



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 S. Gibson
 - (i) C. Oldershaw, Tollgate Technological Skills Centre
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations
- B – 1 Approval of Minutes**
- * (a) October 26, 2020 (Regular Board)
 - * (b) November 9, 2020 (Committee of the Whole)
 - * (c) November 9, 2020 (Special Board Meeting)
 - * (d) November 16, 2020 (Special Board Meeting)
- C – 1 Business Arising from Minutes and/or Previous Meetings**
- * (a) Elementary Class Size Report R. Wyszynski
- D – 1 Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Managing the Pandemic
- E – 1 Student Trustees' Report**
- F – 1 Committee Reports**
- * (a) Committee of the Whole –November 09, 2020 S. Gibson
- G – 1 New Business**
- * (a) Camp SAIL Report L. De Vos
 - * (b) Enrolment Update R. Wyszynski
 - * (c) Major Construction Report R. Wyszynski
 - * (d) Grand Erie Parent Involvement Committee (GEPIC) Membership 2020-21 J. Roberto
 - * (e) Organizational Board Meeting – Set Date, time & Place J. Roberto
 - * (f) 2019-20 Indigenous Education Board Action Plan – Outcomes D. Martins
 - * (g) Report to Indigenous Services Canada (ISC) and Six Nations of the Grand River D. Martins
 - * (h) Workforce Report S. Sincerbox
 - * (i) Community Use of Schools Rate R. Wyszynski
 - * (j) Bylaw 28 Trustee Code of Conduct Ad Committee J. Roberto

SUCCESS for Every Student



H – 1 Other Business

- * (a) Summary of Accounts -October 2020 R. Wyszynski
- * (b) Joint Occupational Health & Safety Committee Minutes – October 15, 2020 R. Wyszynski
- * (c) Safe and Inclusive Schools Committee Minutes (Draft) – October 15, 2020 W. Baker
- * (d) Indigenous Education Advisory Committee Minutes (Draft) – October 21, 2020 D. Martins
- * (e) Grand Erie Parent Involvement Committee Minutes (Draft) – October 22, 2020 J. Roberto
- * (f) Audit Committee Minutes (Draft) –November 3, 2020 R. Wyszynski
- * (g) Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) –November 3, 2020 R. Wyszynski
- * (h) Native Advisory Committee Minutes (Draft) –November 3, 2020 D. Martins
- * (i) Privacy and Information Management Committee Minutes (Draft) –November 12, 2020 L. Munro
- (j) OPSBA Report D. Werden

I – 1 Correspondence

J - 1 Adjournment

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

Native Advisory Committee (NAC)	December 1, 2020	1:00 PM	MS Teams Virtual Meeting
Board Nominations and Organizational	December 7, 2020	6:30 PM	Board Room
Indigenous Education Advisory Committee (IEAC)	December 10, 2020	1:00 PM	MS Teams Virtual Meeting
Chairs' Committee	December 14, 2020	5:45 PM	Norfolk Room
Inaugural Board	December 14, 2020	7:15 PM	Board Room
Special Education Advisory Committee (SEAC)	December 17, 2020	6:00 PM	MS Teams Virtual Meeting
Committee of the Whole	January 11, 2021	7:15 PM	Board Room
Grand Erie Parent Involvement Committee (GEPIC)	January 14, 2021	6:30 PM	MS Teams Virtual Meeting
School Year Calendar Committee	January 19, 2021	4:00 PM	Board Room
Safe and Inclusive Schools Committee (SIS)	January 21, 2021	1:00 PM	Board Room
Special Education Advisory Committee (SEAC)	January 21, 2021	6:00 PM	MS Teams Virtual Meeting
Chairs' Committee	January 25, 2021	5:45 PM	Norfolk Room
Board Meeting	January 25, 2021	7:15 PM	Board Room
Quality Accommodation Committee	January 28, 2021	2:00 PM	Board Room

SUCCESS for Every Student

Memorial Statement

(Christina Oldershaw)

Our TTSC family is mourning the loss of Christian Oldershaw who passed away suddenly on Monday October 26th. Chris, or “Miss O” as she was lovingly referred to by her colleagues and students, was and Educational Assistant with the board since 1990 and was an institution at Tollgate Technological Skills Centre, where she worked with students for the past decade.

Chris thought the world of her job. Tollgate was her happy place, where she found love and acceptance with her work family. She was a kind and caring soul who wanted nothing but the best for her students. She would never give up trying to find ways to help her students or the staff she worked with. Even when students moved on in their journeys, Miss O would check in to see how they were doing and offer support. She was dedicated to her students well beyond what the job called for.

Miss O will be deeply missed by her Tollgate family, and her absence will be felt across Grand Erie.

We want to express our deepest sympathies to Chris’ family and friends.

Respectfully submitted,

Jessie Hooper
Principal
TTSC



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson (via teleconference), C.A. Sloat, C. VanEvery-Albert (via teleconference), D. Werden, A. Burtis (Student Trustee), I. Doxtador-Swamp (Student Trustee), Z. Garbaty (Student Trustee),

Administration: Director – J. Roberto; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: Nil

Administration: Nil

A - 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: S. Gibson

Seconded by: D. Werden

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 7:17 p.m.

(e) Memorials

(i) Memorial statement for V. Henhawk was read by C. VanEvery-Albert.

(f) Agenda Additions/Deletions/Approval

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Agenda be approved.

Carried



(g) **In Camera Report**

This item will be reviewed following I-1 as the In-Camera Meeting will resume following the Regular Board Meeting.

(h) **Presentations**

Nil

(i) **Delegation**

Nil

B - 1 Approval of Minutes

(a) **Regular Board Meeting – September 28, 2020**

Presented at printed.

Moved by: D. Werden

Seconded by: S. Gibson

THAT the Minutes of the Regular Board Meeting, held September 28, 2020 be approved.

Carried

(b) **Special Board Meeting – October 2, 2020**

Presented at printed. J. Richardson noted that he was in attendance via teleconference. It was also noted that A. Hauser should be replaced with A. Burtis.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Minutes of the Special Board Meeting, held October 2, 2020 be approved, as amended.

Carried

(c) **Committee of the Whole Board – October 5, 2020**

Presented as printed.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Minutes of the Committee of the Whole Board Meeting, held October 5, 2020 be approved.

Carried



(d) **Special Board Meeting – October 5, 2020**

Presented as printed.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Minutes of the Special Board Meeting, held October 5, 2020 be approved.

Carried

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

(a) **Trustee Replacement Process**

J. Roberto referred to the Trustee Replacement Process report and provided high-level overview of the proposed Trustee Appointment Process, Application Process and Media Release for review.

R. Collver suggests that the Application Process document, be revised to advise that the candidates will be approved and notified, and “December 2020” be removed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Trustee Appointment Process and application form, as amended.

Carried

D - 1 **Director’s Report**

Director’s Highlights:

- J. Roberto announced and welcomed Kathryn Giannini who assumed the role of the Executive Assistant to the Board of Trustees created by the movement of Lisa Howells into the role of Executive Assistant to the Superintendent of Business. J. Roberto extended her thanks to L. Howells for her outstanding support.
- **Cyberbullying Month** – It is Cyberbullying month and tips will be sent out via email each week.
- **Treaty Awareness Recognition Week** – held during the November 2-6, 2020. This week provides an opportunity for educators to bring awareness to the importance of honouring and recognizing the treaties made between First Nations and the Crown. Honouring and recognizing treaty relationships, is part of the 94 Calls to Action of the Truth and Reconciliation Commission (TRC). Learning about the Treaties is an essential aspect to bridge a connection between Ontarians and First Nation



community members, youth, and elders. Treaties are solemn agreements that represent mutual peace, respect and friendship. Wampum belts were sometimes exchanged as a record of the treaty. Learning about treaties and the histories, perspectives and contributions of First Nation, Métis and Inuit peoples is an important part of the learning experience for all Grand Erie students, staff and community and the indigenous team continues to provide resources and supports.

-
- **Managing the Pandemic** – This continues to be at the forefront of our work as we navigate through positive cases. We have a responsive team and we continue to working closely with school administrators and all central staff. Reminders most recently are seating plans on buses, masking updates and cohorting. S
- Superintendents worked with their principals guiding principles for Halloween which includes all of the public health unit COVID19 protocols:
 - Physical distancing
 - Masking
 - Celebrations limited to cohort
- Superintendent Baker is working with principals and nutrition partners to support our students in schools with the safe delivery of food from local volunteers and we have consulted with both Chief Medical Officers to ensure that our processes are sound and food is delivered to students in our schools.
- **Virtual/Conventional Enrolment Updates** – As we move forward, we have two dates for moving between learning models - November 2 for Elementary and November 16 for Secondary. We may have to look at our next opt in date - January 4th. We are going to take some time after this reorganization to carefully review it. The reasons that we want to share with our community are follows:
 - Transition period in November will be short in terms of another opt in date
 - Need to monitor the situation to ensure there is continuity of learning for all our students in both virtual and conventional model
 - Switches not only impact classroom cohorts, will ensure cohorts are tracked,
 - we do recognize this is a difficult decision for parents/guardians to make decision
 - this also impacts teaching staff, support staff, and routines – there is significant changes and a lot work that occurs in the background by school administrators
- Currently working with the Virtual Academy to gather staff, student and parent voice, how it is going as this a new process for all of us and how we can improve and support
- . Home School strategy – we reached out to families and have approximately 60 students that have returned to the conventional model



- **Capital Project** – The Ministry has approved funding for \$16,269,978 to support the project to build an Elementary School in South West Brantford.
- **Bobby St W Pedestrian Safety** – We are pleased to confirm that the County will be maintaining the sidewalk/multi-use path on Laurel Street through to the Mechanic Street footbridge on a year-round basis (including winter maintenance).
- **Graduation is an Important Milestone for our Students** – a video is shared with the Board of Trustees of Valedictorians sharing their memories and celebrating their time together in High School.

C.A. Sloat inquired whether we are permitting Halloween costumes within schools. J. Roberto responded we are encouraging students to wear orange and black.

C.A. Sloat queried when will the data results for the latest survey be available and when the decision will be made about the January “opt-in” date. J. Roberto responded the decision will be made by the end of November and the statistics will be sent out and discussed at the next Board Meeting.

B. Doyle commented that the virtual commencements have worked out pretty well and these are tough times. B. Doyle is pleased to see students have adjusted to the circumstances of the Pandemic. He congratulated the wonderful Grand Erie team for their hard work and dedication.

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Director’s Report of October 26, 2020 as information.

Carried

E - 1 **Student Trustees’ Report**

I. Doxtador-Swamp thanked the Board for allowing her to participate in the virtual OSTA-AECO eFGM Conference from October 22-25, 2020. They had mini break-out sessions and keynote speakers including Kareem Perez, the founder of The Tech Effect. There were plenty of opportunities for engagement with other Student Trustees. Overall, the weekend was filled with many new learning experiences and was described as very beneficial.

Z. Garbaty thanked the Board for providing him with the opportunity to participate in the conference. He felt that it was a very beneficial experience for a Student Trustee.

A. Burtis was very thankful for the opportunity to attend the conference. She enjoyed engaging in conversations with students equally as passionate as her.

Moved by: E. Dixon

Seconded by: S. Gibson



THAT the Grand Erie District School Board receive the Student Trustees' Report of October 26, 2020 as information.

Carried

F - 1 Committee Report

(a) Committee of the Whole Board – October 5, 2020

Moved by: S. Gibson

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the recommendations from the October 5, 2020 Committee of the Whole Board Meeting as follows:

1. Modified School Year Calendar Ad Hoc Committee Report

THAT the Grand Erie District School Board receive the Modified School Year Calendar – Ad Hoc Committee Report as information.

THAT the Grand Erie District School Board direct staff to bring back the Terms of Reference, for a Committee to make suggestion for Modified School Year Calendar for the 2022-23 school year and report back to the Board in November 2021.

2. MPPs Visit Update

THAT the Grand Erie District School Board receive the MPPs Visit with MPP Toby Barrett and MPP Will Bouma Update report as information.

3. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of October 5, 2020 as information.

4. Learner Intervention Tracking for Excellence (LITE)

THAT the Grand Erie District School Board receive the Learner Intervention Tracking for Excellence (LITE) report as information.

5. Public Consultation Plan for Special Education Plan Annual Review

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

6. Voluntary Indigenous Self-Identification Report

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

7. Bylaw 19 Use of Board Logo and Grand Erie Name



THAT the Grand Erie District School Board approve Bylaw 19 Use of Board Logo and Grand Erie Name.

Carried

8. Bylaw 26 Chairs' Committee

THAT the Grand Erie District School Board approve Bylaw 26 Chairs' Committee

9. SO9 Cyberbullying

THAT the Grand Erie District School Board forward Policy SO9 Cyberbullying to all appropriate stakeholders for comments to be received by November 25, 2020

10. SO25 Visual Identity

THAT the Grand Erie District School Board forward Policy SO25 Visual Identity to all appropriate stakeholders for comments to be received by November 25, 2020

11. SO31 Accessibility

THAT the Grand Erie District School Board forward Policy SO31 Accessibility to all appropriate stakeholders for comments to be received by November 25, 2020

12. HR110 Hiring Procedure

THAT the Grand Erie District School Board forward Procedure HR110 Hiring Procedure to all appropriate stakeholders for comments to be received by November 25, 2020

13. OPSBA Report

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

14. Student Trustee Report – Orange Shirt Day

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

15. In Camera Report

THAT the Grand Erie District School Board approve the resignation of Superintendent of Education Linda De Vos for the purpose of retirement effective January 31, 2021.

R. Collver requested on Recommendation #2 that the MPP names be included.

Carried

G - 1 New Business

(a) Enrolment Update



R. Wyszynski referred to the Enrolment Update report providing a high-level overview noting enrolment is reported to the Ministry on October 31st and March 31st on a yearly basis. Enrolment has been difficult within the first week of September, a significant number of parents held their children back to be homeschooled or for virtual learning due to COVID-19. These students are not included in the statistics provided to the Board and this could result in a loss of revenue, and we are waiting to hear from the Ministry regarding this issue.

S. Gibson inquired where do we fit percentage wise with the number of students we have lost compared to other School Boards? R. Wyszynski responded we do not have access to the other Boards' enrolment loss data so that comparison would be difficult, but it is definitely we can propose to bring when this report come back in November, looking at the October 31 count date.

D. Werden asked about the increase in the grade 4–8 cohort numbers, what is the reason for this? R. Wyszynski responded that the Special Education Students are not represented in this report and the majority belong in the grade 4-8 and this will be there in the November report.

Moved by: B. Doyle

Seconded by: D. Werden

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

Carried

(b) Elementary Class Size Report

R. Wyszynski referred to the Elementary Class Size Report and noted that as of October 22, 2020, we have yet to receive the "SB" Memorandum from the Ministry of Education regarding the 2020-21 Elementary class size caps. The SB memorandum instructions were received on October 26, 2020 and this will be reported in late November.

C.A. Sloat questioned whether we are compliant. R. Wyszynski advised that we are compliant with the Ministry.

Moved by: E. Dixon

Seconded by: C.A. Sloat

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

Carried

(c) 2019-20 Grand Erie's Student Achievement Plan: Success for Every Student Outcomes



L. De Vos, D. Martins and L. Thompson presented the 2019-20 Grand Erie Student Achievement Plan Outcomes. It was noted that EQAO assessments were not administered during the 2019-20 school year, no results were available for this report.

L. De Vos provided a high-level overview of the Elementary outcomes noting this looks very different than in the past, it is very short and have compiled primary and junior into one due to circumstances.

- Mathematics: How did we do? (Measures of Success)
 - Quantitative Results for Primary and Junior Students
 - Where are we now? (story of how we are responding to how we did)
- Literacy – How did we do? (Measures of Success)
 - Quantitative Reading Results and Writing for Primary and Junior Students
 - Where are we now? (story of how we are responding to how we did)

D. Martins provided a high-level overview of the Student Success / Secondary Outcomes for the following areas:

- Literacy – How did we do?
 - Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade OSSLT and a summary
- Numeracy – How did we do?
 - Percentage of students achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied and Academic Grade 9 course 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 and 6/8 credits by the end of Grade 9
 - Percentage of students achieving 16/16 and 12/16 credits by the end of Grade 10
- Where are we now?

G. Anderson asked do we know the Provincial averages for student's achieving 16/16 credits by the end of Grade 10? D. Martins responded we have not done comparative but would likely be on-par Provincially.

L. Thompson provided a high-level overview of the Special Education Outcomes for the following areas:

- Tier 1 Interventions



- Speech Language Pathologist and Communicative Disorders Assistant School Support
- Elementary Learning Resource Teachers (LRT)
- In-School Team and Resource Team
- System and Professional Support Staff

C.A. Sloat inquired whether the monthly LRTs are still happening? L. Thompson responded that at the beginning of the year there were be held virtually, however, they have been put on hold as LRTs are being used in classrooms to fill in teachers.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the 2019-20 Board Improvement Plan for Student Achievement Outcomes as information.

Carried

(d) **2020-21 Grand Erie's Student Achievement and Well-Being Plan: Success for Every Student**

L. De Vos referred to the 2020-21 Grand Erie Student Achievement and Well-Being Plan: Success for Every Student and with the support of D. Martins and L. Thompson provided a high-level overview of the changes to the 2020-21 plan.

S. Gibson is pleased that well-being and strategies for coping and calming are included in this plan.

Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the 2020-21 Grand Erie's Plan for Student Achievement and Well-Being: Success for Every Student as information

Carried

H - 1 Other Business

(a) **Summary of Accounts – September 2020**

Presented as printed.

Moved by: D. Werden

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of September 2020 in the amount of \$11,563,734.01 as information.

Carried



(b) **Special Education Advisory Committee Minutes – September 17, 2020**

Presented as printed.

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – September 17, 2020 as information.

Carried

(c) **Joint Occupational Health & Safety Committee Minutes – September 17, 2020**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – September 17, 2020 as information.

Carried

(d) **Audit Committee Minutes (Draft) – September 22, 2020**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the recommendations from the September 22, 2020 Audit Committee Meeting

1. External Audit Plan and Fee Estimate

THAT the Audit Committee recommends to the Board the approval of the External Audit Plan and Fee Estimates be approved as presented.

Carried

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Audit Committee Minutes (Draft) - September 22, 2020 as information. e

Carried

(e) **Native Advisory Committee Minutes (Draft) – October 6, 2020**

Presented as printed.



Moved by: B. Doyle

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes (Draft) - October 6, 2020 as information.

Carried

I - 1 Correspondence

(i) Toby Barrett, MPP Haldimand-Norfolk Letter

Moved by: D. Werden

Seconded by: E. Dixon

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

Carried

The Board was required to go back into In Camera session.

In-Camera

Motion by: C.A. Sloat

Seconded by: E. Dixon

THAT the Board move into In Camera Session to discuss legal matters at 8:35 p.m.

Carried

The Board returned to open session at 9:05 p.m.

A-1-g In Camera Report

Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board direct staff to open up the ability to hire retired teachers to be reviewed by August 30, 2021.

Carried

J - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 9:10 p.m.

Carried

Board Chair, G. Anderson



Committee of the Whole Board Meeting

Monday, November 9, 2020

Education Centre, Board Room & MS Teams (Virtual)

MINUTES

Present: S. Gibson– Committee Chair, G. Anderson, R. Collver, D. Dean, E. Dixon, B. Doyle, J. Richardson (via teleconference), C.A. Sloat, C. VanEvery-Albert (via teleconference), D. Werden (via teleconference), A. Burtis (Student Trustee), Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee)

Administration: Director – J. Roberto; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – K. Giannini & L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, S. Gibson at 6:32 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Board move into In Camera Session to discuss personnel, legal and property matters at 6:33 p.m.

Carried

(d) Welcome to Open Session

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

(e) Agenda Additions/Deletions/Approval

C.A. Sloat recommends moving Item D-1-a up on the agenda as the Auditor is present.

Moved by: R. Collver

Seconded by: G. Anderson

THAT the Agenda be approved with the amendment.

Carried



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

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

(a) Rural and Northern Education Spending Report

R. Wyszynski presented the Rural and Northern Education Spending Report. Grand Erie District School Board received \$613,755 for the 2019-20 school year. We were only able to utilize \$84,147 of these funds and the unspent funds of \$529,609 will be left in deferred revenue to support COVID-19 expenses for rural schools in the 2020-21 school year.

C.A. Sloat inquired about school field trips. R. Wyszynski advised that this funding is typically used prior to alternative funding, and that this has been impacted by COVID-19.

J. Richardson inquired about whether we are able to use some of the additional funding towards transportation and hiring additional Bus Drivers. R. Wyszynski will present this idea and will report back to the Board.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the 2019-20 Rural and Northern Education Fund Spending Report as information.

Carried

(b) Modified School Year Calendar Ad-hoc Committee Terms of Reference

W. Baker provides an overview of the Modified School Year Calendar Ad-hoc Committee Terms of Reference.

G. Anderson inquired about the process of identifying a school and asked if this is limited to Brantford. W. Baker advises that this would not be limited to Brant County and would not be imposed on any particular school.

Moved by: D. Dean

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the Balanced School Year Calendar Ad-hoc Committee Terms of Reference.

Carried



B-1-b Committee of the Whole Board Meeting

Monday, November 9, 2020
Education Centre, Board Room & MS Teams (Virtual)

C - 1 Director's Report

(a) Directors Highlights

- Grand Erie District School Board was mentioned in the Fall IBM Publication on the Learning Plan Leverage Digital Plan.
- 2200 devices were deployed to schools to support our device refresh initiative. ITS has also received 525 devices to support students participating in Virtual Learning. The increase in devices has enabled us to support families who require more than one device.
- We are currently reviewing the 2021 opt-in dates and will report back that will include communication to all staff and families.
- A survey will be launched participation of all parents, guardians, staff and students of the VLA to obtain feedback of progress and to look at how we as a District can further support our families and staff in this new learning environment.
- Professional development is occurring in Elementary both virtually and after school.
- The Ontario government has announced that they are providing up to \$1.05 billion in combined federal-provincial funding through the new COVID-19 Resilience infrastructure stream to build or renovate health and safety related projects in long-term care, education and municipalities. Eligible projects must begin by September 30, 2021 and be completed by December 31, 2021.
- The COVID-19 Operational Guide has been released.
- The draft Policy/Program Memorandum for the teacher hiring policy, encourages Boards at this time to look at the following key items:
 - 1) Diversity, Equity, and Human Rights
 - 2) Qualifications and Merit
 - 3) Employment Mobility
 - 4) Fairness and Transparency
 - 5) Monitoring and Evaluation

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Director's Report of November 9, 2020 as information.

Carried



(b) Managing the Pandemic
Discussed in C-1-a.

C.A. Sloat inquired about fundraising, and if this is permitted if it is non-contact. Are we talking about facility rentals? The latest information that we have acquired is all permits are cancelled through January 3, 2021.

C.A. Sloat inquired about whether school are permitted to do “hot lunches”. And also asked whether we should be asking all staff to download the COVID Alert application on their Board phones.

Z. Garbaty stated that he has had several students comment about not being in favour of the quad semester. He inquired about whether there has been any further discussion regarding returning to four classes per day. There has been discussion. However, to meet the Public Health and Provincial Government guidelines, we are unable to return to this model at this time.

D - 1 New Business – Action/Decision Item

(a) Consolidated Financial Statements – August 31, 2020

R. Wyszynski invited Dianne Latta, Senior Partner of Millard, Rouse and Rosebrugh to review the Auditor’s Report. Dianne Latta provided a high-level overview of the Consolidated Financial Statements – August 31, 2020.

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the Auditor’s Report for the year ended August 31, 2020, as recommended by the Grand Erie District School Board’s Audit Committee.

Carried

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board direct the Board Chair and Vice Chair to sign the Consolidated Financial Statements dated August 31, 2020 on behalf of the Board; and THAT the Consolidated Financial Statements dated August 31, 2020 be forwarded to the Ministry of Education as required by the Education Act.

Carried



(b) **Preliminary Year End**

R. Wyszynski provided a high-level summary of the 2019-20 Financial Year End report.

R. Collver inquired about unsupported capital. It was on the capital renewal plan for 2018 and 2019, and those funds come from school condition and school renewal funds. Did we identify this as an unsupported capital in that report and that it wasn't coming from the renewal and conditions funding? In that 2018-19 report, it was identified as school condition improvement dollars, but they're ineligible. What should have happened in that report is that project should have been with the third column saying "unsupported".

G. Anderson inquired about the 2019-20 Capital Projects and the Principal Building and Ground column. He asked if this was a direct result of COVID-19. R. Wyszynski stated that this is correct.

C.A. Sloat inquired about the 2019-20 Capital Projects and the Community Partnership Incentive Program (CPIP) and the Pride of Place. Both of these were underspent. Is this because things came in underbudget or because they didn't get completed. We usually provide a report of prior year completed. Pride of Place was underspent, but the CPIP was actually overspent. There was a great number of projects that we were unable to achieve due to COVID-19.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Preliminary Year End as information.
Carried

(c) **Facility Renewal Plan 2020-21**

R. Wyszynski provided a high-level summary of the Facility Renewal Plan 2020-21.

C.A. Sloat inquired about accessibility as all schools are required to be accessible by 2025. Will we have enough to make all schools accessible? We are looking into an accessibility consult to determine the cost to make these remaining schools accessible.

R. Collver referred to page three of the report – our schools are being challenged right now with fundraising. Is there some other way to administer the Community Partnership Incentive program? This would require an amendment to the policy. R. Wyszynski will bring this to the Facilities team and will bring this back to the Board of Trustees.



Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the Facility Renewal Plan 2020-21.

Carried

(d) **Trustee Honoraria**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2020 to November 30, 2021 as presented.

Carried

(e) **Trustees' Travel and PD Expenses**

Presented as printed.

Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Trustee's Travel and PD Expenses Report as information.

Carried

(f) **Contract Award – Softchoice Term License & Maintenance**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the renewal licensing of the Microsoft Office suite from Softchoice LP in the amount of \$260,544.93 plus HST.

Carried

D – 2 New Business – Information Items

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

Superintendent, L. Thompson presented the Annual Update Multi-Year Accessibility Plan 2017-22 Report. L. Thompson recognizes that there is a need for an amendment on page two of the report. The next steps for the Multi-Year Accessibility Plan should read "2017-22".



Committee of the Whole Board Meeting

Monday, November 9, 2020

Education Centre, Board Room & MS Teams (Virtual)

Moved by: G. Anderson

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Annual Update Multi-Year Accessibility Plan 2017-22 as information with the amendment of the date.

Carried

(b) **Grand Erie Graduation Rate Report**

Superintendent, D. Martins presented the Grand Erie Graduation Rate Report.

G. Anderson clarified that the students that started at one school and graduated from a different school would not be included in this data.

C.A. Sloat inquired about myBlueprint and asked how this is planning to be rolled out. This will go through the access points of the grade seven and eight students and also the secondary students. Our hope is to eventually have course selection sheets submitted electronically.

Moved by: B. Doyle

Seconded by: E. Dixon

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

Carried

(c) **2020-21 Indigenous Education Board Action Plan**

Superintendent, D. Martins presented the 2020-21 Indigenous Education Board Action Plan.

Indigenous education remains a key priority for the Ministry of Education with a commitment to ensuring that each First Nation, Métis and Inuit student has every opportunity for success. The Ministry continues to focus on meeting two primary objectives:

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

Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific Nation's name will be used; otherwise the term Indigenous, Métis or Inuit will be referenced in print or otherwise.

C. VanEvery-Albert was thankful that the paragraph regarding our Nation's name was included in this report. She inquired about Engagement and Awareness Building and asked if there is any specific reason why the Native Advisory Committee was not included in that

**Committee of the Whole Board Meeting**

Monday, November 9, 2020

Education Centre, Board Room & MS Teams (Virtual)

group? We have professional development funds that comes from the education foundation agreement with Six Nations specifically and the funding for that is allocated through that avenue for Engagement and Awareness pieces. The funding for the Indigenous Education Advisory Committee comes from the Ministry for Indigenous and Non-Indigenous students.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the 2020-21 Indigenous Education Board Action Plan as information.

Carried

(d) **Health & Safety Annual Report 2019-20**

R. Wyszynski presented a high-level overview of the Health and Safety Annual Report 2019-20.

The COVID-19 pandemic will continue to be the focus of the Joint Occupational Health and Safety Committee (JOHSC) and the Board until such time as the Public Health Unit declares the event over.

G. Anderson inquired whether Educational Assistants (EAs) are being provided with the opportunity to participate in this Student Aggression/Workplace Violence and Crisis Intervention training and workshops, as they are a high-risk group. R. Wyszynski stated that they are provided with this opportunity.

C.A. Sloat asked if the Ministry of Labour has provided verbal approval to change the Term of Reference. R. Wyszynski replies that the Ministry understands that it's not a normal year and we need to look after our staff and students, and they do not see an issue with us temporarily amending the Terms of Reference at this time.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receives the Health & Safety Annual Report 2019-20 as information.

Carried

(e) **Multi-Year Plan 2016-2020 Update**

J. Roberto provided a high-level overview of the Multi-Year 2016-20 Update.

J. Roberto recognized former Director Brenda Blancher, Senior Team, all of our Managers and Departments, Stakeholders who led, implemented and supported system direction that

**Committee of the Whole Board Meeting**

Monday, November 9, 2020

Education Centre, Board Room & MS Teams (Virtual)

impacted student achievement and well-being. J. Roberto also acknowledged the Board of Trustees for supporting the direction of the Multi-Year Plan.

R. Collver commented that it is wonderful to see the things that we have completed in the last four years, and it's unfortunate that we are unable to see what was completed between March and September that wasn't captured in this report.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Multi-Year Plan 2016-2020 Update as information.

Carried

(f) **Student Suspension Report**

Superintendent, W. Baker provided a summary of the Student Suspension Report.

G. Anderson inquired about next year and asks if there are any expectations for the students below grade four. W. Baker stated that if you have behaviour that could be considered under an expulsion, a suspension could be considered.

R. Collver stated that Regulation 440 will present challenges. How are we intentionally supporting our schools to help with the challenges that may arise in this age group? Are we adding any intentional supports for them to help manage these students? R. Collver asks how we are sending a child home for a day? This could be referred to as a voluntary withdrawal with the understanding that supports will be in place when they return to school.

Moved by: G. Anderson

Seconded by: C.A. Sloat

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

Carried

(g) **Student Expulsion Report**

Superintendent, W. Baker provided a summary of the Student Expulsion Report.

Moved by: C.A. Sloat

Seconded by: B. Doyle

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

Carried



(h) **Student Exclusion Report**

Superintendent, W. Baker provided a summary of the Student Exclusion Report.

R. Collver asked how long does an exclusion last. Much like an expulsion, we consider re-entry with conditions in place. Exclusions could last up to a year.

C.A. Sloat asked if we still have students on modified days outside the IPRC process and how often is this occurring? W. Baker advised that this should not be occurring anymore.

Moved by: G. Anderson

Seconded by: D. Dean

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

Carried

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

(a) **FT10 Green Schools Construction**

R. Wyszynski presented the FT10 Green Schools Construction and Renovation Policy. This was approved by the Board in October 2016 and we have made a number of revisions to the terminology and methodology in the policy.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board forward Policy FT10 Green School Construction and Renovation to all appropriate stakeholders for comments to be received by January 8, 2021.

Carried

(b) **FT11 Community Planning and Facilities Partnerships**

R. Wyszynski presented the FT11 Community Planning and Facilities Partnerships Policy. This is also being circulated for comments. We are suggesting that the any renovations required by the partner to effectively use the space must be approved by the Superintendent of Business & Treasurer, rather than the Board. This will assist in speeding up the process.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board forward Policy FT11 Community Planning and Facility Partnership to all appropriate stakeholders for comments to be received by January 8, 2021.



Carried

(c) SO2 School Councils

J. Roberto presented SO2 School Councils, which will be circulated for comments. The date will be amended to January 8, 2021.

Moved by: E. Dixon

Seconded by: G. Anderson

THAT the Grand Erie District School Board forward SO2 School Councils to all appropriate stakeholders for comments to be received by January 8, 2021.

Carried

(d) SO4 Distribution of Materials in Schools

J. Roberto presented SO4 Distribution of Materials in Schools, which will be circulated for comments. The date will be amended to January 8, 2021.

C.A. Sloat noticed that “his/her” should be amended to “their”.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward SO4 Distribution of Materials in Schools to all appropriate stakeholders for comments to be received by January 8, 2021, as amended.

Carried

(e) Regulation 440/20 – Revisions to Grand Erie Policies SO6, SO7, SO10 & SO11

Presented as printed.

Moved by: C.A. Sloat

Seconded by: D. Dean

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

- SO6 Student Suspensions,
- SO7 Student Expulsions,
- SO10 Bullying Prevention and Intervention,
- SO11 Progressive Discipline and Promoting Positive Student Behaviour

to all appropriate stakeholders for comments.

Carried

Motion by: B. Doyle

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve Policies:



- SO6 Student Suspensions,
- SO7 Student Expulsions,
- SO10 Bullying Prevention and Intervention,
- SO11 Progressive Discipline and Promoting Positive Student Behaviour.

Carried

E – 2 Procedure Consideration – Information Items

(a) FT105 Playground Equipment

Presented as printed.

Moved by: G. Anderson

Seconded by: R. Collver

THAT the Grand Erie District School Board receive Procedure FT105 Playground Equipment as information.

Carried

(b) SO110 Exemption to Human Development and Sexual Health

Presented as printed.

Moved by: J. Richardson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive Procedure SO110 Exemption to Human Development & Sexual Health as information.

Carried

F - 1 Other Business

(a) OPSBA Report

R. Collver presented a verbal OPSBA report.

On Saturday, November 7, 2020 R. Collver, D. Werden and C.A. Sloat attended a virtual meeting. The key topics discussed were red line items, which are serious threats to education that we feel OPSBA should pay attention to.

- E-Learning
- Dissolving School Boards
- Enrollment
- Facility Repairs
- Virtual Budget

The Provincial Budget was also on the agenda, as well as Special Education, Mental Health, Transportation and COVID-19, which remain priorities.



The Public Education Symposium will be a virtual learning session on January 28, 2021 from 10:00am-3:15pm. Some of the key topic they will be discussing are:

- Indigenous Education
- Anti-Racism

Moved by: D. Dean

Seconded by: C.A. Sloat

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

Carried

G - 1 Correspondence

(a) BHNCD SB Letter to City of Brantford

G. Anderson shared this letter with the Board.

Moved by: G. Anderson

Seconded by: R. Collver

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

Carried

H - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the meeting be adjourned at 9:10 p.m.

Carried

Committee of the Whole Board Chair, S. Gibson



MINUTES

Present: G. Anderson (Board Chair), D. Dean, R. Collver, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. VanEvery-Albert, D. Werden, Ava Burtis (Student Trustee), I. Doxtador-Swamp (Student Trustee), Z. Garbaty (Student Trustee)

Administration: Director – J. Roberto, Superintendents – D. Abbey, W. Baker, L. De Vos, D. Martins, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – K. Giannini

Regrets:

Trustees:

Administration:

A - 1 Opening

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 9:10 p.m.

B - 1 Committee Report

1) **Committee of the Whole Board – November 9, 2020**

1. Consolidated Financial Statement

(a) THAT the Grand Erie District School Board approve the Auditor's Report for the year ended August 31, 2020, as recommended by the Grand Erie District School Board's Audit Committee.

(b) THAT the Grand Erie District School Board direct the Board Chair and Vice Chair to sign the Consolidated Financial Statements dated August 31, 2020 on behalf of the Board; and THAT the Consolidated Financial Statements dated August 31, 2020 be forwarded to the Ministry of Education as required by the Education Act.

2. Contract Award – Softchoice Term License & Maintenance

THAT the Grand Erie District School Board approve the renewal licensing of the Microsoft Office suite from Softchoice LP in the amount of \$260,544.93 plus HST.

THAT the Grand Erie District School Board approve the recommendations from the Committee of the Whole Board Report, dated November 9, 2020 as follows:

Moved by: S. Gibson

Seconded by: B. Doyle

Carried

C - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the meeting be adjourned at 9:11 p.m.

Carried

Board Chair, G. Anderson



MINUTES

Present: G. Anderson (Board Chair), R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, C.A. Sloat, C. VanEvery-Albert (via teleconference), D. Werden

Administration: J. Roberto (Director), L. Munro, S. Sincerbox, R. Wyszynski, K. Giannini (Recording Secretary)

Regrets:

Trustees: J. Richardson, A. Burtis (Student Trustee), Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee)

Administration:

A - 1 Opening

(a) Roll Call

(b) Declaration of Conflict of Interest
Nil

(c) In Camera Session (5:30pm)

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Board move into In Camera Session at 5:32 p.m.

Carried

(d) Welcome to Open Session / Land Acknowledgement Statement (6:30pm)

B – 1 Trustee Appointment Process

THAT the Grand Erie District School Board approve the interview and decision-making processes to appoint a Trustee.

Motion by: E. Dixon

Seconded by: C.A. Sloat

Carried

C – 1 Adjournment

Moved by: C. A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 6:44 p.m.

Carried

Board Chair, G. Anderson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Elementary Class Size Report**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Elementary Class Size Report as information.

Background

Since 2007-2008 the Ministry of Education has required Boards to be fully compliant with class size caps such that 90 per cent of primary classes will have 20 or fewer students and up to 10 per cent of primary classes may have up to 23 students.

The regulation requires the Board to achieve compliance while ensuring that the average class size in grades 4 to 8 is 24.5 or less.

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

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

Boards are required to maintain a board-wide average FDK class size of 26.0 or lower. The funded average class size will remain at 25.57 for 2020-21 to help boards manage the costs associated with meeting the caps.

Grand Erie DSB Statistics for 2020-21

All boards are required to report actual school organizations that are in place each school year. Boards are permitted to select an appropriate reorganization date in the month of September for this purpose. Grand Erie's reorganization date was Friday September 16, 2020. Appendix A provides Grand Erie's 2020-21 statistics from the data provided to the Ministry. Although historically, comparative data has been provided; the revamped reporting form no longer collects and calculates the same data. It is of note that the report confirms that full compliance has been achieved.

Status of Class Size Compliance (for information purposes only)			
	Board Submission Statistic	Regulation Requirement	Compliance Status
Number of Primary Classes over 23	-	Not greater than 0	Achieved
Number of Primary/Junior-Int Combined Classes over 23	-	Not greater than 0	Achieved
Average Junior/Intermediate (grades 4-8) Class Size	22.07	Less than or equal to 24.50	Achieved
Percentage of Primary Classes 20 and under	91.4%	Greater than or equal to 90.0%	Achieved
Average Kindergarten Class Size	20.6	Less than or equal to 26.0	Achieved
Number of Kindergarten Classes (Pure) Over 32	-	Not greater than 0	Achieved
Percentage of Kindergarten Classes (Pure) Between 30 and 32	0.0%	Less than or equal to 10.0% & valid Kindergarten conditions	Achieved

For 2020-21, 100% of Grand Erie's Primary Classes are under 23 students, 91.4% (256 of 280) are at 20 and under and only 8.6% (24 of 280) of our Primary Classes are greater than 20 but no more than 23. All of the 37 Grade 3/4 combined classes are organized at 23 or under. It is important to note that the report confirms that the average grade 4-8 class size is compliant at 22.07.

Grand Erie has 161.70 Full Day Early Learning classes with an average class size of 20.6 which is below the funded level of 25.57 per class.

34 Full Day Early Learning classes have been organized with 15 or fewer students, one teacher and no Early Childhood Educator (ECE) as permitted in Regulation 224/10. Appendix B provides the details of the classrooms where no ECE is present.

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business & Treasurer

Appendix A

Board Statistics	
Number of Reporting Errors in DATA	0
Key Statistics	
Percentage Primary Classes 20 and Under	91.4%
Number of Primary Classes Over 23	-
Average Junior/Intermediate (grades 4-8) Class Size	22.07
Number of Primary/Junior Combined Classes Over 23	-
Average Kindergarten Class Size	20.6
Number of Kindergarten Classes (Pure) At or Below 29	157
Number of Kindergarten Classes (Pure) Between 30 and 32	-
Number of Kindergarten Classes (Pure) Above 32	-
Percentage Kindergarten Classes (Pure) Between 30 and 32	0.0%
General Statistics	
TOTAL Number of Classes Reported	900
TOTAL Number of Schools Reported	59
TOTAL Enrolment of All Classes Reported	18043
Information on Kindergarten Classes	
Number of Kindergarten Classes (Pro-rated)	161.70
Kindergarten Enrolment	3,330
Information on Primary Classes	
Percentage of Primary Classes	
20 and under	91.4%
21	3.2%
22	0.7%
23	4.6%
24	0.0%
25 and more	0.0%
Number of Primary Classes	
20 and under	256
21	9
22	2
23	13
24	-
25 and more	-
Total Number of Primary Classes	280
Information on Junior/Intermediate (grades 4-8) Classes	
Number of Junior/Intermediate (grades 4-8) Classes	432
Enrolment in Junior/Intermediate (grades 4-8) Classes	9,535
Information on Self-Contained Special Education Classes	
Number of Self-Contained Special Education Classes	31
Self-Contained Special Education Enrolment	217

Appendix B

2020-21 Kindergarten Classes without a DECE						
School	Total FD ELK Enrolment	Class Enrolment With a DECE				Class Enrolment with no DECE
Agnes G. Hodge	50	21	19	-	-	10
Banbury	59	23	21	-	-	15
Bellview PS	35	22	-	-	-	13
Branlyn	37	25	-	-	-	12
Burford	77	21	21	22	-	13
Caledonia Centennial	74	18	18	16	-	12 + 10
Cobblestone	83	25	20	25	-	13
Courtland	29	17	-	-	-	12
Delhi	38	23	-	-	-	15
Hagersville	33	18	-	-	-	15
JL Mitchener	65	23	27	-	-	15
Jarvis	66	25	26	-	-	15
Lakewood	111	26	25	26	22	12
Major Ballachey	33	18	-	-	-	15
Mt. Pleasant	39	24	-	-	-	15
North Ward	60	23	23	-	-	14
Oakland-Scotland	35	20	-	-	-	15
Oneida Central	38	24	-	-	-	14
Onondaga-Brant	30	20	-	-	-	10
Port Rowan	38	24	-	-	-	14
Prince Charles	33	19	-	-	-	14
Princess Elizabeth	34	19	-	-	-	15
Rainham Central	32	18		-	-	14
River Heights	80	25	25	-	-	2 x 15
Russell Reid	38	23	-	-	-	15
Ryerson Heights	95	19	23	23	-	2 x 15
Thompson Creek	74	23	21	-	-	2 x 15
Walsh	53	22	18	-	-	13
Walter Gretzky	68	20	19	17	-	12
Woodman Cainsville	52	20	19	-	-	13



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Susan Gibson, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the November 9, 2020 Committee of the Whole Board meeting as follows:

1. **Rural and Northern Education Spending Report**
THAT the Grand Erie District School Board receive the 2019-20 Rural and Northern Education Fund Spending Report as information.
2. **Modified School Year Calendar Ad-hoc Committee Terms of Reference**
THAT the Grand Erie District School Board approve the Balanced School Year Calendar Ad-hoc Committee Terms of Reference.
3. **Director's Report**
THAT the Grand Erie District School Board receive the Director's Report of November 9, 2020 as information.
4. **Preliminary Year End**
THAT the Grand Erie District School Board receive the Preliminary Year End as information.
5. **Facility Renewal Plan 2020-21**
THAT the Grand Erie District School Board approve the Facility Renewal Plan 2020-21.
6. **Trustee Honoraria**
THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2020 to November 30, 2021 as presented.
7. **Trustees' Travel and PD Expenses**
THAT the Grand Erie District School Board receive the Trustee's Travel and PD Expenses Report as information.
8. **Annual Update Multi-Year Accessibility Plan 2017-22**
THAT the Grand Erie District School Board receive the Annual Update Multi-Year Accessibility Plan 2017-22 as information with the amendment of the date.
9. **Grand Erie Graduation Rate Report**
THAT the Grand Erie District School Board receive the Grand Erie Graduation Rate Report as information.
10. **2020-21 Indigenous Education Board Action Plan**

THAT the Grand Erie District School Board receive the 2020-21 Indigenous Education Board Action Plan as information.

11. **Health & Safety Annual Report 2019-20**

THAT the Grand Erie District School Board receive the Health & Safety Annual Report 2019-20 as information.

12. **Multi-Year Plan 2016-2020 Update**

THAT the Grand Erie District School Board receive the Multi-Year Plan 2016-2020 Update as information.

13. **Student Suspension Report**

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

14. **Student Expulsion Report**

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

15. **Student Exclusion Report**

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

16. **FT10 Green Schools Construction**

THAT the Grand Erie District School Board forward Policy FT10 Green School Construction and Renovation to all appropriate stakeholders for comments to be received by January 8, 2021.

17. **FT11 Community Planning and Facilities Partnerships**

THAT the Grand Erie District School Board forward Policy FT11 Community Planning and Facility Partnership to all appropriate stakeholders for comments to be received by January 8, 2021.

18. **SO2 School Councils**

THAT the Grand Erie District School Board forward SO2 School Councils to all appropriate stakeholders for comments to be received by January 8, 2021.

19. **SO4 Distribution of Materials in Schools**

THAT the Grand Erie District School Board forward SO4 Distribution of Materials in Schools to all appropriate stakeholders for comments to be received by January 8, 2021.

20. **Regulation 440/20 – Revisions to Grand Erie Policies SO6, SO7, SO10 & SO11**

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

- SO6 Student Suspensions,

- SO7 Student Expulsions,
 - SO10 Bullying Prevention and Intervention,
 - SO11 Progressive Discipline and Promoting Positive Student Behaviour
- to all appropriate stakeholders for comments.

THAT the Grand Erie District School Board approve Policies:

- SO6 Student Suspensions,
- SO7 Student Expulsions,
- SO10 Bullying Prevention and Intervention,
- SO11 Progressive Discipline and Promoting Positive Student Behaviour.

21. **FT105 Playground Equipment**

THAT the Grand Erie District School Board receive Procedure FT105 Playground Equipment as information.

22. **SO110 Exemption to Human Development and Sexual Health**

THAT the Grand Erie District School Board receive Procedure SO110 Exemption to Human Development & Sexual Health as information.

23. **OPSBA Report**

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

24. **Correspondence**

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

Respectfully submitted,

Susan Gibson, Chair
Committee of the Whole Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Honoraria**
DATE: November 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2020 to November 30, 2021 as presented.</p>
--

Background

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria and Board Policy F4 was established after community consultation to set out procedures for the annual calculation of honoraria.

Additional Information

- Trustee honoraria consist of three components; a base amount, an enrolment amount and Chair/Vice Chair allowances. The base amount of \$5,900 per trustee is established per regulation.
- The enrolment amount is adjusted annually based on the projected enrolment filed in the 2020-2021 Estimates Budget.
- Until December 31, 2018, for income tax purposes, only 2/3 of the monthly honorarium was defined as income and subject to deduction for the Canada Pension Plan. The remaining 1/3 of the honorarium was exempt from income tax which is defined as Municipal Officers' allowance under the Income Tax Act.
- Commencing January 1, 2019, the federal government repealed subsection 81(3) of the Income Tax Act meaning that all allowances became fully taxable.
- The Honoraria shall be paid on a semi-monthly basis

Proposed Trustee honoraria for the year from December 1, 2020 to November 30, 2021 are illustrated in the table below. Honoraria approved effective December 1, 2019 are shown for comparison.

	December 2019	December 2020 <i>(proposed)</i>	Change
Base Amount	5,900.00	5,900.00	-
Board Chair Allowance	5,000.00	5,000.00	-
Board Vice Chair Allowance	2,500.00	2,500.00	-
<u>Enrolment Amounts</u>			
All Trustees	4,468.45	4,505.73	37.28
Board Chair	1,276.70	1,287.35	10.65
Board Vice Chair	638.35	643.68	5.33
<u>Total Remuneration</u>			
Trustee	10,368.45	10,405.73	37.28
Board Chair	16,645.15	16,693.08	47.93
Board Vice Chair	13,506.80	13,549.41	42.61

Detailed calculations for the proposed honoraria effective December 1, 2020 are shown on the attached schedule.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Remuneration Calculations

Effective December 1, 2020

Ending November 30, 2021

Average Daily Enrolment as per Sched 13, Line 3.9,
2020-21 Estimates Budget

25,747.00

Prior Yr Change

Enrolment Amounts

Trustee	$25747 \times 1.75 / 10 =$	\$ 4,505.73
Board Chair	$25747 \times 0.05 =$	\$ 1,287.35
Vice Chairperson	$25747 \times 0.025 =$	\$ 643.68

\$ 4,468.45	\$ 37.28
\$ 1,276.70	\$ 10.65
\$ 638.35	\$ 5.33

Trustee

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,505.73

Total Annual Trustee Remuneration	\$ 10,405.73
Semi-monthly pay amount (1/24)	\$ 433.57

\$ 10,368.45	\$ 37.28
--------------	----------

Board Chair

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,505.73
Board Chair Allowance	\$ 5,000.00
Board Chair Enrolment Amount	\$ 1,287.35

Total Annual Board Chair Remuneration	\$ 16,693.08
Semi-monthly pay amount (1/24)	\$ 695.55

\$ 16,645.15	\$ 47.93
--------------	----------

Board Vice Chair

Base Amount	\$ 5,900.00
Enrolment Amount	\$ 4,505.73
Board Vice Chair Allowance	\$ 2,500.00
Board Vice Chair Enrolment Amount	\$ 643.68

Total Annual Board Vice Chair Remuneration	\$ 13,549.41
Semi-monthly pay amount (1/24)	\$ 564.56

\$ 13,506.80	\$ 42.61
--------------	----------

Prepared : October 27, 2020



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education
FROM: Linda De Vos, Superintendent of Education
RE: **Camp SAIL Report**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the **Camp SAIL 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.

The SLP (Summer Learning Program) is to focus on Literacy, Numeracy and include specific support for Indigenous students and English Language Learners. 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 two hour a day. Overall, 30 hours of literacy and/or numeracy instruction must occur during a three-week period. For the Summer 2020 SLP, all programming was to be offered in a virtual learning environment.

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 assess students both at the beginning and conclusion of the program to gather data on the specific improvement's students make.

Grand Erie District School Board has offered Camp SAIL (Summer Adventures in Learning) since the summer of 2011. In 2020, we were funded for 10 classes, including funding for Grade Six and Seven Students. However, due to the lower staffing costs we were able to offer 15 classes at 10 schools. This allowed us to have lower class sizes in each class.

Additional Information

This year was the fourth year that participating Grand Erie schools focused on Numeracy with an intentional alignment to our 2019-2020 Board Improvement Plan as well as the work of Focus on Fundamentals 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 activities and 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. Invitations were extended to students in grades 3-7, with an intent to close gaps, address further summer learning loss, and begin to give them a structured mathematics environment in preparation for the fall. In total, we had 116 students attend camp this year, with an average of 7.7 students per class. The breakdown by grade is as follows: 27% were Grade Three Students, 20% were Grade Four Students, 15% were Grade Five Students, 30 % were Grade Six Students and 8% were Grade Seven Students.

Activities and Strategies to Increase Parent Engagement

Parent engagement is a key factor in the Summer Learning Program. With the virtual teaching environment, staff had to rethink how to engage families. A key ring of math activities and the materials to complete the activities were delivered 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.

Additionally, engaging families through on- going communication was an important component to increasing parental participation. Over the three-week program, the staff sent 102 text messages and 498 emails, made 175 phone calls and contacted parents using other methods 72 times. (These included newsletters, video chats or face to face meetings on front lawns.)

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 the resources that they families were given (75% indicated they had used them as a family).
- felt their students had fun, enjoyed the program, and have improved their attitude towards learning math.
- appreciated the camps were run over the summer and provided a daily structure for their students.
- 40% of the comments the families wrote in the open response box included remarks on the passion, enthusiasm and/or the support of teacher and the difference this made to their child.

Next Steps

This report will be submitted electronically to CODE by November 30, 2020.

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: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment Update Report**
DATE: November 23, 2020

Background

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

Additional Information:

Unfortunately, due to the complexity of reporting enrolment from both the virtual and face-to-face environments, the data as of October 31st is not yet ready to be distributed.

Once staff are satisfied that the enrolment data has been verified and reconciled, a report will be presented to Trustees. Staff are optimistic that this data will be made available at the December 14th Board meeting.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Major Construction Project Report**
DATE: November 23, 2020

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

Mapleview Elementary School

Background:

The following is a status update for this new school build.

Project 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 included childcare and child and family program spaces. The old school (Fairview) was demolished following occupancy of the new elementary school.

Space: New Construction

Gross Square Feet: 44,740

Total Project Budget: \$11,388,529

Funding Source: Capital Priorities Grant

Total Project Cost to Date: \$12,303,769

Total Project Forecast Cost: \$12,497,657

Architect: Salter Pilon

General Contractor: JR Certus

Status:

The project is complete.

Budget Summary:

Senior Administration is currently waiting for approval for a funding proposal designed to utilize reserves and to avoid unsupported capital. There is no update from the last report shared in September 2020.

Child Care Renovation at Hagersville Secondary School**Background:**

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project.

Project Scope:

The general scope of the project is to renovate existing space at Hagersville Secondary School that will create a Child Care Program that will service 10 infants, 15 toddlers, and 24 preschoolers.

Space: Renovation

Gross Square Feet: 3,445

Total Project Budget: \$786,506

Funding Source: Capital Funding

Total Project Cost to Date: \$628,716

Total Project Forecast Cost: \$ 688,000

Architect: Grguric Architect Inc.

General Contractor: Platinum Construction Corp.

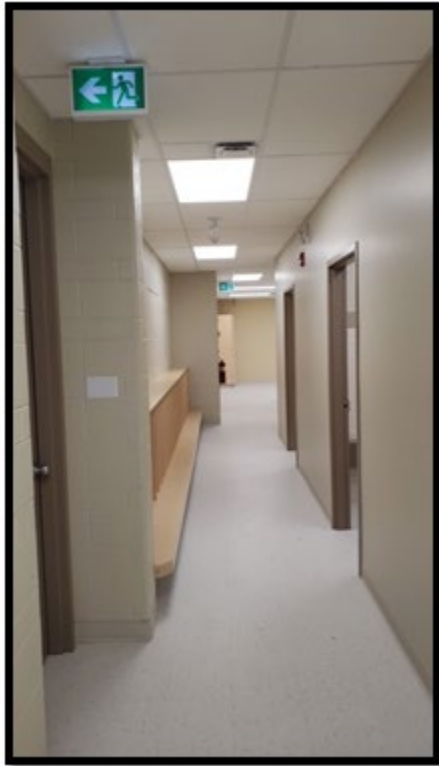
Timeline:

Dates	Description	Status
October 2017	Complete all drawings and tender documents.	Complete
November 2019	Issue Tender	Complete
November 27, 2019	Close tender and seek Board approval to award contract amount of \$488,000	Complete
December 9, 2019	Tender approved by the Board	Complete
Jan 2020 to Nov 2020	Complete project construction work.	Complete
September 17, 2020	Substantial Performance	Complete
TBA	Official Ceremony	Outstanding
August 17, 2021	11 Month Warranty Report	Outstanding

Status:

The preliminary construction kickoff meeting was held on January 15, 2020 and renovations began February 2020. Construction has been completed with occupancy permit issued September 17, 2020. The tenant, Mississaugas of the Credit First Nation (MCFN), began its lease on November 1, 2020 and the childcare is anticipated to be operational in December or January.





Child Care Addition at Central Public School

Background:

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project. In accordance with Policy FT1 – Major Construction Projects, the Project Committee was struck and has met to review the proposed scope of work for childcare center and the architectural drawings for the project.

Project 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.

Space: Addition

Gross Square Feet: 5,673

Total Project Budget: \$2,056,000

Funding Source: Capital Funding

Total Project Cost to Date: \$1,197,009

Total Project Forecast Cost: \$TBD

Architect: Grguric Architect Inc.

General Contractor: Abcott Construction

Timeline:

Dates	Description	Status
September 2018	Complete all drawings and tender documents.	Complete
December 2019	Issue Tender	Complete
January 2020	Close tender and seek Board approval to award contract amount of \$1,711,731	Complete
February 2020	Tender approved by the Board	Complete
March to December 2020	Complete project construction work.	Ongoing
TBA	Substantial Performance	Outstanding
TBA	Official Ceremony	Outstanding
TBA	11 Month Warranty Report	Outstanding

Status:

The preliminary construction kickoff meeting was held on March 5, 2020 and construction started in mid-March. The exterior structure is built with windows and roofing systems, currently working on the exterior brick masonry and inside finishes. Substantial completion is expected in January 2021.



Main Entry Canopy



Exterior Masonry



Reconstructed Parking lot

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Grand Erie Parent Involvement Committee (GEPIC) Membership**
DATE: November 23, 2020

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 2020 to November 2021 as information.

Background

The Grand Erie Parent Involvement Committee (GEPIC) held their first meeting on October 22, 2020. At the meeting, Sarah Nichol was acclaimed as the Chair of GEPIC for the 2020-21 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.

2020-21 Grand Erie District School Board Membership

GEPIC Chair

Sarah Nichol

School Council Chairs/Alternate Parent are all members

School Council/Members Present at 2020-21 Inaugural Meeting

Megan Allen
Shannon Bradfield
Paula Cavan
Adele Churchill
Amber Gillen
Kara Haist
Patricia Hammond
Laura Lanigan
Marcia Lewis
Jennine MacKenzie
Jamie Maillet
Diane Morris
Melissa Mummery
Sarah Nichol
Jenn Smith
Michelle Starratt
Jess Tupein
Nancy Waldschmidt

Community Members

Jean Montgomery

Additional Representatives

JoAnna Roberto (Director of Education)

Eva Dixon (Trustee, Norfolk County)

Susan Gibson (Trustee, City of Brantford)

Kimberly Newhouse (Manager of Communications and Community Relations)

Barkev Poladian (Elementary Administrator)

Yvan Brochu (Secondary Administrator)

Tom Waldschmidt, SEAC

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,

JoAnna Roberto
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: JoAnna Robert, Director of Education & Secretary
RE: **Organizational Board Meetings - 2020**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____

THAT:

- (a) the Nominating Committee Meeting be held in the Board Room at the Education Centre on December 7, 2020 at 6:30 p.m.;
- (b) the 2020 Organizational Meeting be held in the Board Room at the Education Centre on December 7, 2020, following the Nomination Committee Meeting; and
- (c) the 2020 Inaugural meeting be held in the Board Room at the Education Centre on December 14, 2020 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 7, 2020, 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,

JoAnna Roberto
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **2019-20 Indigenous Education Board Action Plan – Outcomes**
DATE: November 23, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2019-20 Indigenous Education Board Action Plan – Outcomes as information.</p>

Background

In November 2019 a request was made by Trustees to provide an annual Indigenous Board Action Plan (BAP) Final Report.

The 2019-20 Board Action Plan Final Report was submitted to the Ministry of Education on November 13, 2020.

Additional Information

The 2019-20 Board Action Plan Allocation as per Section 18 of the GSN was \$124,524. The \$196,008 includes \$71,484 in rollover funds from the 2018-19 school year.

Of the \$196,008 allocation, \$82,539 was spent in year leaving a remaining \$113,469 to be rolled over to the 2020-21 BAP.

Note: a large percentage of funds were unspent due to the trying 2019-20 school year in education due to job action and COVID-19 pandemic implications.

Grand Erie Multi-Year Plan

This report supports the achievement and equity indicators of Success for Every Student and the following statements: we will set high expectations for our students and staff; and we will monitor, measure and reflect on our outcomes and we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins,
Superintendent of Education

FUNDING ALLOCATIONS

Please work with your board finance department to complete the funding pages below (Attach: Section 18 – Indigenous Education Allocation)

	FUNDING		BAP TOTAL
1.	Deferred PPA Revenue from 2018-2019		\$NIL
2.	Deferred BAP Revenue from 2018-2019		\$71,484
3.	18.1 Indigenous Languages		
	18.1.1 Total Elementary		N/A
	IL 20-39 minutes: Number of pupils	0	
	IL 40 minutes or more: Number of pupils:	0	
	18.1.2 Total Secondary		N/A
	IL Grade 9 and 10: Pupil credits	65	
	IL Grade 11 and 12: Pupil credits	60	
	18.1.3 Total Indigenous Language Allocation: 18.1.1 (Total Elementary) + 18.1.2 (Total Secondary): 147,356		N/A
	As Applicable: Please indicate any funding generated through Indigenous Languages that has been allocated towards the BAP		\$NIL
4.	18.2 Indigenous Studies		
	Pupil credits:	175	N/A
	Number of sections:	UNKNOWN	
	18.2 Indigenous Studies Allocation:	206,299	N/A
	As Applicable: Please indicate any funding generated through Indigenous Languages that has been allocated towards the BAP		\$NIL
5.	Indigenous Education Per Pupil Amount		
	18.3.8 Total Indigenous Education Per Pupil Amount (PPA)		\$349,490
	Through the Program Leadership Allocation, boards are required to spend at least 0.5 Supervisory Officer salary and benefits benchmark on a dedicated Indigenous Education Lead. In addition, through the Indigenous Education PPA, boards can access additional funding of 0.5 Supervisory Officer salary and benefits benchmark and have flexibility to use this additional funding towards the Indigenous Education Lead position.		N/A
	As Applicable: Has the additional funding of 0.5 Supervisory Officer salary and benefits benchmark within the Indigenous Education PPA been used to support the Indigenous Education Lead position?	NO	

	<i>As Applicable: Has Indigenous Education PPA funding been used to support any other staff positions (other than the Indigenous Education Lead)?</i> <ul style="list-style-type: none">Please list: Position titles and FTE distribution4 FTE alternative teachers; 1 FT CYW; 0.59 FTE Language teacher	YES	N/A
6.	Board Action Plan on Indigenous Education		
	18.3.11 Board Action Plan on Indigenous Education Allocation		\$124,524
7.	Additional Board Funding		
	<i>As Applicable: Please indicate any other funding generated through (e.g. Grant for Student Needs, Priorities and Partnerships Fund etc) that have been allocated towards the BAP (e.g. curriculum implementation, Indigenous graduation coach etc.)</i> FNMI Curriculum revisions rollout; Indigenous Grad Coach		\$0
Total amount for 2019-2020 Board Actin Plan in Indigenous Education <i>(Please add up amount listed under "TOTAL" column)</i>			\$196,008

BOARD ACTION PLAN ON INDIGENOUS EDUCATION

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
<p>Sharing Our Voices</p> <ul style="list-style-type: none">Indigenous Peoples Day (June 21) celebrated on the 20th. The day brings together community partners, staff and students both Indigenous and non-Indigenous to celebrate the day. These community partners are community resources that have worked in the schools with our students or are role models in the community at large. We have student performers and community partner performers attend/perform.This is the fourth year of the event. <p>Board Improvement Plan for Student Achievement states:</p> <ul style="list-style-type: none">“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.” <p>Teachers are working with community in a variety of ways (spoken word, drama, choir, dance etc.,) to develop and encourage student voice in a variety of ways.</p>	<ul style="list-style-type: none">Calls to Action 63 (iii) the development of intercultural understanding between students.Significant improvement in First Nation, Metis and Inuit student’ self-esteemIntegration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Metis, and Inuit peoples.	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none">Improvement in Indigenous student well- being <p>Engagement & Awareness Building</p> <ul style="list-style-type: none">Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of EducationIncrease in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none">Improvement in student achievement	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"><input type="checkbox"/> Attendance rates<input type="checkbox"/> EQAO data<input type="checkbox"/> Report Card data<input type="checkbox"/> Self-ID data<input type="checkbox"/> Community/educator/student feedback<input type="checkbox"/> Surveys results<input type="checkbox"/> COPs (Conversations, Observations, Products)		<p>\$10,000</p> <p>Not completed due to COVID 19</p> <p>Total Spent: 0</p>

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
Gahsdo:wah workshop BCI (NEW) To meet the Goals in the Multi-Year Plan under EQUITY: In accordance with the Ontario Education Equity Action Plan: <ul style="list-style-type: none">Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. The Native Education Counsellor creates programming based on students who self-identify and/or are non-resident students under the ESA.	<ul style="list-style-type: none">Significant improvement in First Nation, Metis and Inuit student’ self-esteemIntegration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Metis, and Inuit peoples;Increased opportunities for knowledge sharing, collaboration, and issue resolution.	Supporting Students <ul style="list-style-type: none">Improvement in Indigenous student well- being Engagement & Awareness Building <ul style="list-style-type: none">Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of EducationIncrease in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and the Inuit	PART 1: MEASUREMENT TOOL <ul style="list-style-type: none"><input type="checkbox"/> Attendance rates<input type="checkbox"/> Graduation rates<input type="checkbox"/> Credit Accumulation<input type="checkbox"/> EQAO data<input type="checkbox"/> Report Card data<input type="checkbox"/> Self-ID data<input type="checkbox"/> Community/educator/student feedback<input type="checkbox"/> Surveys results<input type="checkbox"/> COPs (Conversations, Observations, Products)	8 boys Multiple days over time, each student attended consistently. Students are encouraged to wear their gahsdo:wah for graduation.	\$4,000 Materials: 971.79 Food: 362.36 Speakers: 600.00 Total Spent: \$1934.15

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
Student Leadership <ul style="list-style-type: none"> Indigenous student groups to promote leadership and student voice at the secondary level. The Indigenous Student Associations support the Student Senate of Grand Erie. Ongoing, 3 years Board Improvement Plan for Student Achievement: <ul style="list-style-type: none"> 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. This program supports the development of leadership and student voice, building capacity for Student Senate and the Indigenous Student Trustee. 	<ul style="list-style-type: none"> Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities; Significant improvement in First Nation, Metis and Inuit student' self-esteem; Increased opportunities for knowledge sharing, collaboration, and issue resolution; Increase in First Nation, Metis, and Inuit student achievement. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well- being <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	PART 1: MEASUREMENT TOOL <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 	<p>September 27, 2019 -United Indigenous Student Council (36 student reps participated)</p> <p>Facilitator: Rising Stars Leadership team</p> <p>October 17, 2019 -Indigenous Student Association members (124 student participants)</p> <p>Facilitator: Rising Stars Leadership team</p> <p>November 14, 2019 - United Indigenous Student Council (32 student reps participated)</p> <p>Facilitated by Grand Erie Cultural Mentors</p> <p>February 20, 2020 - United Indigenous Student Council (38 student reps participated)</p> <p>Facilitated by Grand Erie Cultural Mentors</p> <p>Guest Speakers: Sadie Buck & Cam Hill</p>	<p>\$25,000</p> <p>Transportation: 1865.99</p> <p>Sing: 300.00</p> <p>Food: 3347.13</p> <p>Speakers: 200.00</p> <p>Training: 4799.11</p> <p>Facilities: 175.00</p> <p>Release: 5984.86</p> <p>Merchandise: 951.26</p> <p>Total Spent: \$17 623.35</p>

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
<p>Teacher Requests for Community Supports</p> <p>Funds that are set aside to support teachers/administrators to connect with community resources.</p> <ul style="list-style-type: none"> Ongoing, 4 years <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> 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. <p>Multi-Year Plan: EQUITY</p> <ul style="list-style-type: none"> In accordance with the Ontario Education Equity Action Plan, Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>Educators are able to access funding to support community coming into the classroom, students going out on to the land, into the community or engaging in experiential learning. This allows choice and opportunity for the educators and students in their learning.</p>	<ul style="list-style-type: none"> Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities; Calls to Action 63 (iii) the development of intercultural understanding between students. Calls to Action 62(iii) Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively; Increased opportunities for knowledge sharing, collaboration, and issue resolution. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well- being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Supporting Educators</p> <ul style="list-style-type: none"> Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 	<p>6 Schools supported in total</p> <p>Corn Soup Cook off & Art Show: Nov. 28, 2019: BCI, PDHS, TTSC, PJCVS, NPCVS, 81 students, 4 staff, 5 community members Involved. PDHS won!</p> <p>14 school requests dated up to March 13, 2020</p> <p>Rising Stars program at HSS includes Gr.9 and 10 students, and Gr.8 at LSK.</p> <p>Leadership building program, reaches back to build relationships with our LSK partners to create a positive experience with the school and build relationships and confidence in students coming to HSS.</p>	<p>\$25,000</p> <p>Workshops/programs: 12 777.33</p> <p>(Costs were split with HSS)</p> <p>Food 171.98</p> <p>Total Spent: \$12 949.31</p> <p>Not all events completed due to Job Action and COVID 19</p>

<p>Cultural Mentorship</p> <p>Working to create a partnership with local community members to have supports available to our urban/rural Indigenous, Métis, Inuit Students with culture, language and community role models.</p> <ul style="list-style-type: none"> Year 2 <p>Multi-Year Strategic Plan: EQUITY</p> <ul style="list-style-type: none"> In accordance with the Ontario Education Equity Action Plan, Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> 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. <p>The Cultural Mentorship program works to connect staff and students with leaders in the community to support the development of pride in self and identity in a culturally responsive and culturally safe environment.</p>	<ul style="list-style-type: none"> Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. Work in collaboration with community partners to identify and address topics relevant to health, including mental health, and well-being of First Nation, Métis, and Inuit students. Calls to Action 63 (iii) the development of intercultural understanding between students. Calls to Action 62(iii) Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. Improvement in First Nation, Metis, and Inuit students' self-esteem Increase in the graduation rate of First Nation, Metis, and Inuit students 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates: <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) Engagement 	<p>TTSC -</p> <p>Program provider worked with 2 classes of NAC students on (48). They worked with Wampum belts, created paddles after a learning series about paddles and canoes.</p> <p>Provider met with the Indigenous student group at TTSC on a regular basis to support their inclusion in the Leadership Circle as well.</p> <p>In the Spring, the provider began to support CSS as well, but COVID shut down interrupted that opportunity.</p> <p>Program provider was instrumental in supporting the Corn Soup Cook-off as well.</p>	<p>\$10,000</p> <p>Facilitator/program/materials: 7657.90</p> <p>Transportation: 158.71</p> <p>Total Spent: \$7816.61</p> <p>Not completed due to COVID 19</p>

<p>Transition Plan</p> <ul style="list-style-type: none"> Supporting students under the ESA making the transition from the Federal Schools to the Provincial system. Ongoing <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> 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. <p>Multi-year Plan:</p> <p>In accordance with the Ontario Education Equity Action Plan,</p> <ul style="list-style-type: none"> To identify systemic barriers to students and staff feeling a sense of belonging. Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>The partnership between Grand Erie and the Federal School begins in grade 7 to build relationships with students and their families as they further their path to secondary. Early planning and intervention based on student need, supports the transition and meet the needs for students.</p>	<ul style="list-style-type: none"> Create strategic partnerships with First Nations to help students make a smoother transition from schools in First Nation communities to provincially funded elementary and secondary schools; Develop strategies and procedures to ensure smooth placement, and any necessary subsequent adjustments, for First Nation students with special education needs as they move between schools in First Nation communities and provincial school boards. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well- being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates: <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 	<p>All activities not completed due to COVID 19</p> <p>Grade 8 day: November 6, 2019 Six Nations Grade 8 schools visited Grand Erie Secondary Schools</p> <p>Secondary School Information Classroom Visits – 6 federal schools on 2 days</p> <p>Grade 8 Transition Meetings – 6 federal schools on 4 days</p> <p>Grade 8 Parent Meetings – 6 federal schools on 4 days</p>	<p>\$10,000</p> <p>Transportation: 1084.80</p> <p>Food: 222.66</p> <p>Total spent: \$1307.46</p> <p>Supporting Students Total Spent: \$41,630.88</p>
---	---	--	--	--	--

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING EDUCATORS					
Professional Development <ul style="list-style-type: none"> The department is going to reach out and survey the needs of the Board at the different levels to assess what types of supports are needed and wanted. Non-curriculum based Year 2 Cultural Competency Training (NEW) Possible multi-session PD series (4) to support the building of cultural safety in our system. Multi-year plan: <ul style="list-style-type: none"> We will create equitable environments for all Grand Erie students. 	<ul style="list-style-type: none"> Calls to Action 63 (iv) Identifying teacher-training needs relating to the above. Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively; Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs; Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively 	Supporting Students <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools Supporting Educators <ul style="list-style-type: none"> Increase in the number of Indigenous teaching and non- teaching staff in school boards Increase in satisfaction among educators on Indigenous focused professional development and resources Engagement & Awareness Building <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples 	PART 1: MEASUREMENT TOOL <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 	Indspire Workshop: 2 Educators attended conference Food 2 NBE Virtual Sessions: June 4 th , An introduction to Indigenous Identity (38 participants); June 16 th , Unpacking the GEDSB resources: 38 participants; both sessions have been recorded and stored in Brightspace to support teachers moving forward. Summer Writing Team created the NBE3E online course for use by teachers in our Alternative Education Programs Many opportunities were cancelled due to Job Action and COVID 19	\$24,000 799.00 Registration 605.19 Release 276.85 Total Spent: \$1681.04 \$5,000 Total Spent: \$3590.70 Not completed due to Job action and COVID-19
Understanding Haudenosaunee Philosophies and Guiding Principles (NEW)					

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING EDUCATORS					
<p>Lance Logan-Keye addresses the legacy of residential schools, intergenerational trauma, and the effects of colonization historically to present day.</p> <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none">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. <p>Multi-Year Plan, EQUITY:</p> <ul style="list-style-type: none">Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>Teachers voluntarily attended this session to further understand the Haudenosaunee history, understandings and guiding principles, as shared by Lance to build their own capacity and understandings to develop a culturally responsive classroom.</p>	<ul style="list-style-type: none">Calls to Action 63 (iv) Identifying teacher-training needs relating to the above.Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively;Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs;Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction.	<p>Supporting Students</p> <ul style="list-style-type: none">Improvement in Indigenous student well-beingIncrease in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Supporting Educators</p> <ul style="list-style-type: none">Increase in the number of Indigenous teaching and non- teaching staff in school boardsIncrease in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none">Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of EducationIncrease in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"><input type="checkbox"/> Attendance rates<input type="checkbox"/> Graduation rates<input type="checkbox"/> Credit Accumulation<input type="checkbox"/> EQAO data<input type="checkbox"/> Report Card data<input type="checkbox"/> Self-ID data<input type="checkbox"/> Community/educator/student feedback<input type="checkbox"/> Surveys results<input type="checkbox"/> COPs (Conversations, Observations, Products)	<p>34 Teachers 1 VP 2P 2 Dept. Heads Requested to attend. Many were put on the waiting list.</p> <p>Hosted by Lance Logan-Keye. October 25th, 2019 Incredible interest from both panels. This particular workshop is highly recommended in the future for capacity building.</p>	<p>\$6,000</p> <p>Release: 4992.09 4227.71</p> <p>Total spent: \$9219.80</p>

<p>AQ Subsidies</p> <ul style="list-style-type: none">• Incentive program for Educators to engage in Additional Qualification courses in Native Studies and Languages with subsidies available.• Year 2 <p>Board Multi-Year Strategic Plan: In accordance with the Ontario Education Equity Action Plan,</p> <ul style="list-style-type: none">• Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools;• Each school administrator will become familiar with the student census data relevant to their schools and include an equity component in their School Achievement Plan. <p>Board Improvement Plan:</p> <ul style="list-style-type: none">• Principal and teacher dialogue and feedforward regarding taking initiative for implementation of their own professional learning goals and growth. <p>Through self-reflection, school identified needs or interests, incentive funding is available to support teachers in building their own capacity for teaching a Native Studies courses. It is the intention to broaden the courses being offered in the school while giving teachers the opportunity to find the supports they need and choose to do so.</p>	<ul style="list-style-type: none">• Calls to Action 63 (iv) Identifying teacher-training needs relating to the above.• Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively;• Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs;• Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction.	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Educators</p> <ul style="list-style-type: none">• Increase in the number of Indigenous teaching and non-teaching staff in school boards• Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none">• Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education• Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit education rates of Indigenous students• Improvement in student achievement	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"><input type="checkbox"/> Attendance rates<input type="checkbox"/> Graduation rates<input type="checkbox"/> Credit Accumulation<input type="checkbox"/> EQAO data<input type="checkbox"/> Report Card data<input type="checkbox"/> Self-ID data<input type="checkbox"/> Community/educator/student feedback<input type="checkbox"/> Surveys results<input type="checkbox"/> COPs (Conversations, Observations, Products)	<p>2 Educators</p> <p>Promotion of the subsidy was not possible due to job action and COVID 19.</p>	<p>\$5,000</p> <p>Total spent: \$1000.00</p> <p>Supporting Educators Total: \$15,491.5</p>
--	--	---	---	---	--

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
ENGAGEMENT and AWARENESS BUILDING					
Self ID Awareness Campaign <ul style="list-style-type: none"> To increase awareness of the Voluntary Self Identification procedure in Grand Erie. Annual Multi-Year Plan, COMMUNITY: <ul style="list-style-type: none"> Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home. 	<ul style="list-style-type: none"> Engage with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Indigenous student self-identification and to increase the number of students/families that choose to self-identify. Encourage students who identified as Indigenous, Metis or Inuit in the student census to self-identify through our student information system. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 	<p>Kindergarten orientations were cancelled due to COVID 19</p> <p>Invite typically sent to Elementary Admin to sit on panel of support people in the board/community for families</p> <p>Usually provided a book and self-id card in every "Welcome to Kindergarten" bag for schools visited</p>	<p>\$2,500</p> <p>0.00</p>
Welcome Signs <p>Signs were designed by students in the ISLI (Indigenous Student Leadership Initiative), using a number of greetings in a variety of languages to be displayed in the entrance of all Grand Erie buildings. It is important for students to see themselves and their languages reflected in their environment.</p> <p>Year 2: Elementary School Signage</p> <p>Multi-year plan:</p> <ul style="list-style-type: none"> Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home. 	<ul style="list-style-type: none"> Build strong positive connections with local First Nations and other Indigenous organizations, such as Friendship Centres; Calls to Action 63 (iii) the development of intercultural understanding between students. Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. 	<p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit education rates of Indigenous students 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 	<p>Welcome Signs Elementary (Secondary were delivered late and billed to 2019-20)</p>	<p>\$8,000</p> <p>6685.08</p> <p>4972.00</p> <p>Total Spent:</p> <p>\$11 657.00</p>

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
ENGAGEMENT and AWARENESS BUILDING					
<p>IEAC</p> <ul style="list-style-type: none">Indigenous Education Advisory Committee. This committee is made up of community partners, parents, both Indigenous and non-Indigenous and board personnel. They come together to hear the community perspective, give voice to the parents and partners in Indigenous Education.Annual <p>Multi-Year Plan, COMMUNITY: Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home</p> <p>Multi-Year Plan EQUITY: Goal: To identify systemic barriers to students and staff feeling a sense of belonging.</p>	<ul style="list-style-type: none">Build strong positive connections with local First Nations and other Indigenous organizations, such as Friendship Centres;Engage in shared planning with First Nation, Métis, and Inuit families and communities with respect to student transitions, curriculum, resource materials, and student supports;Maintain continuous dialogue with First Nations regarding tuition agreements, thus ensuring transparency and accountability;Research and promote effective practices for helping First Nation, Métis, and Inuit students succeed in school.	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none">Improvement in Indigenous student well- beingIncrease in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none">Increase in participation of Indigenous parents in educationIncrease in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"><input type="checkbox"/> Attendance rates<input type="checkbox"/> Graduation rates<input type="checkbox"/> Credit Accumulation<input type="checkbox"/> EQAO data<input type="checkbox"/> Report Card data<input type="checkbox"/> Self-ID data<input type="checkbox"/> Community/educator/student feedback<input type="checkbox"/> Surveys results<input type="checkbox"/> COPs (Conversations, Observations, Products)	<p>Oct. 23 in person meeting</p> <p>Dec., Feb., and April were cancelled due to Job Action</p> <p>June 18, 2020 Teams meeting</p>	<p>\$5,000</p> <p>Total Spent:</p> <p>\$158.20</p> <p>Engagement and Awareness Building</p> <p>Total spent:</p> <p>\$11,816</p>

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
USING DATA TO SUPPORT STUDENT ACHIEVEMENT					
Resources <ul style="list-style-type: none"> Assess which resources educators feel they may need based on PD/Course assessment. Annual Board Multi-Year Strategic Plan: In accordance with the Ontario Education Equity Action Plan, <ul style="list-style-type: none"> Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools; Each school administrator will become familiar with the student census data relevant to their schools and include an equity component in their School-target possible resources needed in the school. 	<ul style="list-style-type: none"> Collect, analyse, and report on data for self-identified Indigenous students, to inform targeted strategies for increasing Indigenous student achievement and success. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being <p>Supporting Educators</p> <ul style="list-style-type: none"> Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in the percentage of Indigenous students meeting provincial standards on province-wide assessments in reading, writing and mathematics 	PART 1: MEASUREMENT TOOL <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 	<p>Ojibwe Class Facilitator at HSS</p> <p>Métis Resources both French and English</p> <p>12 French</p> <p>10 English</p> <p>(Provided at 9 schools with Elementary French Immersion programs)</p>	<p>\$11,508</p> <p>3150.00</p> <p>2640.00</p> <p>Total spent: \$5790.00</p>
Secondary/Elementary Lacrosse project <ul style="list-style-type: none"> Teaching the fundamentals and history of Lacrosse through instructors and Knowledge 	<ul style="list-style-type: none"> Increase First Nation, Métis, and Inuit student participation in elementary 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p>	PART 1: MEASUREMENT TOOL <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates 	<p>Due to Job Action and COVID 19 the Elementary project was</p>	<p>Elementary: \$20,000</p>

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
USING DATA TO SUPPORT STUDENT ACHIEVEMENT					
<p>Keepers to promote the development of a Lacrosse program for the school. To help build capacity for teachers/students in culture awareness and skill overall.</p> <p>Year 2 Possible Secondary Schools: Pauline Johnson CVS, Delhi DSS, Simcoe CS</p> <ul style="list-style-type: none"> ongoing <p>Board Improvement Plan for Student Achievement:</p> <p>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.</p> <p>Multi-Year Plan, EQUITY:</p> <ul style="list-style-type: none"> Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>This is based on schools who have shown an interest in building capacity through the collaborative nature with community and educators.</p>	and secondary school programs and services that have proved to be effective	<p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples 	<input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify)	<p>not initiated.</p> <p>Lacrosse game Jan. 31: Bus/120 tickets This event included staff and parents from across GEDSB.</p> <p>2 large events: January 9, 2020 History of Lacrosse with D. Jacobs (160 students) at DDSS and PJCVS March 4, 2020 Skill development with W. Hill (120 students)</p>	<p>Secondary: \$25,000</p> <p>Tickets/Bus 4657.13</p> <p>Release: 261.82</p> <p>Programming: 2460</p> <p>Food: 119.29</p> <p>Transportation: 312.34</p> <p>Total Spent: \$7810.58</p> <p>Supporting Student Achievement Total Spent: \$13,600.58</p>
<p>TOTAL BUDGET</p> <p>Board Action Plan on Indigenous Education: \$196,008</p> <p>TO BE COMPLETED IN FINAL REPORT - FINAL BAP BUDGET SPENT: \$82,539</p>					



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, 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 23, 2020

Recommended Action: 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.

Additional Information

Attached is the 2019-20 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



**Kwe'
Aanii
Ndio!
Tansi
Kwe-Kwe
O'tgwanö:nyö:
wa'tkunuhela:tú:
wa'tkenēherá·thē'
Wa'tgwanohē:nyoh
dejidwadatnohonyo:?
Wa'tkonnonhwerá:tons**

EDUCATION SERVICES AGREEMENT FOR SIX NATIONS STUDENTS

PROGRESS REPORT FOR 2019-20

EXECUTIVE SUMMARY

The Education Services Agreement for Six Nations Students is an agreement between the Grand Erie District School Board and Indigenous Services Canada (ISC), on behalf of Six Nations of the Grand River, that outlines the services, programs and supports that were provided to students from Six Nations that attend Grand Erie schools. This report highlights the work of the 2019-20 school year, specifically related to the progress of these students and the team whose work emerges from this Education Services Agreement: the Native Advisory Committee, the Native Trustee, the Native Advisor, and the Native Education Counselling staff.

Multi-Year Plan 2016-20

In 2016, Grand Erie approved a new strategic direction to guide the work that the school board is doing. At the centre of Grand Erie's Multi-Year Plan is *Success for Every Student*.

Grand Erie will achieve Success for Every Student through a focus on students and staff in a culture of high expectations. The six indicators that support Grand Erie's goal are: Achievement, Community, Environment, Equity, Technology and Well-Being.



Native Advisory Committee

The purpose of Grand Erie's Native Advisory Committee is to represent the interests of students from Six Nations of the Grand River Territory in maintaining quality educational services purchased through the Education Services Agreement and to ensure that the Board members are appropriately advised in matters related to the education of these students.

Committee Composition

CLAUDINE VANEVERY-ALBERT

Six Nations Trustee to the Board

CHRISTINA SPEERS

Trustee of the Board

DENISE MARTINS

Grand Erie District School Board Superintendent responsible for Indigenous Education

JEANNIE MARTIN

Native Advisor to the Board

MELISSA TURNER

Native Education Counsellor
Hagersville Secondary School

SHERRI VANSICKLE

Native Education Counsellor
Brantford Collegiate Institute and Vocational School and
Pauline Johnson Collegiate and Vocational School

SHARON WILLIAMS

Native Education Counsellor
McKinnon Park Secondary School

PAM DAVIS

Community Liaison Worker

SABRINA SAWYER

Indigenous Education Lead for the Board

ANNE NOYES

Six Nations Federal schools representative

VACANT

Six Nations community representative

Standing invitation to:

Audrey Powless-Bomberry

Representative appointed by Six Nations Elected Council

Vacant

Representative appointed by Haudenosaunee Confederacy Council

Education Director or designate of the Mississauga of the Credit First Nation

Principals from the six Grand Erie secondary schools that Indigenous Services Canada provides bussing to Brantford Collegiate Institute and Vocational School, Cayuga Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Pauline Johnson Collegiate and Vocational School, Tollgate Technological Skills Centre.

MESSAGE FROM THE SIX NATIONS TRUSTEE

Welcome la'teieká:nereh!



The 2019-2020 school year was one that we will always remember as the year of the Covid-19 Pandemic. It was business as usual in schools and classrooms until the March Break when the Covid-19 pandemic hit. Many decisions had to be made within a very short time. Teachers had to quickly adapt their courses to full virtual mode, students needed communication devices to access their courses and digital connections

had to be made in record time. The Grand Erie staff worked closely with Indigenous Service Canada, Six Nations Elected Council and others in our community in an effort to ensure that Six Nations students attending Grand Erie secondary schools were able to connect to their classes and successfully complete their school year. Further work had to be done to plan for a summer school program that would be fully virtual. A hybrid model was created to ensure daily interaction between teacher and students. Even staff meetings and professional development activities had to go fully on-line. In spite of being in this unknown territory, the Indigenous Education team and central Student Success team worked diligently to keep on track with the Board's commitment to change the Grade 11 compulsory English course to exclusively - Understanding Contemporary First Nations, Metis and Inuit Voices (NBE3). During the shutdown, three sample units and a recommended resource list were finalized with community input. Two virtual professional development sessions were developed and offered to secondary school English teachers to prepare them to teach the course starting September 2020. Over the summer, the NBE3E elearning course was created. The COVID-19 lockdown was challenging for everyone, but strong spirits helped us all make it through successfully to the end of 2019-20 school year.

One of my focuses during the past school year has been the renegotiation of the Grand Erie-Six Nations Education

Services Agreement (ESA) formerly known as the Tuition Agreement. Alongside staff from Grand Erie District School Board, the Six Nations Education Co-ordination Office (ECO), and Indigenous Services Canada (ISC) we successfully negotiated this new ESA that came into effect September 2020. This five year agreement provides for programs and services to support Six Nations secondary students who attend Grand Erie schools. These include: Haudenosaunee staff to support Six Nations students, High Cost Special Education support, access to Grand Erie's Reach Ahead and the Summer School program, commitment to run Cayuga and Mohawk language courses, and professional development activities for Six Nations teachers. The ESA also calls for a Native Trustee to participate on the school board of trustees, and a Native Advisory Committee (NAC) with representation from Six Nations Elected Council, Haudenosaunee Confederacy Council and a community/parent. The NAC provides direction to the board on programs and services for Six Nations students. This Annual Report highlights the work being done in Grand Erie in relation to the ESA.

Grand Erie DSB holds a seat for an Indigenous student trustee. This year la'teieká:nereh Doxtador-Swamp, a Grade 12 student who attends McKinnon Park, is fulfilling this role. la'teieká:nereh, who speaks both Mohawk and Cayuga, is a welcome addition to the Board. Susan Gibson, Chair of the Committee of the Whole Board, and I work very closely with la'teieká:nereh to mentor her in this important leadership role. Looking forward to all she will achieve this new school year as she has a number of ideas that she hopes to implement.

Welcome la'teieká:nereh!

I trust this report will provide a clear snapshot of work undertaken through the ESA to the success of Six Nations students. As the Six Nations Trustee, I am available for questions and comments at 519-445-0186 or via email cva807@gmail.com

Claudine VanEvery Albert,
GRAND ERIE NATIVE TRUSTEE

SPECIAL SERVICES

Native Advisor

Grand Erie District School Board employs a Native Advisor of Haudenosaunee ancestry to provide consulting and advisory services to the Board with respect to issues affecting Six Nations students, and to:

- participate in the development, review, and implementation of curricula, programs, and services affecting Six Nations students;
- advise the Board and personnel on the significance and inclusion of Haudenosaunee values and traditions throughout initiatives of the Board;
- participate, by invitation, on committees which deliberate on any issues affecting Six Nations students;
- coordinate and administer the activities of the Native Advisory Committee;
- assist in monitoring services outlined in the Special Services Agreement of the Education Services Agreement;
- provide four (4) update reports and/or articles annually for the Six Nations Band Council newsletter; and
- facilitate all other aspects of the implementation of the Education Services Agreement.

Native Education Services Staff

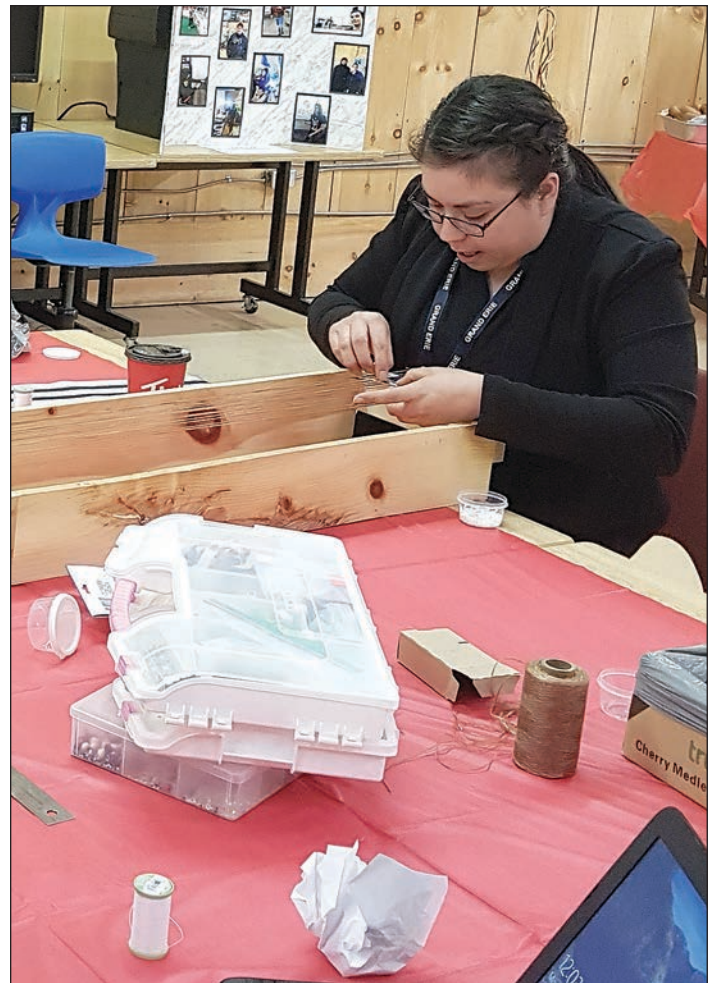
Grand Erie District School Board employs three (3) Native Education Counsellors of Haudenosaunee ancestry to provide supplementary counselling and liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- participate in all Individual Placement and Review Committee meetings conducted for Six Nations students;
- be a resource to and assist with initiatives of the Native Advisory Committee;
- establish positive relations with school personnel and parents of Six Nations students attending Grand Erie secondary schools for the purpose of enhancing student success rates;
- establish and maintain up-to-date information regarding entrance, retention, and success rates of Six Nations students; and
- be responsible for increasing the awareness and sensitivity of school personnel with respect to Six Nations students attending the schools.

Community Liaison Person

Grand Erie District School Board employs a Community Liaison Person of Haudenosaunee ancestry to provide supplementary community liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- establish positive relations with parents and agencies of the Six Nations community as they relate to the Six Nations students' education;
- advocate on behalf of Six Nations students and the community;
- establish and maintain up to date information regarding Six Nations students' entrance, retention and success rates in secondary education; and
- provide counselling to Six Nations students who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.



OTHER ESA UNDERTAKINGS

High Cost Special Education

Grand Erie District School Board provides High Cost Special Education services and equipment to meet the identified high cost special education needs of Six Nations students within the existing processes of the Board. Additional staff supports are provided to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities or exceptionalities.

In 2019-20, Grand Erie District School Board employed nine (9) Educational Assistants to provide additional support to Six Nations students with high cost special education needs allocated as follows:

NAME OF SCHOOL	# EAs
Cayuga Secondary School	2
Hagersville Secondary School	2
McKinnon Park Secondary School	2
Pauline Johnson Collegiate and Vocational School	0
Tollgate Technological Skills Centre	2
Nations	1

Summer Programs

The Grand Erie District School Board Summer School program is open to all Six Nations secondary school students as soon as they complete their Grade 8 school year. Students can register in the Summer School program to get ahead in their credit count or to recover a credit they previously missed in their regular school year. Six Nations Grade 8 students may register in Grand Erie's Reach Ahead summer school program. Six Nations secondary school students may register in Grand Erie's secondary summer school program.

Partnership with Six Nations Federal Schools

The Grand Erie District School Board works with Six Nations' education principals and staff for an ongoing and strengthened partnership focused on respect and reciprocity leading to:

- smoother transitions of Six Nations students from Grade 8 to secondary school and improved student attendance and achievement
- opportunities for co-planning/co-teaching
- inclusion of Six Nations federal school staff in Grand Erie professional development for teachers
- participation of Six Nations administrators at Grand Erie Director's meetings
- increased involvement of Six Nations parents/guardians in the education of their children



OTHER ESA UNDERTAKINGS

Native Languages

To encourage and support the ongoing commitment to the restoration of Indigenous languages as documented in the Calls to Action from the Truth and Reconciliation Commission final report, 2015, the Grand Erie District School Board has implemented Native Language courses in the Haudenosaunee languages Mohawk and Cayuga in its schools utilizing the same criteria contained in the current Ministry of Education Native Languages curriculum guidelines. These courses are available to all students of the Board where numbers warrant delivery.

Grand Erie District School Board employs two (2) teachers of Haudenosaunee ancestry for the delivery of these Native Language courses.

Culturally Integrated Curriculum Program

The Grand Erie District School Board offers Native Studies courses in schools enrolling Six Nations students and: supports the work to develop curriculum units and courses of study which infuse Indigenous, history, knowledge and world views; provides professional development for increased educator competency in Indigenous Education; and supports the implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

ENROLMENT IN NATIVE LANGUAGE AND NATIVE STUDIES COURSES IN THE 2019-20 SCHOOL YEAR WAS:

COURSE CODE	TITLE OF COURSE	ENROLLMENT
LNAAO	Cayuga Language Level One	47
LNABO	Cayuga Language Level Two	7
LNMAO	Mohawk Language Level One	10
LNMBO	Mohawk Language Level Two	<6
NAC2O	First Nations Metis and Inuit Peoples in Canada	98
NAC1O	Expressions of First Nations Metis and Inuit Cultures	212
NBE3C	Contemporary First Nations Metis and Inuit Voices	<6
NBV3E	World Views and Aspirations of First Nations Metis and Inuit Peoples in Canada	22



TRANSITION TO GRAND ERIE SECONDARY SCHOOLS

Six Nations students may choose from six (6) Grand Erie secondary schools, listed below, for which bussing is provided by Indigenous Services Canada (ISC). Students may register at any other Grand Erie secondary school, however transportation is not provided by ISC.

MCKINNON PARK SECONDARY SCHOOL	HAGERSVILLE SECONDARY SCHOOL
Principal: Cathi Krueger Vice-Principal: Steve Burroughs Native Education Counsellor: Sharon Williams	Principal: Jeff Benner Vice-Principal: Adriana Potichnyj Native Education Counsellor: Melissa Turner
BRANTFORD COLLEGIATE INSTITUTE	PAULINE JOHNSON COLLEGIATE
Principal: Mike DeGroote Vice Principal: Deb Barbon Vice Principal: Jason Smith Native Education Counsellor: Sherri Vansickle	Principal: Griffin Cobb Vice Principal: Tracy Hale Vice Principal: Amber Mitchell Native Education Counsellor: Sherri Vansickle
TOLLGATE TECHNICAL SKILLS CENTRE	CAYUGA SECONDARY SCHOOL
Principal: Jessie Hooper Vice Principal: James Young Native Education Contact: Marisa Soster (Head of Student Services)	Principal: Dave Lloyd Vice Principal: Rob Wong Native Education Contact: Christine Kononiuk (Student Success Teacher)

TRANSITION ACTIVITIES

The Native Advisor, together with the Six Nations federal schools' administrators and staff, planned and implemented the Grand Erie-Six Nations Transition Plan 2019-20.

Collaboratively, the staff jointly plan pathway placements, timetabling, and supports for Six Nations students entering Grade 9. The Native Education Counsellor or designate from the requested secondary school participated in the transition activities accompanied by the school's Student Success Teacher or Learning Resource Teacher.

The following activities were completed in the 2019-20 school year to facilitate successful transition of Six Nations students to Grand Erie secondary schools.

Grand Erie Secondary School Information Day

The Native Advisor and the Native Education Services visited Grade 8 classes at J.C. Hill Elementary, Oliver M. Smith Elementary, Emily C. General Elementary and I.L. Thomas

Elementary to share the Grand Erie Secondary School Information presentation.

Grade 8 Days

Grand Erie Native Education Services staff organized Grade 8 activities at their respective schools to highlight to Grade 8 students tips for success in secondary school.

Six Nations Grade 8 students spent a day at one of the following secondary schools:

- Brantford Collegiate Institute and Vocational School
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate and Vocational School
- Tollgate Technological Skills Centre

Grand Erie District School Board sponsored the bus transportation and student lunches for this event.

TRANSITION ACTIVITIES

Secondary School Information and Special Program Information Nights

All secondary schools hosted this information event. Grade 8 students and their parents/guardians were invited to attend information nights at the following secondary schools:

- Brantford Collegiate Institute and Vocational School
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate and Vocational School
- Tollgate Technological Skills Centre

Identification, Placement and Review Committee (IPRC)

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

Student Transition Meetings

The Native Advisor, Grand Erie Transition teacher, Native Education Counsellors, and Student Success Teacher and/or Learning Resource Teacher from the selected secondary school participated in two sets of transition meetings. The first with each Grade 8 teacher where pertinent school related information on each Grade 8 student was gathered for student program planning. A second set, hosted by Six Nations elementary schools, included the Grade 8 student, parent/guardian, and the Grade 8 Teacher. Grade 8 students and parent/guardian had the opportunity to ask questions and highlight concerns regarding their child's transition to secondary school.



THE BOARD ACTION PLAN ON INDIGENOUS EDUCATION

In line with the Achievement and Equity indicators of the Grand Erie District School Board'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", the Board Action Plan for Indigenous Students supports the implementation of the First Nation, Métis, and Inuit Education Policy Framework. This provides Six Nations Students with an additional layer of support for their success. The 2019-20 Board Action Plan for Indigenous Students provided for a plethora of initiatives that directly impacted Six Nations students including:

- Rising Stars Cultural Leadership initiative at Hagersville Secondary School
- Indigenous Student Leadership Initiative
- Live Different Indigenous youth motivational event at McKinnon Park Secondary School
- Secondary Lacrosse and Cultural Games Program at Tollgate Technological Skills Centre and Pauline Johnson Collegiate and Vocational School
- Transition to Secondary School Activities for 8 students at all schools
- Parent engagement event to Toronto Rock game
- Professional development activities for educators
- Cultural Mentorship at Tollgate Technological Skills Centre
- Corn Soup Cook-Off at Tollgate Technological Skills Centre
- Professional development activities for educators

ANNUAL EVENTS

All Grand Erie schools are encouraged to recognize the following dates of significance. Teachers are encouraged to invite community guest speakers to help facilitate activities for these days. The Indigenous Education team provides resources and supports to schools as requested.

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

Schools are also encouraged to raise awareness of days of significance to the Six Nations community, such as No:ia and Bread and Cheese Day.



Nutrition Program

Grand Erie staff work with the Six Nations Student Nutrition Program staff to ensure nutritional snacks are available to Six Nations students everyday. The program is delivered as a stand alone program or through existing breakfast programs within the schools.

In 2019-20, the Six Nations Student Nutrition Program program was delivered at Brantford Collegiate Institute and Vocational School, Cayuga Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Nations and Newstart Community Based Learning Centre, Pauline Johnson Collegiate and Vocational School, and Tollgate Technological Skills Centre.

SPECIAL PROGRAM HIGHLIGHTS

Indigenous Student Leadership Initiative 2019-20

The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's Indigenous Student Leadership Initiative (ISLI),

"Build student capacity for intercultural understanding, empathy, and mutual respect."

Indigenous Student Leadership Initiative (ISLI)

Purpose:

- Enhancing Indigenous students' feeling of acceptance and belonging in their school and communities;
- Expanding Indigenous students' understanding and pride in their culture and the contributions they make to society;
- Providing Indigenous students opportunities to learn and explore outside of their own context;
- Increasing Indigenous students' level of engagement at school and in their communities; and
- Building the confidence, skills and capacity of Indigenous students to serve and lead in their school and communities.

Specific Goals:

- Provide leadership training and support to secondary Indigenous Student Associations (Native Clubs) to help them grow into vibrant and integral parts of their respective schools;
- Foster student directed events for various cultural initiatives in their schools e.g. Rock Your Mocs, Treaty Recognition Week, Orange Shirt Day, Indigenous Solidarity Day, etc.;
- Support and assist students to undertake Indigenous Appreciation Days in each of the participating schools;
- Create a base of Indigenous student role models/mentors for future cohorts;
- Facilitate the development of an effective and vibrant Indigenous Student Council that includes representatives from all Grand Erie secondary schools;
- Provide a conduit for Indigenous student voice to the Student Senate and to support the new Board role of Indigenous Student Trustee

Since the ISLI began four years ago, we have met all of the initial goals:

- Increase in number of schools participating in initiative
- Increase in staff and student participation in ISLI events
- Increase in number of Indigenous Engagement activities occurring in participating schools:
- Creation of Board-wide Indigenous Student Council;
- Indigenous student seats secured on Grand Erie District School Board Student Senate;
- Establishment of Indigenous Student Trustee position

la'teieká:nereh
Doxtador-
Swamp



Student Trustee la'teieká:nereh Doxtador-Swamp

The 2019-20 Indigenous Student Trustee was la'teieká:nereh Doxtador-Swamp, a Grade 12 student from McKinnon Park Secondary School. The trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each of the 13 secondary schools in Grand Erie.



INDIGENOUS STUDENT LEADERSHIP INITIATIVE 2019-20

Indigenous student representatives from each school took the lead in planning for 2019-20. Activities started with leadership training facilitated by Rising Stars Leadership Team. This train-the-trainer experience equipped the student representatives to facilitate leadership training for the big event where 124 students participated from each of Grand Erie's 13 secondary schools.

Starting in November, the Board's three Indigenous Cultural Mentors worked closely with the Indigenous Student Council representatives to organize and facilitate meetings. At the February meeting, special guest speakers Sadie Buck and Cam Hill shared their knowledge about Esga:nye (the Sing). United Indigenous Student Council spent the rest of this meeting making plans for the big year end event for 2019-20, Esga:nye challenge between the secondary schools!

Unfortunately, the remaining two meeting dates, including the big year end event, were cancelled due to Covid 19 shutdown. Not to be discouraged, the UISC persevered and went virtual. The new United Indigenous Student Council Facebook group was created. Here members could stay connected through posts on cultural/youth activities, events, and supports. The ISLI year end event that the students had been planning originally – a traditional Sing happened virtually via the FB group. Student members were invited to post their group performing their song for the sing. Everyone was encouraged to view and vote for their favorites by 'liking' it. There were five categories students could post a submission to: #newsinger, #siblings, #bestoriginal, #allnations, #virtualgroup. The competition had two submissions with three students in total. All three students were awarded a prize for participating!

Grand Erie's United
Indigenous Student Council
would like to invite
you to participate in

THE ESGA:NYE: CHALLENGE



WHAT

ESGA: NYE: (WOMEN'S SHUFFLE) SINGING CHALLENGE

WHERE

Students will submit their video/recording to the UISC Facebook Group containing the **#hashtag** for the category that you wish to enter.

WHEN

Submissions are accepted from: **May 25 - 29**
Voting open from: **June 1 - 5 @ 3 p.m.**
Winners announced: **June 5th @ 4 p.m.**

DETAILS

- There are 5 different categories to enter! Please use an appropriate #hashtag for each submission.
- Each submission must include one student or staff from the Grand Erie District School Board, but family members are welcome to participate!

PRIZES TO BE ANNOUNCED!

SUPPORTING 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.

Grand Erie PD focuses on “Contemporary Voices of the First Nations, Métis and Inuit” course

The Indigenous Education team focus for 2019-20 professional development was to prepare Grand Erie teachers to deliver the “Contemporary Voices of the First Nations, Metis and Inuit” course. This English course that all Grand Erie students will take in Grade 11 focuses on Indigenous content and Indigenous authors. Understanding contemporary First Nations, Métis and Inuit voices will be the focus of the course, which includes updated curriculum from the Ministry of Education.

Developing content for the course was a collaborative community effort. A year in the making, staff from across Grand Erie worked with community partners to layer in the local context of Six Nations of the Grand River and Mississaugas of the Credit First Nation. The decision to focus on Indigenous content and Indigenous authors aligns with Grand Erie’s Multi-Year Plan, Success for Every Student, through the Equity Indicator and its work to promote practices that help students, families and staff feel safe, welcomed and included.

The Indigenous Education team developed and facilitated two professional development workshops offered virtually during the Covid-19 shutdown. 91 teachers participated in these sessions at the height of the pandemic. This commitment from staff during this time demonstrates a clear motivation to learn and grow in Truth and Reconciliation, and specifically calls 62 and 63 which recognize the need to build teacher capacity and student understanding. Part of the role of educators is to provide an opportunity for students to hear the diverse stories from across the country and from local communities and to learn from voices that have often been ignored or overlooked. The goal with this course is to engage all students in developing a better intercultural understanding as a way to build a positive future together. It will also showcase great literature and a rich and wide array of writers to facilitate critical thinking and meaningful discussion in the classroom, which will prepare students for Grade 12 and beyond.

Grand Erie District School Board represents more than 26,000 students in 58 elementary and 14 secondary schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk as well as secondary students from Six Nations of the Grand River and Mississaugas of the Credit First Nation.



COMMUNITY BASED EDUCATION PROGRAMS FOR SIX NATIONS STUDENTS

Community Based Education Programs

Grand Erie District School Board has developed a variety of innovative community-based education programs to meet the needs of Six Nations students. In 2018-19, the Nations, NewStart and ILA Turning Point programs were amalgamated into one location – the Nations and NewStart Community Based Learning Centre. The new setting provided for more opportunities in experiential and culturally relevant learning. Grand Erie District School Board continues to seek innovative strategies and program delivery models to meet the needs of all learners, including those who may require re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

Nations and Newstart Community Based Learning Centre:

The Nations and Newstart Community Based Learning Centre provides alternative learning in a community setting for secondary students from Six Nations, Mississauga of the Credit First Nation, and surrounding areas. It serves secondary students who prefer a smaller and more flexible learning environment.

Program highlights:

- **Eligible Students:** Grand Erie secondary students in Grades 9-12+, up to age 21 years old.
- **Supported Pathways:** All grades and pathways.
- Co-op program

Section 23 Programs

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. Grand Erie offers two Section 23 programs specific to Indigenous students.

RATIWEIENTEHTA'S – THEY ARE LEARNING

Grand Erie District School Board has partnered with Ganohkwasra Family Assault Support Services 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.

- **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.

OHAHI:YO PROGRAM

In partnership with the Ministry of Child and Youth Services – Youth Justice Services Division, the Grand Erie District School Board employs one (1) itinerant teacher to provide services and supports to First Nation, Métis and Inuit youth who are engaged in some capacity with the youth justice system. Through a holistic approach, students are provided individualized program planning and support toward their full re-engagement into schooling and community.

Program highlights:

- **Eligible Students:** FNMI self-identified youth 14-21 years old engaged in Youth Justice System
- **Supported Pathway:** All grades and pathways.
- **Program Details:** Students must be referred by youth justice connection, such as a Probation Officer.

School College Work Initiative (SCWI) Programs

The School Within A College (SWAC) program is part of the School-College-Work Initiative (SCWI). SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges.

SCHOOL WITHIN A COLLEGE (SWAC)

The Ohsweken SWAC program is a partnership between Grand River SCWI (Grand Erie and BHNCDSD), Grand River Employment and Training, and Mohawk College. The program is offered at the GREAT facility and provides secondary school students the opportunity to earn dual credits and secondary school credits in a post-secondary environment. The Ohsweken SWAC program is unique in Ontario in that it is the only one offered in an employment and training institution rather than a college setting.

In the dual credit portion of the program, students can take up to 4 college credit courses in the Trades and/or Humanity streams.

Program highlights:

- **Eligible Students:** Grand Erie and BHNCDSD students age 18 to 21 years old
- **Supported Pathway:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program

COMMUNITY BASED EDUCATION PROGRAMS FOR SIX NATIONS STUDENTS

EDUCATION SERVICES AGREEMENT COMMUNITY BASED PROGRAMS 2019-20

PROGRAM	#STUDENTS SERVED IN 2019-20	# CREDITS ATTEMPTED (WITHOUT CO-OP)	#CO-OP CREDITS ATTEMPTED	TOTAL # OF CREDITS ACHIEVED (INCLUDING CO-OP AND DUAL CREDIT)	% CREDIT ACHIEVEMENT
NewStart	124	266	78	170	49%
Nations	41	121		37	31%
SWAC	28	33.5		22	66%
RATIWEIENTEHTA'S	8	39.5	2	22.5	54%
OHAHI:YO	17	52	22	44	59.5%
Total	218	512	102	295.5	48%

NOTES: Based on data from last day of school year 2020



LET'S CELEBRATE STUDENT SUCCESS

SIX NATIONS STUDENTS TOTAL ENROLLMENT FOR 2019-20:

466 Students

COMMENCEMENT

■ Graduates	66 Students
■ Ontario Scholars	12 recipients
■ Gold Award-Honours (90% or higher) throughout Grades 9-12	3 recipients
■ Silver Medal-Maintaining 80% or higher throughout Grades 9-12	1 recipient
■ Honours with Distinction	3 recipients
■ Honour Roll	13 recipients
■ Club 90	3 recipients
■ Club 80	8 recipients

GRADUATION AWARDS

■ Aboriginal Education Award
■ Alumni Award
■ Art Award
■ Bishop William A. Townsend Award
■ Brittany Van Mil Victorious Award
■ Camp Fawcett Award
■ Carney Elijah Johnson Memorial Award
■ Citizenship Award
■ Don Butler Memorial Scholarship Award
■ Exemplary Community Service Award
■ Experiential Learning Award
■ High Skills Major Health & Wellness Award
■ HSS Reunion Scholarship Award
■ Jacor Equity and Inclusiveness Award
■ James Garlow Memorial Award
■ Kindred Spirits Artisan Award
■ Kontiya'taseha Photography Project
■ Marjorie Anderson Award
■ Royal Canadian Legion #145 Award
■ Senior Art Award
■ Seventh Generation Award
■ Sharp Bus Lines Skilled Trades Award

JUNIOR RECOGNITION AWARDS (GRADES 9-11)

Six Nations students were Award recipients in the following categories:

■ Grade 9 Club 80	7 recipients
■ Grade 10 Club 80	4 recipients
■ Grade 11 Club 80	8 recipients
■ Grade 9 Club 90 (honours with distinction)	1 recipient
■ Grade 10 Club 90 (honours with distinction)	3 recipients
■ Grade 11 Club 90 (honours with distinction)	3 recipients
■ Bronze (honours Gr 9 & 10)	1 recipient
■ Silver (honours Gr 9, 10 & 11)	2 recipients

OTHER AWARDS RECEIVED BY SIX NATIONS STUDENTS

GRADE 9

■ Cayuga Language	1 recipient
■ Drama in the Community	1 recipient
■ English	4 recipients
■ English - Laurier	1 recipient
■ Exploring Aboriginal Culture	3 recipients
■ Exploring Family Studies	1 recipient
■ Geography	2 recipients
■ Issues in Canadian Geography - Laurier	1 recipient
■ Laurier Award of Excellence	1 recipient
■ Math	1 recipient
■ Science	3 recipients
■ Science - Laurier	1 recipient
■ St. Patrick's Catholic Women's League	1 recipient
■ Visual Arts	2 recipients

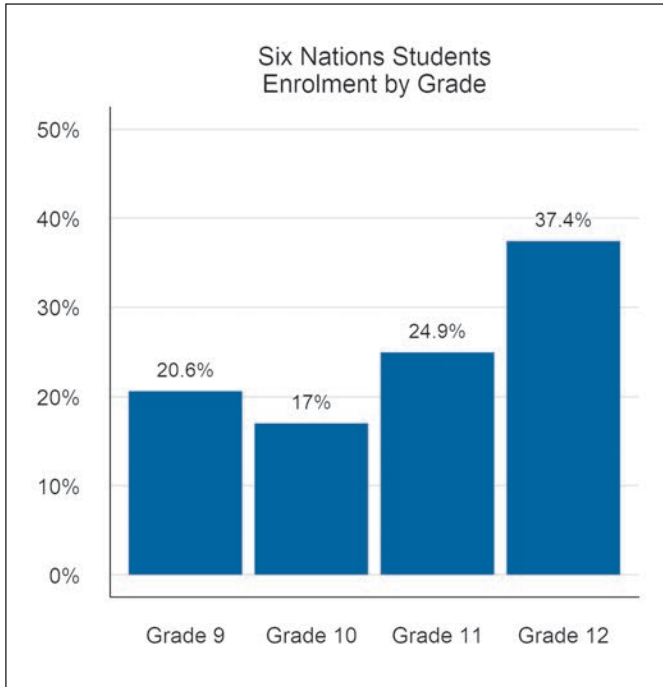
GRADE 10

■ Cayuga Language	1 recipient
■ Civics	1 recipient
■ English	2 recipients
■ First Nations Metis Inuit History	1 recipient
■ Math	4 recipients
■ Music - Guitar	1 recipient
■ Physical Education	1 recipient
■ Science	4 recipients

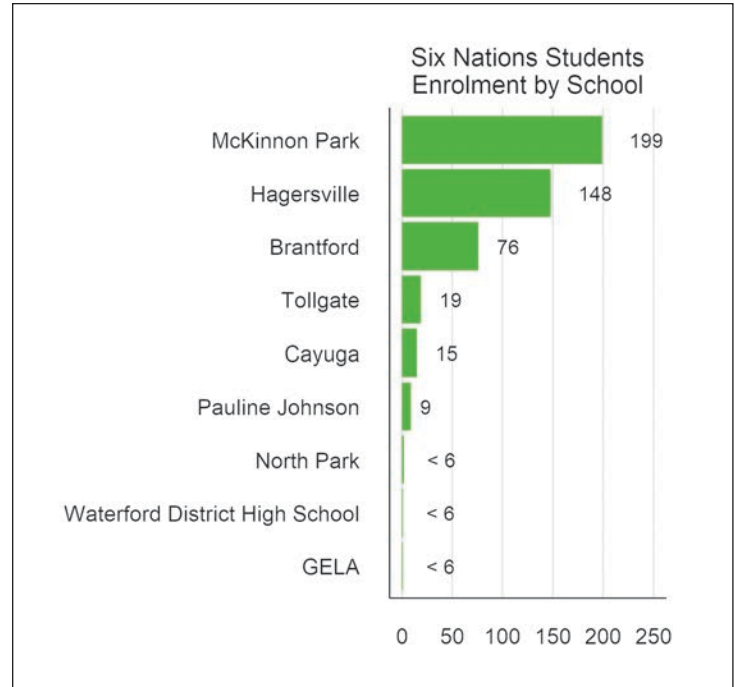
GRADE 11

■ Aboriginal Values, Beliefs & Aspirations	3 recipients
■ Business- Accounting	1 recipient
■ College Biology	1 recipient
■ Computer Programming	1 recipient
■ Dramatic Arts	1 recipient
■ English	2 recipients
■ First Nations, Metis & Inuit Studies	1 recipient
■ Green Industries	1 recipient
■ Hospitality & Tourism	1 recipient
■ Math	1 recipient
■ Music - Band	1 recipient
■ Music- Guitar	1 recipient
■ Personal Fitness	1 recipient
■ Understanding Canadian Law	1 recipient
■ Understanding Fashion	1 recipient
■ University Chemistry	1 recipient

SIX NATIONS STUDENTS ENROLMENT BY GRADE 2019-20



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



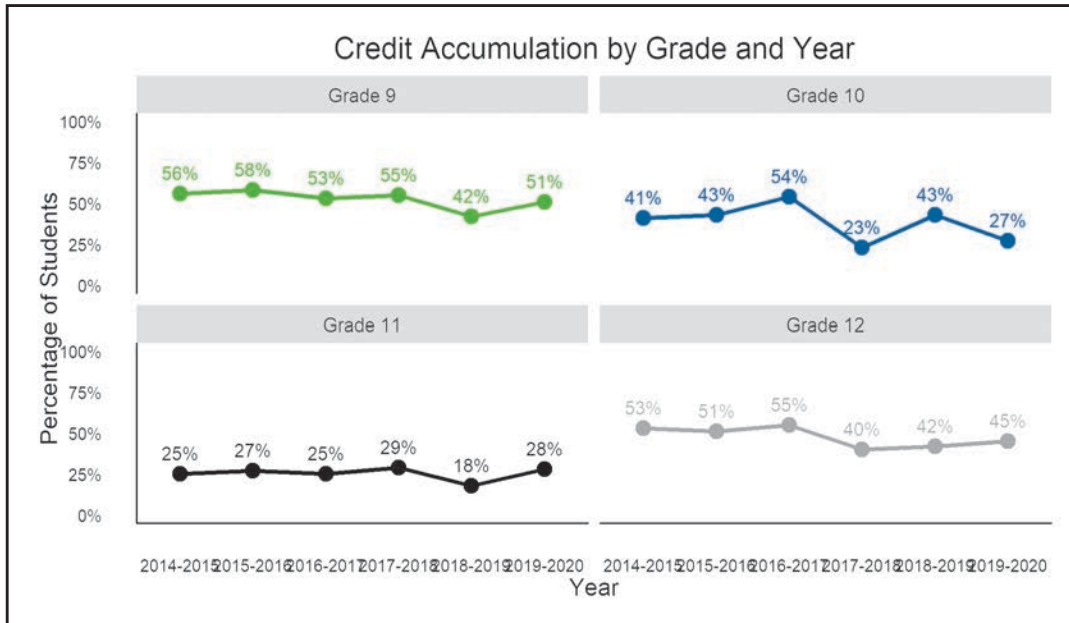
- The majority of Six Nations students attend McKinnon Park followed by Hagersville.

STUDENT ENROLMENT BY SCHOOL AND GRADE

SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Brantford Collegiate Institute and V.S.	23	12	20	21	76
Cayuga Secondary School	<6	<6	<6	6	15
Grand Erie Learning Alternatives	NA	NA	<6	NA	<6
Hagersville Secondary School	7	22	29	90	148
McKinnon Park Secondary School	54	37	59	49	199
North Park Collegiate and V.S.	NA	NA	NA	<6	<6
Pauline Johnson Collegiate and V.S.	<6	<6	<6	<6	9
Tollgate Technological Skills Centre	<6	6	<6	<6	19
Waterford District High School	NA	<6	NA	NA	<6

Note: Groups with fewer than six students are not reported

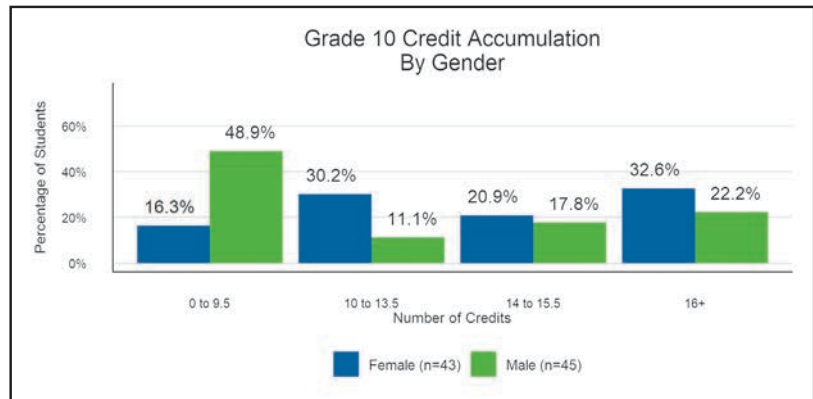
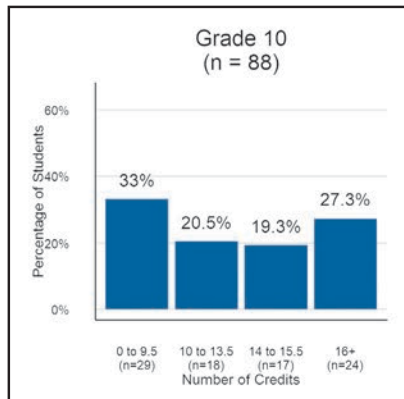
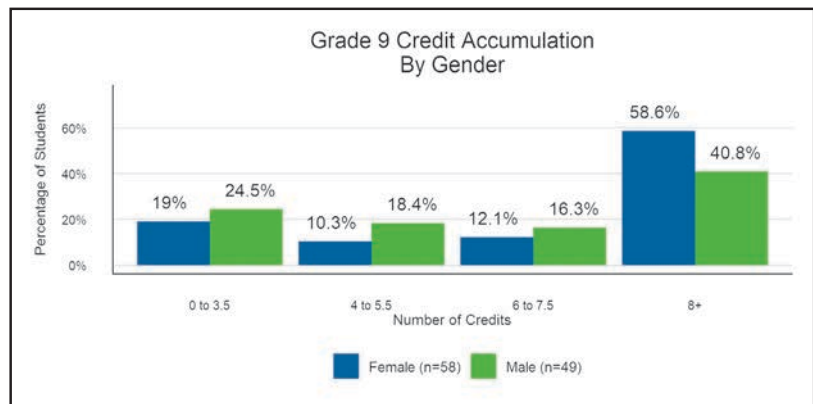
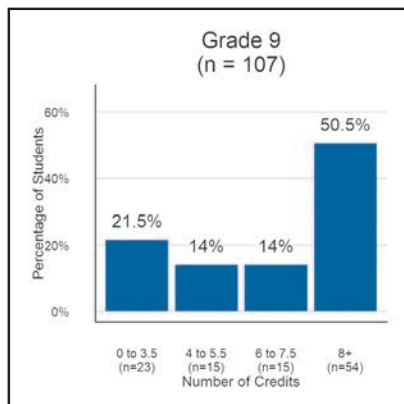
CREDIT ACCUMULATION BY GRADE AND YEAR



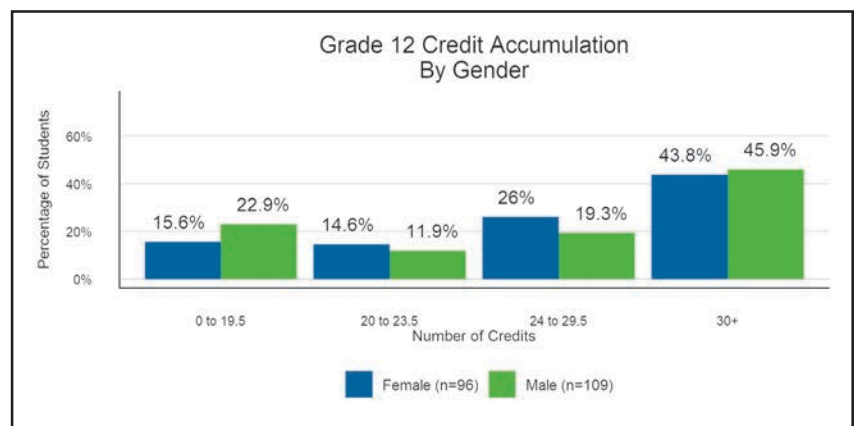
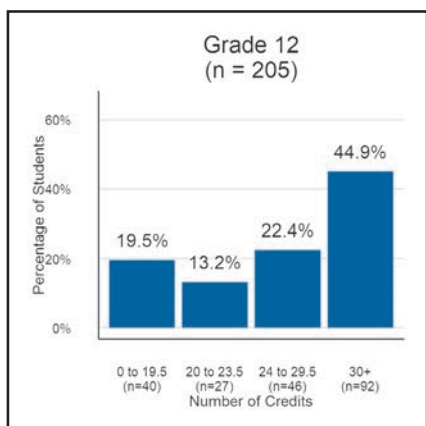
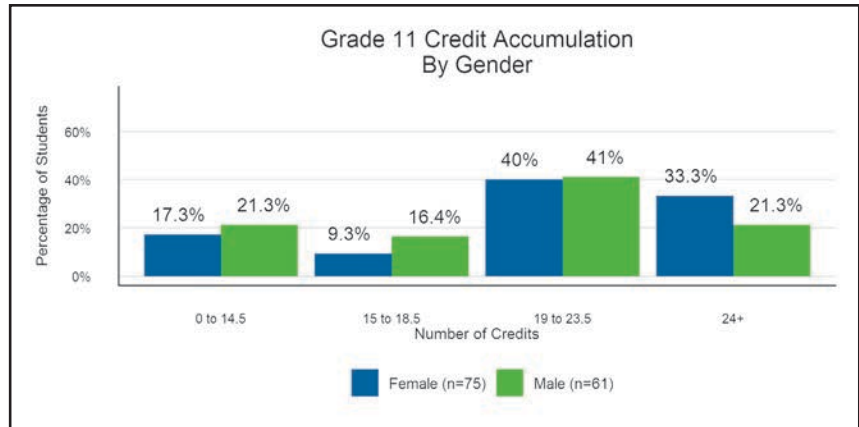
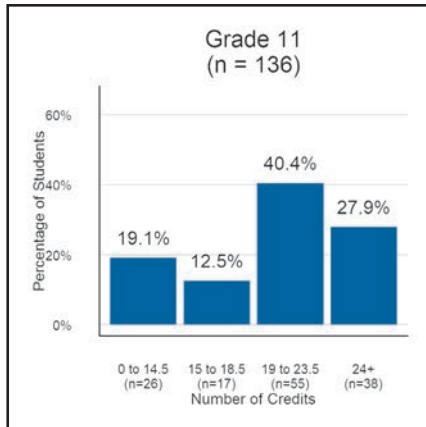
These graphs show the percentage of students who by the end of each grade have the following number of credits:

- 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

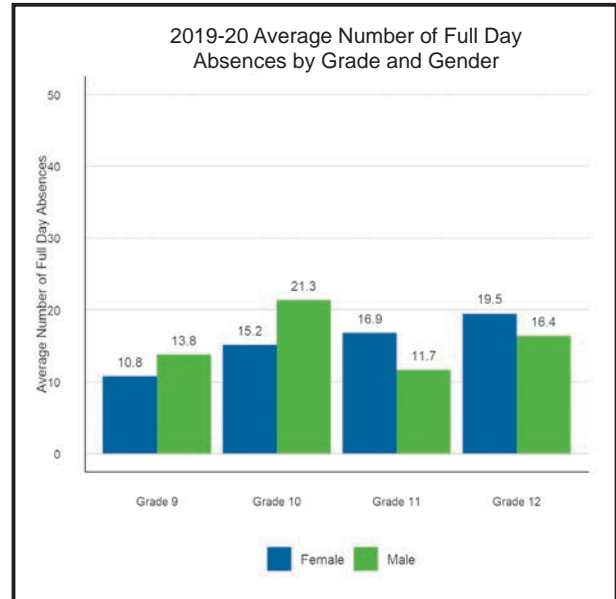
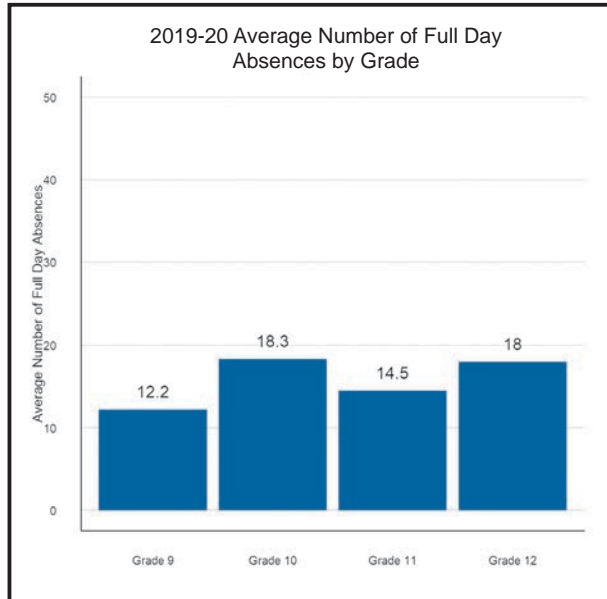


- The percentage of Grade 9 students achieving 8 credits has increased from 2018-19 from 42% to 51%.
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes.
- **A total of 64.5% of Grade 9 students achieved 6 or more credits in 2019-20 and are on track to graduate in 3 or 4 years**
- The percentage of Grade 10 students achieving 16 credits has decreased from 43% to 27% since 2018-19
- **A total of 46.6% of Grade 10 students achieved 14 or more credits by the end of June 2020 and are on track to graduate in 2 or 3 years**
- Credit accumulation for students in Grade 11 increased 10% in 2019-20
- **A total of 68.3% of Grade 11 students achieved 19 or more credits by the end of June 2020 and are on track to graduate in 1 or 2 years**
- Credit accumulation for students in Grade 12 increased from 42% to 45% between June 2019 and June 2020
- **A total of 67.3% of Grade 12 students achieved 24 or more credits by the end of June 2020 and have graduated or are on track to graduate in 1 year**

STUDENT ATTENDANCE

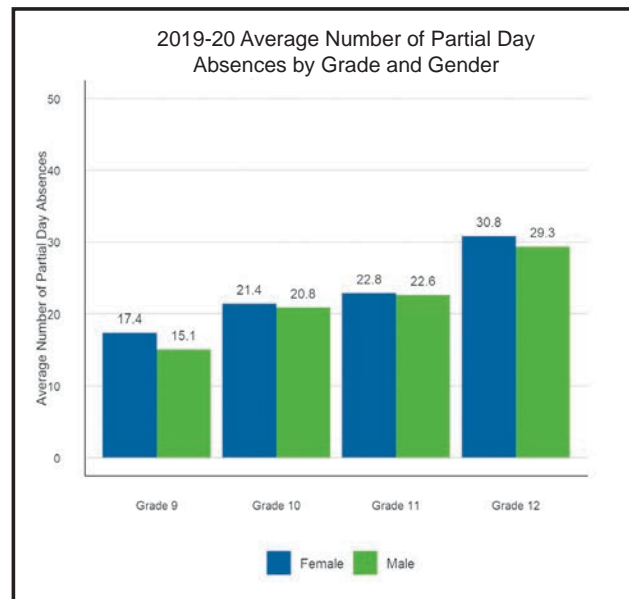
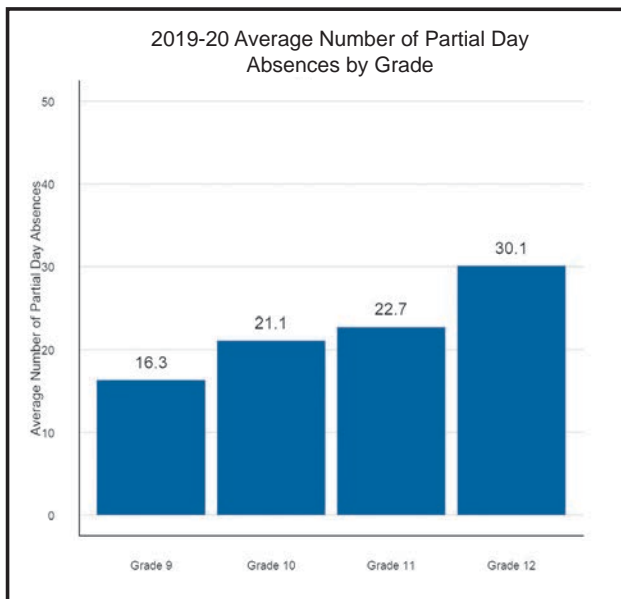
FULL DAY STUDENT ABSENCES

Note: This does not include attendance between March 23-June 25, 2020 due to the COVID-19 shutdown



- Full day absences are highest with Grade 10 and 12 students.

PARTIAL DAY STUDENT ABSENCES



- Partial day absences are highest in Grade 11 and 12 students

ASSESSMENTS AND TESTING

Grade 9 Assessment of Mathematics

Note:

- EQAO assessments did not occur during the 2019-20 school year

Ontario Secondary School Literacy Test (OSSLT)

Notes:

- EQAO assessments did not occur during the 2019-20 school year.
- The literacy graduation requirement was waived for students graduating in the 2019-20 school year.





349 Erie Avenue,
Brantford, Ont., N3T 5V3

Telephone: 519-756-6301 | **Toll Free:** 1-888-548-8878

Email: info@granderie.ca
granderie.ca



Follow and join the conversation [@GEDSB](#) on Twitter and Facebook.
[@granderiedsb](#) on Instagram.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education, Human Resources
RE: **Workforce Report**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Workforce Report with data as of October 31, 2020.
--

Rationale/Background

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 2020-2021

		Budget	Funding	Oct 31/20	Jan 31/21	Mar 31/21
			Adjustments			
1	Supervisory Officers	8.00		8.00		
2	Consultants & Coordinators - Elementary	26.00	-1.00	25.00		
3	Consultants & Coordinators - Secondary	7.00	1.00	8.00		
4	Principal Leaders - Elementary	3.00		3.00		
5	Principal Leaders - Secondary	1.00		1.00		
6	Principals & Vice-Principals – Elementary	73.00		73.00		
7	Principals & Vice-Principals – Secondary	30.50		30.50		
8	Teachers – Elementary	1100.50		1100.50		
9	Teachers – Secondary	524.17	20.50	570.00		
10	Psycho-Educational Consultants	7.00		7.00		
11	Speech Pathologists	7.00		7.00		
12	Social Workers	7.00	2.5	9.50		
13	Child and Youth Workers	17.00	1.00	18.00		
14	Attendance Counsellors	7.00	0.5	7.50		
15	Behaviour Counsellors	7.00		7.00		
16	Communicative Disorders Assistants	7.00		7.00		
17	Educational Assistants	301.50	18.00	319.00		
18	Educational Assistants - Indigenous	9.00		9.00		
19	Other EA Funding	21.50	1.00	22.50		
20	Library Technicians	12.79		11.73		
21	Elementary Clerical	74.50	1.00	75.50		
22	Secondary Clerical	47.00	1.00	48.00		
23	Support Centre, Service Dept Clerical, Technical	61.00		61.00		
24	Non-Union	50.00		50.00		
25	Early Childhood Educators	124.00	1.00	125.00		
26	Plant Operations & Maintenance	192.13	7.23	199.36		
27	Food Services	6.00		6.00		
28	Transportation	6.00		6.00		
29	Noon-Period Supervisors	34.90	40.25	75.15		
	TOTAL	2772.49	93.98	2890.24	0.00	0.00

Resignations/Retirements			L. Almeida		
			J. Boyer		
			D. Collin		
			T. Govedarica		
			R. Hill		
			G. Hunter		
			R. Knuckle		
			K. Mannen		
			D. McCoy		
			J. Mulholland		
			D. Murray		
			T. Nurse		
			W. Schaffels		
			J. Shantz		
			W. Shull		
			I. Smith		
			J. Tanaszczuk		
			A. Vanderlee		
			M. Volgelzang		

Elementary Occasional - Qualified			314.00		
Elementary Occasional - Unqualified			0.00		
Secondary Occasional - Qualified			224.00		
Secondary Occasional - Unqualified			1.00		
Clerical/Technical - Casual			42.00		
Educational Assistants - Casual			76.00		
Casual Caretakers			41.00		
Casual ECE			57.00		

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Community Use of Schools Rate**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the proposed rate changes effective January 1, 2021.

Background

During the 2019-2020 school year, a cost recovery analysis was performed on Grand Erie buildings to determine the cost to operate not only the buildings themselves, but also the different types of rooms in each building. (i.e. gymnasiums, classrooms, libraries, etc.) This analysis was conducted in order to better understand the variable costs (utilities, custodial, supplies) of these spaces in our system. This is important in determining the rates that are charged to user groups when spaces are rented out.

The Ministry of Education has indicated in its Community Planning and Partnerships Guideline that “boards are not expected to take on additional costs to support facility partnerships, although boards will continue to use their discretion in supporting partnerships based on their student achievement strategy”.

Additional Information

During the spring of 2020, Grand Erie, in consultation with local Consolidated Municipal Service Managers and the co-terminous board, developed a cost structure that would result in a modest recovery of operating costs for Grand Erie. This rate, set at \$2.00 per hour per primary space, matches the Brant Haldimand Catholic DSB and will apply to all EarlyON and Before and After School Programs. These rates would be in effect for January 1, 2021.

The initial rate increase was planned for September 1, 2020, however, consultation with our partners determined that aligning to the fiscal cycles of providers would be more palatable from a budget perspective.

Policy FT4, Community Use of Schools, article 3g, reads “Community Use of Schools Fees are reviewed annually and adjusted when required with Board approval.” The new rates; using tracked changes, have been reflected in the table below:

Permit Type	Type-1 Affiliated Groups	Type 1-A Non-Profit Youth and Other	Type 1-B Non-Profit, Non-Youth	Type 2 Non-Profit (Other)	Type 3 Commercial/ Private User	Type 4 GEDSB/ School Use	Type 5 Non-Profit (Priority Schools)*	Type 6 Reciprocal Groups
Hourly Space and Rental Fees (Effective September 1, 2020 to June 30, 2021)								
Classroom	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ 2.00
Cafeteria (No Kitchen Use)	\$ -	\$ -	\$ 14.00	\$ 25.00	\$ 50.00	\$ -	\$ -	\$ 2.00
Library/Learning Commons (Elem)	\$ -	\$ -	\$ 9.00	\$ 15.00	\$ 30.00	\$ -	\$ -	\$ 2.00
Library/Learning Commons (Sec)	\$ -	\$ -	\$ 12.50	\$ 22.00	\$ 40.00	\$ -	\$ -	\$ 2.00
Single Gym/Auditorium	\$ -	\$ -	\$ 10.50	\$ 20.00	\$ 40.00	\$ -	\$ -	\$ 2.00
Stage (Elementary)	\$ -	\$ -	\$ 12.50	\$ 25.00	\$ 50.00	\$ -	\$ -	\$ 2.00
Stage (Secondary)	\$ -	\$ -	\$ 17.50	\$ 35.00	\$ 70.00	\$ -	\$ -	\$ 2.00
Double Gym	\$ -	\$ -	\$ 16.00	\$ 32.00	\$ 60.00	\$ -	\$ -	\$ 2.00
Triple Gym	\$ -	\$ -	\$ 22.00	\$ 44.00	\$ 80.00	\$ -	\$ -	\$ 2.00
Track and/or Field	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ -
Hourly Custodial Fees (Effective September 1, 2020 to June 30, 2021)								
Minimum Charge : 2.5 Hours (Cost confirmed within permit)								
Custodial Fees - % of Actual Costs	100%	25%	25%	50%	100%	0%	0%	0%
Saturday to 6pm - Hourly Rate	\$ 39.00	\$ 9.75	\$ 9.75	\$ 19.50	\$ 39.00	\$ -	\$ -	\$ -
Sunday / Sat. after 6pm - Hourly Rate	\$ 52.00	\$ 13.00	\$ 13.00	\$ 26.00	\$ 52.00	\$ -	\$ -	\$ -
Permit Application Fee	\$ -	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$ -	\$ -	\$ -
All fees are subject to HST								
*Fees subject to the limits of Ministry of Education Priority School Funding.								
2020-21 Custodial S&B Rate	\$29.69							
Time-and-a-half	\$44.54							
Double-time	\$59.38							

Next Steps

Upon approval, EarlyON and Before and After School providers will be reminded of the new rates in early December 2020.

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: We will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Bylaw 28 Trustee Code of Conduct Ad Committee**
DATE: November 23, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board strike a Trustee Ad-Hoc Committee to review Bylaw 28 Trustee Code of Conduct.</p>
--

Background

At the October 26, 2020 Chairs' Committee Meeting, Trustee Sloat requested Bylaw 28 Trustees Code of Conduct be brought back to this meeting for discussion.

Additional Information

It was recommended that the Board strike a Trustee Ad-Hoc Committee to review and revise Bylaw 28.

Next Steps

Chair of the Board to send invitation to Trustees to solicit committee members. Proposed revisions to be brought to the April 12, 2021 Committee of the Whole Meeting for Trustee review and approval.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – October 2020**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of October 2020 in the amount of \$11,885,123 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



H-1-b Joint Occupational Health and Safety Committee

October 15, 2020
Microsoft Teams Online Meeting/Grand River Hall Meeting Room

MINUTES (Chair –Lena Latreille)

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Chair</i>)
Griffin Cobb	Secondary School Administration (Certified Member)
Cheryl Innes	Elementary School Administration (Certified Member) (Teams)
Philip Kuckyt	Transportation Services (Teams)

Employee Representatives:

Andrea Murik	Secondary Teachers (Certified Member) (<i>Co-Chair</i>)
Jennifer Orr	Elementary Teachers (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Ted Coulson	Secondary Occasional Teacher- <i>Alternate</i> (Teams)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Elizabeth Armstrong	CUPE Clerical/Technical (Certified Member)
Laura Adlington	Professional Student Services Personnel (Teams)
Laura Mels	Non-Union (Teams)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Denise Kelly	CUPE Facility Services

Resource:

Janice Wilkie	Health and Safety Officer
---------------	---------------------------

Recording Secretary:

Mandy DePlancke	Human Resources Assistant (Teams)
-----------------	-----------------------------------

Regrets:

Tom Krukowski	Facility Services
Paul Keresturi	Secondary Occasional Teachers

This meeting was held in the Grand River Hall at the Joseph Brant Learning Centre with some committee members attending in person, while other were present via Microsoft Teams.

2.0 Minutes of Last Meeting

The draft minutes for September 18, 2020 were reviewed.

3.0 Approval of Last Meeting Minutes (September 18, 2020)

The minutes were approved.

4.0 Agenda Additions

- 5.a Covid-19 Updates
- 6.8 Outdoor Lighting at Schools
- 6.9 Cannabis Issues at GELA Location



H-1-b Joint Occupational Health and Safety Committee

October 15, 2020

Microsoft Teams Online Meeting/Grand River Hall Meeting Room

6.10 Communication with JOHSC

6.11 Ventilation

5.0 Unfinished Business – Discussion

5.a Covid-19 Updates

The committee has agreed to have 5.a remain on the agenda as a standing item to provide updates and additional communication to the committee during the Covid-19 pandemic. Note: Updates for this month are already being covered under other agenda items.

5.1 Ministry of Labour Reports- Tollgate Technological Skills Centre- February 2020

March: The Ministry of Labour conducted a field visit after receiving an anonymous complaint regarding the safety of staff working with a student who has a Be Safe Plan at Tollgate Technological Skills Centre. The Board is working to address the orders received and has requested an extension due to the shutdown of schools as a response to Covid-19.

The committee discussed the completion of Aggression Tracking forms vs. Workplace Violence forms. The Division Manager of Operations and Health and Safety will investigate options for the aggression tracking form, such as a possible fillable electronic form. The committee stressed the importance that these forms are completed. This item will remain on the next agenda.

April: Due to the current conditions regarding Covid-19, the Division Manager of Operations and Health and Safety has requested an extension regarding the orders that were received on March 4, 2020 from the Ministry of Labour. We will provide a further update to the Ministry of Labour once we are back to regular working conditions with students in schools as to the needed actual extension date. This item will remain on the next agenda.

May: With the continued closure of schools and support locations for the remainder of the school year, the Board has been provided with a further extension to complete the orders that were received by the Ministry of Labour. The Health and Safety and Special Education Support teams continue to complete as much work as possible before school returns in the fall. The group has been working to provide information for general de-escalation strategies and data collection to share with employees; with the goal of streamlining aggression and workplace violence reporting. The committee brainstormed ways to share the information with all staff, including casual employees. Ideas included PD Place, staff meetings, and virtual staff meetings for casual employee. It was asked that the committee review the documents provided for the next meeting and bring forward any questions or suggestions to better improve the information. This item will remain on the next agenda.

June: The Board continues to work on the orders received by the Ministry of Labour. Once the Board is operating in September, an update will be sent to the Ministry. Concerns were raised by the committee regarding confusion about which forms should be filled out regarding certain scenarios. The Division Manager of Operations and Health and Safety will put the flow chart "GEDSB Reporting



H-1-b Joint Occupational Health and Safety Committee

October 15, 2020

Microsoft Teams Online Meeting/Grand River Hall Meeting Room

Procedure/Policy/Form Options” on PD Place for staff to review each year. This item will remain on the next agenda.

September: An update will be sent to the Ministry of Labour regarding the status of compliance. Adjustments have been made to the classroom and BMS training has occurred with classroom staff. The committee was asked to review the online De-escalation Techniques for Student Problem Behaviour training once it is available for them and provide any feedback to the Division Manager of Operations and Health and Safety. This item will remain on the next agenda.

October: The Board was provided with an extension till November 15, 2020 to comply with the orders received (due to COVID-19 delays) The committee was provided with a draft plan for proposed training for Grand Erie employees relating to preventing and managing student problem behaviour. The proposed training is two-tiered; level one being mandatory on-line training for all staff, with the objective to provide the foundation for staff to understand and prevent problem behaviour and de-escalation techniques in agitated students. Level two will be the traditional Behaviour Management System training that has been offered to staff since 2006. The document detailed the proposed plan to meet the required training requirements put forward by the Ministry order.

A committee member brought forward a concern regarding who would be trained at each school. It was stressed by the member that those trained should volunteer to be trained in BMS and not directed to be trained.

The Division Manager of Operations and Health and Safety asked that committee members review the document and provide any feedback before October 30th prior to the document being sent to Executive Council for approval. This item will remain on the next agenda.

5.2 Goggles vs. Shields

September: The Division Manager of Operations and Health and Safety shared with the committee that shields, or safety glasses have been deemed appropriate PPE for staff regarding eye wear and communication will be sent out shortly to staff for clarification. A question was brought forward regarding occasional staff and reusing face shields. The Division Manager of Operations and Health and Safety will send out a reminder to all indicating that occasional staff can take their face shield home with them to reuse. This item can be removed from the next agenda.

October: The committee was provided with the revised personal protective equipment (PPE) document that has been updated in conjunction with the local Health Units and the Ministry of Labour. The Division Manager of Operations and Health and Safety indicated why different PPE requirements are in place at schools vs support centres. Suggestions were provided by members and changes were made in formatting and grammar. This final document will be sent out to all employees shortly through Senior Administration.

The Division Manager of Operations and Health and Safety indicated that the Board



H-1-b Joint Occupational Health and Safety Committee

October 15, 2020

Microsoft Teams Online Meeting/Grand River Hall Meeting Room

is awaiting supplies of PPE such as goggles and safety glasses. These will be available to staff once they are received. This item can be removed from the next agenda.

Indoor Air Quality Reports

None

6.0 New Business

6.1 HR4- Health and Safety Policy and Guidelines

This policy has been tabled for review at the November meeting.

The committee did review a document to amend the Terms of Reference temporarily during COVID-19 for annual and monthly site inspections.

The amendment addresses the challenge in completing the Monthly and Annual health and safety inspections due to COVID protocols and the need to control contacts. As well as struggles with supply coverage for site reps to be released to complete these inspections. Annual inspections will be put on hold until January 2021.

Modifications will be made to monthly inspections to allow for only a portion of the building to be done each month (one third) and allow for the participation of just 1 worker site rep to participate if both are not able to. Utilizing upcoming PD days to complete the inspection as supply coverage is not needed. Additional information will be provided to schools on the process shortly.

The amendment document will be forwarded to the committee for signature and then forwarded to Executive Council for approval before being sent to the Ministry of Labour. This item will remain the next agenda.

6.2 HR5- Harassment

This policy has been tabled for review at the November meeting.

6.3 HR8- Workplace Violence

This policy has been tabled for review at the November meeting.

6.4 Ministry of Labour Notification of Occupational Illness- Onondaga Brant- September 2020

The committee was provided with the report from the Ministry of Labour relating to the confirmed positive Covid-19 case at Onondaga Brant Public School. No orders were issued. This can be removed from the next agenda.

6.5 Ministry of Labour Field Report- GELA Rawdon- October 2020

The committee was provided with the report from the Ministry of Labour regarding a complaint that was received. The complaint was regarding a miscommunication at the location when staff were provided with cloth masks that had been sent to schools intended to be used for students who could not provide their own. No concerns or issues were found by the Inspector and no orders were issued. This item can be removed from the next agenda.



H-1-b Joint Occupational Health and Safety Committee

October 15, 2020

Microsoft Teams Online Meeting/Grand River Hall Meeting Room

6.6 Ministry of Labour Field Report- Simcoe Composite School- October 2020

The committee was provided with the report from the Ministry of Labour regarding a complaint that was received. The complaint indicated that some staff were not wearing appropriate PPE at the locations and that workers were being permitted to remove PPE when not maintaining physical distance. No concerns or violations were found by the Inspector and all COVID protocols were in place. No orders were issued. This item can be removed from the next agenda.

6.7 Ministry of Labour- Notice of Compliance- Major Ballachey- October 2020

The committee was provided with a copy of the notice of compliance for the orders issued by the MOL. This item can be removed from the next agenda.

6.8 Outdoor Lights at School

A concern was brought forward by a member regarding outdoor lights not being on when custodial staff arrive at school. The Division Manager of Operations noted that most lights are controlled as part of the building automation. It was noted by a member that the specific location with the issue was Central Public. The Division Manager said they would follow up on the concern.

NOTE: Follow up to this concern was sent to all committee members on October 10th.

The automation was set on September 3rd for Central Public school to leave the lights on from sunset to sunrise.

At all other schools at sunset, the lights come on and stay on till 12am. Then they come back on at 5:30am and stay on till sunrise.

Not all exterior lights at Board buildings are on automation, some are on photocell (so they are on at sunset and off at sunrise). It was confirmed with operations staff at the school that this item had been rectified.

This item can be removed from the next agenda.

6.9 Cannabis Issues at GELA

A committee member indicated concerns related to a cannabis growing operation down the road from this location and strong odours both inside and outside the building. They indicated that they have contacted several agencies to have this addressed without any success. The Division Manager of Operations and Health and Safety said they would follow up but that we don't have control over these business or activities. It was also noted that the odour from this process is unpleasant but not hazardous. This item will remain on the next agenda.

6.10 Communication with JOHSC

A committee member brought forward a concern with COVID information not being shared with the committee before it is shared with other parties, such as Executive Council or Union Presidents. The Division Manager of Operations and Health and Safety indicated that not all protocols or documents need to be shared with the JOHSC and that Senior Administration will share information and documents with those



H-1-b Joint Occupational Health and Safety Committee

October 15, 2020

Microsoft Teams Online Meeting/Grand River Hall Meeting Room

required for feedback or input as necessary. This item will be removed from the next agenda.

6.11 Ventilation

The committee asked for an update regarding the status of the review of ventilation systems within the schools. The Division Manager of Operations and Health and Safety will request an update to be shared with the committee from the Division Manager Maintenance, Energy and Capital. This item will remain on the next agenda.

7.0 Information Items

7.1 Various Asbestos Projects

Various asbestos abatement projects have been completed throughout the Board. Copies of all reports were provided to the committee for information. This item can be removed from the next agenda.

7.2 Health and Safety Site Representatives- 2020-21 School Year

The committee was provided with the site representatives for the 2020-21 school year as an information item. This item can be removed from the next agenda.

7.3 Annual Health and Safety Board Report 2019-20 School Year- Draft

The committee was provided with the annual health and safety board report as an information item. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – September 2020 Workplace Safety and Insurance Board Reportable – September 2020 Student Aggression Summary Table- September 2020

All reports were reviewed by the committee.

8.2 Status of Workplace Inspections Including Non-Academic Sites September 2020

All sites were completed

8.3 Health and Safety/Facility Services Committee

The next meeting has not been scheduled at this time.

8.4 Critical Injuries

There have been 1 student critical injury and 0 employee critical injuries for the 2020-21 school year to date.

8.5 Focus Group Meeting Minutes

The next meeting date is to be determined.

8.6 Review of Ongoing Project Items

See chart.

8.7 Work Orders



H-1-b Joint Occupational Health and Safety Committee

October 15, 2020

Microsoft Teams Online Meeting/Grand River Hall Meeting Room

Work order details were made available to the committee for review.

9.0 Health and Safety Training

A schedule of training is being looked at to be able to provide necessary training while following COVID-19 protocols and supply coverage issues. More information will follow shortly.

10.0 Recommendations to Executive Council

None

11.0 Adjournment/Next Meeting(s):

Meeting adjourned at 1:30 PM. Next meeting is November 19, 2020. The next meeting location will be determined. It will also be available via Teams online as well.



Joint Occupational Health and Safety Committee

March 12, 2020
Teams on-line Meeting

As of October 2020:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2020 - September	The Terms of Reference appendices will be updated for locations and staffing numbers. The current Terms of Reference agreement expires in September 2022 Additional information can also be found under item 6.1	Review September 2021
December 2019	Health and Safety Eblast	2020- September	The committee decided to put a hold on the monthly Health and Safety Eblast due to the amount of information being sent out at this time.	Review December 2020
February 2020	Notification of Risk Binder	2020-September	The Notification of Risk Map and WV information is on the monthly inspection checklist in eBase and should be checked during monthly and the annual inspection.	This item will be removed form the next agenda
February 2020	Violence Threat Risk Assessment	2020- March	An invitation will be forwarded to Safe Schools to come to the next meeting to provide some information on VTRA's and the threat risk assessment process for the committee.	This will be planned for the November meeting



Joint Occupational Health and Safety Committee

March 12, 2020
Teams on-line Meeting

Annual Updates Provided Each School Year:

Item		Review Month	Resulting Update
Pavement Improvements		2021 - 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 February 2020	February 2024	October 2020	The committee will review at the November meeting
HR5 – Harassment		Board approved February 2020	February 2024	October 2020	The committee will review at the November meeting
HR8 – Workplace Violence		Board approved October 2019	November 2023	October 2020	The committee will review at the November meeting

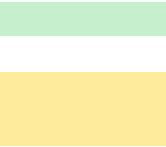
No	Site	Sep 2020	Oct 2020	Nov 2019	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
Elementary Schools													
1	Agnes Hodge	C	C										
2	Banbury Heights	C	C										
3	Bellview	C	C										
4	Bloomsburg	C	C										
5	Boston	C	C										
6	Branlyn Community	C	C										
7	Brier Park	C	C										
8	Burford District Elementary	C	C										
9	Caledonia Centennial	C	C										
10	Cedarland	C	C										
11	Centennial-Grandwoodlands	C	C										
12	Central P.S.	C	C										
13	Cobblestone Elementary	C	C										
14	Confederation (Fr Imm)	C	C										
15	Courtland	C	C										
16	Delhi	C	C										
17	Dufferin	C	C										
18	Echo Place	C	C										
19	Elgin Ave.	C	C										
20	Glen Morris	C	C										
21	Graham Bell	C	C										
22	Grandview	C	C										
23	Greenbrier	C	C										
24	Hagersville Elementary	C	C										
25	Houghton	C	C										
26	J.L. Mitchener	C	C										
27	James Hillier	C	C										
28	Jarvis	C	C										
29	King George	C	C										
30	Lakewood	C	C										
31	Langton	C	C										
32	Lansdowne-Costain	C	C										

33	Lynndale Heights	C	C										
34	Major Ballachey	C	C										
35	Mapleview	C	C										
36	Mt. Pleasant	C	C										
37	North Ward	C	C										
38	Oakland-Scotland	C	C										
39	Oneida Central	C	C										
40	Onondaga-Brant	C	C										
41	Paris Central	C	C										
42	Port Rowan	C	C										
43	Prince Charles	C	C										
44	Princess Elizabeth	C	C										
45	Rainham	C	C										
46	River Heights	C	C										
47	Russell Reid	C	C										
48	Ryerson Heights	C	C										
49	Seneca Central	C	C										
50	St. George-German	C	C										
51	Teeterville P.S.	C	C										
52	Thompson Creek	C	C										
53	Walpole North	C	C										
54	Walsh	C	C										
55	Walter Gretzky Elementary School	C	C										
56	Waterford Public	C	C										
57	West Lynn	C	C										
58	Woodman-Cainsville	C	C										
Secondary Schools													
59	B.C.I. & V.S.	C	C										
60	Cayuga Secondary S. (CSS)	C	C										
61	Delhi District Secondary S. (DDSS)	C	C										
62	Dunnville Secondary S. (DSS)	C	C										
63	G.E.L.A. Brantford (Rawdon)	C	C										
64	G.E.L.A. - CareerLink (@TTSC)	C	C										

65	G.E.L.A. - Simcoe	C	C										
66	Hagersville S.S. (HSS)	A	C										
67	McKinnon Park S.S. (MPSS)	C	C										
68	North Park C. & V.S. (NPCVS)	C	C										
69	Paris District H.S. (PDHS)	C	C										
70	Pauline Johnson C.V.S. (PJCVS)	C	C										
71	Simcoe Composite School (SCS)	C	C										
72	Tollgate Tech. Skills Centre (TTSC)	C	C										
73	Valley Heights S.S. (VHSS)	C	C										
74	Waterford District High School (WDHS)	C	C										
Turning Points and Leased Spaces													
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C										
76	DDSS Turning Point -640 James St. Delhi	C	C										
77	HSS Turning Point - 1155 Indian Road, Mississauga	C	C										
78	HSS New Start - 2319 3rd Line Road, Oshweken	C	C										
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C										
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C	C										
81	PJCVS Turning Point - 365 Rawdon St (Main Campus)	C	C										
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	C										

83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C										
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C										
Support Centre													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C										
86	Joseph Brant (including GELA - ESL)	C	C										
87	Haldimand School Support Centre	C	C										
88	Norfolk School Support Centre	C	C										
89	Head Office	C	C										
90	Head Office - Facility Services	C	C										
Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C										
92	Langton Bus Barn, 23 Albert St. Langton	C	C										
Total Sites		92	92	92	92	92	92	92	92	92	92	92	92
Total Regular Monthly Inspections		91	92	-	-	-	-	-	-	-	-	-	-
Total Annual Inspections Completed		1	-	-	-	-	-	-	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	-	-	-	-	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	-	92	92	92	92	92	92	92	92	92	92

Annual JOHSC inspection
Monthly inspection was
Two inspections completed due
to a missed inspection



Monthly inspection was not
completed
Annual JOHSC inspection
planned





MINUTES

Chairs: C. Bibby and J. Benner

Present: G. Ash P. Bagchee, W. Baker, J. Benner, C. Bibby, D. Dean, T. Haist, K. Kitchen, C. Krueger, S. Martin, A. Mitchell, N. Rose, J. Seldon, T. VanKuren, J. Tice

Regrets: A. Andratis, J. Dale, J. Faulkner, M. Hodges

Recorder: Heather-Jo Causyn

A - 1 Opening

(a) **Welcome**

The meeting was called to order by Committee Chairpersons, C. Bibby at 1:00 pm.

(b) **Agenda Additions/Deletions/Approval**
Nil

B - 1 Policies and Procedures Out for Comment

(c) **Review of Policies and Procedures**

Policies and Procedures will be distributed in advance of the meeting in order that committee members can review and be prepared for discussion at the meeting.

i) **FT105 Playground Equipment**

- No comment

ii) **SO110 Exemption to Human Development & Sexual Health**

- No comment

C - 1 Operational Matters

(a) **Equity Plan and Professional Development for Staff**

Jean Samuel provided information in regards to the importance of the continuance of the equity plan and professional development for staff given the current pressures at schools. Further equity work, as a Board, is required to continue.

Ways to engage staff on equity and diversity was discussed. Suggestions for offering professional activity included intensive work with smaller groups, in conjunction with grassroots, key people, one or two day training, train the trainer model, teachers as leaders, working with those that are face to face with students, people that are passionate about equity and diversity, and those that are interested and able to join. Offering a series of sessions, over a period of time, with shorter commitment such as after school on a volunteer bases with the potential of beginning with administrators was discussed.

Equity work can feel uncomfortable at the best of times. Inclusive language is important (i.e. inclusiveness in the language in place of exclusiveness is the availability to allow space).



H-1-c Safe and Inclusive Schools Committee

Thursday, October 15, 2020

Microsoft Teams

(b) **FSWC Virtual Programs**

FSWC's Education Team is providing online programming, resources, lesson plans, activities and workshops to assist in keeping young learners engaged to better serves the needs of students, educators and parents during the Covid-19 pandemic. Teachers are having to adapt and innovate their lessons while also keeping their students on track with curriculum expectations.

(c) **Review of Equity Policy Edits**

C. Bibby reviewed the changes (ie., added language to culture sensitivity, accountability) and stated that inclusive language is important. Which main definitions and key concepts that should be defined at the beginning of the document and what the appendix should contain was discussed. When complete the appendix will be distributed to committee members who will review the document and send comments to C. Bibby.

(d) **Anti-Racism Video Project and Posters**

The Anti-Racism video will educate, provide awareness and focus on bringing adults to a greater place of understanding. Looking for people to interview and talk with. A plan will be developed to roll out the video which should be completed by the end of this calendar year.

(e) **Violence Threat Risk Assessment - Level One Virtual Training**

In order to build understandings and capacity T. Haist and C. Bibby will co-present the Level One virtual training of Violence Threat Risk Assessment which will provide training on the nature of doing risk assessments and responding to threats. The training will be offered to a combination of our front line staff (i.e. social workers and child and youth workers) along with agencies such as those from St. Leonard', Brant Family and Children Services and Woodview. Training will be offered to administrators in the future.

Looking for a different model for training as community based training over two days is not feasible at this time.

VTRA Level III training is being released for those with Level II training.

(f) **Student Census Data: Responding to Gaps**

Responding to Gaps is a report that looks at student census and will provide for conversations around disparity and inequities. Addressing the gaps revealed will be discussed.

(g) **Safer Spaces in Grand Erie**

The need for a more universal Grand Erie visual that would signify Safer Schools was discussed. The triangle is currently being used in many Grand Erie schools.

D - 1 **Adjournment**

The meeting was adjourned at 2:30 pm.



H-1-d Indigenous Education Advisory Committee

October 21, 2020 6:00 p.m. to 7:45 p.m.

Microsoft Office Teams

MINUTES

Present: Joe Tice (Interim Chair), Claudine VanEvery-Albert, Audrey Powless-Bomberry, Rita Collver, Stephanie George, Starr Kennedy, Veronica King-Jamieson, Katelyn LaForme, Paula Laing, Jeannie Martin, Denise Martins, Karen Sandy, Trisha Simon

Regrets: Dana VanEvery, Kimberly Newhouse

Absent: Cassandra Green, Kanata Village, Katie Maracle, Diane Sowers

Recorder: D. Fletcher

A - 1 Opening

(a) Roll Call

(b) Welcome/Land Acknowledgement Statement

- i. D. Martins read the Land Acknowledgement Statement.
- ii. Interim Chair J. Tice welcomed everyone.

(c) Agenda Additions/Deletions/Approval

Item F-1-d Absenteeism was added by K. LaForme.

(d) Review of June 18, 2020 Minutes

Moved by: A. Powless-Bomberry

Seconded by: K. Sandy

THAT the Minutes of the Indigenous Education Advisory Committee meeting held June 18, 2020 be approved.

Carried

B - 1 Nomination/Election of Chair

J. Tice

J. Tice welcomed any nominations. The Chair would be responsible for leading/chairing the meetings, D. Martins and J. Tice will provide support with agendas/meetings materials etc. The committee members were asked to consider this position and let J. Tice know if interested. Ideally an employee of the Board would not take on this role.

C - 1 Native Advisory Committee (NAC) Update

J. Martin

- (a)** The Native Advisory Committee meetings are held at each of the six schools who have Six Nations students, each school takes a turn to host the meeting. Part of the responsibility includes the Principal providing a Principal Report to share information about the Six Nations students in their school and students to share the Student Voice Report (student representatives of the Indigenous Student Council) that reflects the student perspective and share suggestions what they would like to see happen at their school

The Native Advisory Committee meeting held on October 6, 2020 via Microsoft Office Teams (BCI Host School) included:

- i) Principal Report provided by Mike DeGroot
- ii) Student Voice Report provided by Sherri Vansickle on behalf of the students
- iii) D. Martins provided an update on Virtual Learning Academy (VLA)



H-1-d Indigenous Education Advisory Committee

October 21, 2020 6:00 p.m. to 7:45 p.m.

Microsoft Office Teams

- iv) Community Representative Selection
- v) Indigenous Education Team (2020-21)
- vi) Nominal Roll Procedures
- vii) Indigenous Student Leadership Initiatives Update

D - 1 Sharing of Community Events

(a) Community Members

- i) A. Powless-Bomberry shared that Six Nations is in phase 2.5 of COVID19 and that elementary schools will be closed until January 1, 2021 (will be reviewing in December)
- ii) K. LaForme shared that the MCFN elementary school Lloyd S. King is running their classes virtually
- iii) K. Sandy inquired about how the language classes are running? She offered to forward information about online resources

J. Martin spoke to the challenges of having few language teachers and development of blended learning format (building a course shell in the event that online learning occurs). Cayuga Language is running in Quadmester 1, and Mohawk Language will be running in Quadmester 2.

Denise clarified that First Nations Language course is only being offered face to face.

C. VanEvery-Albert discussed the new paradigm with online learning and spoke to a new teacher training program at Six Nations.

J. Tice referred to an Indigenous Leads Meeting webinar he participated in with a teacher from Sudbury, who is currently working with four language teachers. He may connect with him.

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

J. Tice

(a) Nestle (From June 12, 2019)

- S. George brought forth a request for the board to look at alternative sources for bottled water
- D. Martins referred to E-1-b Revised IEAC Terms of Reference before discussion of this item (Item E-1-b was then discussed)
- D. Martins recommended that S. George and J. Tice and any other committee members draft a recommendation for this committee to review and discuss at the December IEAC meeting for D. Martins to bring forward to the Board
- The committee agreed to take time, do research and follow process as recommended by D. Martins

(b) Revised IEAC Terms of Reference (June 18, 2020)

D. Martins

- D. Martins reviewed BL8 Committees of the Board and that the current Terms of Reference for the Indigenous Education Advisory Committee didn't indicate how this committee could make a recommendation to the board. Discussion at the June 2020 meeting provided a good discussion for feedback for revisions



H-1-d Indigenous Education Advisory Committee

October 21, 2020 6:00 p.m. to 7:45 p.m.

Microsoft Office Teams

- Revisions were brought forth to the Committee of the Board meeting held on September 14, 2020, Board of Trustee amendments include item 3.3 (changed Chair to representative) and item 6.5 (addition of “to respond to any recommendations from IEAC)
- The revised Terms of Reference was approved at the Board meeting held on September 28, 2020
- If a committee member wishes to make a recommendation to the board; consensus of the committee members present would need to approve that recommendation
- The committee members with support of the IEAC Chair would be required to draft up a recommendation that can be discussed and voted/provide consensus on and brought to the board

(c) **Scheduled Meeting Dates (2020-21)**

J. Tice

- Scheduled meetings will be alternating days/evenings
- Currently booked at the Education Centre, will update committee of any changes
- December 10, 2020 will be held via Microsoft Office Teams – invite will be sent out

F - 1 **New Business**

(a) **Special Education Advisory Committee (SEAC) Representative**

J. Tice

- The Special Education Advisory Committee is looking for an Indigenous voice
- Terms of Reference for SEAC explains this position cannot be an employee of the board
- There are 10 SEAC meetings held on the third Thursday of the month around 6:30 p.m.
- An information email will be sent out with meeting details
- Let J. Tice know if you are interested, please share information with parents from the community

(b) **Bylaws Policies and Procedures Out for Comment**

J. Tice

- Bylaws Policies and Procedures
- Presently there are two 2 procedures that are out for comment: FT105 Playground Equipment and SO110 Exemption to Human Development Sexual Health
- Please review and provide any feedback/comments to lisa.howells@granderie.ca by October 29, 2020

(c) **Re-opening Update**

D. Martins

- Families had opportunity to choose traditional learning mode or Virtual Learning Academy for September start; the VLA had a later start as it required an enormous staff re-organization for elementary; currently working on second staff organization
- VLA: approximately 3000 elementary students and 1162 secondary students



H-1-d Indigenous Education Advisory Committee

October 21, 2020 6:00 p.m. to 7:45 p.m.

Microsoft Office Teams

Elementary:

- Parents were sent information on October 2nd requesting that if they wanted their child(ren) to change from current delivery model then they needed to complete a survey by October 13th.
- Currently in process, looking at impacts of in-class and VLA delivery to ensure the students have a seamless transition
- Did experience a large surge of parents requesting home schooling which presents a concern for us in the board; it leaves onus to the parent to educate and we care about students and want them in our schools in an inclusive and engaging environment
- Families should anticipate receiving correspondence next week

Secondary:

- Parents were sent information requesting that if they wanted their child(ren) to change from currently delivery model then they needed to complete a survey or contact the school by October 30th
- Quadmester 2 begins on November 16, 2020
- Courses offered are based on student's needs chosen in online courses such as core subjects: Math, English and Science
- Format has changed significantly, one course all day for one week
- Mindful of impact on indigenous students; J. Tice and J. Martin have been reaching out to bridge communication and opportunity gap

P. Laing brought forth concerns from herself and other parents regarding the online teaching style for the teacher. There appears to be great amount of time lecturing and minimal interaction with students. She also recognizes it is a difficult situation for teachers. D. Martins will share this feedback with the Superintendent who oversees the VLA. She also referred to the Parent Concern Protocol on the Grand Erie website which outlines the process to follow for any concerns. Professional Development and preparation will continue for staff as they navigate through ongoing learning of the VLA.

A. Powless-Bomberry inquired if many extra teachers have been hired and is there contact with all Six Nations students. D. Martins explained that many teachers were hired for the elementary panel. J. Martin and J. Tice have been in contact with every family, sometimes with the assistance of the Native Education Counsellor. Beginning of the school year entailed them ensuring necessary equipment/internet was provided to students for the VLA.

R. Collver acknowledged the hard work of D. Martins and the Indigenous Education Team and inquired if we have been able to reach all students. D. Martins referred to the Self Identification report brought to board on October 5th (Self ID for elementary: 214 and Self ID for secondary: 248, both urban and reserve (Six Nations and Mississaugas of New Credit)

J. Tice acknowledged the New Start program with assisting them to distribute devices to Students.



H-1-d Indigenous Education Advisory Committee

October 21, 2020 6:00 p.m. to 7:45 p.m.

Microsoft Office Teams

(d) Absenteeism

K. LaForme

- Looking for information on tracking of absent students and if attendance counsellors have been reaching out to those students. It has been brought to her attention that some students haven't been attending school. She reached out to parents and has learned that concerns about COVID19, lack of device or inability to access internet have impacted students attending school
- D. Martins explained the attendance process and critical reporting timelines. Schools should be reaching out to families through the student absence system, who have registered their children for face to face or VLA. A referral is made on the 15th consecutive day of absence to the attendance counsellor to follow up with the family.
- Those families who require device and/or internet connectivity should be connecting with J. Tice or J. Martin
- J. Martin added that the VLA principal is very responsive and encouraged parents to make the initial call to initiate the process by reaching out so that she and J. Tice can reach out and help those families. The turnaround time is very quick to get devices to families. Transitions from grade 8 to grade 9 is critical and some students get missed, she is working with A. Noyes and Six Nations school staff to start to share communication on their Six Nations website
- S. George explained that many don't know how to advocate for themselves and offered to work with someone to help, suggested a flowchart in an indigenous friendly format
- P. Laing suggested using social media as a tool to get the information out to the Indigenous community via radio or newsletter
- K. LaForme and A. Powless-Bomberry requested to receive information directly to them to share out and provide information to families for any inquiries

G - 1 Correspondence

D. Martins

(a) Ann Scotton – Indigenous Services Canada (ISC)

- Response letter from S. Sawyer in regards to the improvement of internet access for Indigenous students at Six Nations of the Grand River and Mississaugas of the Credit territory

H - 1 Adjournment

(a) The meeting was adjourned at 7:45 p.m.

Next Meeting is December 10, 2020 @ 1:00 p.m. (Microsoft Office Teams)



MINUTES

Present: JoAnna Roberto, Kimberly Newhouse, Lisa Munro, Yvan Brochu, Barkev Poladian, Nancy Norton, Eva Dixon, Susan Gibson, Carol Ann Sloat, Rita Collver, Sarah Nichol, Jenn Smith, Tom Waldschmidt, Nancy Waldschmidt, Jean Montgomery, Diane Morris, Patricia Hammond, Jamie Maillet, Jess Tupein, Kara Haist, Marcia Lewis, L. Lanigan, Christopher McGrath, Shannon Bradfield, Adele Churchill, Amber Gillen, Paula Cavan, Megan Allen, Melissa Mummery, Michelle Starratt

Regrets: Tiffany Knight-Leegstra

Recorder: Valerie Slawich

A - 1 Opening

(a) Welcome

- J. Roberto welcomed everyone, and introductions were made.

B - 1 GEPIC Slate of Members

(a) Election of Chair

- J. Smith nominated S. Nichol for Chair.
- In the absence of other nominations, S. Nichol was acclaimed as Chair of GEPIC for 2020-21. The group congratulated Sarah with a round of applause.

C - 1 Minutes

(a) Approval of Minutes – March 5, 2020

- J. Smith moved, and A. Churchill seconded approval of the minutes.

(b) Business Arising from the Minutes

- Fundraising

D - 1 Financial Report

(a) GEPIC Budget

- The GEPIC budget this year is \$9,299, which includes the \$5000 base grant. Each school also receives \$500 for parent engagement.

(b) Parents Reaching Out (PRO) Grants for 2020-21

- J. Roberto reviewed changes to the process for this year again. It is no longer an application process by schools but instead Grand Erie received \$15,958.38 for PRO Grants this year.

E - 1 Updates from the Board Table

(a) E. Dixon shared that she's glad to be back in the boardroom and Grand Erie will have an application process for a new trustee.

S. Gibson recognized the hard work of our Administration and staff to get our schools ready for our students. Administrators have worked closely with families to keep their children safe.



Grand Erie Parent Involvement Committee

October 22, 2020, 6:30 pm
MS Teams

R. Collver commented that graduation ceremonies are virtual, schools are doing an excellent job. R. Collver shared that St. George-German recently celebrated their acceptance into the [Incubator Path program](#) through the Microsoft Showcase School Program and the Mohawk College on a [Climate Change Initiative](#) where students will learn how to measure the impact of energy consumption. It leverages the work with ECO Schools and help create co-operative opportunities for our students.

F - 1 Director's Update

- J. Roberto, Director of Education, welcomed L. Munro, Superintendent of Education to provide an update on our Virtual Learning Academy.
- The Virtual Learning Academy has 3200 elementary students or 129 classes; and 1150 secondary students.
- The new Grand Erie Mobile App. was introduced.
- COVID-19 pandemic updates are reported to board regularly.
- The New Math Curriculum is a 4-year strategy and includes coding, social emotional learning and financial literacy.
- The Roadmap document was shared from SEAC and provides information on various processes. It will be made available on the Grand Erie website.

G - 1 GEPIC Chair's Update

- (a) GEPIC Grant Summary 2019-20
- S. Nichol shared that we held 3 successful events last year before COVID-19 interrupted the plans made by number of schools.
- (b) GEPIC Grant Application and Deadline
- K. Newhouse suggested the grant applications are delayed until January. S. Gibson reminded the group that we should consider using virtual technology to allow guest speakers and to reach more families in our communities. =

H - 1 Planning, Discussion and Sharing

- (a) School Council Orientation
- A Microsoft TEAMS meeting date was set for November 24 for the Orientation and will focus on creating a list of guest speakers. M. Mummery questioned if MS TEAMS offers the ability to have individual rooms with timed agendas to hold virtual brainstorming sessions.
 - https://granderie.ca/application/files/2516/0078/5343/MS_Teams_Quick_Start_Guide_-_Students_and_Parents.pdf
- (b) Ideas for PRO Grant funds in 2020-21
- Last year we had decided to use some funding to develop a video to replace a spring event that would help with school council recruiting as a resource to parents and schools.
- (c) Opportunities for Virtual Speaker Series
- Mental Health support, especially during this pandemic; Indigenous Education; Online safety and security; bullying; social media; financial literacy; VIP program (Values, Influences and Peers); anti-racism; LGBTQ. We will begin to formulate prospective speakers from this list and can continue brainstorming at our January meeting.



Grand Erie Parent Involvement Committee

October 22, 2020, 6:30 pm
MS Teams

(d) Fundraising

- L. Munro explained that due to Health & Safety protocols fundraising was on pause. And schools are looking at different ways to determine types of fundraising. J. Roberto explained that schools can leverage school cash online to alleviate collecting money, if accessible to everyone in school communities.

I - 1 Other Business

- (a) R. Collver shared today's preliminary announcement that Grand Erie District School Board has been given approval to build a [new elementary school](#) to include a library and community centre in Southwest Brantford and recognized MPP Will Bouma and the City of Brantford.

J - 1 Future Meeting Dates

- (a) January 14, 2021; March 4, 2021; May 13, 2021

K - 1 Adjournment

Moved by: N. Waldschmidt

Seconded by: J. Montgomery

THAT the GEPIC meeting be adjourned at 8:39 pm.

Carried



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Carol Ann Sloat, Chair, Audit Committee
RE: **Audit Committee Report**
DATE: November 23, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Audit Committee Minutes (draft) November 3, 2020 as information.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendations from the November 3, 2020 Audit Committee Meeting:

1. **External Auditor Renewal**

THAT the Audit Committee recommends to the Grand Erie District School Board that Millards Chartered Professional Accountants and continue as the external auditor and request that the audit plan and fee estimates be presented at the September 2020 Audit Committee meeting.

Respectfully submitted,

Carol Ann Sloat, Chair
Audit Committee



MINUTES

Present: C.A. Sloat – Chair, B. Collingwood (Volunteer) at 4:14, K. Dial (PwC), J. Gilbert (MRR), D. Latta (MRR), C. O'Connor (PwC), J. Roberto (Director), B. Schell (MRR), C. Smith (Manager of Business Services), C. VanEvery-Albert (Trustee), D. Werden (Trustee), C. Woodley (Volunteer), R. Wyszynski (Superintendent)

Recording Secretary – L. Howells

Regrets: Z. Ali (PwC),

A - 1 **Opening**

(a) **Roll Call**

Roll Call was completed

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

Nil

(c) **Welcome to Open Session**

The meeting was called to order by Committee Chair, C.A. Sloat at 4:00 p.m.

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

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: C. Woodley

THAT the Agenda be approved.

Carried

B - 1 **Consent Agenda**

(a) **September 22, 2020 Minutes**

(b) **Consolidated Due Diligence Report**

Moved by: C. Woodley

Seconded by: C. VanEvery-Albert

THAT the Audit Committee accept the November 3, 2020 Consent Agenda items and the recommendation contained therein:

- Approve the Minutes of the Audit Committee Meeting held September 22, 2020
- Receive the Consolidated Due Diligence report.

Carried

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

Nil

D - 1 Internal Audit**(a) Discussion of the Internal Audit Plan**

R. Wyszynski commented that this matter was unresolved when we left our September 22, 2020 meeting. We noted that we wanted to think about if the current plan, which is the focus on Cyber Fraud and Online Privacy and Business Continuity Support, are these the correct direction that we want to go given the resources on staff and direction team may be taking with Disaster Recovery Plan. We need to discuss our path going forward.

C.A. Sloat support R. Wyszynski statement and further asked about recruitment and retention of staff, as we have been lacking in middle management jobs for some time and is this starting to affect the board overall and is this becoming a risk to the organization?

C. O'Connor spoke to what a recruitment and retention audit could entail providing a broad scope.

On the Recruitment side:

- Do you have repository – how do you know what your list of needs are and accurate?
- Do you have forecasting mechanism of what could come in due to retirement etc. in the next 6 months to year?
- How do you manage the pipeline and the average time to recruit and sometimes those can be clustered by certain groups or areas? Any known items coming down the pipeline and are acting in advance?
- Those that are open, what action are you taking and have your exhausted the avenues?

On the retention side

- How do you engage with people?
- How do you incent them to stay?
- Is everyone getting the right treatment and feeling valued?
- Strategic areas due to the risk or due to the role, do you have any additional attention do you have to play to retain those individuals
- How you are tracking and monitoring those?

C. O'Connor further noted that do you know the numbers in what you can put through versus auditing the circumstances of people choosing to leave due to other personal circumstances or the market is doing, we don't have a lot of control over.



R. Wyszynski responded that from management perspective, maybe this is a slice in time that is proven difficult time to recruit due to COVID. R. Wyszynski asked C. O'Connor if you have done these types of audits in other school boards and do you think that COVID would have an impact on those two? C. O'Connor has not done these during the Pandemic but has completed some previously in other Boards and other public sector organizations. C. O'Connor stated that some clients are experiencing higher than average with turnover while others have had minimal turnover.

R. Wyszynski added that given that we have done our risk radar and know we want to have the Disaster Recovery plan, he suggested we consider flipping the order making Business Continuity Plan number two or fall off all together. R. Wyszynski stated understanding that a discussion that would need to occur with the Regional Internal Audit Team (RIAT) and focusing option 2 Cyber Fraud Incident Prevention and Response. Given the remote learning, virtual learning academy, the exposure on privacy and maybe we could define the scope a little stronger either today or in the future but from Senior Management's perspective that is area where we would like to see some help as this is brand new.

C. Woodley commented she wants to support management in their suggestions.

R. Wyszynski asked C O'Connor would it be more Cyber Security but want to make sure we are pointing this at the right risk? C. O'Conner responded provide different examples:

- cyber incident prevention – really very specific lens of cyber – looks at IT – something happens – what is their intake, how they know it is happen and how we take care of it and how we stop it from happening again – starts with a known event – done against good best practices
- Focused on security or capacity around systems – still cyber but very much on an online learning environment – in this set of systems it's volume/load. Its new and has increased – how are your reacting and managing what used to be minimal risk is now an increased risk – do you have the right password controls, right user account and monitoring – more of a cyber of your online learning environment
- Privacy or Fraud – both are similar, but the new reality of the current world is privacy by both the Privacy Commissioner of Ontario & Canada have been identified as online learning exposes the potential for significant privacy risks. New circumstances of fraud that you may facing and how to respond to them.

C. O'Connor added that if Privacy or Fraud is selected, it would not repeat the previous fraud audit, it would be do how you have taking the new reality and adapted the management practices that you need, or how have you done that for cyber security.



C. VanEvery-Albert commented that we have many individuals online daily and need to see us protected.

B. Collingwood joined the meeting at 4:15 p.m.

R. Wyszynski commented that IT Vulnerability Assessment was done by IBM in 2019-20 that was presented to Audit Committee and would not want to overlap that. What is our risk level with a cyber-attack, and we would need to know what we are testing to audit it?

R. Wyszynski asked if this a direction the committee would like to take and supportive of only one audit? The Audit Committee supports this direction.

C. O'Connor commented if the decision is made today, they will provide a revised write up around the scope in a Statement of Work.

D. Werden joined the meeting at 4:21 p.m.

Moved by: C. Woodley

Seconded by: C. VanEvery-Albert

THAT the Audit Committee approved the amended internal Audit plan to review privacy risks related to remote learning.

Carried

E - 1 External Audit

(a) External Auditor Renewal

C.A. Sloat commented this was missed in June 2020.

Moved by: D. Werden

Seconded by: B. Collingwood

THAT the Audit Committee recommends to the Grand Erie District School Board that Millards Chartered Professional Accountants and continue as the external auditor and request that the audit plan and fee estimates be presented at the September 2020 Audit Committee meeting.

Carried

(b) Consolidated Financial Statements, ending August 31, 2020

C. Smith presented the consolidated financial statements ending August 31, 2020 as circulated and highlighted the change notes. C. Smith noted some of the challenges that were faced in the 2019-20 School Year.



C. Smith referred the laydown report which provided questions that were received in advance and the associated response

Moved by: C. VanEvery-Albert

Seconded by: D. Werden

THAT the Audit Committee recommend the approval of the amended 2019-20 Financial Statements as presented by Millard, Rouse and Rosebrugh.

Carried

F - 1 Other Business and Emerging Issues

(a) Audit Committee Annual Report to the Board of Trustees

Presented as printed, this will be presented at the December 14, 2020 Inaugural Meeting. R. Wyszynski noted that for this year we will only be submitted Appendix C to the Ministry.

Moved by: C. Woodley

Seconded by: C. VanEvery-Albert

THAT the Audit Committee approve the Audit Committee Annual Report for submission to the Board.

Carried

(b) COVID-19 Considering Education Sectors Impacts

R. Wyszynski provided a verbal update noting our current efforts are focused on managing the students between the conventional and virtual learning models. R. Wyszynski stated we are waiting for Ministry information to proceed throughout the year and waiting for funding. We continue to work through the pandemic.

CA Sloat commented on the revised estimates and our enrolment is impacted and this is now with the Province and although it a very much a Board issue, we will have to await direction from the Ministry

G - 1 Adjournment

Moved by: D. Werden

Seconded by: B. Collingwood

THAT the meeting be adjourned at 5:14 p.m.

Carried

Minutes

Present: GEDSB: R. Wyszynski, Superintendent of Business & Treasurer – Director
J. Richardson, Trustee - Director
BHNCDNB: S. Keys, Superintendent of Business & Treasurer – Director
M. Watson, Trustee – Director
CSC MonAvenir: M. Nantel, Director of Transportation – President

Regrets: GEDSB: J. Roberto, Director of Education
BHNCDNB: M. McDonald, Director of Education
CSC MonAvenir: A. Blais, directeur de l'éducation CSC MonAvenir
D. Chin, Chief of Business CSC MonAvenir – Director

STSBHN P. Kuckyt, Manager of STSBHN – Secretary & Treasurer

Recording Secretary: L. Howells, Executive Assistant to the Superintendent of Business, GEDSB

A - 1 Opening

(a) Roll Call

The meeting was called to order at 8:33 a.m.

(b) Agenda Additions/Deletions/Approval

Presented as printed.

Moved by: S. Keys

Seconded by: R. Wyszynski

THAT the STSBHN Board of Directors approve the November 3, 2020 agenda.

Carried

(c) Declaration of Conflict of Interest

Nil

B - 1 Approval and Signing of Minutes

(a) Minutes of May 26, 2020

Moved by: J. Richardson

Seconded by: S. Keys

THAT the Minutes of the STSBHN Board of Directors Meeting, held May 26, 2020 be approved.

Carried.

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

(a) Policy and Procedure approval: 044-049

P Kuckyt highlighted the proposed changes and directed the committee to the summary page.

Moved by: R. Wyszynski

Seconded by: J. Richardson

THAT the STSBHN Board of Directors approve Procedures 044-049.

Carried.

D - 1 Standing Business

(a) KPI's

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

Financial: notable changes in the 2020-21 averages

- for vehicle sizes, mainly driven by the contracts recently signed with school bus operators – experienced significant variations in the annual cost; market readjustment ranged from a low 7% to high of 22% depending on vehicle class - significant change to the cost structure of transportation services has pushed the member school boards of STSBHN from surplus position into a deficit position
- number of operators provided rider aides – has reduced to 12 – namely due the number of exclusions from school-based learning – will see some initial savings

Service Performance: did not see significant variances

- down 3,300 students riding school buses due to COVID-19. Did see changes in ride times but expecting to normalize when students return to conventional learning. Buses delayed – 181 occurred into September and does not include the 396-bus cancellations due to the driver shortage

Safety:

- one preventable accident in September which did not result student injury
- one student incident that required first aid
- patroller based program has been paused due to COVID-19 limitations
- bus evacuation training – due to COVID-19 limitations - students will not participate in the practical training for 2020-21, have elected instead to provide virtual training via their classroom teacher.

General Ridership:

- have experienced some fluctuation to total number of riders
- significant decrease in number courtesy riders, however we have been able to accommodate those who have been ineligible in past year

Communication:

- Will not be conducting face to face meetings with our school administrator this year but will be conducting the review/update with each school virtually

(b) **Goals and Objectives-Update and Review**

P Kuckyt highlighted the progress to date to meet the short, medium and long-term goals and objectives.

Short: most have been completed, taking a one-year pause on the patroller program - may want to consider adding active school travel grant and camera safety program. Directors agreed these are operational and updates can be provided when required.

Medium: Delay with the app – linking the two systems up and running a pilot with a small number of families to collect feedback

Long-Term: no updates at this time

(c) **Financial Overview**

P Kuckyt highlighted the 2019-20 year-end financial position. P Kuckyt noted that we have been able to review our financials easily, however 2019-20 was not as clear cut as other years. P. Kuckyt reviewed the total expenditures and provided explanation:

- Transportation services did not take place after March Break however continued to pay our school bus operator 88% of their total daily rate to ensure their operations remained viable in the event we returned to full service.
- Fuel Fluctuator – saw claw back from the Ministry of Education
- Child Youth in Care Grant Funded services – saw funds underspent due to no services being needed while school services were suspended
- Pandemic Supports – grant began in August and will continue through March 2021
- Summer School Service – funds were not used as programming was not offered

E - 1 **New Business**

(a) **Policy and Procedure Review: 044-049**

The committee received the Policy and Procedure 001-006 as information only.

The committee agreed to provide feedback on the draft policies and procedures 001-006 to P. Kuckyt on or before January 22, 2021.

(b) **Camera System Update**

P. Kuckyt provided a verbal report noting that in the original RFP we initially requested operators to provide a percentage of their fleet with internal and external camera systems. Eventually we backed away from that proposal and the cost associated and instead pivoted to a 3rd party, BusPatrol, which offers free services for internal and external camera, and uses revenue received from municipality issue court tickets who pass school buses to fund the hardware on the buses. It does require municipality to enter into an agreement with BusPatrol. P. Kuckyt further noted we are working on getting camera systems installed. We're

currently testing these systems to ensure information is usable and once the testing complete P. Kuckyt will approach the Police Chief/Service Boards to see if there is interest to enter into an agreement. The goal is to ultimately have systems installed on the entire fleet of buses.

P. Kuckyt responded to the question of how many of the buses have camera system in the fleet, noting we had 5% of our fleet with cameras however some of the buses have been retired. An additional question was that there was a certain amount budget was set aside to install cameras on our buses, where are with our budget and installation cameras and what is the generic response to families. P. Kuckyt responded that our budget was reassessed and did not include installation of cameras, but we are working on a solution that will equip 100% of vehicle with internal and external camera systems. We currently have a less than 5% of our fleet with have cameras and we move them around when required. Our general timeline expectation is to have the information up and running within the current school year but cannot determine the appetite of the municipalities to partner with us and the 3rd party.

(c) **Active School Travel (AST) Grant Update**

P. Kuckyt provided a verbal update on the status of the AST Grant. P Kuckyt shared that \$120,000 was awarded to the joint submission by STSBHN and the City of Brantford and the County of Brant in order to rollout initiatives in Brant and Brantford impacting 6 schools. P Kuckyt noted that the providers of the grant agreed to an extension in time and scope for our projects and have expanded the program beyond the 6 pilot schools. Initiatives that were put in place at the pilot sites included: "Way Finding" signage, implemented 3 dozen bike/scooter racks combinations – done at 6 pilot schools and a number of additional school sites. Also invested in a cycling education program and toolkit promoting health and wellness to all our schools and we are looking to spend \$50,000 on active initiatives in Brant and Brantford between now and June 2021. P Kuckyt shared that approval from the operation committee has been given to pursue partnerships/relationships with Haldimand-Norfolk to gage interest in pursuing a similar grant in those regions. P Kuckyt has been contact with the Haldimand-Norfolk Public Health Units who will be inquiring with their management to see if a partnership is something that can be pursed at this time. An answer within the next week is expected to determine if an application can be jointly submitted.

F - 1 **Adjournment**

Moved by: M. Watson

Seconded by: J. Richardson

THAT the November 3, 2020 STSBHN Board of Directors the meeting be adjourned at 9:15 a.m.

Carried

G - 1 **Next Meetings**

- February 23, 2021-2:00 p.m.
- May 25, 2021-9:00 a.m.



MINUTES

Present: Claudine Vanevery-Albert (Chair), Jeff Benner, Griffin Cobb, Rita Collver, Mike Degroote, Christine Kononiuk, Cathi Krueger, David Lloyd, Denise Martins, J. Martin, Luanne Martin, Anne Noyes, Audrey Powless- Bomberry, Joe Tice, Melissa Turner, Sherri Vansickle, Sharon Williams

Regrets: Pam Davis, Katelyn LaForme, Dave MacDonald

Recorder: S. Doolittle

A - 1 Opening

Haudenosaunee Thanksgiving Address given by Sharon Williams.

Land Acknowledgement Statement given by Denise Martins.

Round table participating members were introduced by Jeannie Martin.

(a) Agenda Additions/Deletions/Approval

Additions to Discussion items:

- C. VanEvery-Albert – added to the discussions items: Update – End of the Year Social, Land Acknowledgement, Native Language On-line Courses, Cultural Competency Training, Treaty Awareness Week.
- D. Martins – must leave early for another meeting so if there is anything you would like to discuss before then to let her know.
- C. VanEvery-Albert – we will then go to the items that will be discussed by D. Martins first.
- G. Cobb and S. Vansickle – raised a consideration to discuss the cultural mentor positions.
- D. Martins – discussion should be had with her.

(b) Approval of Minutes – October 6, 2020

- Any revisions or comments to be made.
- C. VanEvery Albert - C1 - how are we re: wi-fi? – hopefully everyone who requested one have been taken care of.
- D. Martins – have met the needs of most but this will change and be an ongoing job as students transition back and forth between model.
- Motion to accept the minutes Joe Tice.
- Seconded by Anne Noyes.

Approved by consensus



B - 1 Community Representative

C. VanEvery-Albert

- C. VanEvery Albert introduced Luanne Martin, the new community representative to the Native Advisory Committee.
- Luanne is an experienced teacher, teaching at Six Nations for many years and has done a lot of educational work in and out of the community.
- Luanne said it is a pleasure to be a part of the committee. Her sons attended the Grand Erie District Schools and she attended Hagersville Secondary which is dear to her heart. She is currently writing curriculum for different institutions, elementary, secondary and post-secondary, AQ courses. She hopes to be able to contribute as well as to learn as we go along.

C - 1 School Reports-Cayuga Secondary School

D. Lloyd

(a) Student Voice

- Student, D. D. was introduced by D. Lloyd.
- Very different learning environment than elementary school and she finds the environment very nice, staff members are good and non-judgmental.
- Where she lives, they don't have very good wi-fi service, so she is glad to attend and if she can't she hopes that they can have paper packages to work on if necessary.

(b) Principals Report

D. Lloyd

- Sent out the principal's template and a list of potential activities for CSS Indigenous students to committee members.
- most of the students from Six Nations come for the special education, self-contained classes.
- Students would like to engage in more cultural activities e.g. lacrosse.
- C. VanEvery-Albert thanked D. Lloyd.
- Asked why he thinks there are very few students from Six Nations.
- D. Lloyd – a number of students transitioned to McKinnon Park over a period of years.
- L. Martin – commented that removing the boundaries for transportation made a definite change because now students can go anywhere.
- S. Williams – when she was a counsellor at Cayuga, they changed the bus route from a shared bus between McKinnon and Cayuga with a shorter ride time to a shared bus between Hagersville and Cayuga resulting in a much longer bus time.
- If they changed the bussing time, there would probably be more students going there.
- S. Williams - Considers over 45 min. a long bus ride based on student comments.
- A. Noyes – agreed that comments from the students is that it is too long of a bus ride to Cayuga Secondary School.

Action - C. VanEvery-Albert – We should discuss this again in the Spring.

D - 1 Update on Our Delivery Models

D. Martins

- We are now into phase two of the multiple delivery model.



- October 13 was the last official day for elementary students and parents to change delivery models between the in-school delivery or face to face and the virtual learning environment.
- There was substantial movement to the on-line environment in elementary and as a result several of the elementary schools are having to take teachers out of the classrooms and place them in the Virtual Learning Academy.
- We are working through this to have the best start for those new to the learning environment and seamless continuity of learning for those who have remained in the environment they began September 10th.
- In secondary the declaration to change models closed on October 30th. This date will remain firm because there is a lot of work to be done regarding scheduling timetables for both the staff and students to meet their needs so two full weeks are needed to prepare.
- Quad 2 classes will start November 16th.
- Like elementary we are going to see a large shift of staff, mostly to the virtual learning environment from our secondary schools because of increasing demand for virtual learning.
- There will be impacts for the operations, the classes running, sizes, staff and student availability of sections and pathways in secondary in both the virtual learning environment and in the school model.
- Not sure we can sustain these vast shifts for staff throughout the year. These are things we must look at following the secondary Quad 2 implementation for the delivery models.
- If the Public Health directs us to close a school or the board, or things do not go in a positive direction we are working with principals and teachers to prepare to move to the remote model which will mirror the Virtual Learning Academy with the minutes of instruction of the three-hundred-minute day that's required with the teacher delivering work both synchronously and asynchronously.

Questions

- A. Powless-Bomberry – asked how many Six Nations students are online or in class.
- D. Martins – We don't normally gather that data. The Quad 1 data was shared at the last meeting because the Oct. 5 self-ID report was done where we had already identified indigenous students who were in the virtual learning environment. We don't do a data extract generally throughout the year other than the board report that goes to the trustees at the beginning of October.
- A. Noyes – regarding the due dates we finalized elementary on Monday and secondary on Friday. If you have people move into the district when is the next time they can register?
- D. Martins – The declaration date for elementary was October 13 and the start date – November 2. The declaration date for secondary was October 30 and the start date is November 16.
- For students moving into the district from out of Grand Erie catchment area this would be treated as a new registration in the secondary program.
- J. Martin – For elementary students moving from Six Nations to Grand Erie, we have been advised by Indigenous Services Canada that October 15 is the deadline to get approval for reciprocal agreement approach funding. Parents will have to contact Indigenous



Services Canada directly if they want to appeal this deadline as it is out of Grand Erie control. There is no deadline for Mississauga's of the Credit First Nation students currently.

E - 1 Transition Plan 2020-21**J. Martin**

- The transition plan for 2020-21 was sent out to the committee.
- Worked with Six Nations, A. Noyes and Six Nations teachers on this plan
- Tried to keep things as consistent as possible but because of the circumstances this year and the fact that Six Nations students are not in school right now we have tried to revise the plan so that the activities can be done virtually or by distance learning. Half of the students are not accessing lessons through the internet but by paper copies.
- In early October we met with the intermediate teachers from Six Nations to review the plan and get their feedback.
- Currently we are working on putting together a PowerPoint presentation with a voice over on the Secondary School Information that the teachers can share with the Six Nations Grade 8 students either electronically or by paper copy. There will also be suggested activities that the teachers can share with their students.
- We hope to share the presentation on the Six Nations website, working with A. Noyes to make this connection happen.
- The next step will be to meet with the Grade 8 Six Nations teachers where we will go over each student's needs, goals, and strengths so we can be prepared for them when they come to secondary school in the Fall.
- We are hoping to do a similar presentation for the Grade 7 students in the Spring.
- Shadow Day in May – normally Grade 8 students visit the school they are registered to attend for Grade 9. This year, we are looking at doing a virtual or skype connection between the Six Nations Grade 8 students and the Six Nations secondary school students.
- Hoping to utilize the Six Nations education website to share a lot of information on our secondary school transitions with the hope that the website becomes a way to better engage parents and guardians in the process.
- We do have a parallel transition plan for those students that will be recommended to go into self-contained programming in secondary schools.
- The Grade 8 parent meetings typically held at the end of January or February will be by request only, rather than scheduling appointment time with every parent. We decided to go this way because of the challenges this year around meeting face to face and virtual meeting space for parents.
- C. VanEvery-Albert thanked J. Martin and the whole team for all the work they've done to accommodate and work through the issues under the circumstances this year.

F - 1 Indigenous Education Advisory Committee Update**J. Tice**

- J. Tice gave the report.
- We are still looking for a chairperson for this committee. There have been no names put forward yet.
- J. Martin presented the Native Advisory Report to the Indigenous Education Advisory Committee members.



- Three community members gave their updates on the Six Nations and Mississauga of the Credit First Nation school closures and how long they are planned for.
- K. Sandy inquired about how the language courses are going in our schools and offered educational resources that are available from the Indigenous Language Centre.
- J. Tice and a community member are putting together recommendations regarding banning the sale of all Nestle products in our schools and hope to bring that back to the next Indigenous Education Advisory Committee meeting for approval of the resolution to move forward
- Looking for a Special Education Advisory community representative who is Indigenous. Two names have been put forward that have been passed onto L. Thompson for consideration.
- D. Martins gave an update on school re-opening plan

Comments and Questions

- Had an inquiry from K. LaForme, Education Director for Mississauga of the Credit First Nation about the attendance procedures of Grand Erie. Her concern is that some of their students are not attending regularly.
- Received a letter from Indigenous Services Canada regarding the internet connectivity on Six Nations and Mississauga of the Credit First Nation and are hoping to receive better internet service soon
- The student internet needs have slowed down so hopefully that means that they are connected well and able to do their work.
- A. Powless- Bomberry – feels anything regarding Nestle would add to the political chaos that is happening in and around Six Nations right now. Six Nations does not support anything regarding Nestle at this point.
- J. Tice – haven't met with Stephanie George yet about how the recommendation will be worded but it will be ready at the next Indigenous Education Advisory Committee meeting.
- D. Martins – asked A. Powless-Bomberry for clarification. The premise that was proposed by the Indigenous Education Advisory Committee was around making a recommendation to the Board of Trustees that Grand Erie District School Board not commission any use of Nestle water products because of land issues, intrusions and all other factors.
- D. Martins – asked if they should go ahead or not, wondering about the timing of bringing it forward because we don't want to create additional issues at this time
- Suggested waiting and bringing it forward at the next meeting in December

Action - A. Powless-Bomberry will bring it forward to Six Nations Elected Council before the next meeting in December.

- D. Martins – will appreciate it if A. Powless-Bomberry could give her input regarding this at the December meeting.
- C. VanEvery-Albert – said before it goes to the next Native Advisory Committee and the Indigenous Education Advisory Committee meetings that it would be good to have all of



the history and factual information, so we can go forward then to the Board and Six Nations and be working together.

Action - J. Tice will have this information and the background together for the next meeting.

- L. Martin asked J. Tice if his role was to provide the updates on student success
- J. Tice – new to this role and asked D. Martins to explain
- D. Martins – Student success data is part of the Education Services Agreement with Six Nations in the still unsigned Education Service Agreement 2020 – 25. The data is to be reported twice annually to the board trustees then to the Six Nations community via Indigenous Services Canada.
- C. VanEvery-Albert – The Education Service Agreement was negotiated in the Spring but has not been signed yet by Indigenous Services Canada because of staff changes.
- Once we get that signature then that information will be shared with everyone.

G - 1 Education Services Agreement 2019-20 Report Update

J. Martin

- Each year the board prepares a report on the Education Service Agreement for Six Nations students.
- The draft has been submitted for review and it will go to the board on November 23 and then it will be presented to Six Nations Council.
- C. VanEvery-Albert – asked if it could be arranged to have it presented sooner than January to the Six Nations Council.
- A. Powless-Bomberry responded that it could be on the Six Nations Elected Council agenda in December if a request was put forward soon. Also, she advised the report can be shared electronically rather than hard copy, but this too would need to be shared well before the scheduled presentation to allow Band councilors time to review it prior.

Action – A. Powless-Bomberry and J. Martin will work together to get a December date for presentation of the Educational Service Agreement report to the Six Nations Elected Council.

- J. Martin – this year's report is significantly smaller because we were not able to do as many activities due to the circumstances last spring, but the fundamental information is included.
- For the new members of the Native Advisory Committee J. Martin explained that the report is a summary of how all the elements of the Education Service Agreement have been addressed. Specifically, it reports on the additional supports and services that are provided for Six Nations students under the Education Service Agreement. Information is provided on enrollment, Native Language courses and Native Studies courses. An overview of the community based learning programs that are offered at Six Nations through Grand Erie are provided; provides data on enrollment, graduation rates, awards that were won by Six Nations students at the convocation ceremonies and the Junior awards program; data on credit accumulation, attendance and typically EQAO results but this was cancelled last year so this will not be reported on.



Action - For the new members J. Martin will share the previous year's Education Services Agreement report

- C. VanEvery-Albert – thanked J. Martin for her work on this important report.

H - 1 Discussion Items

C. VanEvery Albert

(a) Native Student Trustee Upcoming Activities/Ideas

- Our Native Student Trustee, Miss Doxtador-Swamp wishes to become very active and she is talking about raising some of these issues. Much of the work that she will be presenting at the Board is on this list. C. VanEvery-Albert and the Committee of the Whole Chair, Susan Gibson work very closely with Miss Doxtador-Swamp.

(b) Consideration for Haudenosaunee End-of-Year Social

- C. VanEvery-Albert – suggested a Haudenosaunee Social at the end of the year with singing, dancing and food given we did not have a graduation last year and we may have one this year.

Action - Would like the committee to consider this and discuss it at the next meeting in December.

(c) Consideration of Revision of the Land Acknowledgement Statement

- C. VanEvery-Albert - This is up for review in February 2020. This goes out to the community for discussion and comments.
- J. Martin shared that the reason we are bringing this forward early is because it takes time to do a sufficient community consultation, certainly more than 30 days for our community.

Action - J. Martin will share the current policy (P2) that includes the Land Acknowledgement Statement, so the committee can look at it and start to think about any changes they would like to suggest when we do the formal review process in February.

(d) Consideration for Development of Online Cultural Competency for Board and Staff

- Because of the recent issue at the Board level and to try to avoid this again, we would like to see training provided on cultural competency to trustees of the board and staff across the board.
- J. Martin - We are currently working on cultural competency training modules to offer staff that will be facilitated by speakers from the community.
- J. Tice – We have community members that do a great job speaking on this.
- A. Powless-Bomberry – suggested speakers – Darren Thomas and Kim Thomas
- L. Martin – suggested Betts Doxtater, Six Nations who is the Advisor to O.C.T. on Haudenosaunee cultural competency.

Actions – An update on this will be shared at the next meeting



L. Martin will send to J. Martin the O.C.T. Ethical Standards on Cultural Competency for Haudenosaunee people.

(e) Language Courses

- C. VanEvery-Albert asked if there are plans to create the Language courses in on-line format.
- J. Martin said we currently offer Mohawk and Cayuga Language courses, level 1 and level 2, conventional model only.
- Because we now are offering courses virtually, we would like to develop a set of Mohawk, Cayuga and Ojibway online courses for students.
- J. Martin and J. Tice are currently looking at working with the Language teachers to develop the online and Blended Learning format.
- There have been funds set aside in the Board Action Plan for Indigenous Education and to create the on-line courses.
- J. Tice – there are lots of resources available. We need to put it together in digital courses.
- A. Powless-Bomberry suggested checking out Zoe Maracle's Cayuga course online.

Action - Niagara already has an on-line course. J. Tice will investigate.

(f) Update on Treaty Week Activities

J. Tice

- J. Tice requested staff and trustees to send him activities and events to share for Treaty Week
- have had a very positive response so far regarding resources shared
- L. Martin shared that the website link from Niagara Falls which is purple and white right now in recognition of Treaty Awareness Week and suggested checking it out.

I - 1 Closing (Sharon Williams)

Adjournment

Meeting adjourned at 2:36 p.m.

J - 1 Next Meeting

December 1, 2020 (MS Teams)

1:00 p.m. – 3:00 p.m.

Host School: Pauline Johnson Collegiate & Vocational School



MINUTES

Present: E. Dixon, J. Ecklund, L. Howells, K. Newhouse, L. Munro, G. Rousell, C.A. Sloat, A. Smith.

Regrets: S. Noort, S. Bell

Recorder: E. Roberts

A - 1 **Welcome** **L. Munro**
The Privacy Information Management meeting was called to order at 3:00 p.m. L. Munro welcomed participating members.

B - 1 **Review of Previous Minutes** **All**
The minutes of the May 14, 2020, Privacy Information Management meeting were reviewed and accepted as presented. L. Munro provided an update to Item 4.1 Privacy Breach Response Procedure. The procedure was implemented as scheduled prior to the end of the 2019-20 school year.

C - 1 **Privacy**

(a) **Updates**

(i) **Privacy Audit – Update on Actions** **All**
The Privacy Officer position which is identified as a high priority on the action list, remains outstanding awaiting budgetary consideration. Selection and securement of a Document Management System also remains on hold due to COVID-19 and the availability of resources. Creation of a Privacy Awareness training video, and compilation of the Records Retention schedule, were completed as scheduled in 2019-20. Implementation of a strategy for monitoring retention compliance is near completion.

New and existing IT vendor privacy agreements are reviewed both internally and by legal counsel to ensure due diligence is completed. ECNO, the Educational Computer Network of Ontario (ECNO), offers a reviewing service for a fee. Grand Erie does not currently subscribe to the service, however, may consider doing so in the future if costs warrant.

(ii) **Cyber Security Awareness Month** **L. Munro**
Grand Erie is running a four-week K-12 Cyber Awareness campaign from October 26 to November 20, 2020. This year's theme is "Work, Teach, Learn Remote, Secure and Safe". Weekly newsletters from ECNO are being shared with administrators and department managers to share with all Grand Erie employees.



H-1-i Privacy and Information Management

November 12, 2020
Microsoft Teams Virtual Meeting

(iii) Training Videos

L. Munro/L. Howells

A Privacy Awareness training video was created in 2019-20. A second video, focussing on Cyber Security will be produced and viewing is planned to occur during the 2020-21 school year. The draft Cyber Security video is planned to be presented at the next meeting.

(iv) Resources

L. Munro

The fall 2020, Grand Erie Privacy Bulletin focused on privacy awareness and best practices when working from home. Setting-up private workspaces and securing devices when not in use are highlighted. C.A. Sloat advised that the Board's Audit Committee recently discussed and will considering an internal audit to examine risks related to remote instruction and learning from home.

(v) Notice of Collection

L. Munro

The notice of collection statement is posted on the public facing website under the Privacy section. L. Munro and L. Howells will be reviewing the current statement and considering revisions. L. Munro noted that we will also be establishing a statement that will be included on all forms where personal data is collected, etc.

(b) Emerging Issues

No emerging issues were brought forward. Feedback to L. Munro on action items and staff bulletins is requested and welcomed for future meetings.

D - 1 Next Meeting

The next meeting of the Committee is scheduled for Thursday, February 11, 2021 in the Norfolk Room, Education Centre or via Teams Virtual meeting.

E - 1 Adjournment – 3:25 p.m.

SUCCESS for Every Student