



Committee of the Whole Board No.2

May 11, 2015

Education Centre, Board Room

MINUTES

Present: B. Doyle, Committee Chair, R. Collver, A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, M. Brown (Student Trustee), E. Creed (Student Trustee)

Administration: Director — J. Forbeck; Superintendents – D. Abbey, W. Baker, B. Blancher, J. Gunn, A. Nesbitt, S. Sincerbox; Recording Secretary - D. Fletcher

Regrets:

Trustees: G. Anderson, D. Dean

Administration: Nil.

A – 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: C.A. Sloat

Seconded by: J. Harris

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, B. Doyle, at 7:19 p.m.

B. Doyle attended the plays “Alice in Wonderland” at Jarvis Public School and “The Wizard of Oz” at Pauline Johnson Collegiate & Vocational School. He was pleased to report they were wonderful performances and is proud of our schools.



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

Moved by: C.A. Sloat

Seconded by: T. Waldschmidt

THAT the agenda be approved as printed.

Carried

(f) **In Camera Report**

Nil.

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

Nil.

C – 1 **Director's Report**

The trustees highlighted their Education Week visits, which included

- Education Week Gala
- Wizard of Oz – Langton Public School and Pauline Johnson Collegiate & Vocational School
- Alice in Wonderland – Jarvis Public School
- Reading Celebration and Math Night - Graham Bell
- Talent Show – Bellview Public School
- Lead and Learn Conference – Ryerson Heights

The Director highlighted:

- Grand Erie Games: Grand Erie is sponsoring a fun-filled day for our Special Education Elementary Self-contained classes (Autism Spectrum Disorder/Developmentally Delayed/Multi-Handicap) on May 20, 2015 at Waterford District High School.
- The Ministry of Education has approved the 2015-2016 School Year Calendar
- Multi-Year Plan 2011-15: As Grand Erie draws closer to the end of 2011-2015 multi-year plan, it is time for the system to review and reflect on the progress made on the plan to support the development of a new direction. The Director outlined a review plan where he will engage students, parents, staff, trustees and community members on the 2011-2015 plan



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Moved by: T. Waldschmidt

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Director's Report of May 11, 2015 as information.

Carried

D – 1 New Business – Action/Decision Items

(a) 2015-2016 Committee/Board Meeting Schedule

J. Forbeck reviewed the proposed schedule and noted that March will have a combined meeting with the CW1 and CW2 on March 7, 2016 since March Break and Easter Monday fall on Mondays.

Moved by: J. Harris

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the 2015-2016 Committee/Board Meeting Schedule.

Carried

(b) Facility Partnerships – Annual Facility Status Report (FT118)

J. Gunn briefly reviewed the background, communication plan, and new community planning and partnership guidelines. The Ministry issued a B-memo with new community partnership guidelines, FT11 will need to be revised to align and adhere to those guidelines.

R. Collver referred to the public meetings in the current policy and inquired if those meetings will continue. J. Gunn explained that traditionally in the past, this meeting has been scheduled the same evening as a Community Use of Schools meeting annually in June.

J. Gunn clarified that the current Accommodation Review must be completed under the current guidelines.

J. Forbeck commended J. Gunn for working diligently in the past five years selling surplus school buildings.



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Moved by: C.A. Sloat

Seconded by: D. Sowers

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

Carried

(c) **Allocation of Educational Assistants 2015-2016**

R. Collver requested clarification on how the numbers have changed from last year to this year. S. Sincerbox explained that difference is in the allocation of resources to younger school children to meet the criteria of safety.

C.A. Sloat inquired if there are any educational assistants in the On-track classes in secondary schools. S. Sincerbox confirmed educational assistants will be assigned to classes at Tollgate Technological Skills Centre and Simcoe Composite School.

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the allocation of 300 Educational Assistants, as outlined in the report "Allocation of Educational Assistants 2015-2016", pending final budget approval.

Carried

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

(a) **Student Senate Report**

M. Brown provided a report on the Student Senate meeting held on April 14, 2015. She reviewed the events of the day and thanked Director Forbeck for his participation and interactions with students during the meeting.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the "Student Senate Report" as information.

Carried



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(b) **Student Trustee Selection (BL29)**

E. Creed reviewed the election process and congratulated the new trustees for 2015-2016.

Moved by: T. Waldschmidt

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the "Student Trustee Selection (BL29) Report" on the appointment of the following Student Trustees for 2015-2016:

Grand Erie North: Madelaine Brown

Grand Erie South: Alexandria Martindale

Carried

(c) **Data Report – Learner Intervention Tracking for Excellence (LITE) – Referrals for Professional Services**

S. Sincerbox reviewed background, professional group/roles, comparison in number of referrals from last year to this year, and trends.

R. Collver asked about the role of CYWs as there is currently a broad range of responsibilities including interventions with behavioural students, counselling, and presentations. We need to look at more clearly defining the role.

C.A. Sloat inquired about the numbers for this year up to the end of April, S. Sincerbox explained that numbers are actual up until the end of June, and are estimated for May and June according to last year's numbers.

S. Sincerbox further clarified that staff have been more thoughtful to ensure the pre-referral process has been followed and referred to the communication numbers and that a large portion of those may be re-referrals for assessment.

It was suggested that for future reports, numbers of referrals are broken down by new and re-referrals.

Moved by: J. Richardson

Seconded by: T. Waldschmidt

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

Carried



(d) **Data Report – Levelled Literacy Intervention (LLI) and Empower Reading**

B. Blancher referred background, additional information, observations, key findings and next steps for LLI. She referred to Appendix A – Graphs #1-3 (LLI graph)

R. Collver requested a brief description for a student that would be ideal for this program. B. Blancher explained the program is for students working below grade level as determined by assessing their instructional reading level would be appropriate for LLI but that further information for deciding on the appropriateness of the intervention is provided through training. The instructional reading level is determined from written materials which the child can read with no more than one word-recognition error in approximately 20 words.

D. Sowers inquired if consideration has been given to starting the program in Kindergarten. B. Blancher explained that reading is developmental and teachers only begin to assess reading when students are ready. Reading readiness is determined by such things as an understanding of concepts of print, for example an understanding of a sentence reading left to right, being able to identify punctuation and spacing. Students do not typically enter into the Development Reading Assessment (DRA) until they are reading. Some schools are using an LLI kit at the Kindergarten level.

T. Waldschmidt asked for clarification on the grading system. B. Blancher explained experts in the field of reading development have produced a variety of reading grade-level charts. In the Development Reading Assessment (DRA) that we use, there are approximately 10 levels per grade up to Grade 3.

J. Harris asked if there is a plan for tracking students. B. Blancher explained that a plan has not yet been finalized. Results being seen are impressive, however next steps will include to determine if the gains continue so we are planning to track students once they leave LLI. Reading levels continue to be tracked and monitored in the classroom.

A. Felsky was pleased to report that she had heard positive feedback about this program from staff and students through school visits.

M. Brown inquired about comparison growth in students in LLI and those students not in LLI. B. Blancher explained that data presented in this report pertains to LLI students and LLI is a not a program that is run in all schools, in addition there are other interventions used throughout the Board (example: Strong Start).



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S. Sincerbox referred to background, additional information, observations, key findings and next steps for Empower Reading. He referred to Appendix A – Graph #4-5 (Empower Reading).

J. Harris asked if there is a plan for tracking students. S. Sincerbox explained that this is associated with many interventions such as LLI and Strong Start. Our data is also shared with the Hospital for Sick Children and will be as part of a larger data set.

C. A. Sloat noted there were 110 lessons and inquired if we are progressing at having the right students involved. S. Sincerbox clarified that results are continued to be monitored closely with the focus more on quantitative information from the DRA.

M. Brown inquired how students are identified for this program. S. Sincerbox explained that the DRA foundation is administered by the teacher.

B. Blancher clarified that LLI focuses on early primary grades, and Empower Reading focuses on late primary and early junior grades.

Moved by: D. Sowers

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the “Data Report – Levelled Literacy Intervention (LLI) and Empower Reading” as information.

Carried

(e) **Managing Information for Student Achievement (MISA) Update**

J. Forbeck introduced Sally Landon, MISA Lead for Grand Erie. In addition to her role at Grand Erie, she is the Executive Lead of the London Region MISA Professional Network Centre (PNC).

S. Landon reviewed the background and additional information. She highlighted that MISA was a three year initiative when developed in 2005 and is now in the tenth year.

Moved by: D. Sowers

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the “Managing Information for Student Achievement (MISA) Update” as information.

Carried



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

(a) FT5 Pupil Accommodation Review

J. Gunn reviewed background, additional information and communication plan.

J. Gunn confirmed that 5.1 ii Membership of ARC, the representative appointed by the School Council of each school involved should be written as “ one parent/guardian representative”.

J. Gunn explained that this new policy will bring a very different process in that the Board will be sharing data to the community and bringing back to the board.

Moved by: A. Felsky

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Policy FT5 – Pupil Accommodation Reviews to all appropriate stakeholders for comment to be received by October 9, 2015, as amended.

Carried

(b) SO108 Community Service Providers and Schools Working Together

S. Sincerbox explained the need to address the issue of informed consent.

J. Harris addressed questions related to Policy/Program Memorandum No. 149 has some requirements:

1. "Each protocol will include a partnership termination procedure to be utilized by the school boards and external agencies if necessary." Is this included in this procedure? Why or why not? S. Sincerbox explained that the dispute Resolution Process is included in the Guidelines for Partnership Agreements #15 (where it is identified) and discussed more fully in the agreement section on page 5 in Appendix B

2. There are three distinct categories covered in PPM 149: External Agencies, External Agencies who are members of a professional college and paraprofessionals. Each category has differing requirements. How do we capture these requirements in this document and procedure? S. Sincerbox explained that this is addressed in the Agreement section where we ask about credentials in number 10 and again on page 2 where we talk about establishing a partnership agreement under supervision, reporting and accountability. An example of where this is pertinent is with Psycho-educational staff where we need to identify Psych-Consultants who are supervised by Psych-Associates. Only Psych-Associates can deliver a diagnosis.



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3. There is a requirement for request for Space by external agencies. How is this covered in the procedure? If it is not, why not? S. Sincerbox explained that it is covered during the creation of an agreement in the description of the program or service.

4. There is a requirement to conform with the safe schools act. How does this procedure align with Safe Schools? S. Sincerbox explained that there is the expectation that all of those who are working with students under PPM 149 have a current criminal background check and are aware of our Code of Conduct.

5. How is conflict of interest covered? S. Sincerbox explained that conflicts of interest and disputes are addressed by the Joint Advisory Committee.

6. There is requirement where applicable to explore development of programming with co-terminus and contiguous school boards. How is this covered in this procedure? S. Sincerbox explained that during the development of this procedure it became clear that we have a different way of utilizing and accessing our community partners when compared with the coterminous board. We access a broader range, regarding a broader range of topics.

S. Sincerbox confirmed there are 15 agencies who have completed the SO108 agreement and two others in the process.

C.A. Sloat inquired about the appropriate person vetting application to the committee, S. Sincerbox explained that there are a number of practices that agencies use to provide an inclusion on informed consent, however we need to clarify that our informed consent is removing a student during a school day.

A. Felsky asked for clarification about parental consent (including barriers), student self-identification, and complemented S. Sincerbox for the report.

S. Sincerbox clarified that there is a built in provision disclosure that would be made to the guidance teacher or attendance counsellor when there are concerns about parent involvement. In the event of a student not disclosing to a LRT or teacher in fear of getting parental consult, it would be important to establish conditions of trust with a suitable adult the student could approach.

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board forward Administrative Procedure SO108 - "Community Providers and Schools Working Together" to all appropriate stakeholders for comment to be received by October 9, 2015.

Carried



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Nil.

G – 1 Correspondence

Nil.

Moved by: R. Collver

Seconded by: J. Harris

THAT the Board move into In Camera Session to discuss Personnel Matters at 8:46 p.m.

Carried

H – 1 In Camera Report

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT Item C-1-a-i be approved.

Carried

Moved by: J. Harris

Seconded by: J. Richardson

THAT Item C-1-a-ii be approved.

Carried

Moved by: A. Felsky

Seconded by: T. Waldschmidt

THAT Item C-1-b be approved.

Carried

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT Item C-1-c be approved.

Carried

H – 1 Adjournment

Moved by: D. Sowers

Seconded by: J. Harris

THAT the meeting be adjourned at 9:07 p.m.

Carried

Committee of the Whole Board No. 2 Chair, Brian Doyle