



AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Legal Matters
 - (d) Welcome to Open Session (**7:15 p.m.**)
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (i) Presentations – Student Recognition Awards
 - (j) Delegations
- B – 1 **Approval of Minutes**
- * (a) September 26, 2016 (Regular Board Meeting)
 - * (b) October 17, 2016 (Committee of the Whole)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) South East Norfolk Elementary Accommodation Review B. Blancher
Committee Report (From September 12, 2016)
 - * (b) North Brant Elementary Accommodation Review B. Blancher
Committee Report (From September 12, 2016)
 - * (c) 2016-2017 Board Improvement Plan for Student L. De Vos/D. Martins/
Achievement (From September 26, 2016) L. Thompson
- D – 1 **Director's Report**
- (a)
- E – 1 **Student Trustee's Report**
- F – 1 **Committee Reports**
- * (a) Committee of the Whole – October 17, 2016 T. Waldschmidt
- G – 1 **New Business**
- H – 1 **Other Business**
- (a) Summary of Accounts - September 2016 J. Gunn
 - * (b) Special Education Advisory Committee Minutes – L. Thompson
September 8, 2016
 - * (c) Joint Occupational Health & Safety Committee Minutes J. Gunn
- September 22, 2016
 - * (d) Audit Committee Minutes – September 20, 2016 J. Gunn



Regular Board Meeting

Monday, October 24, 2016
Board Room, Education Centre

- * (e) Compensatory Education Steering Committee Minutes – L. Thompson
May 19, 2016
- * (f) Native Advisory Committee Minutes – May 31, 2016 B. Blancher

I – 1 Correspondence

- * (a)

J - 1 Adjournment

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

Chairs' Committee	October 24, 2016, 5:45 p.m.	Norfolk Room
Student Transportation Services Brant Haldimand Norfolk	October 25, 2016, 1:00 p.m.	Norfolk Room
Student Senate	October 27, 2016, 10:30 a.m.	Board Room
Special Education Advisory Committee	November 3, 2016, 6:30 p.m.	Board Room
Committee of the Whole	November 14, 2016, 7:15 p.m.	Board Room
Native Advisory Committee	November 15, 2016, 1:00 p.m.	McKinnon Park Secondary School
Audit Committee	November 22, 2016, 6:00 p.m.	Dogwood Room Norfolk SSC
Regular Board	November 28, 2016, 7:15 p.m.	Board Room

SUCCESS for Every Student



MINUTES

Present: D. Dean, Board Chair, G. Anderson, R. Collver, B. Doyle, A. Felsky, J. Harris, J. Richardson, K. Sandy, C.A. Sloat, D. Sowers, T. Waldschmidt, E. Marr (Student Trustee), B. Newman (Student Trustee)

Administration: Director — B. Blancher; Superintendents – D. Abbey, W. Baker, L. De Vos, Sincerbox, L. Thompson; Recording Secretary - D. Fletcher

Regrets:

Trustees: Nil

Administration: J. Gunn

A – 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: C.A. Sloat

Seconded by: D. Sowers

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Chair, D. Dean at 7:15 p.m. He introduced Ruythe Dufty, Director of Public Schools for New South Wales, Tamworth Network, Australia. Ruythe is participating in an exchange program with Superintendent D. Abbey.



- (e) **Memorials**
Nil.

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

Moved by: D. Sowers
Seconded by: T. Waldschmidt
THAT the Agenda be approved as printed.
Carried

- (g) **In Camera Report**

Moved by: C.A. Sloat
Seconded by: G. Anderson
THAT the Board approve Item C-1-a.
Carried

- (i) **Presentations – Student Recognition Awards**

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

Ryerson Leenders from Jarvis Public has been identified a year after playing his first game of hockey, as one of the best AAA goalies in the region. The Jarvis Public School student was honoured to be chosen as the goalie for the 2016 Toronto Bulldogs' Brick Team that traveled to Edmonton in July. He earned a Star of the Game trophy in his first game, in addition to being invited to the final skills competition and winning the overall shoot-out. His team was headed to Finland and Sweden this past summer to compete in the Europe Cup, but the trip was postponed for one year due to travel rules. Ryerson's spot on the team is secured and he will be venturing to Europe next summer.

Aaron Barton from Pauline Johnson Collegiate & Vocational School won the midget boys triple jump event at the OFSAA track and field meet in Windsor on Saturday, June 4, 2016. He qualified by winning at BCSSAA and coming in 2nd place at both the CWOSSA and OFSAA West regional track meets. He improved each week as he progressed through the meets. He jumped 12.87 meters to win the gold at OFSAA. Aaron has been training at PJ since March Break last year and recently has been training with the Brantford Track and Field club since last spring.

The recipients were congratulated by the trustees and responded to questions and comments.



(j) **Delegations**

Delegations regarding the South East Elementary Norfolk Accommodation Review Committee were submitted and read at the meeting by:

1. Carson Kitchen
2. Charlotte Cornell and Alyssa Takacs
3. Scott Ashley
4. Jill Cornell
5. Christine Oliviera
6. Kerri Swick
7. Corrie Sloat
8. Susan Baldock
9. Karen Ashley
10. Krista Kitchen
11. Gordon Malo

A delegation regarding the South East Elementary Norfolk Accommodation Review Committee was submitted by Russell Andrews.

Trustees were appreciative of the community members who travelled to attend and present delegations.

R. Collver thanked the community for delegations, recognized this as an emotional time and explained any decisions made will be for the best going forward.

C.A. Sloat noted that a report providing additional information for the South East Elementary Norfolk Accommodation Review Committee will be coming to the Committee of the Whole meeting on October 17, 2016.

B – 1 Approval of Minutes

(a) **Regular Board Meeting – August 29, 2016**

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Minutes of the Regular Board Meeting, held August 29, 2016 be approved.

Carried



Regular Board Meeting
September 26, 2016
Education Centre, Board Room

(b) Committee of the Whole Board – September 12, 2016

Moved by: A. Felsky

Seconded by: D. Sowers

THAT the Minutes of the Committee of the Whole Board Meeting, held September 12, 2016 be approved.

Carried

(c) Special Board Meeting – September 12, 2016

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Minutes of the Special Board Meeting, held September 12, 2016 be approved.

Carried

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

Nil.

D – 1 Director's Report

D. Sowers left the meeting at 8:27 p.m.

Patti McCleister Leadership Award:

The Patti McCleister Memorial Award is given on an annual basis to the Grand Erie employee who best embodies Patti's passion and has shown great leadership and effort within their role. This year's recipients were Suzie Miller, instructional Coach with the Indigenous Education Department, and Diane De Vos, Human Resources Coordinator.

Suzie is described as a person who is looking to change the path of the many First Nations students, and the perception of First Nations students among the student body. She is working to make them feel connected at school and that they have a voice in the classroom. A great example that shows Suzie's commitment to students is through the implementation of the pen pal project that she worked to establish. The pen pal project connects students from various school boards within Southwestern Ontario with schools on Six Nations. Suzie's goal is to bring compassion and inclusiveness to engage students in their learning.

K. Sandy shared how the pen pal project that Suzie Miller led made a positive impact on the community.



Regular Board Meeting

September 26, 2016
Education Centre, Board Room

Diane De Vos is described as going above and beyond every day. She oversees all aspects of the elementary staffing process in Human Resources for the Grand Erie District School Board. Diane is knowledgeable about all aspects of her portfolio and is able to give clear advice and information when asked. She's described as caring and compassionate. She always put others before herself. She is kind, considerate, and patient. She is always willing to help out by offering assistance to others. Diane is a positive role model who provides the best possible service to those on the front line (principals, vice-principals, and teachers) and to enable them to ensure success for every student.

J. Richardson left the meeting at 8:36 p.m.

The Director highlighted:

- The "Be Well" Campaign won the Bravo Award by the Canadian Association of Communicators in Educators (CACE). The Bravo Awards of Excellence, Distinction and Merit recognize exemplary work in all aspects of school public relations, communications, marketing and engagement. The "Be Well" Campaign won in the category of Communications Program/Project. The award will be presented at their annual conference in Ottawa on October 23, 2016.
- Funding has been received for an itinerant teacher for Indigenous Support and Engagement
- Ontario Secondary School Literacy Test (OSSLT) will be running an on-line pilot test on October 20, 2016
- The national "Terry Fox" school run day is held on September 29, 2016; many Grand Erie schools will run at various times through this week
- World Teachers Day is held on October 5, 2016
- Upcoming fall fairs include: Houghton Fair (September 29, 2016), Caledonia Fair (September 29-October 2, 2016), Norfolk County Fair and Horse Show (Starts with Young Canada Day on October 4, 2016), and Burford Fair (October 7-October 10, 2016)
- Trustees will notice that we are replacing the term aboriginal with the word indigenous on a go forward basis. Communications from the Ministry of Education are now using the term Indigenous Education and we are following suit
- Upcoming secondary school commencements include: Simcoe Composite School (September 30, 2016), Paris District High School (October 6, 2016), Dunnville Secondary School (October 7, 2016), and Waterford District High School (October 7, 2016)
- The 2016 United Way Campaign kicks off from Thanksgiving to Halloween in Grand Erie
- Orange Shirt Day will be held on September 30, 2016 by secondary schools in Grand Erie in recognition of the harm the residential school system did to children's sense of self-esteem. The slogan is "Every Child Matters"

L. De Vos reported that on September 19, 2016, the Ministry released PPM 160 – Protected Time for Daily Mathematics Instruction, Grades 1-8.



The purpose of this memorandum is to set out the ministry's expectation that school boards across Ontario will provide focused daily math instruction for students in grades 1-8 during protected blocks of time. Although the majority of Ontario students understand the basic math concepts, improvement is needed in their ability to apply their knowledge and skills to solve problems.

Research has identified a variety of factors that are important in supporting improved student achievement in mathematics and well-being, including:

- Effective instruction
- Positive student engagement
- Extended blocks of time for math learning appropriate to the student's age
- Optimum time for math teaching and learning is four to six hours per week.

All Boards are to protect a block of time. Starting this year, in Grades 1-8, - 300 minutes per week - preferably 60 minutes and no less than 40 minutes in duration per day.

B. Blancher explained that the 60 minutes block of math would not affect the literacy block.

C.A. Sloat inquired if all students are being encourage to write the OSSLT on line. B. Blancher explained that there would be students who would choose not to write the exam on-line. EQAO has provided an online OSSLT Q&A (Question and Answer) document on-line for clarity.

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director's Report of September 26, 2016 as information.

Carried

E – 1 Student Trustee's Report
Nil.

F -1 Committee Report

(a) Committee of the Whole No. 1 Board (Revised) – June 6, 2016

A motion to approve a SEAC member was omitted from the Committee of the Whole No. 1 report in June 2016, therefore this revised committee report is coming forward for Board approval.



Regular Board Meeting
September 26, 2016
Education Centre, Board Room

Moved by: C.A. Sloat

Seconded by A. Felsky

THAT the Grand Erie District School Board approve reintroducing the Committee of the Whole 1 – June 6, 2016 report in accordance with bylaw 5 section 14.

Carried

The minutes of June 20, 2016 will be revised to state that a correction was made at the September 2016 Board Meeting.

Moved by: T. Waldschmidt

Seconded by: J. Harris

THAT the Grand Erie District School Board approve the Committee of the Whole No. 1 Board (Revised) dated June 20, 2016 as follows:

1. Revised 2015-2016 Committee/Board Meeting Schedule

THAT the Grand Erie District School Board approve the revised 2015-16 Committee/Board Meeting Schedule.

2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of June 6, 2016 as information.

3. BL1 Board Composition

THAT the Grand Erie District School approve Bylaw 1 – "Board Composition".

4. BL6 Board and Committee of the Whole Minutes

THAT the Grand Erie District School Board approve Bylaw 1 – "Board and Committee of the Whole Minutes", as amended.

5. BL15 Trustee Expenses

THAT the Grand Erie District School Board approve Bylaw 15 – "Trustee Expenses", as amended.

6. P2 Truth and Reconciliation Commission Statements

THAT the Grand Erie District School Board forward Policy P2 – "Truth and Reconciliation Commission Statements" to all appropriate stakeholders for comment to be received by November 4, 2016.

7. FT111 School Initiated Facility Upgrades

THAT the Grand Erie District School Board forward Procedure FT111- "School Initiated Facility Upgrades" to all appropriate stakeholders for comment to be received by November 4, 2016.



8. HR122 Cellular Telephones

THAT the Grand Erie District School Board forward Procedure HR122 – “Cellular Telephones” to all appropriate stakeholders for comment to be received by November 4, 2016.

9. FT105 Playground Equipment

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

10. SO121 Request to Attend a School Outside the Home School Area

THAT the Grand Erie District School Board receive Procedure SO121 – “Request to Attend a School Outside the Home School Area” as information, as amended.

11. Haldimand East Elementary Accommodation Review Committee – Disband

THAT the Grand Erie District School Board disband the Haldimand East Elementary Accommodation Review Committee.

12. Special Education Advisory Committee Membership

THAT the Grand Erie District School Board approve the addition of Keith Anderson to the Special Education Advisory Committee as a representative of the Family Counselling Centre of Brant, with the term ending November 30, 2018.

13. Correspondence

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

Carried

(b) Committee of the Whole Board – September 12, 2016

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated September 26, 2016 as follows:

1. French Immersion Accommodation Update

- i. THAT the Grand Erie District School Board receive the French Immersion Program Accommodation Update as information.
- ii. THAT the Grand Erie District School Board direct Senior Administration to bring forward a report on French Immersion kindergarten capping by the November 2016 Committee of the Whole meeting.



Regular Board Meeting

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Education Centre, Board Room

2. Report of the South East Norfolk Elementary Accommodation Review Committee

- i. THAT the Grand Erie District School Board receive the “Report of the South East Norfolk Elementary Accommodation Review Committee” as information.
- ii. THAT the Grand Erie District School Board recommend the following option for consideration at the Regular Board Meeting on October 24, 2016:
 - Close Elgin Avenue Public School and become surplus pending capital approval, the acquisition of additional lands at West Lynn and construction of additional classroom space at West Lynn (possibly by Sept 2018)
 - An application for Capital Funding support would be submitted to the Ministry of Education for the acquisition of additional lands adjacent to West Lynn and for the construction of additional classroom space to accommodate students and programs currently accommodated at Elgin Avenue PS.
 - The French Immersion Program at Walsh PS would be split with Lakewood Elementary effective September 1, 2017 following the boundary set out in option 5(a). Both Lakewood and Walsh programs would become JK-Grade 8 dual track FI upon full implementation by adding grades 6 – 8, one cohort per year from 2017 through 2019.

3. Report of the North Brant Elementary Accommodation Review Committee

THAT the Grand Erie District School Board implement a dual-track French Immersion program at Paris Central beginning with Grade 6 in September 2017 and phasing in Grade 7 (September 2018) and Grade 8 (September 2019). The dual-track French Immersion program at Burford District Elementary School will finish at the Grade 5 level and students will move to Paris Central for Grades 6 to 8 for consideration at the Board Meeting on October 24, 2016.

4. Director’s Report

THAT the Grand Erie District School Board receive the Director’s Report of September 12, 2016 as information.

5. Enrolment Update

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

6. Data Report – Supervised Alternative Learning (SAL) Annual Report (P104)

THAT the Grand Erie District School Board receive the “Data Report - Supervised Alternative Learning” as information.

7. BL25 Director Performance Appraisal

THAT the Grand Erie District School Board establish an Ad Hoc committee to review BL25 Director’s Performance Appraisal.



8. HR6 Principal/Vice-Principal Selection Process

- i. THAT "1 trustee" be re-inserted into the interview team for the Principal/Vice-Principal selection process in HR6.
- ii. THAT the Grand Erie District School Board forward Policy HR6 "Principal/Vice Principal Selection Process" to all appropriate stakeholders for comment to be received by December 2, 2016, as amended.

9. HR7 Replacement of Casual Principal/Vice-Principal

THAT the Grand Erie District School Board forward Policy HR7 "Replacement/Casual Principal/Vice Principal Selection Process" to all appropriate stakeholders for comment to be received by December 2, 2016.

10. SO25 Visual Identity

- i. THAT Bylaw 9 – Processes for Development of Policies, Procedures and Bylaws be suspended for the circulation of Policy SO25 for the month of September 2016.
- ii. THAT the Grand Erie District School Board approve Policy SO25 – Visual Identity, as amended.

12. SO9 Cyberbullying

THAT the Grand Erie District School Board approve Policy SO9 - "Cyberbullying" as Information, as amended.

13. SO30 Management of Potentially Life Threatening Health Conditions in Schools

THAT the Grand Erie District School Board approve Policy SO9 - "Cyberbullying", as amended.

14. SO31 Accessibility

THAT the Grand Erie District School Board approve Policy SO31 – "Accessibility", as amended.

15. SO17 Accessibility – Customer Service Standards

THAT the Grand Erie District School Board rescind Policy SO17 – "Accessibility – Customer Service Standards".

16. SO23 Accessibility – Integrated Accessibility Standards Regulation

THAT the Grand Erie District School Board rescind Policy SO17 – "Accessibility – Customer Service Standards".

17. FT104 Reporting of Vandalism

THAT the Grand Erie District School Board forward Procedure FT104 – Reporting of Vandalism and Unusual Property Occurrence Incidents to all appropriate stakeholders for comment to be received by December 2, 2016.



- 18. HR101 Fragrance/Scent-Safe Workplace**
THAT the Grand Erie District School Board forward Procedure HR101 – Fragrance/Scent-Safe Workplace to all appropriate stakeholders for comment to be received by December 2, 2016.
- 19. HR113 Teacher Performance Appraisal**
THAT the Grand Erie District School Board forward Administrative Procedure HR113 “Teacher Performance Appraisal” to all appropriate stakeholders for comment to be received by December 2, 2016.
- 20. SO133 Signing Authority**
THAT the Grand Erie District School Board forward Procedure SO133 – Signing Authorities for Short Term Agreements to all appropriate stakeholders for comment to be received by December 2, 2016.
- 21. HR110 Hiring Procedures**
THAT the Grand Erie District School Board receive Procedure HR110 — “Hiring Procedures” as information.
- 22. SO102 Request for School Assistance in Health Care**
THAT the Grand Erie District School Board receive Procedure SO102 – “Request for School Assistance in Health Care”, as amended.
- 23. SO115 Anaphylaxis (Life Threatening Allergic Reactions)**
THAT the Grand Erie District School Board rescind Procedure SO115 – “Anaphylaxis (Life Threatening Allergic Reactions”.
- 24. SO135 Accessibility- Customer Service Standards**
THAT the Grand Erie District School Board rescind Procedure SO135 – “Accessibility – Customer Service Standards”.
- 25. SO137 Accessibility – Integrated Accessibility Standards Regulation (IASR) Transportation**
THAT the Grand Erie District School Board rescind Procedure SO137 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Transportation”.
- 26. SO138 Accessibility – Integrated Accessibility Standards Regulation (IASR) Information and Communications**
THAT the Grand Erie District School Board rescind Procedure SO138 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Information and Communications”.
- 27. SO139 Accessibility – Integrated Accessibility Standards Regulation (IASR) Employment**
THAT the Grand Erie District School Board rescind Procedure SO139 – “Accessibility – Integrated Accessibility Standards Regulation (IASR) Employment



28. Correspondence

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

R. Collver requested that the motion for Recommendation #3 be revised Option 7 as stated on the report provided by Senior Administration.

R. Collver requested that Recommendation No. 10 be separated from the main report.

A vote was taken on Recommendations No. 1-9 to 12-28. (There was no recommendation 11).

2R. Collver inquired about the change to #5 and Components of the Visual Identity Manual. B. Blancher clarified that the change reflects an understanding that the Visual Identify Manual needs to be updated prior to the release of any new Multi-Year Plan graphics being released.

A vote was taken on recommendation No.10.

Carried

G – 1 New Business

(a) Major Construction Projects – Final Report

B. Blancher presented the report of behalf of J. Gunn. This final report provides information on the Ecolé Confédération building.

Feedback from trustees included the positive addition of the skylights in the building, and the addition of the green school construction checklist.

J. Gunn and his team were commended on the completion of a \$5.8 million dollar investment coming within \$13,000 of the budget.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Major Construction Projects - Final Report as information.

Carried

(b) 2015-2016 Board Improvement Plan for Student Achievement Outcomes

L. De Vos reported that at the September 28, 2015 Board meeting the draft Board Improvement Plan for Student Achievement was presented. On February 22, 2016, a midyear update was shared based on monitoring evidence of impact.



In late August 2016 Preliminary EQAO results were released. Those results along with evidence of impact are currently being reviewed.

The following update was provided on outcomes, in terms of our 2015-2016 BIPSA Theories of Change:

Elementary:

Theory of Change – Literacy

2016 EQAO Data (Reading):

- Reading Primary – 63% of participating students achieved Level 3 or 4
- Reading Junior – 74% of participating students achieved Level 3 or 4

Some observations include:

- Over the past 5 years our Primary reading results have improved by 7% and our Junior Reading results have improved by 2%
- In terms of cohort data, we see a 12% gain in reading scores from when the same group of students was in Grade 3

2016 EQAO Data (Writing):

- Writing Primary – 64% of participating students achieved Level 3 or 4
- Writing Junior – 70% of participating students achieved Level 3 or 4

Some observations include:

- We continue to show a trend of improvement over time in Junior writing
- Our results in Primary mirrors the provincial trend

Theory of Change - Numeracy

EQAO Data:

- Math Primary – 51% of participating students achieved Level 3 or 4
- Math Junior – 39% of participating students achieved Level 3 or 4

Some observations include:

- Provincial EQAO results in math continue to be a concern and the Ministry of Education's Renewed Math Strategy will be the focus provincially and locally
- In Primary Math, 35% of schools maintained or improved and in Junior Math 45% of our schools maintained or improved



Student Success / Secondary Program:

Theory of Change – Literacy

2016 EQAO Data

- 43% of participating First-Time Eligible writers in Grade 10 Applied English achieved the Literacy Graduation Requirement on the OSSLT

Some observations include:

- Overall, 70% of participating First-Time Eligible writers in Grade 10 achieved the Literacy Graduation Requirement on OSSLT
- The OSSLT results have decreased by 2% (72% to 70%) for participating first-time eligible students

Theory of Change – Numeracy

2016 EQAO Data

- 50% of participating students in applied grade 9 math achieved the provincial standard
- 77% of participating students in academic grade 9 math achieved the provincial standard

Some observations include:

- The results for students in grade 9 applied math have increased by 3%
- The results for students in grade 9 academic math have decreased by 1%

Percentage of students achieving level 3 or 4 in number sense and numeration and patterning and algebra strands in grade 7 & 8 on report card

Grade 7:

- 66% achieved level 3 or 4 with the Number Sense & Numeration curriculum strand
- 68% achieved level 3 or 4 with the Patterning and Algebra curriculum strand

Grade 8:

- 68% achieved level 3 or 4 with the Number Sense & Numeration curriculum strand
- 67% achieved level 3 or 4 with the Patterning and Algebra curriculum strand



Some observations include:

- Three –year trend data demonstrates a 1% increase for Grade 7 students achieving level 3 or 4 in Number Sense and Numeration on their report cards
- Three-year trend data demonstrates a 1% increase for Grade 7 students achieving level 3 or 4 in Patterning and Algebra on their report cards

Percentage of students achieving 8/8 credits by the end of Grade 9

- 83% of students accumulated 8/8 credits in grade 9

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

- 73% of students accumulated 16/16 credits in grade 10

Some observations include:

- Grade 9 students achieving 8/8 credits has increased by 2%
- Grade 10 students achieving 16/16 credits has decreased by 1%

C.A. Sloat inquired about guided reading, instructional coaches and a report on graduation rates. L. De Vos clarified that guiding reading, still often used, is one of the slowest components of comprehensive literacy to implement. In regards to coaching of teachers, it was learned that teachers showed interested in partnering with instructional coaches to strengthen their learning.

B. Blancher explained that the report on graduation rates will be presented once the new superintendent has met with her team to formulate a report to board. She agreed that the BIPSA Outcomes report is the proper channel to present the data for graduation rates in the future.

R. Collver requested information regarding the breakdown what students choose after graduation (university/college, workforce).

R. Collver inquired if a more appropriate time of scheduling report would be later than September.

R. Collver asked for clarification on the significant the gap between report card data and EQAO data.

L. De Vos explained that the report card data presents more positive results on math strands.



D. Dean expressed concern regarding the math data provincially and locally and inquired about the direction received by the Ministry.

L. De Vos responded that there is a great menu of professional learning planned, which will be presented in the next report.

Moved by: T. Waldschmidt

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the 2015-16 Board Improvement Plan for Student Achievement Outcomes as information.

Carried

(c) 2016-2017 Draft Board Improvement Plan for Student Achievement

L. De Vos explained that the Grand Erie District School Board Improvement Plan for Student Achievement Committee met on September 8th to begin to examine our data and to discuss next steps in the development and evolution of the draft 2016-2017 Board Improvement Plan.

On September 14th, members of the committee met with Ministry representatives to seek clarity regarding the new BIPSA Renewed Math Strategy expectations. The Board BIPSA committee met again on September 15th to update the draft 2016 -2017 Board Improvement Plan to include available data, the new Multi-Year Plan Achievement Goals and Renewed Math Strategy Plan Addendum. On September 21st, the 2016-2017 Board Improvement Plan – Draft and, Renewed Math Strategy Plan Addendum – Draft, were shared with Executive Council. Feedback provided at that meeting, further informed the current draft.

The Board Improvement Plan was reviewed, with special notations in red font to highlight changes made to the previous version.

The Renewed Mathematics Strategy (RMS) was reviewed, highlights included:

- Four Key Objectives of the Renewed Math Strategy
- 5 Attributes (Skills, Understanding, Strategies, Attitude, Flexibility) =Success in Mathematics
- Ontario's Renewed Mathematics Strategy (Elementary and Secondary tiered support model)
- Elementary Intensive and Increased Support Schools
- Secondary School Supports with the RMS



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- o Description for Secondary Math Coach
- o Alignment with Intermediate Mathematics
- o Monitoring and Measuring
- o PA Days 2016-2017 to focus on numeracy and improving student achievement

L. De Vos clarified that the Ministry is shifting in how they view school improvement and will tailor and support each board's individual needs.

C.A. Sloat inquired about the Critical Thinking Consortia. B. Blancher explained that this was introduced to the Student Success Team through Ministry initiatives. Usha James was invited to work with the SSI teams last year.

C.A Sloat inquired about tutors in classroom. S. Sincerbox responded that next steps include defining the position of tutor and then meeting with the union groups to discuss.

R. Collver inquired about the role of the lead teacher. L. De Vos responded that is a role identified by the Ministry to lead math teachers and will receive intensive training to do so.

Moved by: T. Waldschmidt

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the 2016-17 Board Improvement Plan for Student Achievement – Draft and Renewed Math Strategy Plan Addendum - Draft as information.

Carried

B. Blancher commended L. De Vos on the presentation of the reports.

(d) **PPM159-Professional Collaboration**

B. Blancher explained that Policy/Program Memorandum 159 was developed out of a commitment to ETFO and OSSTF during provincial labour negotiations to look at how education initiatives are implemented from the provincial and local levels.

Moved by: A. Felsky

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the report on PPM159 as information

Carried



Regular Board Meeting
September 26, 2016
Education Centre, Board Room

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Regular Board Meeting continue past 10:00 p.m. to deal with remaining items on the agenda.

Carried

(e) Multi-Year (MY) Plan Communications

B. Blancher referred to Appendix A and explained that the MY Plan Communications is an awareness plan for this school year. The goal is to bring understanding to the components of the MY Plan.

C. A. Sloat asked for clarification about “boosting” posts to video on Facebook. S. McKillop explained that as a number of different options were explored for social media, boosting was found to reach a wider audience at a minimal cost. There have been more than 10,000 views on the post.

B. Blancher clarified that the report that came in June was related to the strategic communications plan to be developed by the Ad Hoc Communication Committee. The committee will provide direction the Communications Manager and team in terms of types of communication activities.

Moved by: A. Felsky

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the report on Multi-Year Plan Communications as information.

Carried

H – 1 Other Business

(a) Summary of Accounts – August 2016

Presented as printed.

Moved by: R. Collver

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of August 2016 in the amount of \$10,400,135.66 as information.

Carried



(b) Special Education Advisory Committee Minutes - June 2, 2016

Presented as printed.

Moved by: G. Anderson

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the "Special Education Advisory Committee Minutes – June 2, 2016" as information.

Carried

(c) Joint Occupational Health & Safety Committee Minutes – June 16, 2016

Presented as printed.

R. Collver inquired about 6.4 Ministry of Labour Field Visit – Waterford District High School. B. Blancher will look into it.

Moved by: T. Waldschmidt

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the "Joint Occupational Health and Safety Committee Minutes – June 16, 2016" as information.

Carried

(d) Joint Occupational Health & Safety Committee – Safety Audit Tracking Report (Summer 2016)

Presented as printed.

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the "Joint Occupational Health and Safety Committee – Safety Audit Tracking Report (Summer 2016)" as information.

Carried

H – 1 Correspondence

Nil.



Regular Board Meeting
September 26, 2016
Education Centre, Board Room

I – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: A. Felsky

THAT the meeting be adjourned at 10:09 p.m.

Carried

Board Chair, David Dean



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

MINUTES

Present: T. Waldschmidt – Committee Chair, G. Anderson, R. Collver, D. Dean, B. Doyle, A. Felsky, J. Harris, J. Richardson, C.A. Sloat, D. Sowers, T. Waldschmidt, E. Marr (Student Trustee), B. Newman (Student Trustee)

Administration: Director - B. Blancher; Superintendents - D. Abbey, W. Baker, L. De Vos, J. Gunn, D. Martins, S. Sincerbox, L. Thompson; Recording Secretary - D. Fletcher

Regrets:

Trustees: K. Sandy

Administration: Nil.

A – 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil.

(c) In Camera Session

Moved by: D. Dean

Seconded by: G. Anderson

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, T. Waldschmidt at 7:15 p.m.

T. Waldschmidt introduced Denise Martins, Superintendent of Education and welcomed her to the Grand Erie team.

(e) Agenda Additions/Deletions/Approval



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

Moved by: J. Harris
Seconded by: G. Anderson
THAT the agenda be approved.
Carried

(f) **In Camera Report**

Moved by: C.A. Sloat
Seconded by: B. Doyle
THAT the Board confirm the Sale of Property for the Education Centre Surplus Lands.
Carried

Moved by: A. Felsky
Seconded by: J. Harris
THAT the Board authorize the Board Chair, Director of Education and Superintendent of Business to sign a letter to the City of Brantford confirming the Boards interest in partnering in co-build project in South West Brantford.
Carried

Moved by: C.A. Sloat
Seconded by: R. Collver
THAT the Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal list, effective immediately.
Carried

(g) **Delegations**

Delegations regarding the South East Elementary Norfolk Accommodation Review Committee were submitted and read at the meeting by:

1. Melissa Cosco
2. Kelly Begin
3. Yvonne Martin
4. Lynn Kitchen

Delegations regarding the South East Elementary Norfolk Accommodation Review Committee were submitted by Jack Bradfield and Janet Hartlen, who were not present to read.

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

(a) **South East Norfolk Elementary Accommodation Review Committee – Addendum Information**



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

J. Gunn reviewed background, French Immersion- School Organizations, French Immersion- Transportation, Student Transportation – Elgin consolidation into West Lynn, West Lynn Development Plans, and Accommodating Students During Construction.

C.A. Sloat inquired if the Ministry would fund extra costs for portables required during the replacement of students for construction at Elgin. J. Gunn explained that it could be put forward in a capital request and that sometimes temporary accommodation costs are considered.

R. Collver inquired about traffic issues and if a traffic study has ever been conducted when a new school is being redesigned. J. Gunn expected that in either of the options for re-development, the County would require a site plan agreement and a traffic study.

D. Dean inquired about the assignment of French Immersion teachers. B. Blancher explained that since there are already teachers in place, they would be placed at Lakewood and at Walsh in proportion to the assignment of French Immersion students.

This will be brought back at the Regular Board meeting on October 24, 2016.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the “South East Norfolk Elementary Accommodation Review- Addendum Information” as information.

Carried

C – 1 Director’s Report

- Dates of Significance include:
 - Local Government Week: October 17-21, 2016
 - International Day for the Eradication of Poverty: October 17, 2016
 - School Bus Safety Week: October 17-21, 2016
 - Waste Reduction Week: October 17-23, 2016
 - National School Safety Week: October 17-23, 2016
 - Global Dignity Day: October 19, 2016
 - Go Purple Day (Ontario Association of Children’s Aid Societies) to support vulnerable children and youth: October 19, 2016
- EQAO will be offering a pilot of the Ontario Secondary School Literacy Test (OSSLT) test online on October 20, 2016
- Commencements and Award Assemblies include:
 - Pauline Johnson Collegiate Awards Assembly: Oct 19, 2016
 - Tollgate Technological Skills Centre Commencement: October 19, 2016
 - Tollgate Technological Skills Centre Awards Assembly: October 20, 2016
 - Valley Heights Secondary School Commencement: October 21, 2016
 - Brantford Collegiate Institute Commencement: October 22, 2016



Committee of the Whole Board

October 17, 2016

Education Centre, Board Room

D. Martins reported that an Itinerant Teacher for Indigenous Support with a focus on re-engagement strategies and establishing stronger community based connections with respect to instilling public confidence in our Board, has been hired in a term appointment. The successful candidate is Jeannie Martin.

R. Collver requested that trustees receive the number of students from Grand Erie who are participating in the online OSSLT test.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Director's Report of October 17, 2016 as information.

Carried

D – 1 New Business – Action/Decision Items

(a) Communications Ad Hoc Committee – Terms of Reference

B. Blancher referred to the background, Terms of Reference and Communication plan in the report.

Moved by: A. Felsky

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve the Communications Ad Hoc Committee Terms of Reference.

Carried

D – 2 New Business – Information Items

(a) Enrolment Update

J. Gunn reviewed the enrolment report as of September 30, 2016.

The 2016-2017 projected Average Daily Enrolment (ADE) numbers for elementary show 17,519 with an actual of 17,727 which shows an increase of 208 students.

The trend is presenting very stable, relatively straight-line in the last five years.

The secondary schools show projected Full-time Equivalent (FTE) of 8461.4 by October 31, 2016. The revised with September 30/2016 actuals show 8437.6 with a decrease of 23.8 FTE students.

Moved by: D. Dean

Seconded by: J. Harris

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

Carried



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

(b) Data Report – EQAO Board Report

i. Primary/Junior

L. De Vos reviewed highlights in the report which included background, additional Information, Results for Participating Students: Primary Division, Results for Participating Students: Junior Division, Results Related to Gender, Longitudinal Gender Gap, Next Steps, and Communication Plan.

G. Anderson inquired if those schools who are producing very good scores can share their expertise with other schools who can improve their test results. L. De Vos shared that principal learn teams in the Family of Schools have an opportunity to work and share information with each other.

J. Harris requested clarification on what is known to be working or not working.

L. De Vos explained that based on the data to move forward, most schools are in a good position working through those area of needs with their School Improvement Plan. She addressed the Ministry's initiative "Renewed Math Strategy".

J. Harris asked what the system is doing to promote a culture of high expectations. L. De Vos explained how high expectations will be evident at every level through monitoring and measuring.

J. Harris referred to the curve in Math, and asked what the plan is to steer in the other direction. L. De Vos explained that 10 schools receive a very intense working model, and meet three times to learn how to effectively teach math. Student learning needs should drive educator learning needs.

D. Sowers left the meeting at 8:26 p.m.

C.A. Sloat inquired what the next goal of focus will be. L. De Vos stated that the next goal will be to further study the data for literacy.

D. Dean noted that in regard to mathematics, junior math levels are consistently lower than by the time students reach grade 9 in which they show dramatic improvement. L. De Vos explained that students move from memorizing formulas to explaining concepts as they move through the grades. Those who rely on memory will struggle more.

R. Collver asked if Grand Erie has a running theme or is it school based in terms of urgent student learning needs. L. De Vos explained the five strands of math, and the struggle our students experience in relationships. In comparison with the province, each board is slightly different, which is why work will be done individually with school teams.



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

R. Collver asked for clarification on the observers in the classroom for the math strategy. L. De Vos clarified that the observers include math coaches, math coordinators, and principals who meet as the school team.

B. Doyle spoke of electronics in the classroom and limiting the use. L. De Vos explained that it should depend on what a teacher's intent is for the device and would depend on how the math classroom is designed.

E. Marr referred to her advanced functions class and the definite advantage using technology in the classroom, in particular Microsoft Office 365.

C.A. Sloat requested information regarding LearnStyle and PULSE. L. Thompson explained the partnership with a company LearnStyle who will come in and train students who have new SEA technology. She explained PULSE, an online tool will help students learn about their preferred learning styles.

R. Collver noted that the PULSE video was shown at a SEAC meeting and recommended viewing the video.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Data Report – EQAO board Report of the 2015-2016 Primary Division and Junior Division Assessment Results as Information.

Carried

ii. Grade 9 Math

D. Martins referred to Background, Additional Information, Summary of Results and Key Findings, Results for Students Taking Academic Grade 9 Math, Results for Students Taking Applied Grade 9 Math, and Results Relating to Gender.

J. Harris requested clarification on what is known to be working or not working. D. Martins elaborated on the work of the Student Success Team and the need to go deeper with evidence based instructional strategies, learner and class profiles, and evaluating if the students are where we need them to be and if not what are we going to do to change that.

C.A. Sloat referred to page 4 and inquired if the 15% of students in the academic pathway who were not at provincial standard in Grade 6 achieved the provincial standard in Grade 9, are actual students tracked by the OEN number back to grade 3. D. Martins explained that EQAO provides reports to the boards on individual success and how students performed in their individual data.



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

Moved by: J. Richardson

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Data Report - EQAO Board Report of the 2015-2016 Grade 9 Assessment of Mathematics as information.

Carried

iii. OSSLT

D. Martins referred to Background, Additional Information, Summary of Results and Key Findings, Results for First-Time Eligible Students, Results for Previously Eligible Students, and Results of English Course Type.

J. Harris requested clarification for achieving excellence in applied courses.

D. Martins spoke about initiatives from special Ministry funding that will close the gap. Several secondary schools are being evaluated, in terms of assessment testing and further work with teach teams for grade 10 applied and locally developed. Teachers will learn through shared practices with the academic teachers.

C.A. Sloat inquired about Special Education and that gifted students are not included in the data. L. Thompson confirmed that there are no discussions throughout the province regarding the inclusion of EQAO data for gifted students.

C.A. Sloat inquired about the use of technology. L. Thompson referred to LearnStyle and how it would help students and teachers.

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive Data Report - EQAO Board Report of the 2015-2016 Ontario Secondary School Literacy Test as information

Carried

(c) Data Report – Voluntary Aboriginal Self-Identification (SO16)

B. Blancher referred to background, additional information, Number of Students (Self-Identified), and Summary.

Moved by: D. Dean

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the “Data Report – Voluntary Aboriginal Self-Identification” as information.

Carried



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

(d) **Primary Class Size Report**

J. Gunn reviewed Background and Grand Erie Statistics for 2016-17.

G. Anderson referred to Walter Gretzky kindergarten class numbers and the growing area. S. Sincerbox confirmed that HR is aware and continues to monitor the growth in west Brant.

R. Collver inquired if the needs of particular schools is reviewed in terms of having smaller class sizes to meet the needs of the school. S. Sincerbox confirmed that a great amount of consideration is given.

Moved by: G. Anderson

Seconded by: D. Dean

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

Carried

(e) **2016-2017 Board Action Plan for First Nations Métis Inuit (FNMI)**

B. Blancher reviewed Background and Additional Information and noted that this plan is a living document that will be continuously updated.

She noted that #7 on Page 5 of the plan that the MIND project needs to be removed from Column C as we are not engaging with that program this year.

J. Harris inquired about addressing gaps. B. Blancher noted that she continues to work with Stacey Hill, who is very new to the role of Native Advisor.

J. Harris inquired about high expectations and embedding culture of high expectations in this document.

B. Blancher explained the requirement of a culture change will start off with the Board Improvement for Student Achievement, School Improvement Plans, and mandating that all professional learning sessions include a focus on high expectations. The committee work must reflect that and demonstrate to the community that renewing and building a culture of high expectations is important to our Board.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the 2016-17 Board Action Plan on First Nation, Métis and Inuit Education report as information.

Carried



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

(f) **Public Meeting Schedule for Special Education Annual Review**

L. Thompson reviewed Background, Additional Information and Communication Plan.

C.A. Sloat inquired if any other information in addition to the plan would be shared.

L. Thompson explained that the committee has been focusing on a range of topics and not specifically just the plan.

R. Collver further added that there is a need to educate parents about the plan and then other topics to be further discussed at Special Education Advisory Committee (SEAC) meetings. She asked for further clarification on what the survey will ask parents regarding the plan and what materials will be shared at the schools.

L. Thompson explained that the same information shared at monthly SEAC meetings will be sent out to schools.

Moved by: R. Collver

Seconded by: B. Doyle

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

Carried

(g) **Compensatory Education Plan**

L. Thompson referred to the plan now referred to as the "Higher Improvement in Performance Schools Strategy 2016 - 2017".

The plan contains four pillars: Achievement, Community, Equity, and Well-Being. Each pillar addresses Indicators, Actions, Strategies/Implementation, Evidence/Outcomes, and Group/Person Assigned.

J. Harris asked for specific information on what is and isn't working in the schools.

L. Thompson reflected on what they learned upon visits they made to the Compensatory Education schools together and that each administrator will work to remove barriers in a safe and positive manner while it is stressed that every child can succeed. The report containing data will be brought back to the Board in June 2017.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the Higher Improvement in Performance Schools Strategy for 2016-2017.

Carried



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

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

(a) **BL8 Committees of the Board (Compensatory Education Steering Committee) Terms of Reference**

L. Thompson reviewed Background and Additional Information. Committee members requested the addition of community agencies and stakeholders, as they would be a valuable addition to the committee. Minutes will also be brought to the board meeting in draft format as information.

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve the amendment of the Terms of Reference for the Compensatory Education Steering Committee.

Defeated

R. Collver requested more review on the purpose and responsibility, and committee membership. She sees the committee including core people who will advise the Board on what is best to move forward in student achievement. Other members could be used as resources when needed.

Trustees shared further comments around concern of the committee composition. It was agreed to bring back to the committee for further review.

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Grand Erie District School Board refer the Terms of Reference for the Compensatory Education Steering Committee back to the committee for review.

Carried

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Committee of the Whole Board Meeting continue past 10:00 p.m. to deal with remaining items on the agenda.

Carried

(b) **BL8 Committees of the Board (Grand Erie Parent Involvement Committee) Terms of Reference**

B. Blancher reviewed Background and Additional Information. Major changes are related to membership.

D. Dean inquired about a maximum number of years that a person can serve as the Chair.

R. Collver highlighted 5.5 that a parent member shall not exceed two years.



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the revised Terms of Reference for the Grand Erie Parent Involvement Committee, as amended.

Carried

(c) **BL8 Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee**

B. Blancher reviewed Background and Additional Information.

Moved by: J. Harris

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the report on Bylaw 8 – Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee.

Carried

(d) **BL19 Use of Board Logo, Grand Erie Name, and Grand Erie Design Banner**

B. Blancher reviewed the comments received and responses to address them.

R. Collver requested clarification regarding the banner. S. McKillop explained “Success for Every Student” is considered a tagline and not a banner that can be positioned anywhere on a publication or document.

Moved by: J. Harris

Seconded by: A. Felsky

THAT the Grand Erie District School Board approve Bylaw 19 – “Use of Board Logo, Grand Erie Name, and Grand Erie Design Banner”.

Carried

(e) **BL26 Chairs’ Committee**

B. Blancher reviewed comments received and responses to address them.

J. Harris suggested that it would be beneficial for the Vice-Chair of the Committee of the Whole to be added to the membership for learning and continuity purposes.

Moved by: J. Harris

Seconded by: D. Dean

THAT the Grand Erie District School Board approve Bylaw 26 - “Chairs’ Committee”. as amended.

Carried



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

(f) **BL29 Student Trustees**

B. Blancher reviewed comments received and responses to address them.

Moved by: J. Harris

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve Bylaw 29 - "Student Trustees". As amended.

Carried

(g) **F7 Disclosure of Wrongdoing (Whistleblower) Policy**

J. Gunn noted that this new policy drafted was in response to a recommendation coming from the Audit Committee.

Moved by: J. Harris

Seconded by: C. A. Sloat

THAT the Grand Erie District School Board forward Policy F7 – "Disclosure of Wrongdoing (Whistle-Blower)" to all appropriate stakeholders for comment to be received by January 13, 2017.

Carried

(h) **HR3 Staff Development**

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board forward Policy HR3 – "Staff Development Model" to all appropriate stakeholders for comment to be received by January 13, 2017.

Carried

(i) **P1 Special Education Guiding Principles**

Moved by: J. Harris

Seconded by: R. Collver

THAT the Grand Erie District School Board forward Policy P1-"Special Education Guiding Principles" to all appropriate stakeholders for comment to be received by January 13, 2017.

Carried

(j) **FT10 Green School Construction and Renovation**

J. Gunn reviewed comments received and responses to address them.

Moved by: A. Felsky

Seconded by: C.A. Sloat



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

THAT the Grand Erie District School Board approve Policy FT10 – “Green School Construction and Renovation”.

Carried

(k) **FT11 Community Planning and Facility Partnerships**

J. Gunn reviewed comments received and responses to address them.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve Policy FT11 – “Community Planning and Facility Partnerships”.

Carried

(l) **SO2 School Councils**

B. Blancher reviewed comments received and responses to address them.

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Grand Erie District School Board approve SO2 – “School Councils”, as amended.

Carried

(m) **SO4 Distribution of Materials in Schools**

B. Blancher reviewed comments received and responses to address them. There has been a significant re-write due to the number of comments and a revised name to “Distribution of Materials in Schools”.

C.A. Sloat addressed about advertising materials sent to schools regarding valuable events ie: fairs, etc. B. Blancher explained that this is covered in Procedures – Approvals #3.

Moved by: J. Harris

Seconded by: D. Dean

THAT the Grand Erie District School Board approve SO4 – “Distribution of Materials in Schools”.

Carried

E – 2 **Administrative Procedure Consideration – Information Items**

(a) **FT117 Green School Construction and Renovation**



Committee of the Whole Board

October 17, 2016
Education Centre, Board Room

J. Gunn explained that this procedure is redundant now that Policy FT10 Green School Construction and Renovation has been revised to include this procedure.

Moved by: R. Collver

Seconded by: D. Dean

THAT the Grand Erie District School Board rescind Procedure FT117 – “Green School Construction and Renovation”.

Carried

F – 1 Other Business

(a) OPSBA Report

C.A. Sloat updated the trustees on the Central West meeting to be held next week in Niagara. Information was provided to trustees from OPSBA.

Moved by: G. Anderson

Seconded by: D. Dean

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

Carried

G – 1 Correspondence

(a) Peel District School Board

(b) Bluewater District School Board

Moved by: C.A. Sloat

Seconded by: J. Harris

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

Carried

H – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the meeting be adjourned at 10:30 p.m.

Carried

Committee of the Whole Board Chair, Tom Waldschmidt



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **South East Norfolk Elementary Accommodation Review - Committee Report**

DATE: October 24, 2016

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve Senior Administration Recommendations for each school in the Accommodation Review:

- Elgin Avenue Public School will be closed and become surplus pending capital approval, the acquisition of additional lands at West Lynn and construction of additional classroom space at West Lynn (possibly by Sept 2018)
- An application for Capital Funding support will be submitted to the Ministry of Education for the acquisition of additional lands adjacent to West Lynn and for the construction of additional classroom space to accommodate students and programs currently accommodated at Elgin Avenue PS.
- The French Immersion Program at Walsh PS will be split with Lakewood Elementary effective September 1, 2017 following the boundary set out in option 5(a). Both Lakewood and Walsh programs will become JK-Grade 8 dual track FI upon full implementation by adding grades 6 – 8, one cohort per year from 2017 through 2019.

Rationale/Background:

At the Committee of the Whole Meeting on September 12, 2016, the Board of Trustees approved the motion to consider the Senior Administration recommendation at the Board Meeting on October 24, 2016.

The South East Norfolk Elementary Accommodation Review - Committee Report was prepared in accordance with Policy FT5 Pupil Accommodation Reviews

Respectfully submitted,

Brenda Blancher
Director of Education and Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **North Brant Elementary Accommodation Review - Committee Report**

DATE: October 24, 2016

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve Senior Administration Recommendations for each school in the Accommodation Review:

That the Grand Erie District School Board implement a dual-track French Immersion program at Paris Central beginning with Grade 6 in September 2017 and phasing in Grade 7 (September 2018) and Grade 8 (September 2019). The dual-track French Immersion program at Burford District Elementary School will finish at the Grade 5 level and students will move to Paris Central for Grades 6 to 8.

Rationale/Background:

At the Committee of the Whole Meeting on September 12, 2016, the Board of Trustees approved the motion to consider the Senior Administration recommendation for the North Brant Elementary Accommodation Review at the Board Meeting on October 24, 2016.

The North Brant Elementary Accommodation Review - Committee Report was prepared in accordance with Policy FT5 Pupil Accommodation Reviews

Respectfully submitted,

Brenda Blancher
Director of Education and Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

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

RE: **Revised 2016-17 Board Improvement Plan for Student Achievement**

DATE: October 24, 2016

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the revised 2016-17 Board Improvement Plan for Student Achievement as information.

Background

The Grand Erie Board Improvement Plan for Student Achievement - Draft and Renewed Math Strategy Addendum was presented to Trustees on September 26th, and shared with representatives from the Student Achievement Division during their System Improvement Learning Cycle visit on September 27th. The 2016-2017 BIPSA – Draft and Renewed Math Strategy Plan Addendum were submitted to Student Achievement Division on September 30th. The Renewed Math Strategy Addendum has also been shared with Administrators.

Additional Information

The single page BIPSA design references the Achievement section of the Multi Year Plan and is reflective of our K-12 journey. The BIPSA communicates the story of what we do to all of our audiences; map the causal links between what we do and what we achieve; and, makes visible short, intermediate, and long term outcomes. The BIPSA also demonstrates the cyclical nature of school improvement; and, aligns with our professional learning collaborative initiatives and the Ministry's K-12 Improvement Planning Assessment Tool.

It should be noted that the Board Improvement Plan is considered a living document and changes can be made throughout the school year based on identifying, reflecting and responding to system needs to ensure we have a focused, intentional improvement plan. Since the September 26th Board meeting, the BIPSA has continued to evolve based on evidence and engagement with stakeholders.

The BIPSA Committee will continue to meet throughout the 2016-2017 school year to monitor, measure and reflect on our progress, and, collaborate as needed with our educational partners from the Student Achievement Division as part of the System Improvement Learning Cycle Process.

Communication Plan

1. The BIPSA will continue to be shared as it evolves with administrators at Director's Meetings.
2. The BIPSA will be shared with Trustees during the BIPSA Mid-Year Update Board Report on March 27, 2017.

Respectfully submitted,

Linda De Vos
Superintendent of Education

Denise Martins
Superintendent of Education

Liana Thompson
Superintendent of Education



Board Improvement Plan for Student Achievement

Multi-Year Plan Goals

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

SUCCESS for Every Student

Where Are We Now?

Needs Assessment Findings

When we triangulate our data from current available sources we find our student needs in mathematics align with the provincial EQAO trends. Further in-depth analysis, which includes achievement data for students with special education needs finds corroborating evidence for a continued focus on providing differentiated instruction in mathematics. This focus will improve the ability of all students to connect their knowledge of concepts and processes in mathematics so that they can capably apply their understanding- think, reason and represent that thinking when solving mathematical problems.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give teachers the knowledge and skills to provide differentiated mathematics instruction that provides opportunities for all students to understand mathematical concepts and processes through problem-solving. Further findings indicate Grand Erie staff are seeking to learn and acquire strategies to promote and support student mental health and well-being in the classroom.

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs align with reading and writing competencies. With a continued focus on differentiated instruction, individual student learning gaps can be identified and addressed. This focus enables students to develop key reading and writing skills necessary to be successful in their courses and complete the literacy credential required for graduation.

When we review our assessment data for mathematics, which includes data for students with special education needs, our most urgent student learning needs align with Quantity Relationships. Professional, Collaborative Learning Initiatives will be established to implement evidence-based instructional strategies to support students with their individual learning gaps. This focus enables students to develop key mathematical skills to be successful in their math courses and to transfer these skills to other curriculum areas.

How Did We Do?

Percentage of students achieving level 3 and 4 in reading, writing and oral language on report cards.

Percentage of students achieving level 3 and 4 in the mathematics strands on report cards.

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

Subgroup achievement (FNMI, Special Education)

Analysis of leadership practices, depth of implementation, student impact from C.I./ learning cycle data to reveal trends and patterns and correlation to achievement data (EQAO, report cards).

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

Percentage of students in Grade 10 identified with Learning Disabilities achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

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

Percentage of students achieving level 3 or 4 in number sense and numeration and patterning and algebra strands in Grade 7 & 8 on report cards

Percentage of students achieving 8/8 credits by the end of Grade 9

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

Percentage of students with special education needs (excluding Gifted) enrolled in Grade 9 achieving 8/8 and percentage of Grade 10 students achieving 16/16

Subgroup achievement (FNMI, Special Education)

Theory of Change

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

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

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

How Will We Get There?

Professional, Collaborative Learning Initiatives - Educators and Principals will be supported/guided through learning about and implementation of effective instruction; ongoing assessment and reflection on student response to the instruction; followed by revision of implementation as needed.

Principal and professional learn teams will support implementation, provide additional resources, and build the instructional leadership capacity of educators. Through the use of the plan, act, observe, and reflect cycle principals and teachers will implement effective classroom instruction to meet the individual student learning needs will continue to guide classroom instruction.

Supported School Self-Assessment - Through ongoing visits, collaboration, and dialogue embedded within the Renewed Math Strategy (RMS) capacity will be built in our school teams to deeply self-reflect on student achievement and well-being and their own learning process.

Cross panel learning sessions for Principals and teachers will develop and implement specific instructional strategies that focus on problem solving and investigation, utilize the cross panel resource for mathematics and provide opportunity to collaborate within the intermediate panel.

How Will We Know?

Elementary Program - RMS—Professional Learning grounded in evidence based practice and research focusses on continuous improvement of teaching and learning.

—Supported by system and principal leadership, educators will demonstrate increased math knowledge and pedagogical content

- Literacy—Supported by the leadership of the principal, teachers consistently implement responsive comprehensive literacy components.

Special Education - RMS – Supported by system and principal leadership, teachers effectively differentiate and accommodate math instruction to meet needs identified in the profile of an LD learner.

- Differentiated Instruction – Teachers will pair differentiated strategies with personalized IEP goals to support growth in achievement.

Student Success

Supported by the leadership of the Principal, teachers implement all components of the Renewed Math Strategy to shape instruction in response to individual student needs in mathematics.

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

How Are We Doing?

Evidence of progress of implementation of the Professional Learning by monitoring and measuring adapted from Guskey's 5 Levels of Professional Learning

- FOS Superintendent Learning Observations; Conversations
- Principal and teacher dialogue and feedforward regarding their own professional learning
- Principal observations and reflections of instructional practice and at the student desk
- Supported School Self-Assessment
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys)
- Student evidence in a variety of forms (work samples, conversations, attitudes)

- FOS Superintendent Learning Observations; Conversations
- Principal and teacher dialogue and feedforward regarding their own professional learning
- Principal observations and reflections of instructional practice and at the student desk
- Supported School Self-Assessment
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys)
- Student evidence in a variety of forms (work samples, conversations, attitudes)

Evidence of effective responses to individual student learning needs through collaborative inquiry cycles and educator professional learning:

-SO observations and reflections following school visits aligned with RMS and Literacy Support Plan implementation.
-Principal observations and reflections solicited throughout the implementation of strategies
- Supported School Self-Assessment
-Positive movement of targeted students over each learning cycle
-Positive changes in Literacy Data Wall (level movement for targeted skill area)
-Principal and teacher dialogue and feedforward regarding their own professional learning
-Student feedback regarding confidence with most urgent student learning need
-Semester 1 credit accumulation of Grade 9 4/4 and Grade 10 12/12 including Special Education and FNMI
-Term 1 Report Card Data from Grade 7 & 8 mathematics of Number Sense & Numeration and Patterning & Algebra



Grand Erie District School Board

TO: B. Blancher, Director of Education & Secretary

FROM: T. Waldschmidt - Committee of the Whole Board

RE: **Committee of the Whole Board Report**

DATE: October 24, 2016

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated October 24, 2016 as follows:

1. In Camera Report

- i. THAT the Board confirm the Sale of Property for the Education Centre Surplus Lands.
- ii. THAT the Board authorize the Board Chair, Director of Education and Superintendent of Business to sign a letter to the City of Brantford confirming the Boards interest in partnering in co-build project in South West Brantford.
- iii. THAT the Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal list, effective immediately.

2. South East Norfolk Elementary Accommodation Review Committee – Addendum Information

THAT the Grand Erie District School Board receive the “South East Norfolk Elementary Accommodation Review- Addendum Information” as information.

3. Director’s Report

THAT the Grand Erie District School Board receive the Director’s Report of October 17, 2016 as information

4. Communications Ad Hoc Committee – Terms of Reference

THAT the Grand Erie District School Board approve the Communications Ad Hoc Committee Terms of Reference.

5. Enrolment Update

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

6. Data Report – EQAO Board Report

- i. THAT the Grand Erie District School Board receive the Data Report –EQAO Board Report of the 2015-2016 Primary Division and Junior Division Assessment Results as information.
- ii. THAT the Grand Erie District School Board receive the Data Report – EQAO Board Report of the 2015-2016 Grade 9 Assessment of Mathematics as information.
- iii. THAT the Grand Erie District School Board receive the Data Report – EQAO Board Report of the 2015-2016 Ontario Secondary School Literacy Test as information.

- 7. Data Report – Voluntary Aboriginal Self-Identification**
THAT the Grand Erie District School Board receive the Data Report – Voluntary Aboriginal Self-Identification as information.
- 8. Primary Class Size Report**
THAT the Grand Erie District School Board receive the Primary Class Size Report as information.
- 9. 2016-17 Board Action Plan on First Nation, Métis and Inuit Education**
THAT the Grand Erie District School Board receive the 2016-2017 Board Action Plan on First Nation, Métis and Inuit Education as information.
- 10. Public Meeting Schedule for Special Education Annual Review**
THAT the Grand Erie District School Board receive the report “Public Consultation Plan for Special Education Plan Annual Review” as information.
- 11. Compensatory Education Plan**
THAT the Grand Erie District School Board approve the Higher Improvement in Performance Schools Strategy for 2016-2017.
- 12. BL8 Committees of the Board (Compensatory Education Steering Committee) Terms of Reference**
THAT the Grand Erie District School Board refer the Terms of Reference for the Compensatory Education Steering Committee back to the committee for review.
- 13. BL8 Committees of the Board (Grand Erie Parent Involvement Committee) Terms of Reference**
THAT the Grand Erie District School Board approve the revised Terms of Reference for the Grand Erie Parent Involvement Committee, as amended.
- 14. BL8 Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee**
THAT the Grand Erie District School Board receive the report on Bylaw 9 – Committees of the Board – Removal of Communications and Engagement Committee as a Standing Committee.
- 15. BL19 Use of Board Logo, Grand Erie Name, and Grand Erie Design Banner**
THAT the Grand Erie District School Board approve Bylaw 19 - “Use of Board Logo, Grand Erie Name, and Grand Erie Design Banner”.
- 16. BL26 Chairs’ Committee**
THAT the Grand Erie District School Board approve Bylaw 26 - “Chairs Committee”, as amended.
- 17. BL29 Student Trustees**
THAT the Grand Erie District School Board approve Bylaw 29 – “Student Trustees”, as amended.

18. **F7 Disclosure of Wrongdoing (Whistleblower) Policy**
THAT the Grand Erie District School Board forward Policy F7 – “Disclosure of Wrongdoing (Whistleblower) Policy to all appropriate stakeholders for comment to be received by January 13, 2017.
19. **HR3 Staff Development**
THAT the Grand Erie District School Board forward Policy HR3 – “Staff Development” to all appropriate stakeholders for comment to be received by January 13, 2017.
20. **P1 Special Education Guiding Principles**
THAT the Grand Erie District School Board forward Policy P1 – “Special Education Guiding Principles” to all appropriate stakeholders for comment to be received by January 13, 2017.
21. **FT10 Green School Construction and Renovation**
THAT the Grand Erie District School Board approve Policy FT10 – “Green School Construction and Renovation”.
22. **FT11 Community Planning and Facility Partnerships**
THAT the Grand Erie District School Board approve Policy FT11 - “Community Planning and Facility Partnerships”.
23. **SO2 School Councils**
THAT the Grand Erie District School Board approve Policy SO2 – “School Councils”, as amended.
24. **SO4 Advertising**
THAT the Grand Erie District School Board approve Policy SO4 – “Advertising”.
25. **FT117 Green School Construction and Renovation**
THAT the Grand Erie District School Board rescind Procedure FT117 – “Green School Construction and Renovation”.
26. **OPSBA Report**
THAT the Grand Erie District School Board receive the OPSBA Report.
27. **Correspondence**
THAT the Grand Erie District School Board receive correspondence as information.

Respectfully submitted,

Tom Waldschmidt, Chair
Committee of the Whole Board

APPENDIX A**Grand Erie Parent Involvement Committee
Terms of Reference****1.0 Purpose**

The purpose of a parent involvement committee 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 a board shall achieve its purpose by:

- (i) sharing effective practices to help engage all parents in their children's learning,
- (ii) identifying and reduce barriers to parent engagement at the system level,
- (iii) providing information and advice to the board on parent engagement, and
- (iv) communicating with and supporting school councils of schools of the board.

2.0 GEPIC Membership

The committee shall be composed of:

- (i) School Council Chair or an Alternate Parent from each school is considered a member.
 - Each parent member must be the parent of a pupil enrolled in a school of the Board.
 - Employees of the Board may serve as parent members and must inform the Committee of their employment at the first committee meeting they attend
- (ii) A parent to be recommended by the Special Education Advisory Committee
- (iii) A parent to be recommended by the Native Advisory Committee
- (iv) Community members (a maximum of three)
- (v) The Director of Education
- (vi) Two Trustees
- (vii) Manager of Communications and Community Relations
- (viii) Two Principals – One elementary principal and one secondary principal
- (ix) Optional GEPIC members may include: one elementary teacher, one secondary teacher, one non-teaching board employee.

Parents shall be the majority of members.

3.0 Responsibilities of GEPIC

The GEPIC's responsibilities are to:

- (i) share effective practices to help engage all parents in their children's learning,
- (ii) identify and reduce barriers to parent engagement at the system level,
- (iii) provide information and advice to the board on parent engagement;
- (iv) communicate with and support school councils of schools.
- (v) determine, in consultation with the director of education, how ministry funding, if any, for parent engagement initiatives is to be allocated

5.0 GEPIC Committee Operating Procedures and Scope

- 5.1 A report on the work of the committee shall be presented to the Grand Erie District School Board in June of each school year.
- 5.1 The committee will operate using a consensus model

- 5.2 Minutes will be taken at all meetings and be made available to School Councils and presented to Trustees of the Grand Erie District School Board in draft form to ensure timely reporting to Trustees
- 5.4 The Chair or Co-chairs will be selected by the committee and must be a parent representative. The Chair will be selected at the first meeting of each school year.
- 5.5 The term of a parent member shall not exceed two years. An extension may be approved by the committee. There is no minimum term.
- 5.6 Staff representatives will provide information, support and direction as requested by the committee. In addition, staff will facilitate the work of the committee as requested.

6.0 Meetings

- 6.1 GEPIC shall meet at least four times in each school year.
- 6.2 A GEPIC meeting cannot be held unless,
 - (i) a majority of the members present at the meeting are parent members;
 - (ii) the director of education, or the person designated under subsection 46(1), is present
 - (iii) the member of the board who sits on the committee, or the person designated under subsection 46(2), is present.
- 6.3 All meetings of GEPIC shall be open to the public and shall be held at a location that is accessible to the public.

7.0 Voting

Only parent members and community representative members are entitled to vote.

8.0 Minutes and Financial Records

GEPIC must keep minutes of all of its meetings and oversee records of all of its financial transactions. The minutes shall be retained in accordance with the policies of the Board.

9.0 Role of the Board

- 9.1 Appoint two Trustee members.
- 9.2 Ensure that parent members constitute a majority of the members and community representatives shall not be members or employees of the board.
- 9.3 Support the work of the committee.
- 9.4 Receive the annual report of the Parent Involvement Committee.

10.0 Consultation by Board

- 10.1 The Board may solicit and take into consideration the advice of GEPIC with regard to matters that relate to improving student achievement and well-being.
- 10.2 The Board shall inform GEPIC of its response to advice provided to it by the committee.

11.0 Consultation by Parent Involvement Committee

GEPIC may solicit and take into consideration the advice of school councils and parents of pupils enrolled in schools of the board with regard to matters under consideration by the Committee.



BYLAW

BL26

Chairs' Committee

Board Received: January 26, 2015

Review Date: February 2019

1. **Purpose**

The Chairs' Committee is formed annually to act as liaison between the Director of Education and the Board of Trustees. The committee's work will focus on the operation and agendas of Committee of the Whole and Board Meetings.

2. **Membership**

The Chairs' Committee is comprised of:

- Board Chair
- Board Vice-Chair
- Past Chair (as appropriate)
- Committee of the Whole Chair
- Committee of the Whole Vice-Chair
- Director of Education

3. **Terms of Reference**

- a) The Chairs' Committee shall meet with the Director on a monthly basis, with the exception of June and July.
- b) The Chairs' Committee shall provide input and advice to the Director on issues related to professional development opportunities for trustees and Caucus agenda creation.
- c) The Chairs' Committee may discuss Board meeting operations/processes in order to suggest revisions/refinements to Board practices.
- d) The Chairs' Committee shall review future agendas to create a smooth work flow of information.
- e) The Chairs' Committee shall not presume an action of the Board. ~~or change a report~~
- f) Minutes of Chairs' Committee meetings will be distributed to all Board members.



BYLAW

BL29

Student Trustees

Board Received: January 26, 2015

Review Date: February 2019

1. Number and Term

- a) Each May the Grand Erie District School Board will receive the results of the elections for two Student Trustees. The term of the Student Trustees will be for one year, from August 1 to July 31, and will extend past the election of the Board, every fourth year.
- b) One Student Trustee will be elected from the northern part of the Board (Brantford/Brant County) and one will be elected from the southern part of the Board (Haldimand and Norfolk Counties).

2. Qualifications

- a) Any student may apply to be a Student Trustee who:
 - i) will be registered as is a full-time student in the senior division on August 1st in a secondary school of the Grand Erie District School Board;
 - ii) will be a full-time pupil in the senior division;
 - iii) has written parental consent (if under 18 years of age) (Appendix A);
 - iv) agrees to adhere to the Provincial Code of Behavior for Schools and Bylaw 28 -Trustee Code of Ethics at all times while performing the functions of a Student Trustee;
- b) Any student who applies for the position of Student Trustee must indicate a willingness to make the necessary commitment to attend scheduled Board meetings.
- c) Student Trustee applicants must complete the Student Trustee Permission Form (Appendix A) and forward to it to the principal along with the application (see 4(b)).

3. Mentors

Two Grand Erie District School Board Trustee(s) will be appointed by the Board Chair to act as mentors to the Student Trustees. In addition to the Board Trustee mentors, the outgoing Student Trustees of the Grand Erie District School Board shall act as contact persons for information and advice to the incoming Student Trustees.

4. Selection of Student Trustees

- a) The Director shall notify secondary school principals by February 15th of the Student Trustee application process (Appendix B).
- b) Any student who is interested in the position of Student Trustee must apply in writing to the principal of his/her school by the first Friday in March. The application should consist of a one-page resume and a two paragraph explanation of why the student is interested in the position of Student Trustee. The one-page resume should include volunteer activities and/or extra curricular activities, job experience, leadership skills, etc. that the applicant has acquired.
- c) Each high school principal will forward the eligible applications from his/her school to the Director of Education by the Friday after March Break.
- d) The Selection Committee will be the Grand Erie District School Board Student Senate. Each secondary school has the right to have two voting members on the Student Senate. For the purposes of this selection process the Student Senate may meet separately as a north and south Senate (selecting the Student Trustees from their area). To be considered eligible, student trustee applicants must attend the student senate elections. If there are exceptional circumstances and a candidate cannot be in attendance, the Director will be consulted to assist with a resolution. The Selection Committee will invite all eligible candidates for interviews. (All candidates will be asked the same questions and will be asked to elaborate on their written applications.)

- e) After completion of all interviews, the Selection Committee will conduct secret ballot votes to nominate one Student Trustee for each area of the Board. Balloting will be conducted by removing the candidate's name receiving the fewest votes until one name from each area of the Board achieves a simple majority. The election process will be completed no later than April 30 of each year.
- f) The names of the elected Student Trustees will be presented to the Board as information, at the Committee of the Whole No. 2 Meeting in May of each year.

5. **Dismissal of a Student Trustee**

- a) If a Student Trustee misses three regularly-scheduled, consecutive Board meetings without the permission of the Board, they will be deemed to have vacated their seat.
- b) A Student Trustee who ceases to be qualified according to the Education Act and the associated Regulation shall resign;
- c) A Student Trustee shall be disqualified if they fail to adhere to the Provincial Code of Conduct and Bylaw 28 -Trustee Code of Ethics.

6. **Filling a Vacated Seat During the Year**

If a Student Trustee seat is vacated during the term the Board will determine if the vacancy shall be filled. If it is the determination of the Board that the vacancy be filled, applicants will be sought and a by-election process will be held by the Student Senate.

7. **Type and Extent of Participation**

- a) Student Trustees are non-voting members at the Board table. Student Trustees may participate fully in discussions on all matters before the Board except as defined in part (d) of this section.
- b) On any motion the Student Trustee may have their position officially recorded in the minutes but their vote is non-binding.
- c) Student Trustees may sit on Board committees. They may not take the place of an elected Trustee on committees that have a legislated requirement for Trustee participation.
- d) Student Trustees may attend in-camera meetings except when the agenda item includes the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her guardian.
- e) Student Trustees are expected to host Student Senate Meetings with support from a Student Success Consultant
- f) Student Trustees, under the age of 18, are permitted to attend Student Trustee events if they adhere to the requirements of SO15 Out of Classroom Field Trips and Excursions and are accompanied by Board administrative or academic staff, an elected Trustee, or their parent/guardian.
- g) Student Trustees must have prior approval from the Chair of the Board and their school Principal before registering for Student Trustee events.

8. **Honorarium and Expenses**

Student Trustees will be paid an honorarium in the amount of \$2,500.00 per year. This honorarium shall be prorated for a student trustee who holds office for less than a complete term. Student Trustees can choose to have the honorarium paid bi-monthly or at the end of the term on July 31. Student Trustees will be eligible to claim travel and previously approved professional development expenses following the process for reimbursement as outlined in Bylaw 15 – Trustee expenses.

9. **Co-op Credit**

Service as a Student Trustee may be eligible for either a co-op credit or community service hours, with the approval of the Student Trustee's principal and co-op teacher. The Director shall support the Student Trustee in working through the requirements for a co-op credit.

10. **Communication with Students**

A major responsibility of the Student Trustees consists of communication between the Student Trustee and the students from their particular area (north/south). Student Senate meetings, and the

Grand Erie District School Board website are available to the Student Trustees as a means of communicating with all students.

APPENDIX ‘A’

Student Trustee Permission Form

The job of a Student Trustee is to represent all students of the Grand Erie District School Board.

1. Student Trustee

- a) will act as a representative of the students and members of the Grand Erie District School Board at all times;
- b) will obtain permission from parents/legal guardians (if student is under the age of 18) and the principal of ~~his/her~~ **their** high school before leaving for any Student Trustee function
- c) will follow the Provincial Code of Conduct and Bylaw 28 -Trustee Code of Ethics while fulfilling their obligations as a Student Trustee.

Student's Signature:

Date:

2. Parent/Legal Guardian

I give approval for my son/daughter to apply for the position of Student Trustee for the Grand Erie District School Board from August 1, 20__ to July 31, 20__.

We reviewed Bylaw 29 and agree, if the applicant is acclaimed/elected to the position of student trustee, we confirm we are responsible for:

- a) Regular attendance and transportation to Board and Committee of the Whole meetings (~~three~~ **two** meetings per month) at the Education Centre in Brantford.
- b) Ensuring the applicant remains a full-time student for the trustee term

Parent/Legal Guardian's Signature:

(required for a student under the age of 18)

Student Signature

Date:

3. School Principal

I acknowledge that _____, if elected to serve as a Student Trustee for the Grand Erie District School Board, may, from time to time, be required to provide leadership and input outside of the regular classroom.

Principal's Signature:

Date:

APPENDIX B**Letter to Secondary School Principals**

Dear Principal,

Grand Erie supports a strong student voice. Each year the students of the Grand Erie District School Board elect two Student Trustees to represent students from this Board. One Student Trustee is elected from the northern (Brant County/City of Brantford) area of the Board and one is elected from the southern (Haldimand/Norfolk) area of the Board.

Student Trustees are ~~young adults~~ (senior students) who are involved, passionate, and have demonstrated leadership capabilities. The position of Student Trustee is not an easy one. Some of the responsibilities include: communication between Board members and students throughout the Board and regular attendance at scheduled Board meetings.

The election of Student Trustees occurs each April, with the term running from August 1st to July 31st. You may submit one or more application(s) for consideration. Each application should include specific references to those qualifications as outlined in Section 2 of the Bylaw. Applications must be received in your office by the first Friday in March and forwarded to the Director's office by the Friday after March Break.

Please ensure that all qualified students in your school are apprised of this opportunity and that good candidates are encouraged to apply. Please direct any questions from potential applicants or parents/guardians about the role of student trustee or application form to the Directors office. We appreciate your continued support for a strong student voice in the Grand Erie District School Board.



POLICY

SO2

School Councils

Board Received:

Review Date: March 2016

Policy Statement:

Grand Erie District School Board will support School Councils in their work to promote and improve student achievement and well-being through collaboration with parents/guardians/caregivers, staff and communities.

Authority: Education Act 17.1 and Regulation 612/00

Accountability:

- 1. Frequency of Reports – Annual
- 2. Criteria for Success – Improving student achievement
– Enhanced accountability through parental involvement

Procedures:

1. Each school in the Grand Erie District School Board shall establish a School Council.
2. Parent members shall constitute a majority of members of the School Council.
3. School Councils will provide an annual report of activities to the board on the template provided. The report must be submitted to the Directors' office by the end of June each year.
4. School elections shall be held within the first 30 days of the school year. In the case of a new school, for which a school council has not been established, school council elections shall be held within the first 30 days of the school's operation.
5. The Board shall provide each School Council in the board with an annual amount determined by the Board through its budget deliberation process. Members and officers of School Councils who incur expenses as members of the Council will be reimbursed from this annual amount."
6. The board, with support from the Grand Erie Parent Involvement Committee (GEPIC), shall organize an annual School Council Orientation workshop and invite all School Council Chairs.

7. The Board may solicit input on any matter, but shall solicit the views of the School Councils through the School Council Chairs e-mail distribution list with respect to the following matters:
- a) policies and procedures with respect to the conduct of persons in schools within in the Board's jurisdiction;
 - b) policies and administrative procedures with respect to appropriate dress for pupils in schools within the Board's jurisdiction;
 - c) policies and administrative procedures with respect to the allocation of funding by the Board to School Councils;
 - d) policies and administrative procedures with respect to the fund-raising activities of School Councils;
 - e) policies and administrative procedures with respect to the conflict resolution processes for internal School Council disputes;
 - f) the Board Improvement Plan for Student Achievement, and
 - g) process and criteria applicable to the selection and placement of principals and vice-principals.

School Councils can comment on any matter to the Board by writing a letter to the Board Chair or following the process for delegations outlined in Board Bylaw 11 – Delegations.

8. The Board shall receive at a Committee or Board meeting every recommendation made to it by any School Council and shall advise the council of the action taken in response to the recommendation.
9. The Board will share all policies and procedures out for comment with School Councils as outlined in Bylaw 9.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business

RE: **Summary of Accounts – September 2016**

DATE: October 24, 2016

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the month of
September 2016 in the amount of \$14,662,792.18 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,

Jamie Gunn
Superintendent of Business and Treasurer



Special Education Advisory Committee SEAC 16-01

Education Centre – Board Room

September 8, 2016 6:30 p.m.

MINUTES

A-1 Call to Order

R. Collver

- (a) Vice-Chair Collver welcomed members to the first meeting of the 2016-17 school year and advised Chair O'Donnell has been temporarily detained.

(b) Roll Call

Present: L. Boudreault, L. Boswell, B. Caers, M. Carpenter, R. Collver (V-C), L. DeJong,, H. Carter, P. Curran (RS), C. Hofbauer, C. McGregor, K. Mertins, K. O'Donnell (C), S. Slood, K. Smith, R. Smith, D. Sowers, L. Thompson, D. Werden, J. White.

Absent: K. Anderson, C. Clattenburg M. Falkiner, L. Scott, R. Winter, M. MacDonald.

Guest(s): M-P. L'Arrivee

B-1 Agenda Additions

R. Collver

- (a) None.

C-1 Timed Items

R. Collver

(a) French Language Instruction for Students with Special Needs

M-P. L'Arrivee

- Ms. L'Arrivee thanked the Committee for an opportunity to speak about Grand Erie's French program and what is available to help students.
- All areas of the board have either full or dual track elementary programs including two Brantford secondary schools.
- She discussed the merits of the Ministry publication designed to be a companion to "*A Framework for FSL, K-12*", which is not a policy, but a guidebook that supports teachers and principals helping students gain their French credit.
 - <http://www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf>
 - <http://www.edu.gov.on.ca/fre/amenagement/includingFLS2015Fr.pdf>
- Requests for core French exemption often arise from parents whose children are struggling. Indications for exemption must be journaled for several months before the request is sent to the appropriate Superintendent. The improved process should reduce the number of requests.
- Staff is currently developing a method to compile statistics on exemption or modified French instruction from students' Individual Education Plans.
- Ms. L'Arrivee's role is to support core school and high school teachers and the French Immersion schools with a current focus of encouraging more grade 9 students to take French courses.
- Her innate empathy for French Immersion students is enhanced due to her own second language (English) learning experience at age 17.
- Vice-Chair Collver thanked Ms. L'Arrivee for her informative presentation.



Special Education Advisory Committee SEAC 16-01

Education Centre – Board Room

September 8, 2016 6:30 p.m.

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

R. Collver

(a) Ratification of Minutes June 2, 2016 SEAC Meeting

MOVED: D. Werden

SECONDED: D. Sowers

“THAT the minutes of SEAC 15-10, held June 2, 2016 be approved as distributed.”

CARRIED

(b) Grand Erie Letter of Response re Autism Wait List

L. Thompson

- Discussion of this topic was deferred to F-1 (d) and G-1 (a)

(c) Special Education Public Meetings – 2016 2017 Model

L. Boudreault

- Discussion on how to improve attendance, especially at the Haldimand and Norfolk locations, with the following ideas for consideration:
 1. spread meeting dates out more, instead of holding all in April
 2. combine Haldimand & Norfolk meetings in a central location
 3. poll parents of special needs children to get their input
 4. set up at the parents’ “Working Together Symposium” in April
 5. offer one meeting in the afternoon and a second in the evening.
 6. use social media to poll parents and gain insight to their awareness and understanding of the Grand Erie Special Education Plan
- The Committee determined that the staff will decide on the best format and bring this information back to the Committee.

E-1 New Business

R. Collver

(a) Special Education News

i. Mental Health Moment – Be Well Campaign 2016 2017

H. Carter

- Ms. Carter presented this month’s Mental Health Moment and explained the expanded and continuing “Be Well” campaign.
- She discussed ways to invite younger students to conversations about their wellness and how to build connections through analogies, e.g., recharging batteries and consistent branding.
- Authenticity in mentorship was important when developing the secondary program and staff is fostering schools to help the model trickle down to elementary students.
- “Be Well” events will be announced later in September.
- Available data indicates incredible engagement and participation.
- Vice-Chair Collver expressed her appreciation to staff for the valuable campaign.



Special Education Advisory Committee SEAC 16-01

Education Centre – Board Room

September 8, 2016 6:30 p.m.

ii. Spotlight on Special Education

J. White

- A monthly publication will continue on differentiation, with the lens on numeracy in alignment with the Renewed Math Strategy.
- The first is planned for October and includes “Pulse”, an online tool designed to help staff and students discover individual learning styles and connects them with specific strategies
<http://www.learnstyle.com/pulse/>
- Ms. White plans to demonstrate “Pulse” at the October meeting.
- Chair O’Donnell thanked Ms. White for her presentation.

iii. Special Education in Grand Erie 2016-2017

L. Thompson

- Superintendent Thompson provided a brief overview on the three areas of this year’s focus:

1. Learning For All

- Staff is working hard to ensure alignment and coherence in how success for every student is planned and implemented.
- All teachers need access to “Learning For All” and the tiered intervention model.
- Parents are provided with information on how gifted and enrichment programs are selected for students and the desired outcome.
- Research based data is currently being compiled to ensure gifted and enrichment programs are meeting students’ needs and to understand if they are carrying the enrichment back to their classroom.
- Staff recently visited an Avon-Maitland DSB school that is completely inclusive, with no self-contained classrooms and is also planning to visit a school with a completely different approach.
- Programming is being carefully reviewed in Grand Erie, along with consideration for a more formal process in the management of modified day options for some students.
- Superintendent Thompson recommended members explore a novel about a non-verbal student with Cerebral Palsy who finds a way to describe her life: <https://www.amazon.ca/Out-My-Mind-Sharon-Draper/dp/1416971718>

2. Renewed Math Strategy

- Staff will arrange a presentation to SEAC.

3. Special Needs Strategy

- Updates will be discussed under F-1 (b)



Special Education Advisory Committee SEAC 16-01

Education Centre – Board Room

September 8, 2016 6:30 p.m.

(b) Discussion Topic - September 8, 2016

K. O'Donnell

i. Review of Proposed Discussion Topics

- "Making Special Education Information More Available to the Public Using Social Media."
- "Special Needs Students in Experiential Work Placements."
- Chair O'Donnell reminded members they may suggest, at any point in the year, a topic that is particularly urgent or of strong interest to them.

F-1 Other Business

K. O'Donnell

(a) Policy/Procedures – P1 Special Education Guiding Principles

(b) Updates – Special Needs Strategy (SNS)

L. Thompson/K. Mertins

- The SNS will outline the delivery of special services to children under two umbrellas - Coordinated Service Planning and Integrated Delivery of Rehabilitation Services.
- Contact Brant will oversee the Brant County / Brantford population and Haldimand Norfolk R.E.A.C.H. will oversee the Haldimand / Norfolk population.
<http://www.children.gov.on.ca/htdocs/English/professionals/specialneeds/strategy.aspx>

(c) Membership Update – Approval of New Member K. Anderson

K. O'Donnell

- Chair O'Donnell confirmed the Board of Trustees approved Mr. Anderson's application to SEAC and welcomed him, in absentia, to the Committee.

(d) New Ontario Autism Program

J. White

- Re: D-1 (b) Grand Erie Letter of Response re Autism Wait List – the effect of changes to services:
 1. a 5-year old not yet receiving services, will have his/her name removed from the IBI (Intensive Behavioural Intervention) waitlist
 2. a 5-year old already receiving IBI services would be transitioned out.
- Families will get some financial assistance to help them purchase IBI services privately.
- School boards are anticipating a significant increase in the children who will access *Connections for Students* when they transition from IBI therapies and services to school.
- The Ministry has provided additional interim funding to school boards (\$119,000 per year in each 2016-17 and 2017-18 to Grand Erie DSB) to help meet the increased demands.
- Special Education staff are determining how best to use the funds in supporting students in transition and to ensure services can be sustained after the additional funding is no longer available.



Special Education Advisory Committee SEAC 16-01

Education Centre – Board Room

September 8, 2016 6:30 p.m.

3. P-1 Special Education Guiding Principles

L. Thompson

- This policy requires an update to its statement and accountability section and although most recent policy revisions have removed the severity threshold, this policy may need to retain the statement.
- Board staff will be reviewing the policy against “Learning For All” material to ensure alignment that will continue selecting the best option(s) for supporting students.
- Guiding principles must also reflect the strategic direction contained in the Board’s Multi-Year Plan: [Grand Erie 2016-2020 Multi-Year Plan](#)
- The policy will be made available to staff and the general public for comments following the October 17th board meeting.
- An Ad Hoc committee will be struck to review the policy and it is hoped that some SEAC members and parents of students with special needs will participate.
- SEAC members are asked to please send any comments or suggestions for revision to P Curran via email.

G-1 Correspondence

K. O’Donnell

(a) Ltr – Peel DSB re Ontario Autism Program and IBI Support – June 28, 2016

- See discussions under F-1 (d) – New Ontario Autism Program.

(b) LDAO SEAC Circular – June 2016

- Chair O’Donnell noted the circular contains a link to a set of training videos for SEAC members, produced by PAAC (Provincial Parent Association Advisory Committee) on SEAC. <http://www.paac-seac.ca/>

H-1 Information Items

K. O’Donnell

(a) Community Updates

- L. Boswell, Contact Brant representative, distributed brochures containing information on transition planning.
- Additional copies are also available from the Board’s main office; contact P. Curran.

I-1 Next Meeting

K. O’Donnell

October 6, 2016 | Grand Erie DSB – Board Room | 6:30 p.m.

J-1 Adjournment

K. O’Donnell

MOVED: L. DeJong

SECONDED: L. Boswell

“THAT the SEAC 16-01 meeting, held September 8, 2016, be adjourned at 8:15 p.m.”

CARRIED



Joint Occupational Health and Safety Committee Meeting Minutes

September 22, 2016
Ed Centre - Board Room

1.0 Roll Call and Election of Co-Chairs

Co-chairs were selected by the committee for the school year.
Rebecca Jago will represent management and George Wittet will represent the workers.

Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Certified Member) (<i>Co-Chair</i>)

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (<i>Chair</i>)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Dan McDougald	Professional Student Services Personnel (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Jim Clayton	CUPE Facility Services (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Certified Member) (Alternate)
Jennifer Orr	Elementary Teachers (Certified Member)

Resources:

Hilary Sutton	Health and Safety Officer
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Recording Secretary

Marg Thibaudeau	Human Resources Assistant
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Regrets:

Laura Mels	Non-Union (Certified Member)
Griffin Cobb	Secondary Administration
David Imre	Non-Union (Alternate)
Tom Krukowski	Facility Services
Cheryl Innes	Elementary Administration
Amanda Baxter	Elementary Occasional Teachers (Certified Member)

2.0 Minutes of Last Meeting

The June minutes were reviewed with a correction of the name Cheryl Baxter to Amanda Baxter.

3.0 Approval of Last Meeting Minutes

The minutes were approved.

4.0 Agenda Additions

- 6.10 Communication with schools when work is being done
- 6.11 Portable at Central PS

Achievement

Environment

Engagement



Joint Occupational Health and Safety Committee Meeting Minutes

September 22, 2016
Ed Centre - Board Room

5.0 Unfinished Business – Discussion

5.1 Annual Workplace Violence Survey

May 2016: The Annual Workplace Violence Survey results were reviewed. Staff that responded to the survey had concerns with working with aggressive students, parents and community members freely accessing schools and dark parking lots. A question was raised by a committee member whether the survey needs to be more specific to individual schools, utilizing specific questions and concerns. Everyone was encouraged to read the Blackboard report after every board meeting. The Blackboard report gives updates on upcoming projects taking place.

June 2016: This item was deferred to the next meeting in September, 2016.

September 2016: The Health and Safety Office will send the Workplace Violence Survey results to all JOHSC members to review again for input into what the next survey will include. This item will be deferred to the next meeting in October, 2016.

5.2 Health and Safety Concerns

June 2016: A concern was raised that fumes from grass cutting machinery, chain saws, etc. are accumulating in the lock-up container at Facility Services. The Health and Safety Officer will follow up with the Maintenance Supervisor on the possibility of air ventilation for the container.

September 2016: refer to 6.3 Ministry of Labour Field Visit Report – GEDSB Facility Services – July 2016

5.3 Ministry of Labour Field Visit Reports- North Park C.V.S.- May 2016

May 2016: The Ministry of Labour was called in to investigate a complaint regarding unsafe working conditions in the Special Education classroom. Upon investigation the Ministry of Labour issued two orders. The orders are for interim safety measures to be introduced into the classroom to keep workers safe and a reassessment of workplace violence. The order for the interim safety measures has been complied with. This item will remain on the next agenda.

June 2016: Reassessment of workplace violence is being done throughout the summer and a request to the Ministry of Labour to extend the compliance date to October, 2016 was sent. Interim measures remain in place until such time as the assessments can be completed and the behavior and safety plans revised.



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September 2016: The Ministry of Labour visited North Park as a follow up to the original work refusal in April 2016 and to review the risk assessment ordered by the Ministry of Labour. The risk assessment of workplace violence at North Park was completed over the summer by the Special Education department and complies with the Ministry of Labour order. Also reference 6.6 Ministry of Labour Field Visit Report – North Park C.V.S. – September 2016. This item can be removed from the next agenda.

New Indoor Air Quality Reports

6.0 New Business

6.1 Ministry of Labour Field Visit Reports- North Park C.V.S.- June 2016

The Ministry of Labour investigated a suspected critical injury in which a student had broken his arm. Upon further investigation it was found that the student did not break his arm as noted on the report and no further investigation is needed by the Ministry of Labour. This item can be removed from the next agenda.

6.2 Ministry of Labour Field Visit Report – Tollgate Tech S.V. – June 2016

The Ministry of Labour was called in to investigate a possible exposure to Asbestos Containing Material caused by dismantling a wall. Our consultant was called on site to take samples and air tests. Also reference 6.5 and 7.4. This item can be removed from the next agenda.

6.3 Ministry of Labour Field Visit Report – GEDSB Facility Services – July 2016

The Ministry of Labour was called in to investigate a complaint regarding a fumes in a storage container that is used to store gas powered grounds equipment and a complaint that Facility Services workers are exposed to mold and dust from the mulch pile. Upon investigation, the Ministry of Labour issued one order for the employer to provide adequate ventilation for gas powered equipment. The Grounds Equipment storage container was ventilated by a third party contractor and the order has been complied with. This item can be removed from the next agenda.

6.4 Ministry of Labour Field Visit Report – GEDSB – August 2016

The Ministry of Labour was called in to investigate a complaint regarding Hearing protection training for workers. Upon investigation the Ministry of Labour reviewed the training document provided by the employer to principals, vice-principals, operations and maintenance supervisors regarding the New Ontario Noise Regulations and determined that the memo include information and instruction on the use, care and maintenance of hearing protection, but did not contain information on the limitations of hearing protection. No orders were issued from the Ministry of Labour.



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The employer has agreed to provide information and instruction to a worker on the limitations of hearing protection. A new revised Noise Regulation memo was given to all principals and supervisors to distribute to applicable staff. This item can be removed from the next agenda.

6.5 Ministry of Labour Field Visit Report – Tollgate Tech S.V. – September 2016

The Ministry of Labour visited Tollgate Tech to follow up with workers regarding the removal of a wall. The Ministry of Labour interviewed the staff members and received the following items: Asbestos Awareness, Records of training, Asbestos Safety Alert, Weekly Bulletin #13 and Prohibited/Restricted Activities in Schools. Refer to 6.2 for additional information. This item can be removed from the next agenda.

6.6 Ministry of Labour Field Visit Report – North Park C.V.S. – September 2016

The Ministry of Labour completed a follow up field visit to discuss compliance of risk assessment. The order has been complied with. Refer to 5.3 for additional information. This item can be removed from the next agenda.

6.7 Review of Policy HR4-Health and Safety

Committee members will take the Health and Safety Policy back to their union membership to review and bring back any comments or changes to be discussed at the November meeting.

6.8 Review of Policy HR5-Harassment

Committee members will take the Harassment policy back to their union membership to review and bring back any comments or changes to be discussed at the November meeting.

6.9 Review of Policy HR8-Workplace Violence

Committee members will take the Workplace Violence policy back to their union membership to review and bring back any comments or changes to be discussed at the November meeting.

6.10 Communication to school when work being done

An employee representative brought up a concern that there is a lack of communication to school staff when maintenance work is scheduled to be done at the school. The Division Manager of Operations and Health & Safety will pass this along to the Division Manager of Maintenance. This item will be removed from the next agenda.



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6.11 Portable at Central PS

A concern was raised regarding possible mold, mildew and the air conditioner in a portable at Central PS. The portable was thoroughly inspected by Facility Services prior to the beginning of school and repairs were made. Facility Services has replaced filters and inspected the air conditioner with recommendations that it be replaced. The Division Manager of Operations and Health & Safety will investigate. This item will be removed from the next agenda.

7.0 Information Items

7.1 Bulk Sample Analysis – Houghton PS. – Project #15761 – eBase 32 (Gymnasium)

Three samples of Vermiculite were collected from eBase 32 (Gymnasium) at Houghton PS and analyzed for the determination of asbestos content. Laboratory analysis indicates that Amphibole asbestos is present within the material. The subject debris must be removed following Type 2 procedures.

7.2 Asbestos Abatement – Houghton PS – Project #15761 - eBase 32 (Gymnasium)

A Type 2 Asbestos Abatement was completed at Houghton PS which involved the clean-up of asbestos-containing vermiculite insulation present on the basketball net and wall ledge within eBase 32 (Gymnasium). A visual inspection of the work area was conducted. All work completed within regulations. This item can be removed from the next agenda.

7.3 Asbestos Abatement – Anna Melick Memorial School – Project #15781 – eBase 31 (Classroom)

A Type 1 Asbestos Abatement was completed at Anna Melick Memorial School which involved the removal of asbestos-containing vinyl tiles located within eBase 31 (Classroom). A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.4 Air Monitoring and Assessment – Tollgate Tech SC – Project #157700 – eBase 1082 (Work Room)

Two air samples and three samples of settled dust were collected at Tollgate Tech SC within eBase 1082 (Work Room) for the determination of asbestos content. The information collected as a result of the air samples and bulk (dust) samples indicate that there was no airborne or settled asbestos within eBase 1082 (Work Room) at the time of sampling. Based on the results of the work completed, no additional requirements with regards to asbestos abatement are required at this time. This item can be removed from the next agenda.



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7.5 Asbestos Abatement – North Park CVS – Project #15479 – Corridor Work Area

A Type 2 Asbestos Abatement was completed at North Park CVS which involved the removal of asbestos-containing pipe insulations applied to pipe fittings from the corridor work areas. A visual inspection and a PCM air monitoring of the work area was conducted. This item can be removed from the next agenda.

7.6 Asbestos Abatement – Site Report #1 – Project #15705 - Seneca Central P.S. – eBase 05 (Classroom)

A Type 1 Asbestos Abatement was completed at Seneca Central PS which involved the removal of asbestos-containing vinyl floor tiles located within eBase 05 (Classroom). A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.7 Asbestos Abatement – Site Report #2 – Project #15705 – Oneida Central P.S. – eBase 05 and eBase 06 and Dunnville SS – Guidance Area

A Type 1 Asbestos Abatement was completed at Oneida Central P.S. and Dunnville S.S. which involved the removal of asbestos-containing vinyl floor tiles from eBase 05 and eBase 06 at Oneida Central P.S. and the Guidance Area at Dunnville S.S. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.8 Asbestos Abatement – Site Report #3 – Project #15705 – Walpole North P.S. – eBase 10 (Classroom)

A Type 1 Asbestos Abatement was completed at Walpole North P.S. which involved the removal of asbestos-containing vinyl floor tiles located within eBase 10 (Classroom). A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.9 Asbestos Abatement – Site Report #1 - Thompson Creek E.S. – Project #15747 - various locations

A Type 2 Asbestos Abatement was completed at Thompson Creek E.S. which involved a pre-contamination inspection to verify that the site isolation and required engineering controls were in place prior to the beginning of the work within the various work areas. All specifications have been met. This item can be removed from the next agenda.

7.10 Asbestos Abatement – Site Report #2 - Thompson Creek E.S. – Project #15747 - various locations

A Type 2 Asbestos Abatement was completed at Thompson Creek E.S. which involved the removal of acoustic ceiling tiles, paring cement fitting insulation applied to roof drains and doors with asbestos cores from within the second floor of the school. A visual inspection of the work area was conducted. This item can be removed from the next agenda.



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7.11 Asbestos Abatement – Site Report #3 - Thompson Creek E.S. – Project #15747 - various locations

A pre-contamination inspection was completed at Thompson Creek E.S. within the Phase 2 Work area to verify that the site isolation and required engineering controls were in place prior to the beginning of work. All project specifications have been satisfied. This item can be removed from the next agenda.

7.12 Asbestos Abatement – Site Report #4 - Thompson Creek E.S. – Project #15747 - various locations

A Type 2 Asbestos Abatement was completed at Thompson Creek E.S. which involved the removal of acoustic ceiling tiles, parging cement fitting insulation applied to roof drains and doors with asbestos cores from within the second floor and throughout the site. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.13 Asbestos Abatement – Site Report #1 - Cayuga Secondary School – Project #15746 – various locations

A Type 2 Asbestos Abatement was completed at Cayuga S.S. which involved the removal of asbestos-containing 12 in. acoustical tiles applied to the walls through the South-East wing of the school. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.14 Asbestos Abatement – Site Report #2 - Cayuga Secondary School – Project #15746 – various locations

A Type 2 Asbestos Abatement was completed at Cayuga S.S. which involved the removal of asbestos-containing 12 in. acoustical tiles applied to the walls through the South-East wing of the school. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.15 Asbestos Abatement – Site Report #5 – North Park CVS – Project #15705 – various locations

A Type 1 Asbestos Abatement was completed at North Park CVS which involved the removal of asbestos-containing vinyl floor tiles and carpet located within various locations. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.16 Asbestos Abatement – Site Report #6 – Tollgate Tech SC – Project #15705 – various locations

A Type 1 Asbestos Abatement was completed at Tollgate Tech SC which involved the removal of asbestos-containing vinyl floor tiles located within various locations. A visual inspection of the work area was conducted. This item can be removed from the next agenda.



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7.17 Asbestos Abatement – Site Report #7 – James Hillier PS – Project #15705 – eBase 22 (Classroom)

A Type 1 Asbestos Abatement was completed at James Hillier PS which involved the removal of asbestos-containing vinyl floor tiles located within eBase 22 (Classroom). A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.18 Asbestos Abatement – Site Report #1 – Russell Reid PS – Project #15748 – various locations

A Type 2 Asbestos Abatement was completed at Russell Reid PS which involved the removal of asbestos-containing paring cement applied to pipe fittings from various locations. At the completion of the project a final visual inspection will be conducted. This item can be removed from the next agenda.

7.19 Asbestos Abatement – Site Report #2 – Russell Reid PS – Project #15748 – various locations

A Type 2 Asbestos Abatement was completed at Russell Reid PS which involved the removal of asbestos-containing paring cement applied to pipe fittings from various locations. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.20 Asbestos Abatement – Site Report #1 – Pauline Johnson CVS – Project #15751 – Exterior Canopy of eBase 1062A

A Type 3 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing textured plaster applied to the exterior door soffits and transite panels adjacent to the change room area. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.21 Asbestos Abatement – Site Report #2 – Pauline Johnson CVS – Project #15751 – Exterior Canopy of eBase 1063D

A Type 3 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing textured plaster applied to the exterior door soffits and transite panels adjacent to the change room area. A visual inspection of the work area was conducted. This item can be removed from the next agenda.

7.22 Asbestos Abatement – Site Report #3 – Pauline Johnson CVS – Project #15751 – Building Exterior

A Type 1 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing caulking, Galbestos and transite panels located within several locations on the interior and exterior of the building. This item can be removed from the next agenda.



Joint Occupational Health and Safety Committee Meeting Minutes

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7.23 Asbestos Abatement – Site Report #4 – Pauline Johnson CVS – Project #15751 – Building Exterior

A Type 1 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing caulking, Galbestos and transite panels located within several locations on the interior and exterior of the building. All waste has been removed from the site. This item can be removed from the next agenda.

7.24 Asbestos Abatement – Site Report #5 – Pauline Johnson CVS – Project #15751 – Building Exterior

A Type 1 Asbestos Abatement was completed at Pauline Johnson CVS which involved the removal of asbestos-containing caulking, applied to windows and doors, located within several locations on the interior and exterior of the building. This item can be removed from the next agenda.

7.25 Asbestos Abatement – Site Report #1 – Seneca Central School – Project #15903 – eBase 28 (Stage)

A Type 2 Asbestos Abatement was completed at Seneca Central S which involved the clean-up and removal of damaged asbestos-containing parking cement fittings from within eBase 28 (Stage). A visual inspection of the work area was conducted. Air sampling indicates that the airborne fibre concentrations are within regulated limits. This item can be removed from the next agenda.

7.26 Bulk Sample Analysis – North Park CVS. – Project #15813 – eBase 1008 (Stage)

Three samples of the brown ceiling tile mastic were collected and three samples of the pinhole ceiling tile were collected from eBase 1008 (Stage) at North Park CVS and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos-. This item can be removed from the next agenda.

7.27 Bulk Sample Analysis – Dunnville SS. – Project #15814 – eBase 1029 (Vestibule)

Three samples of plaster were collected from eBase 1029 (Vestibule) at Dunnville SS and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos-. This item can be removed from the next agenda.

7.28 Bulk Sample Analysis – Pauline Johnson CVS. – Project #15815 – various locations

Nine samples of plaster were collected from various locations at Pauline Johnson CVS and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos-. This item can be removed from the next agenda.



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7.29 Bulk Sample Analysis – Burford District ES. – Project #15842 – various locations

Six samples of plaster were collected and three samples of drywall joint compound were collected from various locations at Burford District ES and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos-. This item can be removed from the next agenda.

7.30 Bulk Sample Analysis – North Park CVS – Project #15780 – eBase 1006 (Gymnasium)

Three samples of drywall joint compound were collected from the ceiling of eBase 1006 (Gymnasium) at North Park CVS and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos-. This item can be removed from the next agenda.

7.31 Bulk Sample Analysis – GELA Rawdon – Project #15860 – eBase 21

Three samples of plaster were collected from eBase 21 at GELA Rawdon and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos-. This item can be removed from the next agenda.

7.32 Bulk Sample Analysis – Pauline Johnson CVS – Project #15875 – various locations

Fifteen bulk samples of suspect asbestos material were collected from various locations at Pauline Johnson CVS and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples collected within eBase 1090, 1091, 1104 and 1117 do not contain asbestos and samples collected from within eBase 1106 were found to be asbestos-containing. This item can be removed from the next agenda.

7.33 Bulk Sample Analysis – North Park CVS – Project #15898 – eBase 1065

Three samples of drywall joint compound were collected from eBase 1065 at North Park CVS and analyzed for the determination of asbestos content. Laboratory analysis indicates that the samples do not contain asbestos. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – June 2016

Workplace Safety and Insurance Board Reportable – June 2016

Student Aggression Summary Table for June 2016

All reports were reviewed as distributed.



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8.2 Status of Workplace Inspections including Non-Academic sites – June 2016

Reports were made available to committee for review. Cedarland P.S. and Walter Gretzky E.S. did not complete the June workplace inspections.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

No September meeting held.
Next meeting scheduled for Tuesday, October 18, 2016.

8.4 Critical Injuries

There have been 4 student critical injuries and no employee critical injuries for the 2016-2017 school year.

8.5 Focus Group

Next meeting October 25, 2016.

8.6 Review of On-going Project Items

8.7 Work Orders

Work orders details were provided to the committee.

9.0 Health and Safety Training

Health and Safety Training dates for the 2016-2017 school year:

- Basic Certification: October 31, November 1 and 2, 2016
- Hazard Specific Training: November 8 and 9, 2016
- Recertification: November 24, 2016
- Basic Certification: March 13, 14 and 15, 2017 (Facility Services)
- Hazard Specific Training: March 16 and 17, 2017 (Facility Services)
- Recertification: April 28, 2017 (Facility Services)
- JOHSC Recertification: March 24, 2017
- First Aid Training: October 18, October 25, 2016 and April 4, 2017

10.0 Recommendations to Executive Council

No recommendations.

11.0 Adjournment / Next Meeting(s):

Meeting adjourned at 11:25 a.m.
The next JOHSC meeting will be on October 20, 2016 – Education Centre – Board Room



Joint Occupational Health and Safety Committee

Meeting Minutes

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As of September 2016

Policy/Procedure Review:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
October 2013	Public Address Upgrades	2015- January	Repairs and upgrades are completed as needed This item will be removed from the next agenda.	
April 2013	Annual Workplace Violence Survey	2016 – May and June	Survey results provided at May 2016 meeting	
October 2014	Mental Health First Aid	2015- January	No updates provided at this time. This item will be removed from the next agenda.	

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 2014	September 2015	September 2016	Will be reviewed annually in September
HR8 – Workplace Violence	January 14, 2013	Returns to Board for approval April 2013	September 2015	September 2016	Will be reviewed annually in September
HR5 – Harassment		Board approved January 2014	September 2015	September 2016	Will be reviewed annually in September

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Technology Health and Safety Upgrades	Updates provided in September and February.	Two batches of money for a total of \$8,000 were allocated to schools in November for improvement in Technology This item will be removed from the next agenda.
Pavement Improvements	Update provided in September	May 2016: Information that was provided to the committee from a recent report to the Board on facility and capital projects.

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Environment

Engagement

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

****Please note that** **XX** indicates that an annual JOHSC inspection should take place.

****Please note that** indicates that monthly inspection was not completed

****Please note that** **X*** indicates that two inspections have been completed as a result of a missed inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
31	James Hillier	X									
32	Jarvis	X									
33	King George	X									
34	Lakewood	X									
35	Langton	X									
36	Lansdowne-Costain	X									
37	Lynndale Heights	X									
38	Major Ballachey	X									
39	Mt. Pleasant	X									
40	North Ward	X									
41	Oakland-Scotland	X									
42	Oneida Central	X									
43	Onondaga-Brant	X									
44	Paris Central	X									
45	Port Rowan	X									
46	Prince Charles	X									
47	Princess Elizabeth	X									
48	Rainham	X									
49	River Heights	X									
50	Russell Reid	X									
51	Ryerson Heights	X									
52	Seneca Central	X									
53	St. George-German	X									
54	Teeterville P.S.	X									
55	Thompson Creek	X									

****Please note that XX** indicates that an annual JOHSC inspection should take place.
****Please note that** indicates that monthly inspection was not completed
****Please note that X*** indicates that two inspections have been completed as a result of a missed inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
56	Walpole North	X									
57	Walsh	X									
58	Walter Gretzky Elementary School	X									
59	Waterford Public	X									
60	West Lynn	X									
61	Woodman-Cainsville	X									
	Secondary Schools										
62	B.C.I. & V.S.	X									
63	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X									
64	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X									
65	Dunnville Secondary S. (Incl. TP - 237 Chestnut St., Dunnville)	X									
66	G.E.L.A. Brantford (Rawdon)	XX									
67	G.E.L.A. - CareerLink Eaton Market Square	XX									
68	G.E.L.A. - Simcoe	XX									
69	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX									
70	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X									
71	North Park C. & V.S.	X									
72	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X									
73	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX									
74	Simcoe Composite School (Incl. TP - 39 Kent St N Unit 4, Simcoe)	X									
75	Sprucedale Secondary School	X									
76	Tollgate Tech. Skills Centre	X									
77	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X									
78	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X									
No.											
79	H.E. Fawcett Teacher Resource Centre (TRC)	X									
80	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X									
81	Head Office	X									
82	Head Office - Facility Services	X									

****Please note that** XX indicates that an annual JOHSC inspection should take place.

****Please note that** indicates that monthly inspection was not completed

****Please note that** X* indicates that two inspections have been completed as a result of a missed inspection

****Please note that** TP indicates a Turning Point Location will be done as part of school inspection.

<u>Storage Facilities - Done by school staff as portion of school</u>										
<u>in monthly inspect. & Inspected twice a year by JOHSC</u>	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>
Storage Building Burford Bus Barn, 35 Alexander St., Burford	X									
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X									
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X									

****Please note that** **XX** indicates that an annual JOHSC inspection should take place.

XX indicates that monthly inspection was not completed

****Please note that** **X*** indicates that two inspections have been completed as a result of a missed inspection



COMMITTEE MEMBERS PRESENT:

Rita Collver, Trustee and Chair
Carol Ann Sloat, Trustee
Diane Sowers, Trustee – arrived at 6:15
William Lovekin, Volunteer
Richard Sroka, Volunteer
Dave Dean – Board Chair

RESOURCE STAFF PRESENT:

Brenda Blancher, Director of Education
Jamie Gunn, Superintendent of Business and Treasurer
Cindy Smith, Manager of Business Services

Bruce Lowe, PWC Internal Auditor
Suk Bedi, PWC Internal Auditor

B Schell, Millard, Rouse and Rosebrugh-External Auditor

Minutes**1. Call to Order and Welcome and Introductions-Chair**

Chair Collver welcomed the committee members and resource staff and called the meeting to order at 6:00 p.m. Introductions were made to welcome all present.

2. Declaration of Conflict of Interest

The Chair reminded the committee, to declare any conflicts of interest in writing, as per 4.14 in the terms of reference. No declarations of conflicts of interest were received.

3. Review September 20, 2016 Agenda – Chair

Correction on the dates for future meetings – March and May meetings should read 2017

Moved by: Richard Sroka

Seconded by: Carol Ann Sloat

“That the Audit Committee approve the agenda of September 20, 2016 as amended.”

CARRIED.



4. In Camera Session

An in-camera session was not required. The committee discussed what is an appropriate in camera item and the following items were discussed:

- External auditor's fees
- Item 7.3 MOE audit modify report to avoid naming of staff
- Assessment of External auditor's – part of the role of the audit committee

5. Minutes

5.1. Approval of May 3, 2016 minutes.

Moved by: Carol Ann Sloat

Seconded by: Richard Sroka

"That the Audit Committee approves the minutes as of May 03, 2016."

CARRIED.

6. Internal Audit

6.1. Payroll Compensation Audit Report

Mr. Gunn introduce the PWC team and informed the committee that the audit was well done and very professional.

PWC auditor Mr. Lowe and Mr. Bedi presented the report, discussed PCW's audit approach and reported on the summary of internal audit results, observations and the considerations for improvement.

R. Collver thanked PWC for the clear, understandable audit report.

This committee confirmed that Payroll Compensation Audit Report will be attached to the minutes of this meeting when they go to Board.

6.2. IT Service Delivery

PWC auditor Mr. Lowe updated the committee on the IT Service Delivery Audit, the anticipated time frame for completion and reporting to the Audit Committee. He reported that field work and the initial findings review with the IT Manager has been completed. The final report will be presented at the November 22nd, 2016 Audit Committee meeting.



The committee discussed the risk of management and auditors and the ability to have discussion on audit findings and mitigating factors.

6.3. Risk Assessment Heat Map

J Gunn highlighted the heat map that was completed for the 2014-15 school year to help initially guide the regional internal audits. J Gunn reported that the Regional Internal Audit Group is developing a planning tool to complete a risk assessment. The committee discussed the current state of the Regional Internal Audit Team and the regions plans for future risk assessments.

6.4. 2016-17 Internal Audit Plan

J Gunn reviewed the South Region Internal Audit Plan and reviewed the preliminary audit schedule. The committee selected the following audits for completion in 2016-17:

- Facility Requirement Forecasting/Capital Planning
- Budget, planning, development and control

S. Bedi noted that there are 400 hours available for Grand Erie and that there is the ability to have the scope of the audit adjusted to fit the Board's needs.

6.5. Regional Internal Audit – South Region update

J Gunn updated the committee on the South Region Internal Auditors.

- Discussion on the structure of the RIAT – moving forward with PWC as the internal auditors and two employees that are working with PWC
- New risk assessment tool
- Field work for Fiscal 2016-17
- Future state of the RIAT to be determined

7. External Audit

7.1. MRR Audit Plan and Fee Estimates

B. Schell highlighted the Audit Plan and Fee estimates as distributed. B. Schell highlighted the external audit plan for the 2016-17 school year including Provincial Revenue recognition and completeness, Retirement and other future benefits, accounts payable and accrued liabilities, transportation expenses, payroll expenses and school fundraising.

Moved by: D. Sowers

Seconded by: W. Lovekin



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

CARRIED

7.2. Engagment Letter

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

7.3. Review of the summary of the Assessment of External Auditor

The Chair reviewed the summary including comments. The committee discussed the timing of when the summary is completed. The committee will review the template for completion of assessment at the December 2016 meeting for distribution and set a short turnaround time. It was stated that all committee members must participate in the assessment.

7.4. Ministry of Education Enrollment Audit Report

J Gunn reviewed the report as distributed and highlighted the audit scope, detailed finding, enrolment adjustments and the listing of recommendations to address issued identified. J Gunn reported the required actions as a result of the findings including;

- Fiscal 14-15 enrollment data – prolonged absences, alternative programs
- Attendance procedures are they being followed, documentation complete
- Fiscal 2016-17 - Student success working within the rules

8. Other Business

8.1. Proposed Audit Committee Agenda Topics (Calendar)

J Gunn reviewed and presented the proposed audit committee agenda topic. The committee concurred with the Agenda Topic (Calendar) as presented. The committee discussed “what would be nice to know vs what do we need to know” and Ad hoc items to be requested from committee. D. Sowers suggested that we look at “Kids Falling through the cracks” on a future agenda.



9. Consent Items

9.1. The Consolidated Due Diligence Report, May 3, 2016-September 9, 2016 was received as information.

OPSBA AGM RIAC Presentation-The committee received the presentation as information

9.2. South Region RIAT Projected 2015-16 Financial Result-The committee received the financial year end results for 2015-16 and the 2016-17 estimates for the South Region Internal Audit Team.

10. Future Meeting Dates-Chair

- **Tuesday, Nov. 22, 2016** | Norfolk SSC | Dogwood Meeting Room | 6:00 pm
Agenda Topics – Draft 2015-16 Financial Statements, IT Service Delivery-Internal Audit Report
- **Tuesday, Dec. 6, 2016** | Norfolk SSC | Dogwood Meeting Room | 6:00 pm
- **Tuesday, March 28, 2017** | Norfolk SSC | Dogwood Meeting Room | 6:00 pm
Agenda Topic – Facility Services Data / Facility Condition Index overview
- **Tuesday, May 9, 2017** | Norfolk SSC | Dogwood Meeting Room | 6:00 pm

11. Adjournment-Chair

Moved by: Diane Sowers

Seconded by: Richard Sroka

That the Audit Committee of September 20, 2016 adjourn at 8:20p.m.

CARRIED.

Grand Erie District School Board Payroll and Compensation Audit

Final Internal Audit Report

13 July 2016

Distribution List

For action

Scott Sincerbox - Superintendent of Education, Human Resources

Jamie Gunn – Superintendent, Business Services

Cindy Smith – Manager of Finance

Sharon Bell – Manager of HR

Jacqueline Shantz – Payroll Supervisor

For information

Regional Internal Audit Team

Limitations & Responsibilities

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Summary of Internal Audit Results

Background Information

The Grand Erie District School Board's ("GEDSB" or the board) Human Resources and Payroll Teams are each headed by a separate Manager who reports to the Superintendent of Education, Human Resources and Superintendent, Business Services for Payroll. The board uses IPPS as their primary HR and Payroll system. IPPS for payroll was implemented in 2014, previously the board used ADP as their Payroll System. Additional systems used by the board are Automated Dispatch System for resource replacement and also a Leave system to record and track employee absences and leave entitlements.

The engagement has been performed in accordance with the scope of work per Appendix A.






Report Classification

Grand Erie District School Board ("GEDSB" or the board) has implemented processes and manual controls to ensure that payroll and compensation processes are functioning in a controlled manner. A dedicated HR and Payroll team are assigned to manage the employee data and payroll of the board. The responsibility to manage and update employee demographics data resides with the Human Resource team (HR) and any banking related information is updated by Payroll team. It was noted that process flow documentation requires improvement for HR and Payroll team.

GEDSB uses IPPS as their HR and Payroll system. A separate Leave system is built for employees to initiate their leave request, which is acknowledged by their supervisors. Additionally, employees are also required to enter their leaves in Automated Dispatch System (ADS). ADS is used as a resource replacement system by the board. It was noted that IPPS is integrated with Leave system and not ADS. As such, additional time is spent by the HR team to reconcile the leaves entered in ADS but not in Leave system and vice-versa. This, in-turn, resulted in time lapse to identify any leaves that may impact pay.

The Payroll team performs payroll processing functions and entering data regarding employee calculation of employee deductions. It was noted that manual tracking is required by the payroll clerk when one job is performed by the employee and that employee also provides substitution support. The payroll clerk manually verifies multiple sources to ensure that the employee has the appropriate deductions applied. It is recommended that the board review IPPS and the other system processes to determine if efficiencies can be gained by further system integration to enable efficient operation of the payroll team and reduce the risk of inaccurate deductions.

Based on the controls identified and tested as part of the Internal Audit of the Board's Payroll process we have determined that there is reasonable evidence to indicate that:

	No or limited scope improvement	No Major Concerns Noted	Cause for Concern	Cause for Considerable Concern
Policies and Procedures				
Employee master file/record changes				
Segregation of Duties				
Payroll Processing				
GL Recording				

Management has provided comprehensive action plans, which we believe will address the deficiencies noted.

Summary of Positive Themes

During the course of the review, it was determined that tools, processes and controls are in place to manage the in-scope risks. Some examples of these include:

Employee Masterfile

- Employee salary information from Collective Agreements are effectively entered into IPPS (HR System), as such, leads to accurate calculation of the employee salary. Further, it has determined that the collective agreements are uploaded to the HR internal portal for access by the authorized employees (HR team) for information.
- It has been noted that employee data and corresponding updates performed to employee profiles are efficiently maintained and stored in a secured area.

Payroll Processing

- Standard HR Forms have been developed; a) Pregnancy/Parental Top-up b) Retirement Gratuity/Allowance Checklist and Calculation. Updates to employee data are entered by the HR Assistant and reviewed by the HR coordinator against source documentation.
- Based on testing for a sample of employee pays, it was noted that deductions (health, dental, union dues, taxes and EI) and net pay calculations were accurate and in compliance with collective agreements and CRA tax tables.

Segregations of Duties

- Segregation of duties and appropriate access for Payroll and HR personnel to IPPS is effective.

Summary of Findings

Finding #	Topic	Rating ¹			Management Action
		Significant	Moderate	Low	
Payroll Processing					
1	IPPS Integration			X	Human Resources will run the report more frequently to follow up with employees to submit their leaves requests on a timelier basis.
2	Manual processing of OMERS			X	HR/Payroll working group will review the workflow processes and make recommendation for change as applicable.
3	Double payment to LTOs			X	Develop a process map to gain understanding of the current process and identify opportunities for improvement.
4	Employee Pay Groups			X	HR/Payroll will need to review all of the pay groups in order to determine if it is feasible to reduce the number of pay groups.
5	Approved Employee Profile Form			X	HR does not see the value in providing a signed Employee Profile form. Consideration will be given to investigating an electronic approval system.

Summary of Significant Findings

There is no significant finding noted.

Management Comments

The 2014 implementation/integration of IPPS for payroll has reduced the number of payroll adjustments processed through the accounts payable system. This change to process ensures that year to date information for staff and third party deductions are accurately reflected in the IPPS system.

GEDSB payroll continue to reach out to their counterparts at other boards for “best practice” as we continue to develop our knowledge of IPPS payroll and gain better understanding of the legislative and contractual changes as they occur.

During Fiscal 2016-17 we will reconvene the HR/Payroll working group to ensure we move the IPPS software to a more current version and facilitate the implementation of the benefit trusts.

Name: Jamie Gunn

Title: Superintendent of Business

Date: September 16, 2016

Detailed Observations

Findings & Action Plans

Finding	Rating ¹	Recommendation & Action Plan
1. IPPS Integration		
Observation We noted that the processing of leaves is not processed in a timely manner and does not provide the payroll team with timely information for processing leaves. We noted the following instances: <ul style="list-style-type: none"> a) For a sample employee, the Leave system had an entry for three unpaid leaves (January 13 - 15, 2015). However, as per ADS only one unpaid leave entry for January 13th, 2015 has been entered; b) For a sample employee, as per ADS and Leave system only 0.5 days were deducted as 'day without pay'. However, as per the IPPS employee statement, one full day was deducted as unpaid day; and c) For 3 out of 10 samples tested, days without pay deduction was not identified in a timely manner i.e. in same pay cycle as the leave occurrence. 	Overall Low	Recommendation Management should investigate integration of Leave System and ADS to IPPS, resulting in less time spent by HR team to reconcile leaves in Leave system and ADS to reflect accurate adjustments in IPPS This would help reduce the risk of manual errors and reduce the risk of inaccurate and increase the timely identification of pay adjustments. Management Action Plan Human Resources will run the report more frequently to follow up with employees to submit their leaves requests on a more timely basis. Responsibility HR Manager/Staff Due Date October 2016
	Impact Low	
	Likelihood Likely	
Implication <ul style="list-style-type: none"> 1) Leave days are not deducted in a timely manner; and 2) Additional resource hours are spent by the HR team to reconcile the leaves from ADS to leave system and vice-versa. 		
Root Cause <ul style="list-style-type: none"> 1) Employees do not submit their leave requests for adjudication in a timely manner and without reminders, often several. 		

¹ See Appendix B for Basis of Finding Rating and Report Classification

2. Manual Processing of OMERS and TPP		
Observation Based on inquiry with Payroll Supervisor and Manager of Finance, it was noted that when an Early Childhood Educator (ECE) or Educational Assistant (EA) is eligible for Ontario Municipal Employees Retirement System (OMERS) and the ECE/EA also provides substitute support, manual tracking is required from multiple sources to ensure that the employee has the appropriate amount of OMERS deducted. Additionally it was also noted that for Teachers who are eligible for Teacher's Pension Plan (TPP) and also provide substitute support also need to be tracked to ensure the proper amount for TPP is deducted	Overall Low	Recommendation Management should investigate IPPS can be leveraged to enable automatic notification of Payroll if an employee is eligible for OMERS deduction for the new role as well.
	Impact Low	Management Action Plan HR/Payroll working group will review the workflow processes and make recommendation for change as applicable.
	Likelihood Likely	
		Responsibility HR Manager/Staff Payroll Supervisor
Implication <ol style="list-style-type: none"> 1) Eligible employees may have under contributed towards OMERS and be asked at a later date to pay up their OMERS; and 2) Additional resource hours spent by Payroll team to identify employees eligible for OMERS deduction for their new role. 		Due Date November 2016
Root Cause Absence of a notification flag in IPPS, which enables payroll to identify employees eligible for OMERS deduction.		

3. Potential Double Payment to LTOs		
Observation Based on inquiry with Payroll supervisor, it has been noted that payroll clerks perform manual verification for every pay release for Long Term Occasional (LTO) to be paid, to ensure double payments are not processed. Due to manual processes, this may result in payroll processing errors and additional resource time spent.	Overall Low	Recommendation Management should consider a review of IPPS to determine if automation can be implemented to notify Payroll if an employee has already been paid under another LTO role.
	Impact Low	Management Action Plan Develop a process map to gain understanding of the current process and identify opportunities for improvement.
	Likelihood Likely	
Implication 1) Additional resource time dedicated to manual processing; and 2) Potential double payment to LTOs if intervention in the process does not reverse duplicate records.		Responsibility HR/Payroll
Root Cause Absence of a notification in IPPS, which enables payroll to identify employees who may have already been paid under and LTO Role.		Due Date November 2016

4. Number of Pay Groups		
Observation We noted that GEDSB has approximately 39 separate payroll groups which adds complexity and inefficiency during the processing of payroll.	Overall Low	Recommendation It is recommended that the board review the current payroll groups and combine those payroll groups based on having similar pay cycles, benefits and deductions to create better efficiencies. Note: Other Boards audited by the Regional Internal Audit Team (RIAT) team have significantly less payroll groups for processing
	Impact Low	Management Action Plan HR/Payroll will need to review all of the pay groups in order to determine if it is feasible to reduce the number of pay groups. Consideration will be given to the impact to reporting, system configuration and the impact on HR and business processes.
	Likelihood Likely	Responsibility HR/Payroll working group
Implication 1) Additional pay cycle runs for similar types of Employee groups, leading to inefficiency of payroll processing.		Due Date December 2016
Root Cause 1) Limited resource availability of HR and Payroll to review and identify similar employee groups; and 2) Lack of an integrated process and steering committee to manage project and process improvements.		

5. Documented approval of employee profile update form to Payroll			
Observation We noted that any updates to employee data in IPPS results in an auto-generated Employee Profile form. This form is reviewed and signed-off by the HR coordinator. However, the payroll team is not provided with the approved Employee Profile form. As such, this may lead to additional follow up by Payroll to the HR department leading to inefficiency in the process. For example: Profiles indicate retro adjustments for benefits, IPPS does not automatically calculate these.	Overall Low	Recommendation Management should provide the payroll team with a copy of the HR coordinators' reviewed Employee profile form. This ensures only approved employee updates are processed for payroll.	
	Impact Low	Management Action Plan HR does not see the value in providing a signed Employee Profile form.	
	Likelihood Likely	Consideration will be given to investigating an electronic approval system.	
Implication 1) Unauthorized employee profile updates may be processed for payroll. . 2) Additional resource time by payroll investigating employee profile updates			
Root Cause 1) No process improvements procedures in place; and 2) Process workflows are not well documented.		Responsibility HR Manager and staff	
		Due Date December 2016	

Considerations for Improvement

HR/Payroll Process Improvement Committee

During our review we noted that several of the processes for HR and Payroll require manual verification from multiple systems and sources to ensure that employees are paid accurately. It is recommended that an HR and Payroll Steering Committee be implemented to ensure that systems and processes are continually evaluated and improved to ensure timely and accurate processing of employee pay. Additionally if future payroll systems are implemented consider having a formal system implementation plan. An HR and Payroll steering committee would ensure that:

- Systems and process are well understood and documented;
- Excessive processing and associated costs are reviewed and improved on a regular basis;
- Untimely processing of payroll and deductions are minimized;
- Multiple points of manual entry points are reduced; and
- Reduced perception of waste or ineffective use of board resources.

Appendix A: Background & Scope

Background

The Audit Committee of the Grand Erie District School Board (GEDSB) had decided to continue with the planned audits for fiscal year 2015/ 2016. Payroll and Compensation is in scope of the planned audit for the fiscal year.

The Payroll and Compensation audit reviews pay entitlements and deductions as governed by various Statutory Laws and Regulations as well as Board collective agreements. Human Resources (HR) and Payroll Staff are challenged with applying the interpretations of these sometimes complex legislative requirements and guidelines. They have an obligation to ensure that employees are receiving the correct rate of pay, and that their pay is administered in a timely manner.

Scope

Overview of the business/process to be reviewed

This audit includes the following payroll/HR processes:

- Time Approval, Process Time;
- Manage Vacation / Leave Entitlements;
- Calculate & Communicate Leave Balances / Entitlements for Employees (Paid and Unpaid);
- Payroll;
- Collect / Process General Deductions;
- Collect / Process Other Earnings - Termination Pay;
- Manage Payroll Adjustments / Corrections; and
- Process Pay (Disbursements).

The scope includes controls at both the school level and the board level, including but not limited to:

- Policies and procedures;
- Employee master file / record changes;
- Processing Pay (Prepare, Preview, Final, Review);
- Service level agreements with 3rd party service providers; and
- Segregation of Duties.

Scope Period

The tentative scope for this audit is: September, 2014 to August, 2015

*Note: We may wish to obtain information from a more recent period that will accurately reflect the current state of internal control.

Specific Scope Exclusions

- IT General Controls such as passwords, access administration, third party vendor management, Time/Absence/Attendance Management, are excluded from the scope.
- GEDSB has engaged the services of a third party, Groundswell Technology, to support the payroll processing in IPPS. Groundswell Technology provides support to payroll for any IT related payroll issues. The scope of the audit does not include processing environment of the third party provider.

Appendix B: Basis of Finding Rating and Report Classification

Findings Rating Matrix

Audit Findings Rating		Impact		
		Low	Medium	High
Likelihood	Highly Likely	Moderate	Significant	Significant
	Likely	Low	Moderate	Significant
	Unlikely	Low	Low	Moderate

Likelihood Consideration

Rating	Description
Highly Likely	<ul style="list-style-type: none"> History of regular occurrence of the event. The event is expected to occur in most circumstances.
Likely	<ul style="list-style-type: none"> History of occasional occurrence of the event. The event could occur at some time.
Unlikely	<ul style="list-style-type: none"> History of no or seldom occurrence of the event. The event may occur only in exceptional circumstances.

Impact Consideration

Rating	Basis	Description
HIGH	Financial Impact	Direct loss or opportunity cost to exceed \$519,000.
	Judgemental Assessment	<p>Internal Control Significant control weaknesses, which would lead to financial or fraud loss.</p> <p>An issue that requires a significant amount of senior management/Board effort to manage such as:</p> <ul style="list-style-type: none"> • Failure to meet key strategic objectives/major impact on strategy and objectives. • Loss of ability to sustain ongoing operations: <ul style="list-style-type: none"> - Loss of key competitive advantage / opportunity - Loss of supply of key process inputs • Significant reputational impact such as political ramifications/Ministry involvement. <p>Legal / Regulatory Large scale action, major breach of legislation with very significant financial or reputational consequences.</p>
MEDIUM	Financial Impact	Direct loss or opportunity cost an amount between \$130,000 and \$519,000.
	Judgemental Assessment	<p>Internal Control Control weaknesses, which could result in potential loss resulting from inefficiencies, wastage, and cumbersome workflow procedures.</p> <p>An issue that requires some amount of senior management/Board effort to manage such as:</p> <ul style="list-style-type: none"> • No material or moderate impact on strategy and objectives. • Disruption to normal operation with a limited effect on achievement of corporate strategy and objectives • Moderate reputational impact such as media scrutiny. <p>Legal / Regulatory Regulatory breach with material financial consequences including fines.</p>
LOW	Financial Impact	Direct loss or opportunity cost below \$130,000.
	Judgemental Assessment	<p>Internal Control Control weaknesses, which could result in potential insignificant loss resulting from workflow and operational inefficiencies.</p> <p>An issue that requires no or minimal amount of senior management/Board effort to manage such as:</p> <ul style="list-style-type: none"> • Minimal impact on strategy • Disruption to normal operations with no effect on achievement of corporate strategy and objectives • Minimal reputational impact. <p>Legal / Regulatory Regulatory breach with minimal consequences.</p>

Audit Report Classification

Report Classification	The internal audit identified one or more of the following:
Cause for considerable concern	<ul style="list-style-type: none"> • Significant control design improvements identified to ensure that risk of material loss is minimized and functional objectives are met. • An unacceptable number of controls (including a selection of both significant and minor) identified as not operating for which sufficient mitigating back-up controls could not be identified. • Material losses have occurred as a result of control environment deficiencies. • Instances of fraud or significant contravention of corporate policy detected. • No action taken on previous significant audit findings to resolve the item on a timely basis.
Cause for concern	<ul style="list-style-type: none"> • Control design improvements identified to ensure that risk of material loss is minimized and functional objectives are met. • A number of significant controls identified as not operating for which sufficient mitigating back-up controls could not be identified. • Losses have occurred as a result of control environment deficiencies. • Little action taken on previous significant audit findings to resolve the item on a timely basis.
No major concerns noted	<ul style="list-style-type: none"> • Control design improvements identified, however, the risk of loss is immaterial. • Isolated or "one-off" significant controls identified as not operating for which sufficient mitigating back-up controls could not be identified. • Numerous instances of minor controls not operating for which sufficient mitigating back-up controls could not be identified. • Some previous significant audit action items have not been resolved on a timely basis.
No or limited scope for improvement	<ul style="list-style-type: none"> • No control design improvements identified. • Only minor instances of controls identified as not operating which have mitigating back-up controls, or the risk of loss is immaterial. • All previous significant audit action items have been closed.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Grand Erie DSB - Audit Committee

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **2014-15 Ministry Enrolment Compliance Audit Report**

DATE: September 20, 2016

Background:

The Ministry of Education (MOE) Financial Reporting Branch advised the Grand Erie District School Board that they would be conducting a 2014-15 Student Data review during the spring of 2016.

The focus of this Secondary Enrolment Audit was prolonged absences in individual courses as well as the whole school day. The review also included alternative programs including: Co-op education, Schools within a College (SWAC), Turning Point and Supervised Alternative Learning (SAL).

The schools selected for the audit by the Ministry were: Dunnville Secondary School, Grand Erie Learning Alternatives and North Park Collegiate.

Audit Process:

Business Services with the assistance of Information Technology provided the Student Data requested by the Ministry of Education (MOE) Audit Team to prepare their audit sample. School Staff were then asked to provide specific student data based on the sample. i.e. Co-op Employer Work agreements and attendance at co-op placements.

Grand Erie DSB policies and procedures were tested. i.e. SAL process as outlined in P104 followed by SAL committee with records being input accurately in LITE and PowerSchool and retained by school.

The MOE Audit team spent one day at Dunnville Secondary School, one day at North Park Collegiate and two days at Grand Erie Learning Alternatives. The Audit team met with the principal at each school and discussed the types of programming at each location and their process for identifying and re-engagement of students with prolonged absences.

Audit Findings:

A copy of the Ministry report and resulting enrolment adjustments is attached.

Business staff's summary is as follows:

- 1) Alternative Day School Programming must consist of 300 instructional minutes with student access to four instructional periods.

- 2) Modular Instruction (Independent Learning Booklets) are not funded at the day school rate.
- 3) Schools must be following the Ministry of Education Instructions for Computerized Registers.
- 4) Schools are required to have well-established attendance procedures and must be tracking students who are close to 15 days absent in both individual courses as well as absent for portions or the whole day. Students 14 to 17 years old must be referred to the Attendance counsellor on the 16 day. Communication between the School, Attendance Counsellor and Parent must be, two-way conversations with documented evidence retained.

Dunnville Secondary School:

Turning Point Programs – Alternative schedule is not compliant with 300 minutes, the program is using modular instruction.

Co-op Placements – The attendance procedure for Turning Point Students on paid Co-op placements was reviewed. An improved process for employers to report attendance weekly is required.

Attendance Procedures – Students with prolonged absences in courses were not demitted. The process for re-assignment to another course, documenting the course change, and continuing to be active in the class, was not consistent. The procedure for students with prolonged absences for a whole day were not always followed.

Grand Erie Learning Alternatives:

Day School Program – Alternative schedule is not compliant with 300 minutes, the program is using a variety of resources to suit the individual student need. These resources are considered independent study and not funded at the day school rate.

Attendance Procedures – Students with prolonged absences in courses were not demitted. Course change forms for re-assignment to another course, were not completed/retained. Based on the 3 period per day schedule, a student not attending one class was reduced to part-time funding. The procedure for students with prolonged absences for a whole day was not followed, in many cases these students are 18 years of age or older, so no referral to the attendance counsellor is required. Students were reported for funding when they should have been retired.

North Park Collegiate:

Attendance Procedures – The school did not consistently apply the attendance practices and did not have a process for running a report to identify students within the 15 day range for prolonged absences. Due to changes in staff, the LITE referral process was not consistent.

Supervised Alternative Learning (SAL) – While there was supporting documentation for the Committee Review of students approved for SAL, many of these students were recommended to the Committee because of attendance issues. The student's SAL Plan stated that they were required to attend school for at least one class per day. Many of these students did not attend, but were retained for funding purposes.

Financial Impact:

The audit resulted in a reduction of 81.57 pupils of the Board under 21 years of age and a reduction of 1.0 pupils of the Board over 21. The Ministry will be making a deduction from the September 2016 grant advance to the Board of **\$581,489** resulting from the enrolment adjustments. This amount will be recorded in the 2015-16 fiscal year as a prior period adjustment to revenue.

Response to Findings:

Secondary School program staff were very involved in the Ministry review and worked with Ministry staff to understand the requirements of compliance in the areas identified by the findings.

Secondary Program staff have provided the following draft plan to address issues with the Turning Point program. This draft was shared with Principals and Executive Council last week. They held Turning Point meeting with teachers the week of Sept 12th to finalize the eLearning offerings and ensure all Turning Point programs are compliant.

Turning Point Program 2016-17

From our recent Attendance Audit, the following are possible timetable options for Turning Point Students for 2016-17 to ensure all students are 1.0 FTE:

Option #1	Option #2	Option #3	Option #4	Option #5	Option #6
SAL	COOP	eLearning	eLearning	eLearning	**Other
SAL	COOP	eLearning	COOP	COOP	
COOP or eLearning or CR	COOP	eLearning	COOP	CR	
Add ILC (Durham)	Add ILC (Durham)	Add ILC (Durham)	Add ILC (Durham)	Add ILC (Durham)	

** Other – Schools are encouraged to develop alternate programming to present to Student Success for approval.

4- Period Day

All turning points must align their periods with their homeschool to have 4-periods available to students, so they have the option of a 4th course at the home school.

Training & Supports

- Turning Point Teachers will meet in early September to finalize eLearning offerings
- Additional technology (refurbished netbooks) will be available for each Turning Point (and Alternate Ed sites)
- eLearning Teacher training will be offered – date TBA
- Ongoing support through Student Success (TC's and TELTc)

October & March Check-in

- A reporting template will be submitted and reviewed by Student Success in mid-October and mid-March to review FTE enrolment

Power School reporting procedures and training for school administration staff need refinement to ensure that current and future student attendance tracking and reporting is compliant with Ministry expectations at all Grand Erie Schools.

Respectfully submitted,
 Jamie Gunn
 Superintendent of Business and Treasurer

Ministry of Education
Financial Analysis and
Accountability Branch
900 Bay Street
20th Floor, Mowat Block
Toronto, ON M7A 1L2

Ministère de l'Éducation
Direction de l'analyse et de la
responsabilité financières
900, rue Bay
20^e étage, édifice Mowat
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JUL 20 2016

Ms. Brenda Blancher
Director of Education
Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

Dear Ms. Blancher,

Re: 2014-15 Day-School Enrolment Compliance Audit Report

I am writing to thank you and your staff for the professionalism and cooperation exhibited during the recent compliance audit conducted at your board and to draw your attention to the enrolment reporting and internal control issues detailed in the enclosed audit report. We have shared the findings with the school principals and board staff for review and comments.

The enclosed 2014-15 *Day-School Enrolment Compliance Audit Report* outlines the audit scope, detailed school findings, enrolment adjustments and a list of recommendations to address issues identified during the course of the audit. The results of the audit show that while the board's day school enrolment recording was in compliance with ministry requirements, there were a few areas of concern to the ministry.

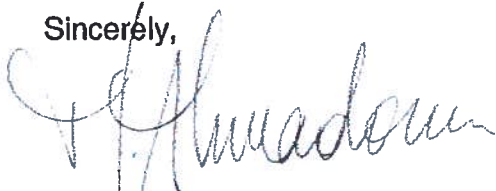
Given that significant errors were noted in the secondary schools that were subject to this audit, the school board should review the areas of adjustments in all secondary schools for the 2015-16 school year. The school board should make any adjustments, if necessary, based on the register requirements prior to confirming the 2015-16 enrolment numbers. In addition, the school board should ensure that students enrolled in the Turning Point program for the 2016-17 school year are reported on the correct day school register in compliance with enrolment recording requirements.

The recommendations contained in the report will continue to improve school and board compliance with the ministry enrolment recording requirements. Therefore, I encourage you to share these recommendations with all school principals and any other applicable board staff.

The school board should continue to work with their staff to ensure continued compliance with all ministry enrolment recording requirements. Other boards have found that a ministry enrolment & ESL presentation to school staff has been very successful in furthering their understanding of the ministry reporting requirements in these areas. We would be pleased to provide such a presentation to the Grand Erie District School Board.

If you have any questions or concerns regarding these compliance audits or the board report, please contact Brenda Shaw at (519) 667-2040 or through email at brenda.shaw@ontario.ca.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Med Ahmadoun', is written over a faint, larger signature.

Med Ahmadoun
Director
Financial Analysis and Accountability Branch

cc: Jamie Gunn, Superintendent of Business
Brenda Shaw, Financial Analysis and Accountability Branch

Audit Objectives

The objectives of the ministry day school enrolment audits were:

- i) To obtain reasonable assurance that the schools selected for audit were in compliance with enrolment recording requirements as set out in the ministry document entitled "2014-15' Enrolment Register Instructions for Elementary and Secondary Schools". This document will be referred to as the register instructions for the rest of this report.
- ii) To obtain reasonable assurance for the schools selected for audit that the pupil data recorded in OnSIS for the recent immigrant component of the English as a Second Language (ESL) allocation is accurate.

Audit Scope and Approach

Prior to conducting the audit testing, board staff was interviewed to gain an understanding of the system in use for enrolment and ESL reporting to the ministry. The interview was conducted using a standard provincial document.

The initial audit testing of records that support the 2014-15 day school enrolment and ESL data reported to the ministry occurred in April 2016 and was conducted in the following secondary schools:

Grand Erie Learning Alternatives
Dunnville Secondary School
North Park Collegiate and V.S.

Ministry staff conducted the audit using a standard procedural instrument to ensure that school records were examined on a consistent provincial basis. Audit testing of records was conducted at the schools.

The following compliance audit tests were performed:

- Reconciliation of enrolment values reported in the school October and March OnSIS submissions to those recorded in the school enrolment registers;
- Examination of pupil admission procedures for "Pupils of the Board" and fee-paying "Other Pupils";
- Examination of the system for accounting for full-time and part-time pupils;
- Examination of pupil transfer and retirement procedures;
- Examination of pupil prolonged absence procedures;
- Examination of pupil 15 consecutive class absence procedures;
- Examination of enrolment procedures for "specific programs";
- Examination of alternative program delivery; and
- Review of immigration documentation used to confirm year of entry into Canada in respect of Pupils claimed for ESL funding (Recent immigrant component).

Findings were discussed with school and board staff and confirmed in writing. School staff was also provided with an opportunity to review and comment on these findings as a part of the reporting process.

Audit Summary

Enrolment records reviewed were generally well organized and accurate. However, there was some evidence that staff were not following ministry policy and the register instructions fully. These factors contributed to the errors and documentation issues described in this report.

The audit noted enrolment reporting issues with respect to admissions of pupils, pupils' FTE, dates for pupil transfers from full-time to part-time, dates for recording pupil retirements/transfers, accounting for pupil prolonged absences (full day), pupil prolonged absences in a class, and reporting of Independent Studies program.

Audit Adjustments

The Average Daily Enrolment of the "Pupils of the Board" for the 2014-15 school year will be adjusted as follows:

ADE - Secondary	
Pupils under the age of 21 as of December 31 st , 2014	-81.57
Pupils 21 years of age and over as of December 31 st , 2014	-1.00
Other pupils (No grant impact)	-1.50
Total Adjustment	-84.07

Refer to Appendix B for details by school.

Reporting and Documentation Errors

The compliance audit testing detected the following reporting and documentation errors:

- The month end values reported in the full-time and part-time enrolment registers did not equal those reported on the ONSIS School Enrolment screens. This mismatch continued even after a reconciliation was performed by the board.

Pupils of the board:

- A negative adjustment of 0.50 FTE will be made for the October count date
- A positive adjustment of 3.24 FTE will be made for the March count date

Other pupils:

- A negative adjustment of 1.00 FTE will be made for the October count date
- A negative adjustment of 2.00 FTE will be made for the March count date
- The enrolment registers values were not certified for accuracy in all cases by the school principal for the October and March count dates, and at year end.

The timetable of two part-time students identified one course less than the total minutes included in the enrolment register. In addition, one student should have been removed from the register before the October count date. The pupils last day of attendance was before the count date, and no documentation was available to retain the student in the register.

- A negative adjustment of 1.75 FTE will be made for the October count date
- One student taking three courses for a total of 227 minutes was incorrectly reported in the part time register. No adjustment is required, as the FTE was correctly counted as 1.00.
- One error was noted in regards to a student enrolled in two courses for a total of 150 minutes. The student was incorrectly reported on the full time register with 225 minutes.
 - A negative adjustment of 0.50 FTE will be made for the March count date
- Twenty five errors were noted in the testing of pupil retirements and external transfers. The students were not retired the day following the last day of attendance. Nineteen of the errors had grant impact.
 - A negative adjustment of 8.00 FTE will be made for the October count date
 - A negative adjustment of 9.00 FTE will be made for the March count date

Grand Erie District School Board
2014-15 Day School Enrolment & English as a Second Language Compliance Audit Report

- Fifty seven errors with grant impact were noted in the testing of pupil prolonged absences. The student should have been removed from the register before the count dates.
 - Negative adjustments of 30.00 FTE will be made for pupils under 21 years of age and 2.00 FTE for pupils over 21 years of age for the October count date
 - A negative adjustment of 24.50 FTE will be made for pupils under 21 years of age for the March count date

Testing of consecutive absences in excess of 15 days in a course identified one hundred and thirty two errors. Documentation to support the absence was unavailable. Ninety of the students should have been reclassified from full time status to part time over the count dates.

- A negative adjustment of 37.25 FTE will be made for the October count date
- A negative adjustment of 41.00 FTE will be made for the March count date
- One error was noted in regards to the SAL program. The student was reported as full-time on the register but did not have an average of 70 minutes of classroom instruction per day.
 - A negative adjustment of 0.50 FTE will be made for the October count date
- Thirty two pupils enrolled in the Turning Point program were taking courses through Independent Study. The courses were incorrectly reported on the regular day school register.
 - A negative adjustment of 19.25 FTE is required for the October count date to remove these courses from the regular day school register
 - A negative adjustment of 14.00 FTE is required for the March count date to remove these course from the regular day school register
- The pupils enrolled in the Turning Point program taking courses through Independent Study are entitled to funding on the Independent Study day school register based on the modules completed in each course.
 - A positive adjustment of 9.94 FTE will be made for the October and March count dates for modules completed on the Independent Study day school register

Findings and Recommendations

The compliance testing performed by ministry staff, in accordance with the standard provincial audit instrument, resulted in the following findings and recommendations:

1. Documentation to support residency for right to attend was not verified in all cases. Although no adjustments are required, the Ministry recommends that the school update their admission form to include what documentation has been verified (E.g. tax bill, driver license, etc.) as proof of residency. In addition the school board should ensure that appropriate immigration documentation has been reviewed to verify a pupil's status as a pupil of the board. Forms should be signed by the person who examined the supporting documentation to attest that the documentation has been reviewed.
2. The bell schedule for Grand Erie Learning Alternatives included a total of 227 minutes of instruction. Regulation 298/00 states that the length of the instructional program of each school day for pupils of compulsory school age shall be not less than five hours a day, or 300 minutes, excluding scheduled intervals between classes. The bell schedule also needs to identify a lunch period and standard travel time between classes.

3. Signed and dated course change forms authorizing pupils to add or withdraw from courses were not kept. The schools should keep copies of signed and dated course change forms authorizing pupils to add or withdraw from courses. This record requirement is noted in the "Retention of Pupil Enrolment Records" section of the register instructions.
4. The retirement date of pupils was not always in accordance with the ministry guidelines (i.e. the day after the last day of attendance). The requirements for retirements and external transfers are outlined in the "Transfer and Retirement" section of the register instructions and should be reviewed by the school board.
5. Documentation was not always available to support the retention on the register of pupils with prolonged absences in excess of 15 days. Supporting documentation includes attendance counsellor documentation, medical notes, a program of study certified by the principal and period by period attendance. The requirements for prolonged absences are outlined in the "Prolonged Absence" section of the register instructions and should be reviewed by the school board.
6. The 'C' code was not properly used for prolonged absences to report confirmation from the attendance counsellor that the file is still active. The school board should ensure that the attendance code requirements for daily attendance records comply with the register instructions.
7. Documentation to support the retention of pupils with consecutive absences in excess of 15 days in a course was not available. For funding purposes, if there is no medical documentation, the student should be withdrawn from the course on the day immediately following the last day of attendance.
8. The Student Information System should allow school staff to run reports for fifteen consecutive absences in a course and fifteen consecutive days absence in order to facilitate compliance with ministry rules regarding enrolment.
9. As per the SAL section of the register instructions, a pupil participating in a SAL program may be recorded as full time in the register, if the Supervised Alternative Learning Plan includes classroom instruction for an average of at least 70 minutes per school day.

General Recommendations

In additions to the recommendations noted above the school board should implement the general recommendations noted below:

1. To ensure the school board is in compliance with ministry rules regarding enrolment, the school board should review their policies on record retention and enrolment reporting. The school board should implement mandatory staff training on the enrolment register instructions. Training should focus on the rules pertaining to the findings in this report.
2. The school board is encouraged to perform day school enrolment audits. The focus of the audits should be on secondary schools/ alternative programs and should include activities similar to those performed by the ministry. Copies of the current audit working papers are available upon request and can be provided to staff.

GRAND ERIE DISTRICT SCHOOL BOARD

APPENDIX B - SUMMARY OF 2014-15 SECONDARY DAY SCHOOL ENROLMENT ADJUSTMENTS

AUDIT AREA	FTE ADJUSTMENTS											
	Grand Erie Learning Alternatives				Dunnville Secondary School				North Park Collegiate and V.S.			
	October		March		October		March		October		March	
	Under 21	Over 21	Under 21	Over 21	Under 21	Over 21	Under 21	Over 21	Under 21	Over 21	Under 21	Over 21
Enrolment Registrar Reconciliation to October and March OnSIS submissions (Section C)												
	-0.50		-1.51								4.75	3.24
	-1.00										-2.00	-2.00
Pupil Admissions												
First Admission to a School In Ontario												
	-1.00				-0.75							
Pupil Full-Time Equivalency												
Internal Transfers												
Pupil Retirements / External Transfers												
	-5.00		-3.25		-2.00		-4.75		-1.00			-3.00
Pupil Prolonged Absences												
	-28.00	-2.00	-16.00		-1.00		-4.50		-1.00			-24.50
15 Consecutive Class Absences												
	-28.00		-28.75		-2.75		-2.50		-6.50		-8.75	-41.00
Specific Programs												
Alternative Program Delivery - Day School Registrar												
					-19.25		-14.00					-14.00
Alternative Program Delivery - Independent Study Registrar												
					9.94		9.94					9.94
TOTAL	-42.50	-2.00	-50.51	0.00	-15.81	0.00	-16.31	0.00	-9.00	0.00	-87.31	-75.82
	-1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-1.00	-2.00
												0.00

RESULTING ADE ADJUSTMENTS											
Grand Erie Learning Alternatives				Dunnville Secondary School				North Park Collegiate and V.S.			
Pupil Status		Under 21		Over 21		Under 21		Over 21		Under 21	
POB		-58.51	-1.00	0.00		-16.06	0.00	-9.00	0.00	-81.57	-1.00
OP		-0.50	0.00			0.00	0.00	-1.00	0.00	-1.50	0.00
BOARD TOTAL				BOARD TOTAL				BOARD TOTAL			

Board Name Grand Erie DSB

Bank Account Main a/c

Doc # 76,682

Document Name 2014-15 Financial Statements - Operating

Doc Type FS

School Year 2014-15

Status Paid in full

Allocation SBOG

Program GLG

Subprogram Adjustment - FS Review

Created By Vinod Gurewan

Last Updated By

Item Description	Submitted/Previous	Reviewed	Difference
Pupil Foundation	138,675,990.00	138,207,757.00	-468,233.00
School Foundation	19,645,368.00	19,605,846.00	-39,522.00
Special Education	36,757,985.00	36,684,286.00	-73,719.00
Language	3,624,748.00	3,624,748.00	0.00
Supported School	0.00	0.00	0.00
Remote and Rural	0.00	0.00	0.00
Rural and Small Community	328,494.00	325,467.00	-1,027.00
Learning Opportunities	4,112,105.00	4,108,534.00	-3,571.00
Continuing Education Allocation and Other Program	1,182,534.00	1,179,193.00	-3,341.00
Cost Adjustment and Teacher Qualification	17,394,529.00	17,317,894.00	-76,635.00
New Teacher Induction Program	175,379.00	175,379.00	0.00
ECE Q&E	1,351,455.00	1,351,455.00	0.00
Restraint Savings	-79,528.00	-79,528.00	0.00
Transportation	13,531,453.00	13,531,453.00	0.00
Administration and Governance	7,167,709.00	7,149,829.00	-17,880.00
School Operations	27,203,898.00	27,113,316.00	-90,582.00
Community Use of Schools	381,708.00	381,708.00	0.00
Declining Enrolment Adjustment	1,277,014.00	1,486,133.00	209,119.00
First Nations, Métis and Inuit Supplemental	622,424.00	621,460.00	-964.00
Safe Schools	487,522.00	485,652.00	-1,870.00
Permanent Financing of NPF	262,276.00	262,276.00	0.00
School Renewal	5,386,979.00	5,373,713.00	-13,266.00
Capital Debt Support Payments - Interest Portion OFA	3,939,604.00	3,939,604.00	0.00
Capital Debt Support Payments - Interest Portion Non-OFA	0.00	0.00	0.00
Capital Debt Support Payments - Interest Portion Short Term	21,314.00	21,314.00	0.00
Interest on Capital			
DEDUCT: Tax Revenue net of election costs	65,995,102.00	65,995,102.00	0.00
DEDUCT: Tax Revenue Adjustment for 2014 Calendar Year	396,631.00	396,631.00	0.00
Variance			
DEDUCT: Individuals - Day School, Ontario Residents	0.00	0.00	0.00
DEDUCT: Net Savings from Strike or Lock-Out	0.00	0.00	0.00
Ministry Allocation Adjustment (for Ministry use only)	0.00	0.00	0.00
Total Operating Legislative Grant	217,057,225.00	216,475,736.00	-581,489.00



Compensatory Education Steering Committee

Grand Erie DSB – Board Room| 349 Erie Avenue, Brantford
Thursday, May 19, 2016
Business Session 12:30 pm

MINUTES

Chair: Superintendent Liana Thompson

Recorder: Paula Curran

1. Welcome and IntroductionsL. Thompson
Superintendent Thompson welcomed everyone and noted G. Thomas will complete her CESC membership this year. She recognized G. Thomas for her significant contributions, as a secondary teacher representative, to the Committee over the years.
2. Roll Call

Present: R. Charbonneau-Smith, R. Collver, P. Curran (RS), J. Ecklund, M. Kowalksi, S. McKillop, K. Mertins, F. O'Connor, J. Poulimenos, G. Rousell, G. Thomas, L. Thompson (C), K. Utley.

Absent: L. Barkans, B. Beauregard, B. Benko, B. Blancher, H. Carter, S. Clement, M. DeGroote, D. DeVos, J. Faulkner, A. Felsky, B. Hazlewood, S. Johnson, , S. McDonald, M. Michaels, D. Peters, J. Senko-Driedger, L. Smith, J. Tremblay, J. White.

Guests: D. Abbey, Superintendent of Education
3. Presentation(s)
 - 3.1. Information Technology Initiative..... D. Abbey
 - Superintendent Abbey advised ITS staff is very interested in helping to create more technological balance for financially disadvantaged schools and students.
 - Plan is to have approximately 1,200 netbooks available to be refurbished:
 - The devices are very bare bones with a Linux operating system and browser capability only.
 - Students can log into their email (O365 account) and access Microsoft Office tools online as well as their One Drive storage.
 - Schools could use these units in classrooms or other school spaces, and schools may want to consider letting students sign them out for use at home. The only caveat with that would be students need an internet connection to use Office tools on these devices.
 - J. Ecklund suggested they could be used to create a lab, so schools would need to consider purchase of either a power cart or power bars.

Achievement

Environment

Engagement

- CESC will provide input and advice on a deployment plan using the following timelines:
 - Summer 2016
 - Set up operating systems
 - Early Fall 2016
 - Request input from school administrators
 - CESC uses school input to develop / refine the deployment plan
 - Fall 2016
 - Begin Deployment Phase In
4. Review and Approval of MinutesL. Thompson
- 4.1. Minutes of April 28, 2016
- The Minutes of April 28, 2016 were approved as amended following corrections to Item 7.5 Lexia Reading Core5 and Item 9.2. Partnership Mapping.
5. Business Arising from the MinutesL. Thompson
- 5.1. Compensatory Education Draft Revised Terms of Reference
- Members were asked to provide any suggestions for revisions to the Terms of Reference and prepare to determine a final version in the fall for presentation to the Board for approval.
6. Reflections and Readings
- 6.1. None
7. New Business
8. Reports Relative to the 2015/16 Initiatives.....L. Thompson
- 8.1. None
9. Action Plan
- 9.1. Results-Based Accountability (RBA) Homework Project G. Rousell/K. Mertins
- Superintendent Thompson explained the purpose of this project is to apply RBA to the strategies in the Action Plan, look for measurable outcomes and determine which actions are making a difference.
 - G. Rousell presented an overview of the RBA method describing how it would help make the Action Plan more effective and to help define the purpose of Compensatory Education.
 - Following the presentation, K. Mertins led the members in a collective exercise using the information they submitted for the homework project.
 - Members felt this exercise was very valuable.

9.2. Draft Action Plan 2016-17 – Working SessionL. Thompson

- The ideas generated in the RBA Homework Project will be collated and used to create a revised plan for presentation to the CESC in September.
- Members agreed that the work in compensatory education should be referred to as a “Strategy”.
- Members created a new overarching statement for the Compensatory Education Strategy: *“In an environment of high expectations, we will create equitable opportunities to support our students.”*
- Four new pillars were created as the Strategy Foundation:
 - i. Achievement
 - ii. Community
 - iii. Equity
 - iv. Well Being
- Schools will be asked to help define indicators of the four pillars.

10. Announcements

10.1. None

11. Future Meetings

11.1. Approved 2016-2017 Meeting Schedule

- September 22, 2016 – NSSC, Dogwood Room
- December 15, 2016 – NSSC, Dogwood Room
- February 2, 2017 – NSSC, Dogwood Room
- May 4, 2017 – NSSC, Dogwood Room

12. Adjournment at 3:12 p.m.



Grand Erie District School Board
Native Advisory Committee Meeting
Tuesday, May 31, 2016
Joseph Brant Learning Centre
1:00 - 3:00 p.m - Meeting

MINUTES

Present: Brenda Blancher, Deneen Montour, Karen Sandy, Dave Dean, Shannon Korber, Jeannie Martin, Melissa Turner, Helen Miller.

Recording Secretary: Sharon Doolittle

1.0 Introductions/Welcome

Karen Sandy welcomed everyone.

2.0 Approval of Agenda

Agenda approved as circulated.

Karen Sandy

3.0 Approval of Minutes

Minutes accepted
the school report is not sent to the board

Karen Sandy

4.0 Business arising from Minutes of April 5, 2016

Approved as circulated

Karen Sandy

- J. Martin asked in regards to tuition agreement students at Tollgate what is being done to retain these students. It appears from the data that students are leaving Tollgate as the Grade 10 data showed no native students. D. Montour said this should be open for discussion; that it is important to make sure the school is meeting student needs and that the retention of students should be part of the data reported. Deneen will bring this up at the next meeting.
- B. Blancher suggested changing the template to track the number of students from the previous year.

- B. Blancher spoke to the draft policy, a new policy as requested by the Trustees, which went to the Board on May 6th and according to Board Bylaw goes out for comment for 60 days. Comments are due November 4th – this will be reviewed at our first NAC Meeting in the fall.

Business arising from Minutes of April 5, 2016 (continued)

- Deneen is a committee member on the Supervised Alternative Learning committee. She finds that many of the students on SAL are taking the NBV3E independent learning course and she had questions regarding this course. Deneen contacted J. Martin in regards to this, to ask whether the tasks that are part of the booklet were too minimal. It was agreed at the Supervised Alternative Learning meeting that for the students that are having difficulty academically this may be a course that offers them a chance to learn some Native culture and history and have a feeling of success if completed.
- It was asked if the NBV3E is available through E-Learning and if it's not, can we investigate getting the course into an E-Learning format?
- J. Martin said that at G.E.L.A. they will be offering more through E-Learning rather than Independent Study courses.
- B. Blancher explained that a recent Ministry audit of alternative education programs concluded that Independent Learning Centre (ILC) courses cannot be counted towards the full time status of a student and instead should be considered as Con Ed in terms of enrolment registers; for this reason eLearning is a reasonable option although not always an option for certain students
- M. Turner voiced concern that some people may not have availability to computers for E-Learning.

5.0 Shared Vision for Collaboration**NAC Committee members**

ReconciliACTION – Sharing our Vision for Collaboration – Based on the Truth and Reconciliation Commission of Canada: Calls to Action there is a theme of reconciliACTION that was introduced at the Provincial Aboriginal Leads conference in early April to address the recommendations in the area of education. The committee members formed groups of 3 with representation from school staff and resource staff in each group to discuss their shared vision for collaboration. The objective of the exercise was to achieve the following:

- Create a shared vision for Six Nations feeder schools and GEDSB secondary schools to collaborate for the success of Six Nations students.
- Build relationships from elementary to secondary schools to ease the transition and reduce gaps for students.

The Feedback from the groups was as follows:

- Partnership Initiatives – sharing information
- Teacher exchange
- Teach students to ask for help when needed (how to, what questions to ask, timing, mannerisms)
- Activities at high school for elementary students
- Cultural activities offered at high school embedded in courses
- Reaching back to grade 6 & 7 students to get them thinking about high school choices

5.0 Shared Vision for Collaboration

NAC Committee members

Ideas to strengthen the connections between our Six Nations schools and our Grand Erie schools:

- Transitional events geared toward parents/guardians
- Transitional events to include Grade 6, 7 & 8
- Secondary Principals and/or Vice-Principals, Guidance Counsellors to attend the transition events
- Include Six Nations teachers in PD activities offered by GEDSB
- Sharing data between secondary schools e.g., Grade 9 math scores to Grade 8 teachers
- Shadow Day to include PD for the Grade 8 Teachers
- Continue to invite the Six Nations Principals from elementary to GEDSB meetings with our administrators
- More information provided before grade 8 so students have it BEFORE making a choice
- Limit high school choices
- More opportunities for Six Nations elementary schools to interact with off reserve elementary schools ie. sports, plays, friendship days
- Provide opportunities for Six Nations students to visit high schools well before grade 8 (even starting as early as grade 4)
- Native Educational Services (NES) meetings regularly
- Ensure Grade 7/8 teachers are well informed of unique high school programs so they can provide quality transition support to their students
- Provide more PD opportunities for staff to increase their ability to work effectively with Six Nations students
- Teacher exchanges
- Timetabling – Native Studies (semester one/period one)

NAC format

- Deneen asked if this format works well and asked for other suggestions.
- S. Korber felt it was helpful when all of the counsellors attend because it is more beneficial to her.

- In regards to the principals attending the meetings, felt unless it was at their school their attendance wasn't necessary. D. Montour meets with them regularly. J. Martin said that after the meeting the information should be shared with the principals.
- Would like to continue the meetings for the counsellors. D. Montour said it's important then that they attend.
- B. Blancher said that they could share information & dates of the meetings on OneNote and this will be considered in the fall

6.0 Tuition Agreement Learning Opportunities Brenda Blancher Funding

- B. Blancher reported the Learning Opportunities in the Tuition Agreement supports Educational Assistants for Six Nations students attending Grand Erie schools. We are committed to looking at some funding to support school level initiatives. The process will involve a proposal. More information to come in the early fall.

7.0 Paul Martin's Aboriginal Youth Entrepreneur Program

- Deneen shared a video on the Martin Aboriginal Education Initiative.

Literacy & Numeracy Summer School

- G.E.D.S.B used the Six Nations site for this summer school. Some parents of immersion students have asked if they will have the Literacy & Numeracy Summer School again.
- Funding for students is being discussed with Scott Johnson

8.0 Roundtable Summary

- M. Turner said that in the Peel District School Board Native Literature is being taught to everyone in Grade 11 as this is the English class that is offered so studies in English class are done through the Native lens. D. Montour said many of the boards through the supplement are teaching the Native Studies Class.
- Karen Sandy presented Deneen with flowers and well wishes for her new venture.

Adjournment – 3:00 pm

Next Meeting – Tuesday October 11, 2016 at BCI