program.

The total for the BAP is \$198,500, which presents different than the copy received as it is a live document and continuously changing.

In honouring Orange Shirt Day, there were over 40 social media posts from different buildings. Requests from schools to participate in full day assemblies were increased, and the pre-ordering of the t-shirts last spring helped prepare schools for the day.

The committee inquired if any help from committee members is needed at the transitions meeting for grade 9 students. D. Martin/S. Sawyer will look into possibly having an Indigenous Parent Representative available to principals and teachers during these events. The team is always looking for ways to connect with parents

#### **G - 1 Correspondence**

- (a) June 28<sup>th</sup> Doodle – sent to assess meeting times for 2018-19 (14 members responded, and the dates/times were chosen that met the best availability of the committee members)
- (b) August 28<sup>th</sup> – dates were sent to all committee members for 2018-19

#### **H - 1 Possible Co-op program in Grand Erie 2019-20 (Lieutenant Colonel Hatfield/Bombardier Martin) (6:30 p.m.)**

- (a) Lieutenant Colonel Hatfield and Bombardier Martin attended the meeting to share information regarding an opportunity for Indigenous Youth to participate in a Co-Op program. They are seeking opinions and feedback. They shared their military background, and Bombardier Martin specifically shared her experience with the Raven Black Bear program (Aboriginal based FN, Métis, Inuit).

Additional information was provided by them:

- The program currently runs through the summer (running for 2 years)
- Would like to make it a Co-Op program to gain education credits
- Bring training to Six Nations, consider other areas for training
- Starting date would be September 2019
- Critical factor are numbers, type of attributes, group identity and self discipline
- Age restriction would be 16 years old



## H-1-g Indigenous Education Advisory Committee

October 24, 2018, 6:00 pm to 8:00 pm  
Board Room, Education Centre, 349 Erie Avenue, Brantford

- Medical restrictions (like the Army reserve) would apply with possible allowances (yet to be determined)
- Dedicated Indigenous Recruitment Team will bring cultural elements, and bring an open and inclusive program
- Transportation could be flexible as this is a pilot project

S. Sawyer explained this is the beginning of a consultation process. Consultation will be made with many different avenues, if you have any questions or feedback please forward to S. Sawyer. She can share with Lieutenant Hatfield.

D. Martins requested to consider if this is something we value as a community and that we consider on or off reserve program and would this be open to other students.

### Community Updates:

T. Clarke

- November 24, 2018 – Free event: 3 DOT art with Starr Kennedy. 50 spots available, 25 are filled, will be in Simcoe from 10:00 a.m. to 4:00 p.m. Will provide information to S. Sawyer to share
- December 8, 2018 – Free event: Christmas event at the Simcoe Office, will be catered. Is open to anyone, presents available (youth and gender info required), will provide information to S. Sawyer to share

K. Sandy

- Indigenous Languages will be recognized on January 30, 2019

**Next Meeting:** Thursday December 13, 2018, 1:00 p.m. to 3:00 p.m.,  
Joseph Brant Learning Centre, Pine Tree Room, 347 Erie Avenue, Brantford

### **I - 1 Adjournment**

S. Sawyer adjourned the meeting at 8:17 p.m.



## Student Transportation Services Board of Directors' Meeting

Tuesday, October 30, 2018, 9:00 a.m.

Grand Erie District School Board – Brant Room

349 Erie Avenue, Brantford

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### MINUTES

**Present:**

**STSBHN Board of Directors:**

**GEDSB:** Rafal Wyszynski, Superintendent of Business & Treasurer - President  
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer

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

**CSC MonAvenir:** Mario Nantel, Director of Transportation – Director

**STSBHN Recording Secretary**

Kathryn Underwood, Executive Assistant to the Superintendent of Business  
GEDSB

**Regrets:** James Richardson, Trustee- Director  
Dereck Chin, Chief of Business - Director

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1.0 Call to Order, Welcome and Introductions  
The President called the meeting to order 9:05 a.m.

2.0 Approval of Agenda for October 30, 2018

Moved by: T Grice

Seconded by: M Nantel

"That the STSBHN agenda for October 30, 2018 be approved as distributed."

CARRIED.

3.0 In Camera

3.1 Minutes of May 22, 2018

## Student Transportation Services Board of Directors' Meeting

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349 Erie Avenue, Brantford

Moved by: T Grice

Seconded by: M Nantel

"That the committee move to go in camera to discuss a contract matter."

CARRIED.

Moved by: B Chopp

Seconded by: T Grice

"That the In-Camera Minutes of May 22, 2018 be approved as presented."

CARRIED.

The Public Session meeting was called to order by President, R. Wyszynski at 9:10 a.m.

#### 4.0 Approval & Signing of Minutes

##### 4.1 The committee reviewed the minutes of May 22, 2018.

Moved by: B Chopp

Seconded by: M Nantel

"That the minutes of May 22, 2018 be approved as distributed."

CARRIED.

#### 5.0 Business Arising from Previous Meeting

##### 5.1 Policy and Procedures Approval 002, 013-017

P Kuckyt highlighted the proposed changes and directed the committee to the summary page which contained responses back from other trustees and responses by P Kuckyt.

P Kuckyt highlighted that procedure 017 had further changes made to the presented procedure. The attached document aligns the present expectations of the member boards to the timelines outlined in the procedure. The proposed change will expedite the processing of application and assignment of students to busses.

Moved by: B Chopp

Seconded by: T Grice

"That procedures 002, 013-017 be approved as circulated."

CARRIED.



## Student Transportation Services Board of Directors' Meeting

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### 6.0 Standing Business

#### 6.1 KPI's

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

**Financial-**P Kuckyt further indicated that he will continue to closely monitor number of taxi routes in the current school year as a significant number of dedicated services have been requested to begin the current school year. The number of rider aides has remained the same as June 2018. In response to a question P Kuckyt, clarified that the funding for operator provided riders aides comes from the member board special education budgets.

**Service Performance-**For ride times, staff are currently investigating potential changes which result in ride times being decreased for students who currently ride for more than seventy-five minutes one way.

**Safety-**P Kuckyt highlighted the two preventable accidents that occurred in September 2018. He further reported that safety patroller interest is increasing in Haldimand and Norfolk areas.

**General Ridership-** Courtesy ridership was minimally higher from last year for GEDSB. The number of courtesy riders for the BHNCDSD has decreased, thought to be directly related to the walk distance decreasing in the current school year.

**Communication-** Reported an increase in the number of website users. The number of parent subscribers have increased due to an auto-subscription tool used by STSBHN in mid-August. The results of the auto-subscribing has been an increase to the communications being sent out to families when buses are delayed and a better customer experience as interested parents no longer have to go through a 3-stage verification process to become subscribed.

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

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### **6.2 Goals and Objectives**

P Kuckyt highlighted the progress to date to meet the short, medium and long-term goals and objectives.

Short term-Stemming from the Ombudsmen report, STSBHN developed a communication protocol which outlines how and when notifications will be provided to internal and external stakeholders. The protocol will be posted on the FAQ of the STSBHN website.

Medium term-P Kuckyt indicated that the competitive procurement for transportation services is one year away from a likely release. STSBHN will be collaborating again with Niagara Student Transportation Services in an effort to find efficiencies along their shared border. Information will be presented at the May STSBHN Board of Directors meeting which will detail the competitive process and associated contract being proposed.

Long Term Goals-P Kuckyt highlighted a recent initiative that impacted the long-term goal to increase communication through technology. He highlighted that through an auto subscription process more parents are receiving communication when the bussing is delayed or cancelled. Other technologies to increase and/ or improve communication will continue to be sought out, reviewed and possibly implemented by STSBHN.

### **6.3 2017-18 Financial Year End Analysis**

P Kuckyt reviewed the 2017-18 Financial Year End Analysis, ending August 31, 2018. P Kuckyt reported that the analysis is not a separately audited financial statement but indicated that the financial statements are audit as part of process for GEDSB and BHNCDNB annual audit process.

### **7.0 Standing Business**

#### **7.1 Policy and Procedures Review**

## Student Transportation Services Board of Directors' Meeting

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The committee received the Policy and Procedure 018-023 as information only.

The committee agreed to provide feed back on the draft policies 018-023 and procedures to P. Kuckyt on or before February 8, 2019.

### 7.2 Letter to C. Hayward

P Kuckyt reviewed the letter received from C. Hayward, Director of School Board Business Support Branch, Ministry of Education. P Kuckyt highlighted the original letter and reported that the letter will be resubmitted as a result of the Provincial government change of leadership.

### 7.3 2017-18 School Survey Results

P Kuckyt reviewed the 2017-18 school survey results and compared them to the previous year. He highlighted that the survey is anonymous and sent to all school principals. There was a slight increase to the degree of how satisfied they are with STSBHN and the services they provide to their school. It was recommended that the neutral responses would be investigated and that the survey be restructured with a possible "not applicable" section.

### 7.4 Pilot Initiative Review

P Kuckyt reported on the pilot initiative focussing on communication and student safety which STSBHN looks to participate in. This pilot is scheduled to run from November to March of this school year. P Kuckyt highlighted the pilot company, EZ-en-route, and the services they provide. P Kuckyt will work with the privacy officers from the member boards to ensure that privacy/consent is addressed before implementing and will be investigating the total cost of this service.

### 8.0 Adjournment

Moved by: B Chopp

Seconded by: T Grice

"That the October 30, 2018 STSBHN Board of Directors meeting be adjourned at 9:59 a.m."

CARRIED.



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

Tuesday, October 30, 2018, 9:00 a.m.

Grand Erie District School Board – Brant Room

349 Erie Avenue, Brantford

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### **Next Meeting dates**

All located at the GEDSB-Brant Room, 9 a.m.:

- Tuesday February 26, 2019
- Tuesday May 28, 2019

DRAFT



## MINUTES

**Present:** D. Abbey, J. Ecklund, L. Howells, S. Noort, C.A. Sloat, A. Smith, C. Smith.  
Recording Secretary: E. Roberts

**Regrets:** S. Bell, K. Newhouse, G. Rousell, T. Waldschmidt, T. Zebroski

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

The Privacy Information Management meeting was called to order at 3:00 p.m. D. Abbey welcomed members to the meeting.

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

The minutes of the May 15, 2018 Privacy Information Management meeting were reviewed and accepted.

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

D. Abbey and managers shared updates on the status of items listed on the audit assessment action list. The list will be revised on an on-going basis to reflect the updates.

**4. Privacy Audit Results Next Steps**

**4.1 Website/Communication** **D. Abbey for K. Newhouse**

The Communications and Information Technology Departments are continuing to work on the website and portal pages. A Privacy page will be added to the Home page of the public website. The staff portal will include components on records retention, privacy resources, and training links and videos.

**4.2 Training/Education** **D. Abbey for T. Zebroski**

Introduction to Privacy Information Management sessions were provided to administrators at the Director's meetings in September and October. The topics of privacy literacy and privacy and information management standards were presented. Case studies related to privacy breaches and breach follow-up protocol will be discussed in November.

**4.3 Retention** **L. Howells/Principal Representatives**

L. Howells and principal leaders have reviewed the records management retention list. Additional input has been requested from various groups and departments. An updated retention list will be posted on the portal early in 2019.



**4.4 Confidentiality Agreement Update**

**D. Abbey**

D. Abbey met with union and bargaining group representatives on October 25, 2018 to discuss the wording of the agreement. Changes to the original draft will be made and shared with these groups once more to finalize the document prior to distribution.

**4.5 Information on Email Disclaimers**

**D. Abbey**

Samples of email disclaimers were shared and discussed. A preferred statement was selected for use. It was noted that the disclaimer is not completely legally binding. The duty to maintain and respect confidentiality/personal information needs to be incorporated in Grand Erie policies and procedures.

**5. 2018-2019 Proposed Meeting Dates**

**L. Howells**

A minimum of three meetings will be held each year, as per the Terms of Reference. The second meeting, scheduled for January 31, 2019 was changed to February 7, 2019 due to conflicts. The third meeting is scheduled for May 2, 2019.

**6. Next Meeting –Thursday, February 7, 2019 – Norfolk Room, Education Centre**

**7. Adjournment – 4:15 p.m.**