

A – 1	Opening (a) Roll Call (b) Declaration of Conflict of Interest (c) In Camera Session (6:30 p.m.) (i) Personnel Matters (ii) Legal Matters (d) Welcome to Open Session (7:15 p.m.) (e) Memorials (f) Agenda Additions/Deletions/Approval (g) In Camera Report (h) Presentations – Student Recognition Awards (i) Delegations	
B – 1	Approval of Minutes * (a) February 27, 2017 (Regular Board Meeting) * (b) March 6, 2017 (Committee of the Whole)	
C – 1	Business Arising from Minutes and/or Previous Meetings * (a) Board Improvement Plan for Student Achievement Mid-year Update (From September 26, 2016)	L. De Vos/D. Martins/ L. Thompson
D – 1	Director's Report (a) Facilities (b) Wellness	
E – 1	Student Trustees' Report	
F – 1	Committee Reports * (a) Committee of the Whole – March 6, 2017	T. Waldschmidt
G – 1	New Business * (a) Major Construction Update (FT2) * (b) Schedule of Budget Review Meetings (F2) * (c) Contract Award – Website and Staff Portal Design, Development and Implementation Services * (d) Joint Occupational Health & Safety Committee Terms of Reference	J. Gunn J. Gunn D. Abbey J. Gunn
H – 1	Other Business * (a) Summary of Accounts – February 2017 * (b) Special Education Advisory Committee Minutes – February 2, 2017 * (c) Joint Occupational Health & Safety Committee Minutes - February 16, 2017	J. Gunn L. Thompson J. Gunn

Regular Board Meeting



Regular Board Meeting

Monday, March 27, 2017
Board Room, Education Centre

- * (d) Student Transportation Services Brant Haldimand Norfolk J. Gunn
Minutes – February 28, 2017
- * (e) Compensatory Education Steering Committee Minutes – L. Thompson
September 22, 2016

I – 1 Correspondence

- * (a) Bluewater District School Board - Minister of Education –
Special Education Funding Correspondence

J - 1 Adjournment

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

Chairs' Committee	March 27, 2017, 5:45 p.m.	Norfolk Room
Audit Committee Meeting	March 28, 2017, 6:00 pm	Dogwood Room Norfolk SSC
Special Education Advisory Committee	April 6, 2017, 6:30 pm	Board Room
Committee of the Whole	April 10, 2017, 7:15 p.m.	Board Room
Native Advisory Committee	April 11, 2017, 1:00 p.m.	Tollgate Technological Skills Centre
Privacy Information Management	April 21, 2017, 9:00 a.m.	Norfolk Room
Chairs' Committee	April 24, 2017, 5:45 p.m.	Norfolk Room
Regular Board	April 24, 2017, 7:15 p.m.	Board Room
Student Senate	April 20, 2017, 10:30 a.m.	Board Room
Education Week Gala	April 27, 2017, 11:30 a.m.	Sanderson Centre
Compensatory Education Steering Committee	May 4, 2017, 1:30 p.m.	Dogwood Room Norfolk SCC
Special Education Advisory Committee	May 4, 2017, 6:30 p.m.	Board Room
Committee of the Whole	May 8, 2017, 7:15 p.m.	Board Room
Audit Committee	May 9, 2017, 6:00 pm	Dogwood Room Norfolk SSC
Grand Erie Parent Involvement Committee	May 11, 2017, 6:30 p.m.	Dogwood Room Norfolk SSC
Chairs' Committee	May 29, 2017, 5:45 p.m.	Norfolk Room
Regular Board	May 29, 2017, 7:15 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 30, 2017, 1:00 p.m.	Norfolk Room

SUCCESS for Every Student



MINUTES

Present: Board Chair D. Dean, Board Vice-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, J. Gunn, D. Martins, Sincerbox, L. Thompson; Recording Secretary – L. Kay

Regrets:

Trustees:	Nil
Administration:	L. De Vos

A – 1 Opening

(a) Roll Call

The meeting was called to order by Chair, D. Dean at 7:15 p.m. for the purposes of conducting the Open Session.

(b) Declaration of Conflict of Interest
Nil.

(c) Welcome to Open Session

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

(d) Memorial
Nil.

(e) Agenda Additions/Deletions/Approval

D. Dean requested one item be added to the agenda:
G-1-b Trustee Caucus Watson Report

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



(f) **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 D. Dean, Chair of the Board. Trustee Harris and Director Blancher presented the certificates to those recipients present.

Doug Archer from Mt. Pleasant School placed first in the Canadian Young Speakers for Agriculture public speaking competition, with a speech titled, "How can we improve the media's perception of Canadian agriculture?" Doug will emcee the junior competition in 2017.

Aidan Gavey from McKinnon Park Secondary School is a competitive golfer who won the CJGA Georgian College Junior Series this summer, which qualified him to represent Canada at the US Kids Teen World Championship. He then played in the Golf Canada Junior Boys Championship and the American Junior Boys Championship and the American Junior Golf Association Under Armour Championship, where he placed first.

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

(g) **Delegation**
Nil.

B – 1 Approval of Minutes

(a) **Regular Board Meeting – January 30, 2017**

Presented as printed.

Moved by: D. Sowers

Seconded by: G. Anderson

THAT the Minutes of the Board Meeting, held January 30, 2017 be approved.

Carried

(b) **Committee of the Whole Board – February 13, 2017**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Minutes of the Committee of the Whole Board Meeting, held February 13, 2017 be approved.

Carried



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

D – 1 Director's Report

Directors highlighted:

- Black History Month Student Artwork on display in the Boardroom was completed by Grade 8 students at Walter Gretzky Elementary
- Arranging a meeting with Muslim community to share the work on equity and involvement
- Tekeni Teyohaha:ke Living the Two Row Student Conference at Pauline Johnson on Friday, March 3, 2017. More than 100 Indigenous and non-Indigenous students will be in attendance.
- Grand Erie Parent Involvement Committee learning and networking event has been scheduled for Saturday, April 1, 2017 at Ryerson Heights Elementary School in Brantford.

B. Blancher requested that L. Thompson provide overview on the minor change made to the form in Appendix A of SO117 – Parental Request for Temporary Excuse from Attendance at School. L. Thompson noted the following language was added to Appendix A, Item C of SO117. *“provided the attached required program of study components are completed and submitted upon return from the temporary absence”*. A. Felsky asked how often is the form used. L. Thompson responded to the question. C.A. Sloat asked if this change will be released on February 28, 2017? B. Blancher responded to the question.

B. Blancher spoke about some funding related to the Ontario 150 celebration. In order to provide opportunities for schools to celebrate and participate in Ontario and Canada's upcoming sesquicentennial, the Ministry of Education has made funding available. The Elementary School Playground Space Enhancement is intended to increase opportunities for students to participate in physical activity by enhancing outdoor activity spaces. On February 13, Grand Erie District School Board was notified we will be receiving some funds. B. Blancher invited L. Thompson to identify the schools who that were successful in accessing the funding to enhance their playground space. L. Thompson noted the following schools: Cedarland PS, Graham Bell-Victoria PS, Bellview PS, Ecole Confederation, Banbury Heights School, Major Ballachey PS, and Agnes G. Hodge PS. All Principals have been informed of the funding and the branding requirements.

R. Collver asked how the schools were chosen. L. Thompson responded schools were asked to express interest and all were approved except for two which have recently received



enhancements to the current outdoor activity space. B. Blancher further noted the timeline is very short as the completion and celebration is between May and October.

(a) **Learning Commons Presentation**

B. Blancher asked D. Abbey to introduce the presentation. D. Abbey invited Kate Johnson McGregor, BCI, Cythnia Gozzard, Delhi Public School and Jeff Dumoulin, Teacher Consultant, Information Technology to present the Learning Commons presentation using a dynamic Sway presentation.

Learning Commons is a departure from the traditional understanding of the role of the school library. The transition to Library Learning Commons is a whole school approach, presenting exciting opportunities for learning multiple literacies and collaboration among teachers, teacher-librarians and students. Within the Learning Commons model, project/problem-based learning experiences and MakerSpaces are designed as catalysts for intellectual engagement with information, ideas, thinking and dialogue. Important components of the Learning Commons space include Physical and Virtual Space, Equitable Access, Learning Partnerships, and Technology to support learning.

J. Harris asked for some further description on the online databases and resources available. K. Johnson McGregor responded to the questions.

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the Director's Report of February 27, 2017 as information.

Carried

E – 1 **Student Trustee's Report**
Nil.

F -1 **Committee Report**

(a) **Committee of the Whole Board – February 13, 2017**

Moved by: T. Waldschmidt

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated February 13, 2017 as follows:

1. In Camera Report

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



2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of February 13, 2017 as information.

3. Draft proposed School Year Calendar 2017-2018

THAT the Grand Erie District School Board refer the approval of the calendars recommended by the School Year Calendar Committee in the report "School Year Calendars 2017-18" to March 6, 2017 Committee of the Whole Board Meeting.

4. Contract Awards – 2016-269-T Ed Tech Devices

THAT the Grand Erie District School Board approve the award of Tender 2016-269-T Ed Tech Devices to Compugen Inc. for the total cost of \$810,900 plus HST.

5. Contract Awards – Data Centre Hardware/Software Refresh

THAT the Grand Erie District School Board approve the award of the contract for the Data Centre hardware/Software Refresh in the amount of \$940,817 including HST to Compugen Inc.

6. Borrowing Bylaw 34 – Bridge Financing Dunnville School Consolidate

THAT the Grand Erie District School Board approve the Borrowing Bylaw 34 – Bridge Financing Dunnville School Consolidation Project.

7. Employee Assistance Program Annual Report (HR112)

THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2015-2016, as information.

8. Data Report – Levelled Literacy Intervention (LLI) and Empower Reading

THAT the Grand Erie District School Board receive the Levelled Literacy Intervention and Empower Reading Report as information.

9. BL28 Trustee Code of Ethics

THAT the Grand Erie District School Board approve Bylaw 28 – Trustee Code of Ethics, as amended.

10. F2 Budget

THAT the Grand Erie District School Board forward Policy F2 – Budget Development Process to all appropriate stakeholders for comment to be received by May 5, 2017, as amended.

11. SO26 Events Planning and Organization

THAT Policy SO26 – Event Planning and Organization be forwarded to all appropriate stakeholders for comment to be received by May 5, 2017.



12. F7 Disclosure of Wrongdoing (Whistleblower)

THAT the Grand Erie District School Board approve Policy F7 Disclosure of Wrongdoing (Whistleblower).

13. HR3 Staff Development Model

THAT the Grand Erie District School Board rescind HR3 Staff Development Model.

14. FT101 Smoke Free Environment

THAT the Grand Erie District School Board forward Procedure FT101 – Smoke-Free Environment to all appropriate stakeholders for comment to be received by May 5, 2017.

15. HR102 Working with Blood Borne Infections

THAT the Grand Erie District School Board forward Procedure HR102 - Working with Blood-Borne Infections, Precautions and Practices to all appropriate stakeholders for comment to be received by May 5, 2017.

16. Correspondence

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

Carried

G – 1 New Business

(a) Workforce Report

S. Sincerbox presented the Workforce Report that is approved by the Board three times a school year.

Moved by: A. Felsky

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Workforce Report with data as of January 31, 2017.

Carried

(b) Trustee Caucus for Watson Report

Chair Dean would like to request a Trustee Caucus to review and learn more about the Watson Report prior to it coming to the Board on April 10. Chair Dean is proposing March 20 and requests the Trustees review their schedules and confirm availability with Chair Dean.



H – 1 Other Business

(a) Summary of Accounts – January 2017

Presented as printed.

Moved by: G. Anderson

Seconded by: K. Sandy

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of January 2017 in the amount of \$8,970,486.01 as information.

Carried

(b) Special Education Advisory Committee Minutes – January 12, 2017

Presented as printed. R. Collver noted to the Trustees that on page 2 the Special Education Plan Consultation is different this year and will be completed online. D. Dean had requested further explanation regarding E-1-b 6.3 bullet #2. L. Thompson and C.A. Sloat provided further explanation.

Moved by: D. Sowers

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the “Special Education Advisory Committee Minutes – January 12, 2017” as information.

Carried

(c) Joint Occupational Health & Safety Committee Minutes – January 19, 2017

Presented as printed. J. Gunn noted that the approval of multi-workplace Safety Committee application is being reviewed and will be sent back to the Ministry of Labour for their review and approval.

Moved by: B. Doyle

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive the “Joint Occupational Health and Safety Committee Minutes – January 19, 2017” as information.

Carried



(d) **Grand Erie Parent Involvement Committee Minutes (Draft) – January 19, 2017**

Presented as printed.

Moved by: D. Sowers

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the “Grand Erie Parent Involvement Committee (Draft) Minutes – January 19, 2017” as information.

Carried

(e) **Native Advisory Committee Minutes – December 13, 2016**

Presented as printed. C.A. Sloat asked what NEC stands for. B. Blancher responded Native Education Counsellor. C.A. Sloat asked about Item #6 opening exercise. B. Blancher noted that some native students are not able to communicate their stance on why they do not stand during the national anthem and that the Indigenous Education Team will be engaging with the Director of the Indigenous Knowledge Centre to build awareness how to support students to explain their decision.

Moved by: A. Felsky

Seconded by: T. Waldschmidt

THAT the Grand Erie District School Board receive the “Native Advisory Committee Minutes – December 13, 2016” as information.

Carried

(f) **Privacy and Information Management Committee Minutes (Draft) – February 3, 2017**

Presented as printed. C.A. Sloat asked about Strategic Communication and would that relate to only privacy breach or overall Privacy. B. Blancher responded to the questions. R. Collver asked about item #5 on the To Do List, does the training plan include Trustee Training? B. Blancher requested a Trustees Committee Member to respond. J. Harris noted that nothing was talked about Trustee training but believes this something that Trustees should have.

Moved by: G. Anderson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the “Privacy and Information Management Committee Minutes (Draft) – February 3, 2017” as information.

Carried



I – 1 Correspondence

- (a) Friends of Simon Wiesenthal Center for Holocaust Studies – January 27, 2017
- (b) Durham District School Board Letter re:

Moved by: R. Collver

Seconded by: T. Waldschmidt

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

Carried

Board took a five minutes break at 8:30 p.m. before moving to in-camera

A-1-c In Camera Session

Moved by: C.A. Sloat

Seconded by: G. Anderson

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

Carried

The Board resumed Public Session at 9:25 p.m.

A-1-g In Camera Report

Moved by: T. Waldschmidt

Seconded by: D. Sowers

THAT the Grand Erie District School Board ratify the Terms and Conditions between the Grand Erie District School Board and the Ontario Principals' Council – Grand Erie, dated February 27, 2017.

Carried

J – 1 Adjournment

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the meeting be adjourned at 9:30 p.m.

Carried

Board Chair, David Dean



MINUTES

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

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

Regrets:

Trustees: Nil
Administration: D. Martins,

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. Sowers

Seconded by: J. Harris

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

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, T. Waldschmidt at 7:20 p.m.

(e) Agenda Additions/Deletions/Approval

T. Waldschmidt noted a few adjustments to the agenda:

- D-2-a Transportation Consortium Annual Report will be reviewed following D-1-c Board Approved Transportation Report
- E-1-b SO3 Involvement of Schools in Community Events will be reviewed following D-1-c Draft Proposed School Year Calendar 2017-2018.



Committee of the Whole Board

March 6, 2017

Education Centre, Board Room

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the agenda be approved as amended.

Carried

(f) **In Camera Report** – to be discussed following G-1.

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

(a) NIL

C – 1 **Director's Report**

B. Blancher invited L. De Vos to provide an update regarding French Immersion registration for 2017/18. L. DeVos provided the waitlist numbers for each school:

Burford: 0,

Caledonia: 0

Lakewood: 3

Walsh: 3

Dufferin: 32

Confederation: 16

D. Dean asked about the number of spaces taken off the top by siblings, should siblings be given first access and are parents enrolling in grade 1 instead of Kindergarten. L. DeVos responded half of the registration are siblings and yes some parents are enrolling in Grade 1. D. Dean noted that the Board needs to reconsider equity of access to the French Immersion program and discussion may need to occur.

The Director highlighted:

- Application now open for 2017-18 Parents Reaching Out Grants
- Special Education Consultation – Special Education Plan survey is now available on the website and closed on April 10, 2017
- Social Work Week which is celebrated annually across Canada during the month of March. In Ontario, the first week of March marks the start of Social Work Week.
- International Women's Day is on Wednesday, March 8, 2017.
- Grand Erie Parent Involvement Committee Spring Event – Saturday, April 1, 2017 at Ryerson Heights

Moved by: D. Dean

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Director's Report of March 6, 2017 as information.

Carried



Committee of the Whole Board

March 6, 2017
Education Centre, Board Room

D – 1 New Business – Action/Decision Items

(a) Allocation of Self-Contained Classrooms for 2017-2018

L. Thompson presented the Allocation of Self-Contained Classrooms for 2017-2018 Report which consisted of Rationale, Additional Information, Budgets Implications and Communication Plan.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2017-2018 as outlined, pending budget deliberations.

Carried

(b) Compensatory Education Action Plan

(i) Compensatory Education Plan Report and Draft Higher Improvement in Performance Schools Strategy

L. Thompson presented the Compensatory Education Plan and Draft Higher Improvement in Performance Schools Strategy which consisted Background, Compensatory Education Plan Report, Higher Performance in Schools Strategy and Summary. The Higher Performance in Schools Strategy section covered the following items:

- Achievement Check-in for Elementary and Secondary in Numeracy and Literacy,
- Community Check-in - Partnerships Mapping Ad Hoc Committee,
- Equity Check-in, and
- Well-Being Check-in

R. Collver and C.A. Sloat both noted their appreciation for the details and information provided in the report. C.A. Sloat asked about internet access for technology that is taken home. L. Thompson and D. Abbey responded that access is improving.

Moved by: R. Collver

Seconded by: J. Harris

THAT the Grand Erie District School Board receive the 2016/2017 Compensatory Education report and the 2017/2018 draft Higher Improvement in Performance Schools Strategy for information.

Carried



Committee of the Whole Board

March 6, 2017

Education Centre, Board Room

(ii) Compensatory Education School Selection Report – 2017/18

L. Thompson presented the Compensatory Education School Selection Report – 2017/18 which consisted of Background, Additional Information, previous year data for School Selections for Elementary and Secondary and Recommendation.

C.A. Sloat requested that Trustees receive the complete list of the schools.

Moved by: D. Sowers

Seconded by: J. Harris

THAT the Grand Erie District School Board approve the designation for high and moderate needs Compensatory Schools for 2017/18.

Carried

(iii) Compensatory Education Plan Funding Report

L. Thompson presented the Compensatory Education Plan Funding Report which consisted of Background, Additional Information and Recommendations.

Moved by: D. Sowers

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the direction for staffing and resource enhancements for compensatory education schools for 2017/2018, subject to final budget approval.

Carried

(c) Board Approved Transportation Review

J. Gunn invited P. Kuckyt, Manager of Transportation Services to the table to be available to answer any questions the Trustees may have regarding the report.

J. Gunn reviewed the Board Approved Transportation Review report which consisted of:

- Background;
- Out-of-Boundary Students for: Norfolk Secondary, Oakland-Scotland to Waterford District High School, Caledonia to Cayuga Secondary, Students attending River Heights, Students attending Houghton PS;
- Out of District Students for: Norwich/Otterville students attending Delhi District Secondary School, Princeton/Drumbo students attending Paris District Secondary;
- Section 23 Students – Woodview Program
- Additional Information



Committee of the Whole Board

March 6, 2017

Education Centre, Board Room

In response to Trustee questions, P. Kuckyt indicated that most of the students riding to Cayuga Secondary from the McKinnon Catchment live in Caledonia (see Appendix 1), and that the longest ride time for students attending Houghton out of area is 98 minutes one way.

Moved by: J. Richardson

Seconded by: R. CollverCar

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2017-18 School Year.

Carried

D-2-a Transportation Consortium Annual Report

J. Gunn invited P. Kuckyt to present and review the report. C.A. Sloat asked for an update on the stop arm technology. P. Kuckyt responded that the technology is being piloted with limited success in the Mississauga area. Revenues from fines collected fund the hardware costs and implementation requires cooperation and support of the municipalities for the issuing and collecting of fines. STSBHN would benefit by having access to GPS data on all vehicles equipped with the technology.

J. Gunn noted the Transportation Committee felt the Addendum Multiple Address Report should be brought to the Board for review and requests feedback and comments be provided to Trustee Richardson, the STSBHN Committee Trustee Member.

R. Collver requested clarity on the demographic requesting multiple addresses. P. Kuckyt provided clarity.

Moved by: D. Sowers

Seconded by: B. Doyle

THAT the Grand Erie District School Board received the Student Transportation Services of Brant Haldimand Norfolk – Annual Report as information.

Carried

(d) Draft Proposed School Year Calendar 2017-2018

W. Baker noted the motion from February 13, 2017 Committee of the Whole Meeting, to refer the approval of the School Year Calendars 2017-18 to the March 6, 2017 Committee of the Whole Meeting. W. Baker revisited the Proposed School Year Calendars 2017-18 Report which consisted of Background, Additional information, Recommendation and Communication Plan.

D. Sowers asked if we designate a PA Day for Norfolk will this open an issue for Caledonia and Brant. W. Baker responded to the Trustee question. L. DeVos further noted the Caledonia schools currently use a field trip form for their fair.



Committee of the Whole Board

March 6, 2017

Education Centre, Board Room

A. Felsky noted that she cannot support the proposed school calendar as presented and is concerned about the attendance on Monday, October 2.

B. Doyle identified that Caledonia does not want a PA Day for their fair and is also concerned with the attendance on Friday, October 6 which has traditionally been allocated as a PA Day.

C.A. Sloat also noted a concern of having a PA Day on the Tuesday.

D. Dean wants to support the Norfolk Fair but wants the Board to adhere to the legislation.

R. Collver noted that she cannot support a PA Day on Tuesday October 3 for Young Canada Day.

B. Doyle asked if this Calendar mirrors the Catholic Board. W. Baker responded not completely and B. Blancher noted the Catholic Board runs an instructional day without transportation.

G. Anderson supports the calendar and noted the Catholic board is waiting to see how it will impact this Board before it makes a decision.

D. Sowers not sure if it is an either or, why not use the Field Trip option. B. Blancher noted that the report Senior Administration brought to the Board in June 2016 had the recommendation that schools organize Field Trips to attend Young Canada Day and this recommendation was not approved at that time.

J. Harris believes this is not the most ideal decision but it is the only viable choice at this time and will support this Calendar.

G. Anderson requested the vote to be recorded.

Moved by: G. Anderson

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "School Year Calendars 2017-18".

Carried



Committee of the Whole Board

March 6, 2017
Education Centre, Board Room

Recorded Vote:

Yeas

G. Anderson
D. Dean
J. Harris
B. Doyle
J. Richardson
K. Sandy
C.A. Sloat
T. Waldschmidt

Nays

A. Felsky
D. Sowers
R. Collver

R. Collver left the meeting at 9:00 p.m.

E-1-b SO3 Involvement of Schools in Community Events

B. Blancher referred to the comments received and the recommendation to rescind.

Moved by: G. Anderson

Seconded by: D. Dean

THAT the Grand Erie District School Board rescind Policy SO3 – Involvement of Schools in Community Events.

Carried

(e) Award – General Contractor for Thompson Creek Addition

J. Gunn presented the Award – General Contractor for Thompson Creek Addition report for Request for Tender 2016-79-T for the construction of a four classroom addition. The report consisted of Background; Tender Submission data, Recommendation, Financial Impact and Plan drawings.

B. Doyle asked if this firm has completed work for us prior. J. Gunn responded that this firm has not completed work for Grand Erie but has been the contractor for several schools in Niagara.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the award of contract for Project 2016-79-T / Construction of the Thompson Creek four Classroom Addition to T.R. Hinan Contractors Inc. for the total cost of \$890,100 plus HST

Carried



Committee of the Whole Board

March 6, 2017
Education Centre, Board Room

(f) **Strategic Communications Plan**

B. Blancher invited S. McKillop to present the Strategic Communication Plan. S. McKillop highlighted the plan and the areas. D. Dean noted this is a very busy plan and asked if we feel this can be completed with current staff. S. McKillop responded that he believes this is possible. C.A. Sloat noted a concern if there will be the budget to support this plan.

Moved by: B. Doyle

Seconded by: D. Sowers

THAT the Grand Erie District School Board approve the Strategic Communication Plans.

Carried

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board disband the Strategic Communications Plan Ad Hoc Committee.

Carried

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

(a) **Transportation Consortium Annual Report** - was discussed following Item D-1-c.

(b) **Information Technology Services Annual Report**

D. Abbey presented the Information Technology Annual Update report which consisted of Background, Additional Information, ITS Milestones 2016/17, ITS Initiatives for 2017-18, Budget Implications and Communication Plan. D. Abbey invited J. Ecklund to the table to respond to questions.

J. Harris asked about the 90% reduction in calls to the Help Desk regarding Wi-Fi problems, what would the number be that represents that percentage. D. Abbey responded to the Trustee question. C.A. Sloat asked about the PowerSchool System move from the cloud to the Grade Erie Data Centre. J. Ecklund and D. Abbey responded that a plan is being developed to minimize disruption as much as is possible. J. Harris asked if an enhanced support model is planned for during the transition. J. Ecklund responded that the plan is to operate with existing staff.

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Grand Erie District School Board receive the Information Technology Annual Update as information.

Carried



Committee of the Whole Board

March 6, 2017
Education Centre, Board Room

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

(a) F4 Trustee Honoraria

J. Gunn noted this Policy is due for review and noted one minor revision.

Moved by: C.A. Sloat

Seconded by: J. Harris

THAT the Grand Erie District School Board forward Policy F4 – Trustee Honoraria to all appropriate stakeholders for comment to be received by June 2, 2017.

Carried

(b) SO3 Involvement of Schools in Community Events - was discussed following Item D-1-d.

(c) P1 Special Education Guiding Principles

L. Thompson referred to the comments received and revisions made. Liana also brought forward changes suggested from the Special Education Advisory Committee meeting on Thursday, March 2, 2017. Number of principles are 8 not 9 and item 2 was revised.

Moved by: D. Sower

Seconded by: D. Dean

THAT the Grand Erie District School Board approve Policy P1 – Special Education Guiding Principles, as amended.

Carried

E – 2 Procedures Consideration – Information Items

(a) HR118 Occasional Teacher Performance Appraisal

S. Sincerbox noted this Procedure is due for review and noted minor revisions.

Moved by: D. Dean

Seconded by: D. Sowers

THAT the Grand Erie District School Board forward Procedure HR118 – Occasional Teacher Evaluation to all appropriate stakeholders for comment to be received by June 2, 2017.

Carried

(b) F104 Advertising

B. Blancher referred to the comments received and revisions made.

Moved by: B. Doyle

Seconded by: D. Sowers



Committee of the Whole Board

March 6, 2017
Education Centre, Board Room

THAT the Grand Erie District School Board receive Procedure F104 – Advertising as information.

Carried

(c) **HR109 Offence Declaration**

S. Sincerbox referred to the comments received and revisions made.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board received Procedure HR109 – Offence Declaration as information.

Carried

(d) **SO126 Volunteers**

B. Blancher referred to the comments received and revisions made. C.A. Sloat asked about AODA requirements. B. Blancher responded that the training video will be posted on the Board website following final approval of the procedure at the March 27th Board Meeting.

Moved by: C.A. Sloat

Seconded by: D. Sowers

THAT the Grand Erie District School Board receive Procedure SO126 – Volunteers as information.

Carried

F– 1 **Other Business**

(a) **OPSBA Report**

C.A. Sloat referred to the laydown OPSBA report.

Moved by: B. Doyle

Seconded by: D. Sowers

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

Carried

G – 1 **Correspondence**

- (a) Minister's Student Advisory Council Report – 2015/16
- (b) Dave Levac, MPP Brant February 16, 2017 Letter
- (c) Peel District School Board February 14, 2017



Committee of the Whole Board

March 6, 2017
Education Centre, Board Room

Moved by: J. Harris

Seconded by: G. Anderson

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

Carried

Moved to in camera

Moved by: G. Anderson

Seconded by: A. Felsky

THAT the Board move into In Camera Session to discuss personnel matters at 9:30 p.m.

Carried

Moved to open session

A-1-f In Camera Report

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the resignation of Superintendent of Business, Jamie Gunn, for the purposes of retirement effective July 31, 2017.

Carried

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Director's Interim Performance Appraisal has been completed.

Carried

H – 1 Adjournment

Moved by: K. Sandy

Seconded by: J. Richardson

THAT the meeting be adjourned at 9:56 p.m.

Carried

Committee of the Whole Board Chair, Tom Waldschmidt



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: **Board Improvement Plan for Student Achievement Mid-Year Update**

DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the report on the Board Improvement Plan for Student Achievement Mid-Year Update as information.

Background:

At the September 26, 2016 Board Meeting the draft Board Improvement Plan for Student Achievement and Renewed Math Strategy Addendum was presented. The draft plan was shared with Ministry personnel during the initial System Improvement Learning Cycle visit on September 27, 2016. Based on feedback from Ministry personnel, the BIPSA committee made revisions and submitted the plan to the Student Achievement Division on September 30, 2016. These revisions were presented to Trustees at the Regular Board Meeting on October 24, 2016.

The current BIPSA can be found on the Grand Erie website under the Board tab or by following the link below.

<http://www.granderie.ca/Board/Pages/Board-Improvement-Plan-for-Student-Achievement.aspx>

Additional Information:

The Board Improvement Plan is a living document. The committee meets regularly to monitor and measure where we are, and shares the ongoing progress with Exec Council and with administrators at Director's Meetings. As part of the System Improvement Learning Cycle (SILC) process, Student Achievement Officers and the Field Team Lead have continued to provide ongoing support and have additionally engaged in co-planning, co-learning and co-reflecting with system personnel and school teams. A second SILC visit occurred on February 14, 2017.

The Renewed Math Strategy is a Kindergarten to Grade 12 strategy that mobilizes the latest research and lesson design regarding effective mathematics learning, teaching and assessment. The strategy provides new forms of support to all schools, increased support to some schools with greater needs in mathematics achievement, and intensive support to a select group of schools with the greatest needs in mathematics achievement.

Four Key Objectives of the Renewed Math Strategy:

1. Increased student achievement in mathematics/increased student engagement in mathematics.
2. Increased educator mathematics knowledge and pedagogical expertise.
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement.
4. Increased parent engagement in their children's mathematics learning.

ELEMENTARY PROGRAM**Renewed Math Strategy**

All elementary schools in Grand Erie have a focus on mathematics this year. Each school is following a professional learning cycle of plan, act, observe, reflect to address the most urgent student learning need in mathematics. Professional Learning sessions have been designed to complement the work at all schools in a tiered approach. Lead teachers from all elementary schools have been participating in ongoing professional learning since November.

Twelve schools, identified through the Renewed Math Strategy, Grand Erie, or OFIP (Ontario Focused Intervention Partnership) are receiving intensive support in mathematics. There was an initial planning session with these school teams to examine school data; develop their School Improvement Plans; and, complete the Ministry required PRISA (Planning and Reporting for Improving Student Achievement) plan. All K-6 educators, including the Learning Resource Teachers and, Early Childhood Educators have received release time. In grade bands educators have been immersed in the "W Model" which includes three professional learning sessions; two Collaborative Inquiry for Learning in Mathematics sessions (CIL-M); and, in-between tasks; with their Math Coach. Professional learning has all been focused on ten concepts of quantity relationships; Learning Disability learning profiles; and, pedagogical instructional moves.

Our Grand Erie DSB Learning Goal for our Intensive Support/OFIP schools is: to build our capacity as educators of mathematics by deepening our understanding of quantity relationships in order to recognize, respond and develop this thinking in our students.

Monitoring and Measuring

In year one, the main objective was to monitor and measure educator learning in terms of being able to recognize quantity relationships and be able to respond appropriately to their students - "Name and Know". The professional learning within the "W" model was responsive to the identified pedagogical content knowledge learning needs of the educators. With the Research & Assessment department, pre- and post-surveys were designed and are being used. Qualitative data is being gathered in the form of conversation, observation and products with respect to both administrator, educators and students.

Pre-survey data has been collected, collated and summarized. All schools are documenting their own learning "story" on their wall-sized "W" charts. Administrators and school teams are also completing the Ministry's PRISA tool and have self-rated their progress with respect to their implementation of their actions; monitoring; and, outcomes with respect to the identified student learning need and, their own educator learning need.

Overall, most of the intensive support school teams describe the actions and monitoring at the beginning or partially implemented stages with respect to the progress with their student/educator learning needs. As expected, in the “outcomes” section, most of the schools indicate their overall rating is slightly or partially achieved.

Indicators of Success in terms of Guskey’s five critical levels of professional development evaluation include:

Participant reaction:

- Staff are becoming confident with the concept of quantity
- The coach and consultant are helpful in modeling and providing support
- The Special Education Team has supported us in Cognitive processes, their relation to mathematics and useful strategies to support students with a learning disability
- A community of collaboration is being fostered that includes lots of sharing of resources and ideas

Participant learning:

- As educators we need practice recognizing quantity in our students’ thinking
- We need to know our intent for the lesson; do the task ourselves; anticipate student thinking; and, preplan a line of questioning; so we remain focussed with intent.
- Educators have learned the importance of deepening their understanding of quantity relationships in order to recognize, respond, and develop this understanding in our students

Organization change:

- There is more collegiality and conversation around math learning this year
- With all grade bands participating, addressing student learning need as a whole school is becoming easier
- Having the Learning Resource Teacher at table is invaluable
- Teachers require and value the opportunity for the professional learning model offered, so they can learn both content and pedagogy
- Staff and students have embraced Renewed Math Strategy
- Deep rich conversations are now happening because of the time spent on math.
- Educators are learning from educators in school and at RMS sessions and during the CI-LM

Participant use of new knowledge:

- Educators are using ministry documents and resources provided
- Educators are in beginning stages of setting classroom conditions/environment for effective student math talk and providing entry levels in math for all learners
- Staff are effectively identifying student learning needs with collaborative dialogue and discussion
- There has been growth in educator capacity – know they need to meet students where they are – are also beginning to hold each other accountable
- Expertise in learning about the profiles of students with learning disabilities is beneficial for all teachers
- Educators are making progress understanding the concepts of quantity
- The implementation of new strategies is reaping rewards and, momentum has become the motivation to stay the course despite significant student social issues

- Participating as a principal in all of the professional learning alongside math coach and Student Achievement Officer has allowed me also to develop an overall picture of the educator learning needs; plan for school professional learning; and, monitor and plan our next steps

Student learning outcomes:

- Increased math engagement is resulting in less student behaviour issues
- See excitement in students in math class

Next Steps include:

School Level

- Concentrate on meeting students at the level they are at, and build from there, while being mindful of the scope and sequence of the curriculum
- Continue to recognize and respond to student thinking;
- Integrate manipulatives to a greater extent in daily math
- Use accommodations effectively to meet the needs of the students with a learning disability
- Continue to access Math Coach & Student Achievement Officers
- Continue to engage in dialogue about gaps in student learning
- Deepen our understanding and use of effective pedagogical documentation
- Find ways to make math more seamless and cross-curricular

System Level

We will continue with the current model of professional learning and in addition to monitoring and measuring the learning of the educators, will continue to monitor and measure the effect of the professional learning model itself.

At the system level, we have had to meet our adult learners where they are with respect to their learning. We are constantly monitoring; measuring; modelling; scaffolding; and, gradually releasing responsibility as individuals and teams demonstrate growth in their development; and, ownership of their learning.

As a system team, we continue to align our project with various Board departments (Special Education; IT; etc.); various Ministry initiatives (OFIP; etc.) as well as our Multi-Year Plan; BIPSA, SIPSA, and SEF (Supported School Self-Assessment Visits).

SECONDARY PROGRAM

Renewed Math Strategy (RMS) – Secondary Schools

RMS utilizes the collaborative inquiry process and is led by the principal at each secondary school. The RMS team is comprised of MFM1P teacher(s), Math Coach, Student Success Teacher, Learning Resource Teacher along with the Principal.

In addition, an Indigenous Support and Re-engagement teacher was hired to work with professional learn teams in schools with Indigenous students.

Indicators of success include:

- Grand Erie's semester one pass rate in MFM1P demonstrates a 7% increase from 84% to 91%
- Grand Erie's semester one levels of achievement for MFM1P included 51% of all students at level 3 or level 4
- Use of a system MFM1P pre-assessment on specific curriculum outcomes as guided by the professional learn team to determine skill gaps among students
- Refinement of instructional strategies by professional learn teams to support numeracy skills in MFM1P, other mathematics courses, and cross-curricular planning
- Enhanced critical thinking challenges within mathematics classrooms as guided by professional development supports

Next Steps include:

- Increased differentiated instruction approaches as aligned with student learning styles and mathematical processes
- Deeper implementation of assistive technology in mathematics classrooms to further support accommodations and engagement for all students
- Further accommodation for English Language Learners, Indigenous students, and students identified with Learning Disabilities
- Increased cross-panel collaboration with secondary mathematics teachers and intermediate teachers to extend the use of evidence-based instructional strategies and differentiated instruction

Literacy Support Plan

This year, two Teacher Consultants are acting as Literacy Support Coaches for each of Grand Erie's secondary schools. This is a change from previous years where many schools had a literacy coach released within the school through the School Support Initiative (SSI). Schools were provided with a system pre-assessment which was administered during the first week of September to all Grade 10 students in the Applied pathway. During a moderated marking session, areas of improvement were identified for each student. Literacy Coaches supported each school to identify learning gaps and plans were developed to support students' literacy skills within various curriculum areas. Additional support and funding was made available to four secondary schools through an EPO grant to focus on *Gap Closing in Literacy*. Cross-curricular teams including teachers of grade 10 Applied English, history, and science are working together to support students with reading skills aligned with EQAO assessments.

Indicators of success include:

- Increased student use of reading strategies for understanding explicit and implicit information
- Students making connections with information and ideas in reading and personal experiences
- Increased student use of reading strategies to respond to multiple choice questions
- Teachers aligning cross-curricular supports in grade 10 Applied English, history, and science with reading explicit and implicit information and making connections
- Increased differentiated instruction and accommodations for all students

Next steps include:

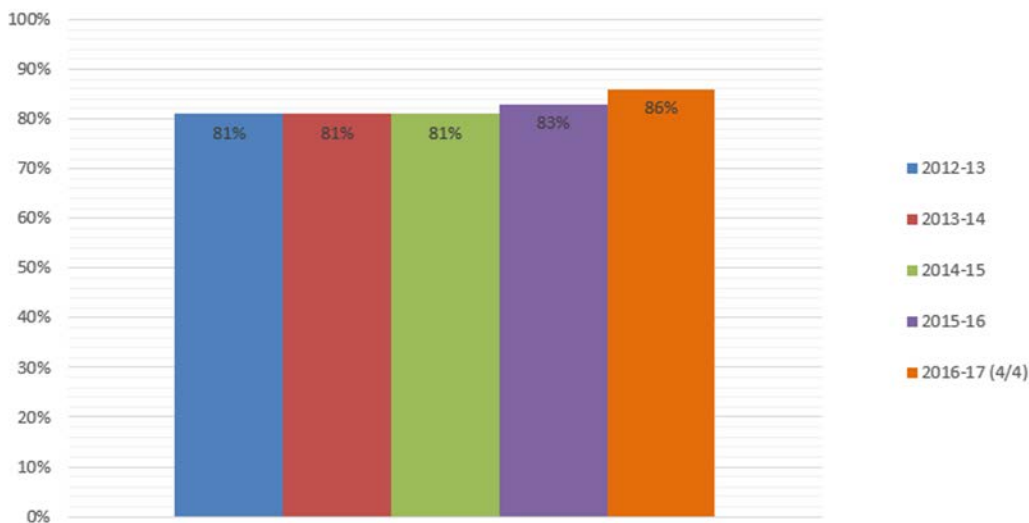
- Consistent re-engagement after semester one distractors from the Online OSSLT, November reporting, and January course consolidation
- Additional supports are required for classroom-based assessments to monitor evidence of student learning
- Increased use of reading materials aligned with student skill levels
- Deeper implementation of assistive technology in secondary classrooms to further support accommodations and engagement for all students
- Continued collaboration of cross-curricular literacy instruction after the OSSLT

Credit Accumulation

Credit accumulation is a measure of a student's success and progress towards graduation. The benchmarks of 8/8 in grade 9 and 16/16 in grade 10 provide important feedback on successful transitions and are a strong correlation to graduation. At the mid-year point, a review of 4/4 in grade 9 and 12/12 in grade 10 occurs at the system and school level. Student Success interventions including credit recovery in semester 2 can provide supports and opportunities for students to recover credits and stay on track for graduation.

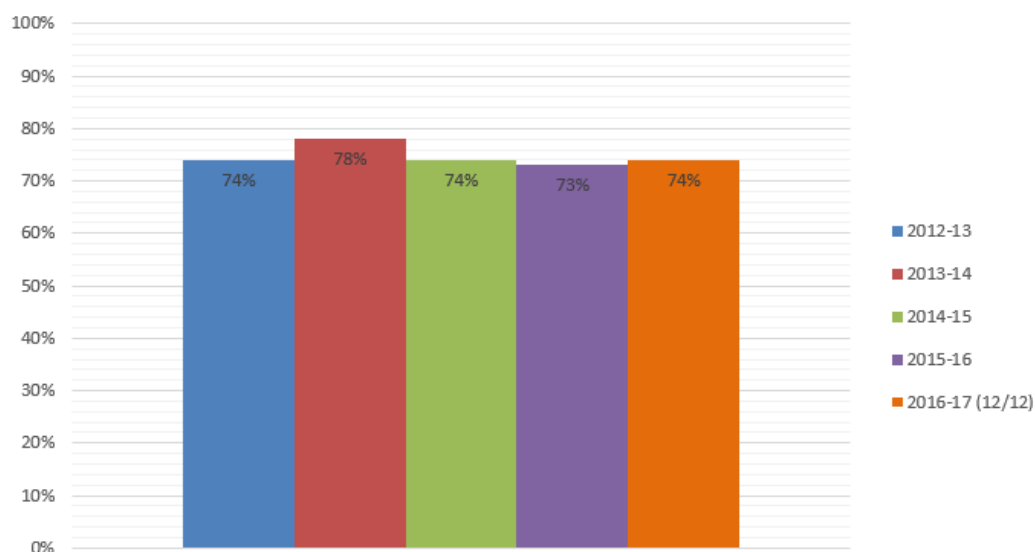
The data for the grade 9 and 10 credit accumulation excludes students in Fully Self-Contained classes and students at Valley Heights SS that are participating in the unique Turning Point program.

Grand Erie Grade 9 Credit Accumulation 2012 – 2017



The bar graph above illustrates credit accumulation for Grade 9 (8/8) from 2012-13 to 2015-16. The orange bar (furthest right bar) represents Grade 9 credit accumulation after semester 1 (4/4) in 2016-17 at 86%.

Grand Erie Grade 10 Credit Accumulation 2012 – 2017



The bar graph above illustrates credit accumulation for Grade 10 (16/16) from 2012-13 to 2015-16. The orange bar (furthest right bar) represents Grade 10 credit accumulation after semester 1 (12/12) in 2016-17 at 74%.

Intermediate Renewed Math Strategy

Schools within the intensive support category of the Renewed Math Strategy (both elementary and secondary), along with Cayuga Secondary feeder schools, attend 6 sessions over the course of the school year. Each session involves a morning of whole group professional development in mathematics instruction. For grade 7 and 8 teachers, afternoon sessions include a professional learn cycle based on student learning needs within their school. Opportunities to collaborate with secondary colleagues through cross-panel visits will occur this spring. A component of the final day will provide an opportunity to share and reflect.

Indicators of success include:

- Informed mathematics instruction through the use of pre-assessments
- Use of EQAO assessment data to align evidence-based instructional strategies
- Collaboration between schools with similar learning needs
- Teachers are involved with the planning and implementation of a professional learn cycle
- Opportunity for cross-panel collaboration with visits to secondary mathematics classes

Next steps include:

- Maintaining momentum between professional development sessions
- Increased support for further collaboration opportunities across the intermediate panel
- Further supports for monitoring and measuring evidence of success to inform next steps
- Collecting student and teacher voice to inform future professional learning opportunities
- Deeper supports to monitor the impact of learn cycles with school improvement planning

Intermediate Collaborative Learning

Intermediate Collaborative Learning (ICL) is offered to every elementary school. These sessions include a full day of professional learning focused on numeracy and literacy. Schools are organized based on a secondary school and their respective feeder schools. Participants discuss student needs in mathematics based on an examination of the system MFM1P pre-assessment. Literacy cross-panel discussions include sharing of effective teaching strategies and resources such as the Adolescent Literacy Guide. Further discussion includes aligning achievement charts with assessment and resource sharing to support all learners.

Indicators of success include:

- Cross-panel professional development for all grade 7 and 8 teachers
- Opportunity for teachers to share a continuum of instruction across the intermediate panel
- Use of EQAO assessment data to align evidence-based instructional strategies
- Professional development aligned with the Board Improvement Plan
- Collaboration with Six Nations intermediate teachers to support student learning needs and transitions into Grand Erie secondary schools

Next steps include:

- Increased participation from elementary administration
- Additional professional learning to provide opportunities for further collaboration
- Expansion of cross-panel learning to include demonstration classrooms
- Consider additional days of professional learning
- Collecting student and teacher voice to inform future professional learning opportunities

Assessment for Learning (AFL)- School Support Visits

Assessment for Learning sessions offer all secondary school administrators and subject department heads professional learning opportunities. Semester one sessions included a review of the strategic alignment of School Improvement Plans with the Board Improvement Plan along with resources to support the monitoring of goals. Participants for the semester one sessions included administrators, Math department heads, English department heads, RMS coaches, Literacy leads, Guidance department heads, Learning Resource teachers, and Student Success teachers. The semester two sessions are ongoing throughout April and include department heads meeting centrally for subject-specific assessment supports aligned with *Growing Success*.

SPECIAL EDUCATION

The effective implementation of differentiated instruction strategies in classrooms to meet the needs of students with exceptionalities continues to be a focus for the special education department team. If instruction and assessment is differentiated to meet the needs of students in the areas of math and language, access to the curriculum is improved and all students are better able to demonstrate their learning. Currently differentiated instruction and assessment is not consistently used in classrooms to address diverse student learning needs.

A key area of focus in the Renewed Math Strategy is the support of students with Learning Disabilities in math instruction and assessment. In order to assist with planning for improved outcomes for students in math (RMS) and literacy for this school year, the team engaged in a Results Based Analysis (RBA) “turn the curve” exercise in September 2016 with a focus on effective implementation of differentiated instructional and assessment strategies.

For the RBA exercise, the following four areas were considered:

1. Indicators of successful differentiation implementation – what would we see if DI was effectively implemented in classrooms?
2. What’s the story behind our baseline? – why is it that DI is not effectively implemented in classrooms?
3. What works to turn the curve? - what strategies/supports could we put in place to shift to more effective implementation of DI in classrooms?
4. Low/No cost – what strategy/support is low or no cost? Off the wall – what strategy support is most desired and hasn’t been tried yet?

Indicators of Successful DI Implementation	What’s the Story Behind our Baseline?
<ul style="list-style-type: none"> • The classroom environment reflects multiple means of representation • Alternative instructional and assessment activities are available to students • Variety of student groupings • Ongoing assessment with adjustment as needed • Technology use is evident to support student learning need • Learning goals from student Individual Education Plans are planned for in daily instruction and assessment 	<ul style="list-style-type: none"> • <i>Learning for All</i> has never been rolled out to staff members – many staff don’t know what it is or haven’t heard of it • Differentiation has been considered a “special education issue” • Differentiation needs to be implemented through the lens of program and high yield strategies • There needs to be a greater understanding of the importance of using data from individual student learning profiles to inform program planning

<ul style="list-style-type: none">• Program is accommodated or modified based on student strength and need• Staff members work collaboratively to support the learning of all students• The content of <i>Learning for All</i> is understood and implemented by staff members, in conjunction with <i>Growing Success</i>		
What Works to Turn the Curve?	Low/No Cost	Off the Wall
<ul style="list-style-type: none">• Clearly define “differentiation”• Provide professional development sessions <i>system level</i> – director’s meetings, program department meetings, Family of Schools meetings <i>school based</i> – staff meetings, professional development days, New Teacher Induction Program, school/resource team, school-based collaborative inquiry• Provide text and video resources• Use current instructional coaches and system learning resource teachers to support on-the-job learning• Integrate the portfolios of program (elementary and secondary) and special education from the “top down”• Create a school-based mentor/coach to support staff at school level• Support staff to complete student profiles• Differentiation support for NTIP teachers• Create system support staff (i.e. Learning4All Coaches) to support on-the-job learning	<p>School-based mentors</p> <p>Alignment of Program and Special Education portfolios</p> <p>Support current system staff with new learning to support school-based staff</p>	<p>Create system support staff Learning4All Coaches</p>

Using the data gathered from the RBA exercise and from school and system input, the following strategies and supports have been implemented:

System

- Superintendents of Education and Principal Leaders from Elementary and Secondary Program and Special Education participate in System Implementation Learning Cycles with Ministry of Education staff, and meet regularly as one coherent group to plan for programs and supports through an aligned lens.
- System support staff from elementary and secondary program and special education, as well as all members of the psychological services team, were provided with one full day of learning with Connie Quadrini, the Provincial Math Lead. Participants were provided with learning about the profile of the student with a Learning Disability and strategies and supports to put in place to effectively meet the needs of this learner in the classroom.
- School administrators are provided with professional learning opportunities at Director’s meetings and Family of Schools meetings.

- Psychological services staff participate alongside program staff members to learn and deliver program to support students with special needs.
- The Spotlight on Differentiation is provided to schools electronically, with hyperlinks embedded, with content that aligns with the most recent learning for schools in the Renewed Math Strategy.
- System special education staff participate in NTIP Orientation days presenting available special education resources and strategies for developing Individual Student Profiles and using them to differentiate program.

School

- Learning Resource Teachers participate as full team members on school based collaborative inquiry teams.
- Specific professional development about learning disabilities, cognitive domains, accommodations and modifications is provided to school-based collaborative inquiry teams and at staff meetings and school-based professional development sessions.
- Targeted and intensive training on Special Equipment Amount Assistive Technology will continue with the support of LearnStyle, our System LRT for Students with Learning Disabilities, and our lead Educational Assistant for SEA

Student

- Learning Resource Teachers support classroom teachers to create and implement learning goals outlined in student Individual Education Plans.
- Learning Resource Teachers support teachers to complete and use student learning profiles to support the differentiation of instruction, assessment and environment based on student need.
- PULSE is used to gather data to include in student learning profiles.

RMS Intensive Support/OFIP School Observations

Elementary Intensive Support/OFIP school teams were asked to respond to the following question as part of the Interim PRISA (Planning and Reporting for Improving Student Achievement) plan:

How is the school team using learning profiles and or Individual Education Plans (IEPS) to influence the identified School Improvement Plan?

School Responses:

- It is clear that there is very little focus on using student learning profiles as a means of influencing the identified School Improvement Plan; understanding our learners is imperative to our future work as a School Improvement team.
- There is a continued focus on alignment and coherence between Special Education and Program. Grand Erie District School Board; Student Profiles are being used to document Reasons for Student Profile, Strengths, Needs and Instructional/Environmental/Assessment Strategies that are used to support student learning needs
- Working hard to make Differentiated Instruction a priority; Our students have a wide range of abilities in each classroom and using Individual learning profiles and or IEPs is mandatory.
- Teachers are now filling in profiles for students who are being brought to team for any support that they would need. This is starting a documentation trail for everyone to see what strategies are put in place for the students and next steps that the child would need and or has been tried to ensure success for all.
- All of the teachers are responsible for updating and monitoring their class IEPs. Our LRT is also very involved with teachers and supporting students. As students become more

comfortable and aware of their learning needs and teachers with differentiated instruction/assessment, we are seeing an increased use of manipulatives and technology on a daily basis in all classrooms.

- Staff are working with the school Learning Resource Teacher (LRT) to accurately identify student learning needs. These needs are addressed in monthly school team and resource team special education meetings. This information is then accounted for within student Individual Education Plans.
- Our Learning Resource Teacher is an active member of all professional learning sessions. Her learning has assisted the staff when developing IEPs, as we need to understand students; conceptual understanding and where they are related to curriculum expectations.
- The school team meets once a month and during Collaborative Inquiry for Learning in Mathematics sessions discussing specific student needs in relation to IEPs. We are: planning for those students who are not able to participate in Number Talks in their classrooms; and, incorporating prep staff, LRT, and volunteers to support small focused student math groups.
- All our students who are working below grade level have profiles completed and discussed at resource team. These profiles include reading levels, strengths and needs, and if there is an IEP, and AAB/Psych which highlights strengths/ needs and strategies which will be applied to our math learners to help differentiate and apply principles of universal design to reach all our learners.

Next steps include:

Continue:

- Continued coherence in planning and implementation of supports to schools by Special Education and Student Success and Elementary Program staff members
- Continued focus on Renewed Math Strategy
- Continued—volumes of the Spotlight with alignment to RMS learning for teachers and administrators.
- Continued support of the use of student learning profile and the writing and implementation of IEP's, with a focus on differentiation.
- Targeted and intensive training on SEA Assistive Technology will continue with the support of LearnStyle, the System LRT for students with Learning Disabilities, and the lead Educational Assistant for SEA

Start:

- Learning Resource Teachers will be made aware of supportive resources available through the Learning Disabilities Association of Ontario and the demonstration schools
- Staff members and students will be exposed to accessible features within the board Microsoft programs.
- Already developed Spotlight on Differentiation resources will be revised to include demonstration links from GEDSB classrooms and online examples.
- The 2015-2016 IEP Audit had a focus on Transition Plans. The Special Education Team has been finalizing the Draft Transition Document to include examples. The 2016-2017 audit will focus on the same area of the IEP.
- The Special Education team will create a “walkthrough” summary tool to assist administrators and educators in self-assessing the implementation of differentiated strategies in classrooms.
- There will be a targeted approach to support secondary classroom teachers (self-contained Mixed Exceptionality classes, learning resource and regular) to build capacity in the

knowledge and implementation of differentiated instruction to support the LD learner in Literacy and Numeracy, as well as the integration of students in our Mixed Exceptionality classes into credit bearing courses where appropriate.

- There will be a targeted approach to increase Kurzweil use with secondary teachers and students.

Respectfully submitted

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

Appendix A

2016-17 Elementary Program Initiatives by School					
School	RMS	OFIP	SEF Supported School Self- Assessment	Intermediate Supports for Learning	Cross Panel Resource in Literacy/Math
Agnes Hodge	*Intensive	x		x	x
Anna Melick	All			x	x
Banbury Heights	All			x	x
Bellview	Intensive	x	x	x	x
Bloomsburg	All			x	x
Boston	All			x	x
Branlyn Community	Increased			x	x
Brier Park	*Increased			x	x
Burford District Elementary	*Increased			x	x
Caledonia Centennial	Increased			x	x
Cedarland	Increased			x	x
Centennial-Grand Woodlands	Intensive	x	x	x	x
Central, Brantford	*Intensive			x	x
Cobblestone	All			x	x
Courtland	Increased			x	x
Delhi	*Increased			x	x
Ecole Confederation	All			x	x
École Dufferin	All			x	x
Echo Place	All			x	x
Elgin Ave.	Increased			x	x
Fairview Avenue	*Intensive	x		x	x
Echo Place	All			x	x
Glen Morris Central	All			x	x
Graham Bell-Victoria	Intensive			x	x
Grandview Central	Increased			x	x
Grandview	Increased			x	x
Greenbrier	All			x	x
Hagersville Elementary	Intensive			x	x
Houghton	Intensive	x	x	x	x
J. L. Mitchener	All			x	x
James Hillier	All			x	x
Jarvis	All			x	x
King George	Intensive			x	x
Lakewood	*Increased			x	x
Langton	Increased			x	x
Lansdowne-Costain	*Increased			x	x
Lynndale Heights	All			x	x
Major Ballachey	Intensive	x	x	x	x
Mt. Pleasant	Increased			x	x
North Ward	All			x	x
Oakland-Scotland	Increased			x	x
Oneida Central	All			x	x
Onondaga-Brant	Increased			x	x
Paris Central	All			x	x
Port Rowan	All			x	x
Prince Charles	Intensive	x	x	x	x
Princess Elizabeth	Increased			x	x
Rainham Central	Intensive			x	x
River Heights	*Increased			x	x
Russell Reid	*Increased			x	x
Ryerson Heights	All			x	x
Seneca Central	All			x	x
St. George-German	*Increased			x	x
Teeterville	All			x	x
Thompson Creek	Increased			x	x
Walpole North	*Increased			x	x
Walsh	Increased			x	x
Walter Gretzky	All			x	x
Waterford	Increased			x	x
West Lynn	*Increased			x	x
Woodman-Cainsville	Increased			x	x

Appendix B

2016-17 Secondary Program Initiatives by School											
School	Renewed Math Strategy	School Effectiveness Framework Visit	Assessment For Learning	Dual Credit Program	After School Program	Cross Panel Resource for Math	Literacy Support Plan	Specialist High Skills Major	Turning Point	School Within a College	Pre-Advanced and/or Advanced Placement
BCI	x	x	x		x	x	x	4			
CSS	x		x	1	x	x	x	3	x		
DDSS	x		x		x	x	x	1	x		x
DSS	x	x	x	1	x	x	x	2	x		
GELA	x		x	1	x	x	x			x	
HSS	x		x	1	x	x	x	2	x	x	x
MPSS	x		x	2	x	x	x	3	x		
NPCVS	x		x	3	x	x	x	4			x
PDHS	x		x	2	x	x	x	2	x		x
PJCVS	x		x		x	x	x	2	x		x
SCS	x		x		x	x	x	2	x		x
Sprucedale			x			x	x				
Tollgate	x		x	2	x	x	x	3			
VHSS	x	x	x	2	x	x	x	1	x		
WDHS	x		x		x	x	x	2	x	x	x



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Tom Waldschmidt, Chair, Committee of the Whole Board
 RE: **Committee of the Whole Board Report**
 DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the Committee of the Whole Board Report, dated March 6, 2017 as follows:

1. In Camera Report

THAT the Grand Erie District School Board approve the resignation of Superintendent of Business, Jamie Gunn, for the purposes of retirement effective July 31, 2017.

THAT the Director's Interim Performance Appraisal has been completed.

2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of March 6, 2017 as information.

3. Allocation of Self-Contained Classrooms for 2017-2018

THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2017-2018 as outlined, pending budget deliberations.

4. Compensatory Education Action Plan

(i) Compensatory Education Plan Report and Draft Higher Improvement in Performance Schools Strategy

THAT the Grand Erie District School Board receive the 2016/2017 Compensatory Education report and the 2017/2018 draft Higher Improvement in Performance Schools Strategy for information.

(ii) Compensatory Education School Selection Report – 2017/18

THAT the Grand Erie District School Board approve the designation for high and moderate needs Compensatory Schools for 2017/18.

(iii) Compensatory Education Plan Funding Report

THAT the Grand Erie District School Board approve the direction for staffing and resource enhancements for compensatory education schools for 2017/2018, subject to final budget approval.

5. Board Approved Transportation Review

THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2017-18 School Year.

6. Transportation Consortium Annual Report

THAT the Grand Erie District School Board received the Student Transportation Services of Brant Haldimand Norfolk – Annual Report as information.

7. Draft Proposed School Year Calendar 2017 – 2018

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report “School Year Calendars 2017-18”.

8. SO3 Involvement of Schools In Community Events

THAT the Grand Erie District School Board rescind Policy SO3 – Involvement of Schools in Community Events.

9. Award – General Contractor of Thompson Creek Addition

THAT the Grand Erie District School Board approve the award of contract for Project 2016-79-T / Construction of the Thompson Creek four Classroom Addition to T.R. Hinan Contractors Inc. for the total cost of \$890,100 plus HST

10. Strategic Communication Plans

THAT the Grand Erie District School Board approve the Strategic Communications Plan.

THAT the Grand Erie District School Board disband the Strategic Communications Plan Ad Hoc Committee.

11. Information Technology Services Annual Report

THAT the Grand Erie District School Board receive the Information Technology Annual Update as information.

12. F4 Trustee Honoraria

THAT the Grand Erie District School Board forward Policy F4 – Trustee Honoraria to all appropriate stakeholders for comment to be received by June 2, 2017.

13. P1 Special Education Guiding Principles

THAT the Grand Erie District School Board approve Policy P1 – Special Education Guiding Principles, as amended.

14. HR118 Occasional Teacher Performance Appraisal

THAT the Grand Erie District School Board forward Procedure HR118 – Occasional Teacher Evaluation to all appropriate stakeholders for comment to be received by June 2, 2017.

15. F104 Advertising

THAT the Grand Erie District School Board receive Procedure F104 – Advertising as information.

16. HR109 Offence Declaration

THAT the Grand Erie District School Board received Procedure HR109 – Offence Declaration as information.

17. SO126 Volunteers

THAT the Grand Erie District School Board receive Procedure SO126 – Volunteers as information.

18. OPSBA Report

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

19. Correspondence

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

Respectfully submitted,

Tom Waldschmidt, Chair
Committee of the Whole Board



D-1-b-ii

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **Compensatory Education School Selection Report – 2017/18**
DATE: March 6, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the designation for high and moderate needs
Compensatory Schools for 2017/18

Background Information

The Compensatory Schools Index (CSI) was updated in the 2016/17 school year to include five variables associated with socio-economic risk. These variables have been identified as external factors that impact educational achievement and have been shown to correlate with measures such as Education Quality and Accountability Office (EQAO) assessments, Ontario Secondary School Literacy Test (OSSLT) and credit accumulation. The variables are:

- Median Income
- Low Income - Percentage of households with Low Income (less than \$30,000)
- Renters: Percentage of households that rent vs. own their home
- Lone Parent Families: Percentage of families that are single parents
- Low Education: Percentage of 25-64 year olds without a high school diploma

EnviroNics data was used to compile the list of schools identified as compensatory in the 2016/17 school year. This data is the most up-to-date and recent data available that contains these statistics.

Additional Information

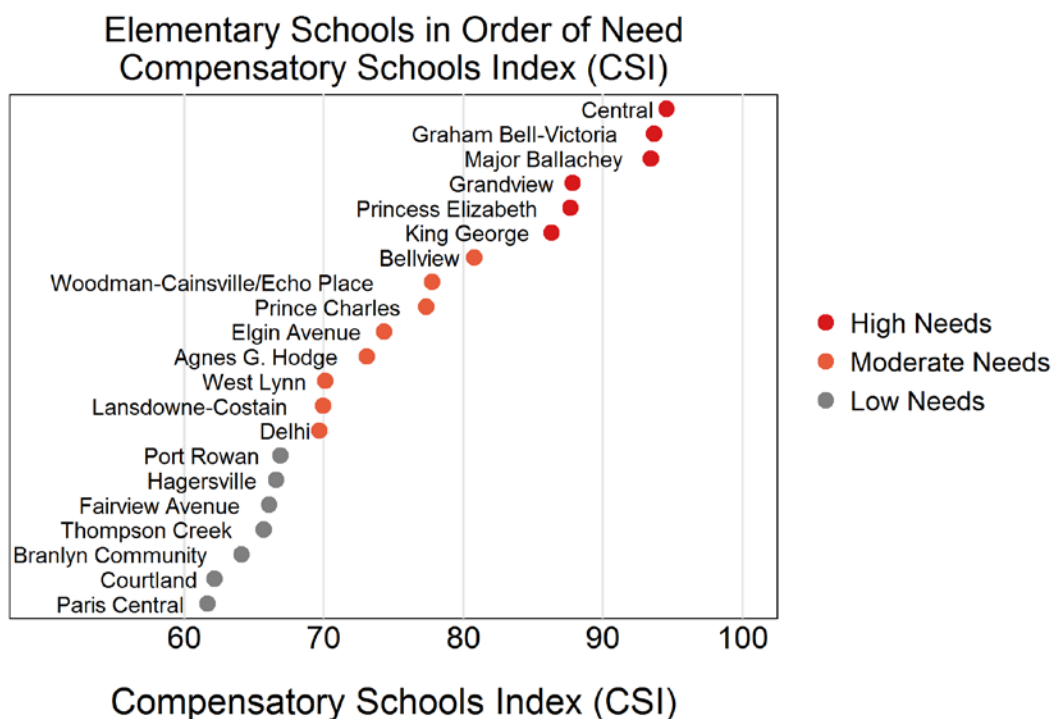
The Compensatory Education Committee and Executive Council met and reviewed the five variables and the schools currently selected to be identified as eligible for compensatory education support in 2016/17. It was recommended that all schools continue to receive compensatory education support for the 2017/18 school year.

Data as presented last year is as follows:

School Selection according to Demographics in Grand Erie

Elementary Schools

Ranking schools based on their CSI score shows three clusters of schools at the top end of the scale. There are distinct gaps between Major Ballachey and Grandview, King George and Bellview, and again between Delhi and Port Rowan.



High Needs:

- Central
- Graham Bell-Victoria
- Major Ballachey
- Grandview
- Princess Elizabeth
- King George
- Bellview

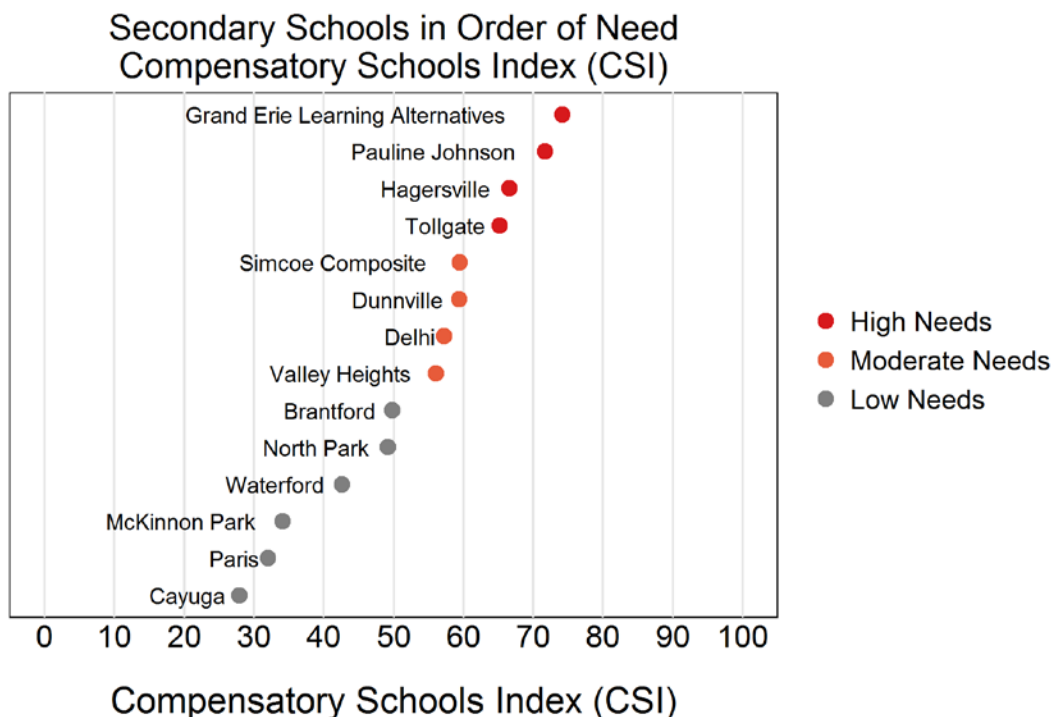
Moderate Needs:

- Woodman-Cainsville/Echo Place
- Prince Charles
- Elgin Avenue
- Agnes G. Hodge
- West Lynn
- Lansdowne-Costain
- Delhi
- Thompson Creek*
- Houghton*
- Langton*

*Thompson Creek, Houghton and Langton are included based on specific needs of students and families in these areas.

D-1-b-ii Compensatory Education School Selection Report 2017/18**Page 3****Secondary Schools**

In previous years academic and programming data was used due to incomplete data from the 2011 census. Using the current data set and geocoded student file it was possible to apply the same methodology as was used to examine elementary schools. There are distinct gaps between Tollgate and Simcoe Composite, and again between Valley Heights and Brantford.

***High Needs:***

- Grand Erie Learning Alternatives
- Pauline Johnson
- Hagersville
- Tollgate

Moderate Needs:

- Simcoe Composite
- Dunnville
- Delhi
- Valley Heights

Recommendation

Therefore, Executive Council recommends that the following seventeen elementary schools and eight secondary schools, according to ranking and specific community need, continue to be identified as having compensatory needs:

High Needs Elementary Schools (CSI Score 80 or above): Central PS, Graham Bell-Victoria, Major Ballachey, Grandview PS (Brantford), Princess Elizabeth, King George, Bellview

Moderate Needs Elementary Schools (CSI Score below 80): Woodman-Cainsville, Prince Charles, Elgin Avenue PS, Agnes Hodge, West Lynn, Lansdowne-Costain, Delhi Public, Thompson Creek, Houghton PS, Langton PS

High needs Secondary Schools (CSI Score 60 or above): Grand Erie Learning Alternatives (Day School Students), Pauline Johnson, Hagersville Secondary, Tollgate Technical Skills Centre

D-1-b-ii Compensatory Education School Selection Report 2017/18

Page 4

Moderate needs Secondary Schools (CSI Score below 60): Simcoe Composite School, Dunnville Secondary School, Delhi District Secondary School, Valley Heights Secondary School

Respectfully submitted,

Liana Thompson
Superintendent of Education



D-1-b-iii

GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **Compensatory Education Plan Funding Report**
DATE: March 6, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the direction for staffing and resource enhancements for compensatory education schools for 2017/2018, subject to final budget approval.

Background

The Grand Erie District School Board supports schools identified as compensatory by allocating funds in an equitable manner to help address opportunity gaps students living in poverty may face while at school. Additional funds to support students to address barriers to learning in these schools come from Learning Opportunities Grant, School and Pupil Foundation Grants, Ministry First Nation Metis and Inuit Grants and Ministry enhancement funding to support the implementation of the Renewed Math Strategy.

Additional Information

Additional funds were allocated to compensatory schools in the 2016/17 school year through the Renewed Math Strategy ministry funding. A pilot program was implemented to determine if the use of additional refurbished netbook browsers in elementary compensatory schools and secondary turning point sections supported student achievement.

Recommendations

The Compensatory Education Committee and Executive Council met and reviewed the current funding direction model and outcomes for schools and students based on the resources being provided through these funding enhancements. It was recommended to maintain the existing funding and resource enhancements for schools identified as compensatory for 2017/2018 subject to student foundation and learning opportunity grants funding details. All final approvals for enhancements for Compensatory Education schools will be subject to final trustee budget approval. The areas of focus are as follows:

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Resource	Details	Potential Funding Source	Total Cost
Full-time Literacy-Numeracy Coach / LRT for 7 high needs elementary schools	Focus on implementation of comprehensive literacy support for staff and program support for students	6.0 FTE - Pupil Foundation Grants 1.0 FTE - Learning Opportunities Grants	1.0 LRT = \$97 218 7.0 = \$680 526
A 0.5 FTE Literacy-Numeracy Coach/LRT for each of the 10 moderate needs elementary schools	Focus on implementation of comprehensive literacy support for staff and program support for students	5.0 FTE - Learning Opportunities Grants	0.5 LRT = \$48 609 10 = \$486 090
A 0.5 FTE shared vice-principal in some compensatory elementary schools	Provide support for principals to ensure time for instructional leadership in classrooms	School Foundation Grants	0.5 VP = \$58 675 3 = \$176 025
Enhanced secretarial consideration for elementary and secondary high needs schools	Provide time for additional tasks related to high mobility of students	School Foundation Grants	Weighting process is applied to allocation of clerical support to compensatory schools
A 0.5 FTE ESL consultant	Focus on STEP assessment and building bridges between school and community in high needs areas.	Learning Opportunities Grants	0.5 ESL cons. = \$58 245 **these staff are pulled from elementary program staff allocation NOT additional staff, therefore lost opportunity for them to meet the needs of students in other schools
A 1.0 FTE social worker / attendance counselor	Focus efforts on school attendance and family support primarily in elementary and secondary high needs schools.	Learning Opportunities Grants	1.0 SW = \$102 555 1.0 AC = \$69 512 **these staff are pulled from special education allocation NOT additional staff, therefore lost opportunity for them to meet the needs of students in other schools
Allocate 15 student support sections (2.5 FTE) for secondary	Schools will use overlay staffing according to school	Learning Opportunities Grants	1 teaching sec = \$25 575

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Resource	Details	Potential Funding Source	Total Cost
compensatory education schools including GELA	specific needs identified in school plan		15 = \$383 625
Indigenous Child Youth Counsellor	Support for high needs off-reserve schools	Ministry First Nation Métis Inuit (FNMI) grant	Indigenous CYC = \$57 551
*Empower Program	Continue the use of the Empower reading intervention program to high and moderate needs elementary schools so that all elementary schools have access to the program. Pilot the Empower program in one high needs compensatory secondary school.	Learning Opportunities Grants	Teacher training = \$2 400/teacher Materials = \$2 600/teacher \$50 000 allocated annually to Empower/early literacy intervention
Budget enhancements for all compensatory schools, including secondary schools.	To support student activities in our high and moderate needs schools	Learning Opportunities Grants	\$85 000 divided among schools
Increased budget allocation for Intensive support for Renewed Math Strategy	Intensive Support schools receive increased budget allocation for staff professional development in the Renewed Math Strategy	RMS Grants	RMS Grant total 2016/17 = \$1 029 800 *not all these monies allocated solely to compensatory schools, but all RMS work in compensatory schools funded through these monies
Weighted resource allocation for facility improvements	Intensive Support Schools receive alternate weighting when facility upgrades are considered (school raises 1/3 of funds board allocates 2/3 for CPIP grants)		See Appendix A
**Netbook Browser Infusion	All elementary compensatory schools receive infusion of refurbished netbooks for student use	IT Budget	\$1.00/device and loss of opportunity for staff to be working on other initiatives

D-1-b-iii Compensatory Education Plan Funding Report 2017/18**Page 4**

Resource	Details	Potential Funding Source	Total Cost
	Secondary Turning Point sections receive infusion of refurbished netbooks for student use		

*Empower Program – maintain implementation of Empower in all elementary Compensatory education schools (i.e. training of new LRTs to the program, expand to further high needs/moderate needs schools and to one high needs secondary school, work with Elementary Program team and Empower and LLI teachers to review early literacy intervention implementation process in schools.

**Continue to infuse elementary schools with refurbished netbook browsers, with the addition of ability to use the O365 platform. Renew infusion of same netbooks to Turning Point sections with the addition of the O365 platform.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Appendix A**Facility Upgrades – Compensatory Education**

Weighting of facility upgrade requests continues and as a result, many HIP schools engaged in Community Partnership Incentive Programs and Pride of Place Programs. Some facility improvements and upgrades that are underway are as follows (with total estimated costs associated attached);

CPIP

- Upgrade stage lighting and curtains: \$15 000 (\$5 000 school, \$10 000 board)
- New LED sign with LED letterboard: \$15 000 (\$5 000 school, \$10 000 board)
- Audio-visual system for gym: \$13 500 (\$4 500 school, \$9 000 board)
- Library renewal: \$15 000 (\$5 000 school, \$10 000 board)
- Painting – various areas of school: \$ 3 000 (\$1 000 school, \$2 000 board)

Pride of Place

- Installation of extra key pad entries: \$7 900
- Painting: \$96 300
- Replace skylights: Capital
- Replace blinds: \$11 700
- Install automatic door opener Accessibility budget
- Repair/replace flooring \$11500
- Install CCTV cameras \$20 100
- Asphalt/parking repair \$5000, Capital
- Fencing \$9 500
- Coat racks, ceiling fans \$3 200
- Upgrade PA system/intercom systems \$1 500, Capital
- Replace stage curtains \$5 000
- Gym – echo reduction, hall signage \$24 000
- Washrooms repair/upgrade \$6 000

It must be noted that not all facility upgrades listed above received weighting for cost off-setting purposes. Only schools identified as high needs HIP Schools receive this consideration. School administrators are very appreciative of the supports provided to upgrade school sites.



POLICY

P1

Special Education Guiding Principles

Board Received: _____ Review Date: _____

Policy Statement:

Grand Erie District School Board special education programs and services are delivered in safe and enabling environments in order to promote success for students with special education needs. An enabling environment is positive, inclusive and fosters student independence and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/guardians and other involved agencies, using all available information to develop an understanding of each child's unique strengths and needs, and to program in the most appropriate manner.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Access to educational opportunities for all students
 - Students receive program in most enabling environment
 - Partnerships to support student needs are developed and promoted, within the board and in the community (see SO108 – Community Service Providers and Schools Working Together)
 - Training and support for classroom teacher, early childhood educator, and other school support staff are apparent
 - Resources are allocated to meet the most urgent student safety and learning needs

Special education programs and services within the Grand Erie District School Board are guided by the following eight principles. See Appendix A for more description:

1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.
4. The goal for all schools is to create environments that consider and include the learning needs of all students.
5. Resources are provided to support students to become independent in reaching their educational goals.
6. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.
7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.
8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.

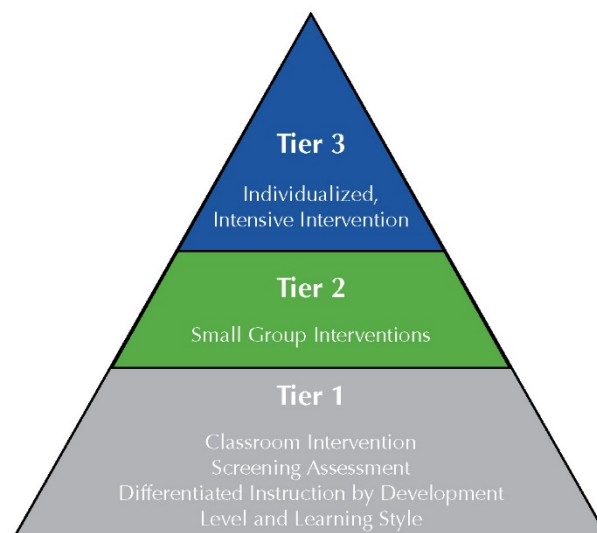
Appendix A

Guiding Principles in Special Education1. All students can succeed. Success looks different for different students.

In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program. Programs are developed to challenge students to achieve at a greater level, while building in regular opportunities for success. Student success is measured by their achievement of the goals outlined in their Individual Education Plan (I.E.P.).

2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.

Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that using a tiered approach to the identification of learning needs in the classrooms provides assessment and instruction that are responsive to student needs. Supports are organized and offered based on student need. In Tier 1 students meet their educational goals in a whole class setting, with supports provided. In Tier 2 students require small group support in order to meet their educational goals. In Tier 3, students may require an alternative setting or individualized support in order to meet with success. When individualized support is required, it is time-limited and every effort is made to support the student to move to small group or whole class instruction as soon as possible. Very few students require Tier 3 support. We believe that the education of every child is the collective responsibility of every adult within a school community.

3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.

Schools within the Grand Erie District School Board represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.

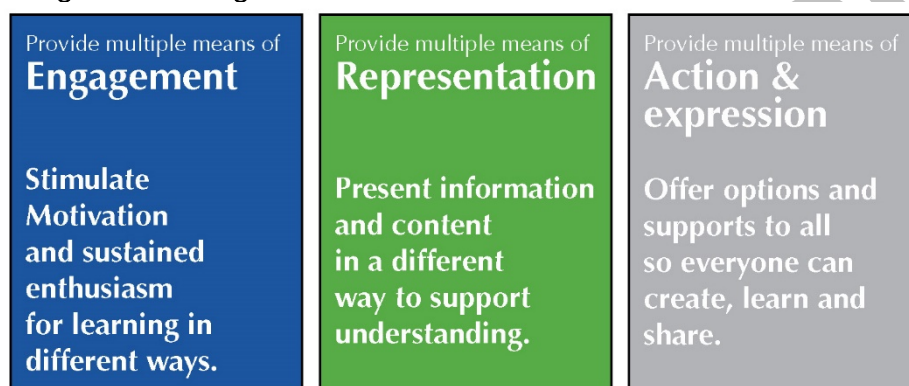
Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of talents and abilities and that our classroom learning environments must be accessible to all.

Classroom physical and learning environments can be made accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning.

We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics.

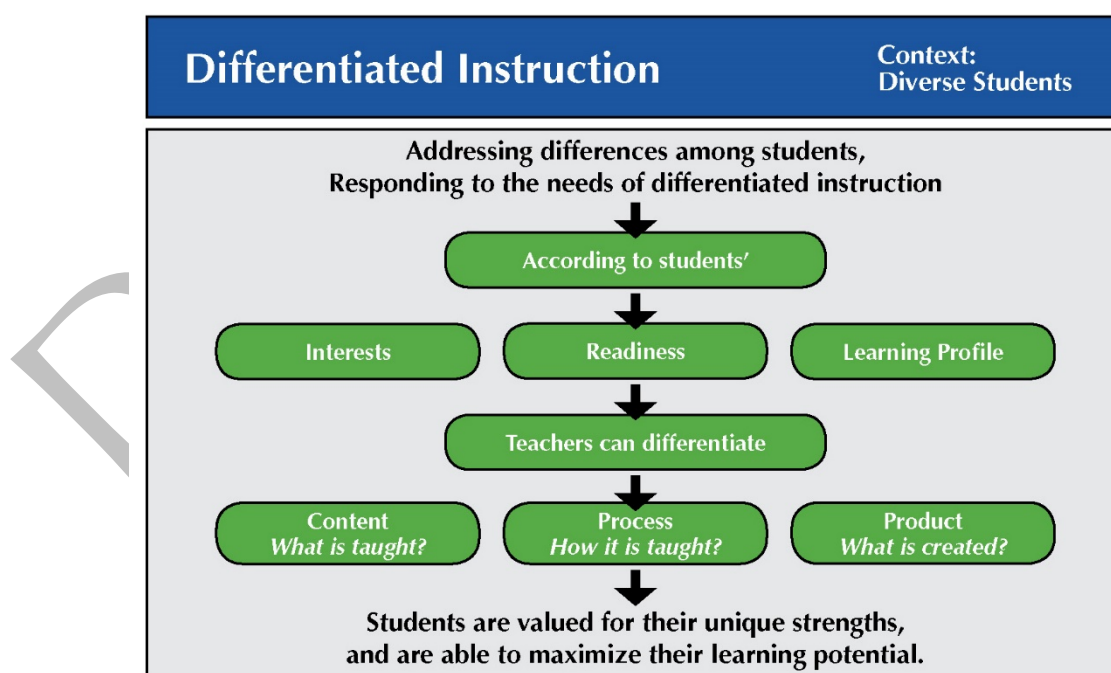
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

Universal Design for Learning



Universal Design for Learning: 3 principles

Differentiated Instruction



4. The goal for all schools is to create environments that consider and include the learning needs of all students.

The culture of the school is essential in fostering an attitude of inclusion and the school principal takes the lead in building an inclusive school culture. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and invites students and their parents to actively participate in the educational process.

An attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. While consultation with specialized personnel may help the regular classroom teacher and early childhood educator deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents, school staff, system special education support staff and the student, as appropriate. In most cases it must be demonstrated that the student has had adequate opportunity to access program in a regular classroom setting and that the regular classroom is not meeting the individual needs of the student before a self-contained classroom placement is considered.

An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities. Inclusion can occur during both instructional and non-instructional time and is based on providing the optimum experience for the student to meet with success in the integrated setting.

5. Resources are provided to support students to become independent in reaching their educational goals.

While education supports the special learning needs of students, it does not treat children for medical, mental health and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment for students, if this is required. In the school setting, supports to promote student well-being are implemented.

6. The classroom teacher and early childhood educator are the primary supports for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.

Human resource supports are organized to support the classroom teacher and early childhood educator, so that students can remain in their community schools for as long as it is in their best educational interests.

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher and early childhood educator, are the primary means by which special education needs are identified and addressed. The regular classroom teacher and early childhood educator play a central role in the process of identifying special needs, co-ordinating the additional supports to build a better understanding of an individual student and developing an Individual Education Plan (I.E.P.) to address these needs. Our respect for the regular classroom teacher and early childhood educator is reflected in the allocation of resources to develop their skills on an on-going basis. Effective special educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers and early childhood educators, must be supported by in-service, coaching materials and planning resources that target these areas.

At the school level, special education support for the classroom teacher and early childhood educator will be provided by the Learning Resource Teacher. To the greatest extent possible, this support should be delivered within the classroom setting.

In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued members of the student's support team, providing shared support to students. This means that the Educational Assistant is not allocated solely to one child and the movement of Educational Assistants at regular intervals is encouraged. It is in this way that schools work to minimize the dependency that can be created by an over-reliance on one individual staff member or one level of service.

System special education support staff build the capacity of schools to meet the broad range of student special education needs. Specialized supports within the Grand Erie District School Board, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, System Learning Resource Teachers and system non-teaching staff - Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Counsellors, Communicative Disorders Assistants and Lead Educational Assistants - are accessed through the School Resource Team.

It is recognized that the success of special education programs depends on the quality of the staff delivering the program. Selection of suitable, qualified personnel is as important as on-going training.

7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.

Early identification of learning needs - and programming to address them - is part of classroom planning for all students. Where significant academic challenges persist, special education services, including access to self-contained placements, may be appropriate.

If a student's needs can be met in a regular classroom with *accommodations* and *modifications*, placement should be in a regular classroom in the home school.

Accommodations or Modifications?	
Accommodations	Modifications
Do <u>NOT</u> fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.	Do Fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.
Provide equal <u>ACCESS</u> to learning and equal <u>OPPORTUNITY</u> to demonstrate what is learned	Provide student meaningful and productive learning experiences based on individual needs and abilities.
Grading and credit is the <u>SAME</u> as typical student	Grading and credit are <u>DIFFERENT</u>

Self-contained class placements are a more defined environment within the education system. The individual needs of some students with specific exceptionalities are such that placement within a self-contained class can also be the most enabling. Programs in self-contained settings will be *alternative* to a regular class program. Alternative programming addresses various aspects of student need that are not specifically represented in the Ontario curriculum. These may include social skills, self-help skills, life skills, self-advocacy skills, self-regulation skills and the learning of new behaviours. Alternative curriculum expectations must be related to the student's exceptionality and individualized according to the student's needs.

Self-contained placements are offered within the Grand Erie District School Board recognizing that learning needs and long-term educational outcomes vary based on student exceptionality. For some exceptionalities, placements offer time-limited but intensive support in order to address specific, identified needs that will enable students to achieve educational goals within their home school. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-regulation skills required for success in a regular classroom.

When a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade due to their developmental needs, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in their best interests. For example, a student with a developmental disability then continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students who are identified formally as a result of the blanket testing of grade 3 students will receive effective programming within the regular classroom, but could choose at some point to access enrichment or gifted-class opportunities. Access to any alternative programs must be based on assessment data and supported by the School and Resource Team.

Educational implications of participation in self-contained programs should be discussed with the parents and students through the Identification, Placement and Review Committee (I.P.R.C.) planning process, as well as part of Individual Educational Plan (I.E.P.) development, Annual Goal setting and Transition Planning. If the long-term goal for a student is the completion of an Ontario Secondary School Diploma or Ontario Secondary School Certificate of Achievement, self-contained class placement must be time limited to enable the development of the non-academic skills required for success in regular classes (i.e. independent work completion and goal setting, time management, organization, peer relationships, planning etc.). If the long-term goal for a student is the completion of a Certificate of Accomplishment, then opportunity for continued placement until June the year the student turns the age of 21 must be ensured.

8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.



We believe that students need to be provided with programs and supports in an equitable manner. Equitable does not mean equal treatment for all students. Students will receive programs and support based on assessment data that will help them to meet with success in their individualized programs. There are many ways that program supports and services are provided to students that vary from student to student but decrease the barriers faced by those students in meeting with success.

For example, some students may require technology use in a whole class setting, other students may require the support of an Educational Assistant working in a small group setting, and others may require placement in a self-contained classroom with a smaller number of students and a focus on alternative learning goals. Other students may require changes to the content, delivery and assessment of their programs as outlined by their classroom teachers in their Individual Education Plans.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Jamie Gunn, Superintendent of Business & Treasurer
 RE: **Major Construction Projects (FT2)**
 DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Background:

Following is a status update for the 2016-17 Major Construction Projects. Projects are in the early planning stages and actual construction has not started.

Thompson Creek Addition:

Scope:

Create (4) new classrooms to facilitate the consolidation of Anna Melick Memorial School students with Thompson Creek effective September 1, 2017.

Timeline:

February 2017	- Complete design phase and seek approval to issue tender.
March 2017	- Seek Board approval to award contract work.
April to August 2017	- Complete project work.
September 2017	- New space occupied by staff and students.

Status:

Design complete, tender issued and reviewed. Pending Board Approval, the contract will be awarded and construction will commence in April.

Budget:

Capital Priorities Grant approval has been received from the Ministry of Education for this project.

Fairview Avenue Redevelopment:**Scope:**

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

Timeline:

February 2017	- Seek Board approval to appoint a project architect
February - April 2017	- Complete design phase and seek approval to issue tender.
June 2017	- Seek Board approval to award contract work.
July 2017 to August 2018	- Complete project work.
September 2018	- New school occupied by staff and students.
September to October 2018	- Old school demolished and site restored

Status:

Architect selected, approved by Board and design is underway with the project team. Pre-construction meetings have been held with Haldimand County officials to ensure that plans meet municipal building code and planning requirements and building permit can be expedited.

Budget:

Capital Priorities Grant approval has been received from the Ministry of Education for this project.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Schedule of Budget Review Meetings**
DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board set the dates for Budget Review Meetings as follows:

1. May 10, 2017
2. May 17, 2017
3. May 24, 2017

Background:

Consistent with Board Policy F2 the Board will schedule a number of public meetings to review the proposed budget for the following fiscal year.

See the attachment for the proposed schedule and accompanying topics. All meetings are held in the Education Centre Board Room commencing at 5:30 p.m. and are open to the public.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer

Grand Erie District School Board
Budget Review Schedule
2017-2018 Budget

Week of..	Approved Date		Planned Activity
8-May	May-10-17	Board Room 5:30 pm - 8:30 pm	Review Enrolment Projections Review GSN and Other Revenue Review Program Budgets 9001-9012
15-May	May-17-17	Board Room 5:30 pm - 8:30 pm	Review Program Budgets 9013-9033
22-May	May-24-17	Board Room 5:30 pm - 8:30 pm	Review Revenue & Expenditure Summary Discussion of options to balance budget

Budget Programs - Expenditures

Program	Description
9001	Elementary - School Administration
9002	- Classroom Instruction
9003	Secondary - School Administration
9004	- Classroom Instruction
9005	Other Instructional
9006	Special Education - Central
9007	Special Education - Classroom
9008	Section 23 Classes
9009	Sprucedale School
9010	English Language Learners
9011	INDC - Tuition Agreement
9011-A	First Nation Education Supplemental Allocation
9012	Special Education Programs - Other
9013	Alternative & Continuing Education
9014	Learning Opportunities
9014-A	Student Success
9014-B	Turning Point
9014-C	School Effectiveness
9015	Special Programs
9016	Central Program Support
9017	School Support Centres
9018	Safe Schools
9019	Staff Training & Development
9020	Trustees & Governance
9021	Executive Office & Administration
9022	Business & Finance
9023	Human Resources
9024	Information Technology Services
9025	Instructional Supervision
9026	Transportation
9027	Plant - Operations
9028	Plant - Maintenance
9029	Facilities Renewal
9030	Other Operating & Capital - Non Allocable
9031	Debenture Debt
9032	Non-Operating Expenditure
9033	Reserve & Contingency



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Dave Abbey, Superintendent of Education
 RE: **Website and Staff Portal Design, Development and Implementation Services**
 DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the award for Website and Staff Portal Design, Development and Implementation Services as set out in Request for Proposal **2017-62-RFP** to **Blueprint Agencies** in the amount of **\$86,000.00** plus HST.

Background:

Request for Proposal 2017-62-RFP was completed for the acquisition of Website, School sites and Staff Portal design, development and implementation services. Seven (7) proposals were received, two (2) were disqualified in Step 1 – Evaluation Criteria as they did not meet the mandatory requirements, and five (5) proposals were evaluated through Step 2 – Interview Process. The Proposals were scored based on the following criteria and weighting:

Step 1 – Evaluation Criteria – 55 Pts

Proponents Overview	2
Project Team, qualifications and relevant experience	5
Methodology, Project management plan and implementation plan	10
Training	8
IT requirements	8
Outcomes (functionality, presentation, navigation, search ability, communication, accessibility, and social media)	20
Value added	2

Step 2 – Interview Process – 25 Pts

The Evaluation team met to discuss the four (4) Proponents meeting or exceeding the Benchmark of 60%. The top four (4) were invited to make a presentation. Proponents were shortlisted to the three (3) exceeding the 70% presentation benchmark, after the completion of Step 2 – Interview Process.

Step 3 – Pricing – 20 Pts

Pricing was scored based on a relative pricing formula (low bid/bid x 20 points). Under this scoring, the lowest bid gets 20 points and all others get proportionally less than 20 points.

Affinity Systems	4.2 points
Blueprint Agencies	20 points
Scholantis	7.1 points

Base bid, additional charges and hourly rates submitted were reviewed prior to determining award recommendation.

Additional Information:

Evaluation Team: The initial Evaluation Team members consisted of: Dave Abbey, Superintendent of Education, John Ecklund, Manager of IT Services, Shawn McKillop, Manager of Communications and Community Relations, and Gabe Gregoire-Cino, Graphic Designer/Website Coordinator. Additional staff members were invited to the Presentations and participated in their evaluation. These staff members included a secondary and elementary principal, two clerical support staff, an IT staff member, and a guidance counsellor. The Moderator was Jackie Shoup in Purchasing.

Recommendation

The Evaluation Committee has completed all steps of the process noted above, had a secondary presentation by the recommended proponent which was attended again by a cross section of staff and recommends that Blueprint Agencies for this project.

Financial Impact

Total Contract fee is \$86,000. Additional hours beyond the proposed scope would be charged out at \$100-\$125 per hour depending on the services.

Respectfully submitted

Dave Abbey,
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Jamie Gunn, Superintendent of Business & Treasurer
 RE: **Joint Occupational Health & Safety Committee Terms of Reference**
 DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve the Joint Occupational Health & Safety Committee Terms of Reference for signature and submission to the Ministry of Labour for review.

Background:

On January 16, 2017 the Ministry of Labour (MOL) advised the Board that it is currently engaged in a process of review and revocation of all Minister's Orders permitting Multi-Workplace Joint Occupational Health and Safety Committees (MJHSC) that were granted in 2010 or prior to ensure that all MJHSCs meet at least the minimum requirements of the Occupational Health and Safety Act and operate in a functional manner that contributes to a strong workplace internal responsibility system. A copy of the Ministry letter is attached.

This notice provided the Board with two options. Apply for a new Minister's order to operate under a MJHSC or let the current order lapse on January 16, 2018 and operate with separate occupational health and safety committees at each of the Boards work sites.

Additional Information:

The Board has the privilege of working with a high functioning MJHSC and it would be in the best interest of the Board and its staff to continue to support the MJHSC. To that end we have advised the Ministry of Labour of our intention to seek renewal of the Minister's Order. The representatives of the MJHSC have completed a self-evaluation checklist that was provided by the MOL to assist with the review of the MJHSC Terms of Reference. A copy of the completed checklist is attached. The MJHSC representatives have also completed a review and edit of the Terms of Reference and have come to consensus on the revised Terms of Reference reflected in the attached document, ready for submission to the MOL.

Recommendation:

The representatives of the worker bargaining units and the current MJHSC listed on page 16 of the revised Terms of Reference have signed the document and recommend that the Board authorize the Chair and Director to sign for the Board accepting the new Terms of Reference for submission to the MOL for review and renewal of the Minister's Order permitting the continuation of Grand Erie's Multi-Workplace Joint Health and Safety Committee.

We apologize for the short time frame for Board consideration of this important document. It must be submitted to the MOL by April 16, 2017 to meet the timeline expressed in the January 16th letter.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer

Ministry of Labour

Office of the
Director, Western Region
Operations Division

119 King Street West, 13th Floor
Hamilton, Ontario L8P 4Y7

Tel.: 905-577-1238
Fax: 905-577-1279
Toll Free: 1-800-263-6906

Ministère du Travail

Bureau de la directrice,
Région de l'ouest
Division des opérations

119, rue King Ouest 13^e étage
Hamilton (Ontario) L8P 4Y7

Tél. : 905 577-1238
Télééc. : 905 577-1279
Sans frais : 1 800 263-6906



January 16, 2017

Ms. Lena Latreille
Grand Erie District School Board
349 Erie Avenue
Brantford, Ontario
N3T 5V3

Dear Ms. Latreille:

Re: Review and Revocation of Minister's Order permitting a Multi-Workplace Joint Health and Safety Committees

This letter is to inform you that the Ministry of Labour is currently engaged in a review and revocation of all Minister's Orders permitting Multi-Workplace Joint Health and Safety Committee (MJHSCs) that were granted in 2010 or prior. This review and revocation is being conducted to ensure that MJHSCs meet at least the minimum requirements of the Occupational Health and Safety Act (OHSA), reflect the criteria outlined in the MOL Multi-Workplace Joint Health and Safety Guidance document and operate in a functional manner that contributes to a strong workplace internal responsibility system.

You have had a MJHSC in place since being issued a Minister's Order pursuant to subsection 9(3.1) of the OHSA on October 2, 2006. The Minister's Order you were issued will be revoked on January 16, 2018. Should you wish to continue to be approved to use a MJHSC, you must apply for a new Minister's Order by submitting to the undersigned a proposed terms of reference for the MJHSC and a completed MJHSC Self-Evaluation Checklist. These documents must be submitted within three months of the date of this letter.

Please refer to the MOL Multi-Workplace Joint Health and Safety Guidance document for assistance with applying for a new Minister's Order.

Please contact Chris Boccinfuso at 905-577-8390 within 30 days of this letter to advise the MOL of your intentions.

If you choose not to apply for a new Minister's Order, after your existing Minister's Order is revoked on January 16, 2018, your separate workplaces would be subject to the applicable OHSA requirements for single workplaces.

For reference, the MOL Multi-workplace Joint Health and Safety Committee Guidance and MJHSC Self-Evaluation Checklist is available at: <https://www.labour.gov.on.ca/english/hs/pubs/mjhsc.php>.

Sincerely,

Jody Young
Regional Director, Western Region



Ontario

Ministry of
Labour

Multi-workplace Joint Health and Safety Committee Self-evaluation Checklist

Purpose

This Self-evaluation Checklist has been developed to assist you in the process of applying for a Multi-workplace Joint Health and Safety Committee (MJHSC) granted under a Minister's Order pursuant to subsection 9 (3.1) of the *Occupational Health and Safety Act* (OHSA).

It must be jointly completed and signed by a management representative and a worker representative and accompany your signed MJHSC terms of reference when submitted to the Ministry of Labour Regional Director.

The completed checklist will be used as a guide in reviewing your request and written terms of reference. The MJHSC terms of reference is an important document and should accurately and completely describe the proposed composition, practices and procedures of the MJHSC.

Fields marked with an asterisk (*) are mandatory.

1. Organization Information

Legal name of the organization covered by agreement *

Grand Erie District School Board

Operating name, if any, of the organization covered by agreement

Are there more operating names?

☐ Yes ☒ No

Description of the operation (include hours of operation, type of operation, seasonal work, if any) *

Public Education

Description of existing health and safety policies and procedures:

1. Does the organization have a health and safety policy? * ☒ Yes ☐ No
2. Are there workplace violence and workplace harassment policies? * ☒ Yes ☐ No
3. Have supervisors and workers completed mandatory health and safety awareness training? * ☒ Yes ☐ No
4. Is the *Occupational Health and Safety Act* posted in the workplace? * ☒ Yes ☐ No
5. Is the Health and Safety at Work: Prevention Starts Here poster displayed in the workplace? * ☒ Yes ☐ No

Provide the following information for the last three (3) years:

Number of critical injuries	Lost time injury frequency		No-lost time injury frequency	
	Year (Last year first)	Lost time per 100 workers	Year (Last year first)	No-lost time per 100 workers
<u>0</u>	2013-2014	1.65	2013-2014	2.00
	2014-2015	1.69	2014-2015	2.11
	2015-2016	1.61	2015-2016	2.33

Critical Injuries

2013-2014: Student = 34 Visitor = 1 Staff = 2
 2014-2015: Student = 66 Staff = 1
 2015-2016: Student = 72 Staff = 0

2. Self-evaluation Checklist for Terms of Reference for Multi-workplace Joint Health and Safety Committee

Item Number	Item	Description	Is Item Included in Terms of Reference?	Page Number in Terms of Reference
Description of the workplaces covered under the Terms of Reference				
1	Legal name and operating name(s) of organization covered by agreement *	State the legal name and operating name(s) of organization covered by agreement. If there is a change in these then amended terms of reference must be submitted to the Ministry of Labour.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg 3 - 2.1
2	Workplace locations and proximity *	Include a list of workplaces and distance from head office. Indicate the maximum travel time from head office to a workplace covered under the proposed agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix A
3	List unions/bargaining unit and number of members *	Include a list of unions/bargaining units and number of members covered by the agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix B
4	Non-unionized workers and/or temporary workers *	Identify if there are non-unionized workers and/or temporary workers and how they will be represented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix E
5	Designated substances *	Include a list of designated substances as per Ontario Regulation 490/09.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix I

Committee structure

6	Number and selection of worker members *	Indicate the number of worker members and how they are selected. Ensure adequate representation considering factors such as number of workplaces, geographical location, hours of operation, type of operation, job classification, union(s) and workplace hazards.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 -4.2 -4.2.1
7	Number and selection of management members *	Indicate the number of management members and how they are selected. Ensure adequate representation considering factors such as number of workplaces, geographical location, hours of operation, type of operation, span of control, union(s) and workplace hazards.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 -4.2 -4.2.2
8	Worker co-chair *	Indicate who the proposed worker co-chair is and how they are selected by the MJHSC worker members. Indicate term length and replacement process.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 -4.4 -4.5
9	Management co-chair *	Indicate who the proposed management co-chair is and how they are selected by MJHSC management members. Indicate term length and replacement process.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 -4.4 -4.5
10	Number and selection of certified worker members *	Consider: • number of workplaces • distance between workplaces • hours of operation • ability to respond in a timely manner to work refusals, work stoppage, fatalities/critical injuries, and • conducting workplace inspections	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 -4.7 pg. 10 -8.2
11	Number and selection of certified management members *	Consider: • number of workplaces • distance between workplaces • hours of operation • ability to respond in a timely manner to work refusals, work stoppage, fatalities/critical injuries, and • conducting workplace inspections	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 -4.7

Item Number	Item	Description	Is Item Included in Terms of Reference?	Page Number in Terms of Reference
12	Number and selection of designated workers as defined under OHSA 9 (3.2) (if applicable)	Clearly indicate in the terms of reference how the members of the committee representing workers select designated workers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 -4.7
13	Number and selection of worksite/alternate members (if applicable)	Clearly indicate in the terms of reference how the worksite/alternate members are selected.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 9 - 7.12 pg. 5 - 4.9.1

Roles and powers of the MJHSC members, designate workers, worksite/alternates etc.

14	Role of Occupational Health and Safety (OHS) professional(s) (if applicable)	Indicate the role of any OHS professional(s) in supporting the functions of the MJHSC.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 5 - 5.1 pg. 4 - 4.3
15	Roles and powers of worker members *	At a minimum, must reflect powers under sections 9 (18), 9 (19), 9 (31) and sections (43) to (49) of the OHSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 5 - 5.2
16	Roles and powers of management members *	At a minimum, must reflect powers under sections 9 (18), 9 (19), 9 (31) and sections (43) to (49).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 5 - 5.2
17	Roles and powers of worker co-chair *	At a minimum must reflect powers under OHSA sections 9 (18), 9 (19), 9 (31) and sections 43 to 49. Should include any other powers needed to ensure functionality of committee (e.g., establishing the meeting agenda).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 9 - 7.16 pg. 10 - 7.17
18	Roles and powers of management co-chair *	At a minimum must reflect powers under OHSA sections 9 (18), 9 (19), 9 (31) and sections 43 to 49. Should include any other powers needed to ensure functionality of committee (e.g., establishing the meeting agenda).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 - 4.4 - 4.6
19	Roles and powers of certified worker members *	Describe the process to determine duties when there is more than one certified worker member. At a minimum must reflect powers under OHSA sections 9 (18), 9 (19), 9 (31) and sections 43 to 49.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 5 - 5.2
20	Roles and powers of certified management members *	At a minimum, must reflect powers under sections 9 (18), 9 (19), 9 (31) and sections (43) to (49).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 5 - 5.2
21	Roles and powers of designated workers as defined under OHSA 9(3.2) (if applicable)	Must reflect powers under OHSA sections 9 (23), 43 (4) (a), 43 (7), (11) and (12).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 4 - 4.7
22	Role of worksite/alternate members (if applicable)	If worksite/alternates are used, the term should be clearly defined in the terms of reference. The terms of reference should also indicate how they are selected and what their specific duties are. Worksite/alternates should not be used if they could undermine the Internal Responsibility System or roles and functions of the MJHSC members.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 6 - 5.3 pg. 5 - 4.9
23	Entitlements of the MJHSC members *	Include entitlement of time from work (including travel time) and payment by employer at regular or premium rate, as may be proper for members preparing for meetings, attending meetings and carrying out duties and responsibilities under the OHSA or the Regulations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 7 - 5.5 - 5.9

Item Number	Item	Description	Is Item Included in Terms of Reference?	Page Number in Terms of Reference
Training of MJHSC members and designated workers				
24	Orientation of members *	Include how members are oriented to the roles and powers of the MJHSC including the roles of the designated workers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 7 - 6.1
25	All members of the MJHSC *	List the training offered to all members. In addition to OHS awareness training it is recommended that members should have training in workplace inspections, work refusal, accident investigation and hazards specific to the workplaces they will be representing.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix H
26	Designated worker (as defined under OHSA 9 (3.2)) *	List the training provided for the designated worker to perform their duties.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix H
27	Certified members *	Indicate the process for mandatory certification training. Include time frame for completing certification.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 7 - 6.2 pg. 8 - 6.5

MJHSC meetings

28	Meetings schedule (must meet at least every 3 months) *	Indicate process for establishing and communicating the meeting schedule. Do the meeting locations and times permit members to fully participate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 8 - 7.1
29	Preparation of the meeting agenda *	Process for preparation, approval and communication. Indicate standing agenda items.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 8-9 - 7.2-7.6
30	Minutes of the meeting *	Process for preparation, approval, communication and document retention. Indicate action items, responsibility, timelines for response and completion and process for internally resolving outstanding items.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 9 - 7.7-7.9
31	Meeting attendance/ quorum *	Process for the attendance of members/alternates and establishing a quorum.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 9 - 7.10-7.11
32	Decision making *	Process for decision making is defined (e.g., voting, consensus).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 10 - 7.14
33	21 day written recommendations *	Process for making formal written recommendations (including unilateral recommendation) and procedure for management to respond within 21 days in writing.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 9 - 7.15-7.1
34	Dispute resolution *	Define the process for internal dispute resolution. Include if and when an external party may be engaged in the process and who that may be (mediator, etc.).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 10 - 7.18-7.19
35	Guests or others to attend meetings *	Process for invitation, approval and level of participation in the meeting.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 10 - 7.20-7.21

Workplace inspections

36	Monthly inspections by MJHSC member *	Each workplace covered by the agreement is considered "the workplace" for the purpose of workplace inspections. Explain who is conducting the inspections at each workplace (including use of designated workers if applicable).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 10-11 - 8.1-8.7 pg. 11-12 - 8.8-8.11
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Item Number	Item	Description	Is Item Included in Terms of Reference?	Page Number in Terms of Reference
37	Schedule for inspections *	Inspection frequency is mandated by the OHSA. A schedule for inspections of the workplace has been established. The terms of reference must support why it would not be practical if a request is being made to deviate from monthly inspections of the entire workplace.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 10 - 8.2 - 8.3
38	Workplace inspection records and communication of results *	Describe the process for conducting workplace inspections, how the results are communicated to the MJHSC and the affected workplace(s) and the process to ensure follow-up to control any hazards identified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 11 - 12 - 8.6 - 8.10

Accident notification and investigation

39	Accident notification *	Process for notifying the MJHSC and the Ministry of Labour of a fatality, critical injury, occupational illness/disease, or occurrence.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 12 - 13 - 9.2, 9.3, 9.
40	Accident investigation *	Procedure for accident investigations, including types and severity of accidents to investigate. Method for selecting members to conduct the investigation (consider accessibility and availability).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 13 - 9.4, 9.6, 9.7
41	Injury/illness/accident reporting and analysis *	Process for sharing of the information with the MJHSC. Process for MJHSC to review information to make recommendations to employer for improving health and safety performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 5 - 5.2.4

Work refusal and work stoppage

42	Investigating a work refusal *	Stage one work refusal process, time frame for response and the procedure for the selection and notification of an accessible member representing workers (or use of the designated worker) and investigation process. Stage two work refusal process: notification of the Ministry of Labour.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 13 - 9.9 - 9.11 Appendix D
43	Investigating work stoppage *	Bilateral and unilateral work stoppage process including the roles of the certified worker and management members, notification of the certified members.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 13 - 9.12 - 9.15

Workplace testing

44	Selection of member *	Procedure for consulting the MJHSC and having a designated member(s) representing workers at the worksite present at the beginning of workplace testing. Consider the accessibility and availability of member(s) to attend.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 14 - 9.16 - 9.17 pg. 6 - 5.3.12
45	Obtaining information from the employer *	Describe how the MJHSC will obtain information from the employer as per OHSA section 9 (18) (d and e), section 11 (2), section 12 (1) as applicable and section 57 (10). Include sharing of information on pre-start reviews as applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 5 - 5.2.4 pg. 10 - 11 - 8.1 - 8.4

MJHSC evaluation/effectiveness

46	Referring OHS issues to the MJHSC *	Describe how workplace parties will bring OHS matters to the attention of the MJHSC. How does the MJHSC communicate its OHS activities/findings to workplace parties?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 14 - 10.6 - 10.8
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Item Number	Item	Description	Is Item Included in Terms of Reference?	Page Number in Terms of Reference
47	MJHSC evaluations/ reviews *	Describe how the MJHSC will conduct evaluations/ reviews of their effectiveness, including maintaining confidentiality. How often will the evaluations/reviews be conducted? How will the findings and actions taken be shared with the workplace parties?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 14-15 -10.9-10.10
48	Amendments to the terms of reference *	Define the process and criteria for making amendments to the terms of reference. Include the process for jointly submitting the terms of reference to the Regional Director for approval by the Ministry. It is suggested that all MJHSC members sign the amended terms of reference.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 15 -11.2
49	Periodic review of the terms of reference *	Process is in place for at least an annual review of the terms of reference.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 15 -11.1
50	Signed Terms of Reference *	To demonstrate their support for both the request for a MJHSC and the proposed terms of reference the authorized employer's/constructor's representative and each trade union representative of the workers, if applicable, and/or a representative(s) of workers who are not represented by a union should sign the proposed written terms of reference.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 110 -12.0
51	Maintaining records of Minister's Orders and Terms of Reference *	Confirm that there is a provision requiring that a copy of the Minister's Order and a copy of the terms of reference be maintained at each workplace covered by the Minister's Order and that these documents be available for inspection by Ministry of Labour inspectors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 15 -11.3
52	Revoking the Minister's Order *	Acknowledgement in the terms of reference of the Minister's right to revoke the Order. Any workplace party may write to the Regional Director requesting the Minister's Order be revoked. The Regional Director would follow up with the workplace parties to consider the factors supporting the request.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	pg. 15 -11.4-11.6

Other health and safety matters

Are there additional items listed in the terms of reference? *

☐ Yes ☒ No**3. Signatures****Management Representative**

Last Name *

First Name *

Position *

Telephone Number *

ext.

Email Address

Signature

Date (yyyy/mm/dd) *

Worker Representative

Last Name *		First Name *
Position *		
Telephone Number *	ext.	Email Address
Signature		Date (yyyy/mm/dd) *

TERMS OF REFERENCE FOR THE STRUCTURE AND FUNCTION OF THE JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE (JOHSC)

**AS AGREED BETWEEN
THE GRAND ERIE DISTRICT SCHOOL BOARD
AND
ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION, DISTRICT 23
(TEACHERS' BARGAINING UNIT, OCCASIONAL TEACHERS' BARGAINING UNIT, PROFESSIONAL
STUDENT SUPPORT PERSONNEL BARGAINING UNIT)**

GRAND ERIE ELEMENTARY TEACHERS FEDERATION

GRAND ERIE ELEMENTARY OCCASIONAL TEACHERS

GRAND ERIE DESIGNATED EARLY CHILDHOOD EDUCATORS LOCAL

**CANADIAN UNION OF PUBLIC EMPLOYEES LOCAL 5100
(EDUCATIONAL ASSISTANTS, OFFICE/CLERICAL/TECHNICAL, FACILITY SERVICES)**

ONTARIO PRINCIPALS ' COUNCIL

GRAND ERIE MANAGEMENT SUPPORT TEAM

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1.0 DEFINITIONS

Workplace Team (WT) consists of one (1) employer representative and one (1) representative from each bargaining unit represented at the Workplace. Worker Representatives shall be selected by their respective Union/Federation members at the site. The Worker Representative should be chosen in each location before September of each school year. The WT is tasked with performing regular monthly workplace inspections of the worksite and other requirements as deemed appropriate by the Joint Occupational Health and Safety Committee (JOHSC).

Alternate Member is someone designated by a Joint Occupational Health and Safety Committee member to attend JOHSC meetings in their absence.

Beginning of testing implies the time at which testing begins; includes while equipment is being set up or affixed to a worker; ensuring the process has begun; ensuring valid testing procedures are used and conditions are representative.

Certified Member refers to a Joint Occupational Health and Safety Committee member who has successfully completed Parts 1 and 2 certification training through a Ministry of Labour approved provider.

Consensus denotes a general agreement amongst the parties involved.

Designated Certified Member(s) are the members who are designated to become solely entitled to exercise the rights and are required to perform the duties under the OHS Act of a certified member.

Each Union or Federation has a designated worker member. The Business Services Management Representative will be the designated employer representative.

Employer refers to the Grand Erie District School Board.

High Risk Areas are areas within a school or board site that present an increase in hazard/risk due to equipment, materials and tasks performed within the space. High-risk areas **include**: science labs and preparation rooms, design and technology classrooms, art classrooms, boiler rooms, slop sink areas, mechanical/fan rooms, storage rooms/areas, and Family Studies Rooms, and any others areas deemed as high risk by the WT.

Internal Responsibility System is a system, within an organization, where everyone has direct responsibility for health and safety as an essential part of his or her job. It does not matter who or where the person is in the organization as they achieve health and safety in a way that suits the kind of work they do. Each person takes initiative on health and safety issues and works to solve problems and make improvements on an on-going basis.

Joint Occupational Health and Safety Committee is comprised of members as described herein.

Quorum is reached when a minimum of six (6) members are present (worker members present must be greater than the management members).

Supervisor is a person who has charge of a workplace or authority over a worker. This includes: The Board's Director of Education, Superintendents, Principal, Vice-Principal, Manager, Supervisor.

Workplace is any land, premises, location or thing at, upon, in or near which a worker works; herein referred to as a worksite or site.

2.0 PREAMBLE

- 2.1 The Grand Erie District School Board (herein referred to as 'GEDSB') and all of its Unions/Federations and employee groups have agreed to the establishment of a multi-site Joint Occupational Health and Safety Committee as per the Occupational Health and Safety Act (herein referred to as the 'OHS Act') and have reached an understanding as to this Terms of Reference document for the composition, practice and procedure thereof.
- 2.2 Here within, the Joint Occupational Health and Safety Committee shall be referred to as the Joint Committee and the Health and Safety Team shall be referred to as the Workplace Team.
- 2.3 The parties acknowledge that the diversity of workplaces in the educational sector requires reference to many Acts, Regulations, Codes, Standards and Guidelines to set the minimum standard to ensure the health and safety of workers. In addition, workplace policies and guidelines, along with Collective Agreements, may extend those standards.
- 2.4 The parties acknowledge that the proper functioning of the Joint Committee can only be carried out where the representatives of the employer and of the workers are committed to these responsibilities. To effect this, the undersigned undertake to make decisions that will be carried out by their respective organizations.
- 2.5 The parties agree to accept other employee group(s) as members of the Joint Committee, based upon a request by other employee group(s) and the mutual consent of the Board and each of the Unions/Federations who are a party to this agreement.
- 2.6 The parties hereto adopt these guidelines in good faith and agree to promote and assist the Joint Committee whenever and wherever possible.

3.0 DESCRIPTION OF THE WORKPLACES

- 3.1 The following Terms of Reference document applies to all Grand Erie District School Board administrative buildings, schools, worksites and leased spaces where board employees are regularly employed.
- 3.2 Separate appendices are provided for the following items covered by this Terms of Reference:
 - Appendix A:** Each GEDSB workplace name, address and distance from the Education Centre.
 - Appendix B:** Unions/Federations/Associations and approximate number of workers in each group.
 - Appendix C:** Designated substances present at GEDSB workplaces.
 - Appendix D:** Work Refusal Process
 - Appendix E:** Critical Injury Process
 - Appendix F:** items to be posted on Workplace Health and Safety bulletin boards
 - Appendix G:** 2016-17 JOHSC Members list
 - Appendix H:** JOHSC and Workplace Team Training Modules

4.0 COMMITTEE STRUCTURE

JOHSC MEMBERSHIP

- 4.1 Members of the GEDSB JOHSC shall be paid employees of the GEDSB. Where a member ceases to be an employee of the Grand Erie District School Board, membership on the JOHSC shall be terminated (OHS Act, Part II, Section 9 (10)).
- 4.2 The committee is comprised of 10 worker members and 5 management members. One member of each shall be allocated as follows:

Worker Members	Management Members
CUPE - Educational Assistants	Business Services
CUPE - Facility Services	Elementary School Administration
CUPE - Office/Clerical/Technical	Facility Services
ETFO – Elementary Teachers	Human Resources
ETFO - Elementary Occasional Teachers	Secondary School Administration
ETFO – Designated Early Childhood Educators	
Non- Union	
OSSTF- Secondary Teachers	
OSSTF - Secondary Occasional Teachers	
OSSTF- Professional Student Services Personnel	

- 4.2.1 Worker members of the JOHSC shall be elected or appointed by their respective Union/Federation.
- 4.2.2 Management members of the JOHSC shall be selected by their respective association, employee group and/or designated by the employer.
- 4.2.3 For continuity and cost-effectiveness, all members will be asked to serve a minimum three (3)-year term on the committee. There will be no restrictions on the number of terms a member may serve.
- 4.2.4 All groups will notify the board of their representative(s) before the first meeting in September each year or upon replacing a member throughout the year.
- 4.3 The Board's Health and Safety Officer shall attend meetings as a resource to the committee but shall not be considered a member of the committee.

JOHSC CO-CHAIRS

- 4.4 Two (2) of the JOHSC members shall co-chair the committee, one (1) of whom shall be selected by the members who represent workers, and the other of whom shall be selected by the members who represent management.
- 4.5 The Co-chairs will be appointed in September for a definite period of 12 months. If a co-chair leaves during that time a new co-chair will be selected as per 4.4 for the remainder of the term.
- 4.6 Co-chairs will alternate chairing the meeting and if one (1) Co-chair is absent, the other Co-chair will chair the meeting.

DESIGNATED CERTIFIED MEMBERS

- 4.7 The Joint Committee shall designate each Union/Federation certified worker member to represent their appropriate Union/Federation. This member shall be made available as soon as possible to investigate

critical injuries, fatalities, work refusals, work stoppage and emergency closures for health and safety purposes, and be available for specific industrial hygiene issues that involve members of their Union/Federation and other health and safety matters within the Workplace that are identified in the Occupational Health and Safety Act. Where applicable, the investigating team shall be responsible for monitoring that the requirements prescribed in section 51 and 52 of the Occupational Health and Safety Act and sections 5 and 6 of the Regulations for Industrial Establishments are carried out.

- 4.8 The Joint Committee agrees that should the designated member of the appropriate Union/Federation be delayed, the Certified Worker member closest to the school of the safety emergency shall attend the safety emergency. This decision shall be made by the Worker Co-chairperson in consultation with the first Worker representative called. The Worker Co-chairperson shall notify the Health and Safety Department.

WORKPLACE TEAMS

- 4.9 Each school/facility shall establish a Workplace Health and Safety Team.
- 4.9.1 The Workplace Team should consist of one Management member and one (1) representative from each of the bargaining units represented at the Workplace. Worker Representatives shall be selected by their respective Union/Federation members at the site. The Worker Representative should be chosen in each location no later than September 30th of each school year.

5.0 ROLES AND POWERS

ROLE OF THE OCCUPATIONAL HEALTH AND SAFETY PROFESSIONAL

- 5.1 The Board's Health and Safety Officer shall attend meetings as a resource to the committee but shall not be considered a member of the committee.

ROLES AND POWERS OF JOHSC MEMBERS

- 5.2 In addition to those listed in section 9(18) of the OHS Act, the function of the JOHSC shall be:
- 5.2.1 To identify, evaluate and discuss health and safety matters within GEDSB workplaces and make recommendations to the employer on ways to improve workplace health and safety, as needed.
 - 5.2.2 To conduct workplace inspections as defined in this Terms of Reference document.
 - 5.2.3 To ensure that workplace inspections are carried out on a regularly scheduled basis by the Workplace Team.
 - 5.2.4 To review employee accident/incident information, and Workplace Violent Incidence Reports via the report provided by the Health and Safety Department and make recommendations as required.
 - 5.2.5 To provide consultation on health and safety orientation training programs so that all employees are knowledgeable in their rights, restrictions, responsibilities and duties under the Occupational Health and Safety Act.
 - 5.2.6 To address matters related to Hazardous/Designated Substance Regulations and WHMIS where applicable.
 - 5.2.7 To obtain information from management respecting:
 - i) the identification of potential or existing hazards of materials, processes or equipment, and;
 - ii) health and safety experience, and work practices and standards in similar

school boards of which the employer has knowledge, and;

iii) timely results of workplace testing, and;

iv) any other data pertinent to health and safety;

5.2.8 To provide appropriate information to Workplace Team members in a timely manner.

ROLES AND POWERS OF WORKPLACE TEAMS

5.3 Members of the Workplace Team shall:

5.3.1 Conduct monthly inspections at their school or worksite and be afforded the opportunity to participate in the annual JOHSC inspections, and to make recommendations to the Joint Committee.

5.3.2 Monthly inspections must include all of the high-risk areas within the actively used facility and a portion of the non-high-risk areas at least once a year, with at least part of the non-high-risk areas being conducted monthly.

- **High-risk areas include:** science labs and preparation rooms, design and technology classrooms, art classrooms, boiler rooms, slop sink areas, mechanical/fan rooms, storage rooms/areas, and Family Studies Rooms, and any other areas deemed as high risk by the WT.

5.3.3 Promote health and safety at the site.

5.3.4 Worker members must inform the Principal/Supervisor/Manager of any health and safety related issues observed or brought to their attention.

5.3.5 Ensure that current names of the JOHSC and WT are posted on the sites Health and Safety Bulletin Board.

5.3.6 Ensure required postings are maintained on the sites' Health and Safety Bulletin Board (see Appendix F).

5.3.7 Schedule all inspections at the beginning of the school year. Inspections shall coincide with any annual inspection by the Joint Committee.

5.3.8 Unresolved Workplace Team concerns regarding occupational health and safety issues shall be documented on the Health and Safety Concern form and submitted to the Joint Committee and the Health and Safety Department.

5.3.9 The Workplace Team, through the Workplace Supervisor, is responsible for ensuring that a copy of all Ministry of Labour reports are forwarded to the Health and Safety Department.

5.3.10 The Workplace Supervisor shall endeavor to inform the Workplace Team prior to the commencement of maintenance work by board employees or outside contractors pertaining to the use, removal or disturbance of designated substances or any other toxic substances which may be used or disturbed during the course of the work.

5.3.11 The Workplace Team Supervisor shall immediately advise the Health and Safety Department of all critical injuries (involving all persons including employees, students or visitors), safety related work refusals and work stoppages resulting from safety issues. The Health and Safety Department shall, without delay, notify the appropriate certified Worker member of the Joint Committee.

5.3.12 A Workplace Team worker shall be entitled to be present at the beginning of testing conducted with respect to specific industrial hygiene issues or general indoor air quality testing at a school or facility.

5.4 In addition to the responsibilities of the WT, the JOHSC Co-chairs may request a workplace team worker and the Principal/Supervisor/Manager attend JOHSC meetings when a particular issue related to the worksite they represent is on the agenda. Release time shall be provided for the WT member to attend such meetings.

- 5.4.1 When the workplace team worker/Principal/Supervisor/Manager is present at a JOHSC meeting they are considered a guest and a non-voting member.

ENTITLEMENTS OF THE JOHSC MEMBERS

- 5.5 Committee meetings, inspections, training and other functions undertaken by the JOHSC will be scheduled during normal working hours except in extraordinary circumstances. When performing duties as listed in these guidelines, Joint Committee Worker Representatives shall be replaced by casual/occasional workers and the Joint Committee member will receive the member's current rate of pay, and all other normal benefit entitlements.
- 5.6 When performing duties as listed in this Terms of Reference document, JOHSC worker members shall be released from their workplace in order to fulfill their duties as prescribed. All absences shall be recorded under a predetermined code designated for JOHSC business.
- 5.7 In accordance with section 9(35) of the Occupational Health and Safety Act, 1990, a JOHSC worker member, who is called out to perform legal responsibilities (i.e. work refusal, work stoppage, critical injury, Ministry of Labour summons) outside normal working hours shall be paid at the employee's regular or premium rate, and shall continue to receive all their benefit entitlements as may be proper. If there is any disagreement as to the rate or amount of compensation, it shall be referred to the Superintendent, Human Resource Services, in consultation with the JOHSC for resolution. If there is any disagreement as to the rate or amount of compensation, it may be resolved through the Grievance Procedure in the appropriate Collective Agreement.
- 5.8 Travel allowance as per the current Board Policy and rate, shall be paid for attendance at JOHSC meetings, work refusals, critical injury investigations, presence at industrial hygiene testing, Ministry of Labour summons and site inspections.
- 5.9 Time spent as a JOHSC Member performing Workplace inspections, and other duties as listed, will be paid for at the member's current rate of pay for performing work and the time spent will not interfere with the worker's preparation time, breaks, lunch time or personal time.

6.0 TRAINING

JOINT HEALTH AND SAFETY COMMITTEE

- 6.1 All new members of the JOHSC will receive orientation training delivered by the health and safety department.
- 6.2 The GEDSB shall ensure that all worker and management members of the JOHSC are trained under the certification process outlined in the Occupational Health and Safety Act. The certification training shall be completed within twelve (12) months upon joining the JOHSC and must be completed within six (6) months of completing Part 1. Certification training costs shall be the responsibility of the GEDSB.
- 6.2.1 Part 1 and Part 2 certification training as outlined in Appendix H will be delivered to all JOHSC members by a Ministry of Labour (MOL) certified and approved trainer.
- 6.2.2 The Health and Safety Department will maintain training records of JOHSC members. JOHSC members will be required to complete the recertification course once each school year.
- 6.2.3 Lack of certification shall not prevent new JOHSC members from participating fully in JOHSC responsibilities with the exception of annual inspections.

- 6.3 New members to the JOHSC shall be paired with an experienced, certified member, as mentor. Mentors may accompany the new members on up to three (3) inspections, which shall include one (1) secondary school. Release time for inspections will be provided.
- 6.4 Information and instruction surrounding applicable health and safety topics will be provided to the JOHSC through the Health and Safety Department in consultation with the worker and management Co-chairs and the Committee members.

MEMBERS OF THE WORKPLACE TEAM

- 6.5 Members of the Workplace Team will receive training within 6 months of becoming a member. Training costs shall be the responsibility of the GEDSB.
- 6.5.1 Part 1 and Part 2 certification training as outlined in Appendix H will be delivered to all Workplace Team members by a Ministry of Labour (MOL) certified and approved trainer.
- 6.5.2 The Health and Safety Department will maintain training records of Workplace Team members. Workplace Team members will be required to complete the recertification course every three (3) years.
- 6.5.3 Lack of training shall not prevent new Workplace Team members from participating fully in or fulfilling Workplace Team responsibilities.
- 6.6 Any additional information and instruction to the members of the Workplace Team will be provided through the Health and Safety Department in consultation with the JOHSC.

7.0 JOHSC MEETINGS

SCHEDULE

- 7.1 The JOHSC shall meet monthly, excluding July and August. Additional meetings or cancellations will be upon the approval of the Co-chairs. JOHSC meeting dates will be distributed to the members before the first scheduled meeting of the school year.

MEETING AGENDA

- 7.2 JOHSC members shall make every effort to submit all agenda items in writing two (2) weeks before scheduled meetings. Agenda additions may be made on the meeting date, subject to the approval of both Co-chairs.
- 7.2.1 Site-based agenda items raised at the meeting that have not been reported to the Workplace Supervisor, will not be accepted unless the Co-chairs agree that it is appropriate for it to be brought forward (see sections 10.5-10.6 'Referring Issues to the JOHSC').
- 7.3 Two (2) weeks in advance of the JOHSC meeting, the draft meeting agenda will be approved by the Co-chairs in consultation with the Health and Safety Department. The Health and Safety Department shall distribute the final copy of the agenda and meeting package to all members in advance of the meeting. Every effort will be made to have the agenda and meeting package available one (1) week prior to the meeting.
- 7.4 All items that are resolved or not will be reported in the minutes. Unresolved items will be tabled and placed on the agenda for the next meeting or a designated upcoming meeting as approved by the

JOHSC members.

- 7.5 In the case where a JOHSC member has tabled an item on the agenda and is not present at the meeting; that item shall be deferred until the next meeting when he/she is present unless an alternate member has been identified to bring the item forward for discussion.
- 7.6 The Joint Committee may accept any item as proper for discussion and resolution pertaining to Workplace Health and Safety, except to violate any terms of the prevailing Collective Agreements. All items raised from the agenda in the meetings will be dealt with on the basis of consensus rather than by voting. Formal motions will not be used.

MEETING MINUTES

- 7.7 The Health and Safety Department will arrange for a recording secretary to take, type, and circulate the JOHSC meeting minutes. Minutes should contain a summary of all items reported in the agenda and discussed at the meeting. Minutes will be reviewed by the Co-chairs within a week of the meeting and approved for distribution to the Board community. Electronic copies will be made available on the Staff Portal for all committee members, Workplace Teams, Health and Safety Representatives, Principals/Managers/Supervisors and Unions/Federations and other Board staff to view, print and post
- 7.8 The minutes shall be reviewed by the JOHSC at the following monthly meeting and any errors or omissions will be noted on that month's meeting minutes.
- 7.9 A copy of the minutes will be retained as per the GEDSB's record retention process, and at a minimum of seven (7) years.

MEETING ATTENDANCE/QUORUM

- 7.10 The Joint Committee shall have a quorum of six (6) members present in order to conduct business. One (1) Co-chairperson must be present in order to conduct business. The number of management members shall not be greater than the number of employee members.
- 7.11 If one (1) Co-chair is absent, the other Co-chair will chair the meeting.
- 7.12 A JOHSC member may assign an alternate to attend the JOHSC meeting in their place if the member is unable to attend. Notice of the alternate shall be sent to the Co-chairs in advance of the meeting.
- 7.13 Where the requirements outlined in Article 7.10 are not met, the meeting shall be considered an information session only.

DECISION MAKING

- 7.14 Every effort will be made to resolve all issues brought forward on the agenda and to make decisions based on consensus rather than by voting.

WRITTEN RECOMMENDATIONS

- 7.15 Formal motions in the form of a written recommendation from the JOHSC will be printed separately from the JOHSC minutes, signed by the JOHSC Co-chairs and sent to the Superintendent responsible for Health and Safety.
- 7.16 The employer shall respond to the JOHSC within twenty-one (21) days. The written response shall indicate the employer's assessment of the JOHSC's recommendation and specify what action will, or will not (with

explanations) be implemented as a result of the recommendations. Any proposed action by the employer shall include details of who will be responsible for such action and a proposed time frame.

- 7.17 Either Co-chair may make a recommendation to the employer as per section 9 (19.1) of the Act.

DISPUTE RESOLUTION

- 7.18 Where a dispute arises between worker and management members, every effort will be made by the JOHSC Co-chairs to resolve the issue internally.
- 7.19 In the event that consensus cannot be reached and/or an item remains unresolved after discussion at two (2) regularly scheduled meetings or as decided by the Co-chairs, a decision will be made based on a majority vote by all JOHSC members present. Quorum must be maintained for a vote to occur. If consensus cannot be reached after voting, then the Ministry of Labour will be contacted for resolution.

GUESTS

- 7.20 A Co-chair may, with the approval and consent of the second Co-chair, invite any additional person(s) to attend the meeting and provide information and comment, but they shall not participate in the regular business of the meeting.
- 7.21 Board staff and external guests may be invited to attend meetings through the Health and Safety Department, with prior notification to the Co-chairs.
- 7.22 A Ministry of Labour Occupational Health and Safety Inspector may attend Joint Committee meetings. Copies of minutes of previous meetings and/or written correspondence will be supplied to the inspector upon request.

8.0 WORKPLACE INSPECTIONS

JOHSC WORKPLACE INSPECTIONS

- 8.1 Worker members of the JOHSC shall conduct an annual workplace inspection of each site within the GEDSB;
- 8.1.1 once each school year for elementary schools, administrative buildings, and satellite workplaces.
- 8.1.2 Twice each school year for secondary schools. High-risk areas shall be inspected during both inspections, and low-risk areas shall be divided over both inspections.
- **High-risk areas include:** science labs and preparation rooms, design and technology classrooms, art classrooms, boiler rooms, slop sink areas, mechanical/fan rooms, storage rooms/areas, and Family Studies Rooms and any other area deemed high risk by the WT.
- 8.2 The schedule of inspection dates shall be completed by the end of May for the following academic year and may be adjusted by the Joint Committee at any time. All scheduled inspections shall be completed by the end of June. All worker members of the JOHSC will be afforded equal opportunity to participate in inspections at both elementary and secondary workplaces.
- 8.3 Small to mid-sized facilities (elementary schools, administrative buildings, satellite locations) should be inspected within half a day. Large facilities (secondary schools) should be inspected within one day.
- 8.3.1 Notwithstanding the above, if any JOHSC inspection team requires additional time to complete the inspection, they shall contact the Health and Safety Department in advance with an explanation for the additional time required.

- 8.4 A designated member of the JOHSC inspection team will contact the site's Principal/Supervisor/Manager to make arrangements ahead of the inspection. Every effort should be made to coincide the timing of the inspection with the site's monthly inspection by the Workplace Team.
- 8.4.1 Where a JOHSC inspection coincides with the scheduled Workplace Team inspection, the JOHSC inspection will be considered the inspection for the month.
- 8.5 Inspections shall be carried out by the designated JOHSC worker member, and all WT members.
- 8.6 JOHSC members will record items identified during the inspection on the JOHSC Inspection Report Form. Once the inspection is complete, a copy of the report form will be provided to the Principal/Supervisor/Manager for completion and then forwarded to the Health and Safety Department for record-keeping within five (5) days.
- 8.6.1 During the physical inspection, if a health and safety concern is observed or raised requiring immediate attention, the inspection team shall immediately bring the concern to the Principal/Supervisor/Manager or their designate. The Workplace Supervisor shall take the appropriate steps to ensure the safety of the staff.
- 8.6.2 It is the responsibility of the Principal/Supervisor/Manager to initiate corrective action as soon as possible after receiving a report and where possible remediate/correct all items on the report within twenty-one (21) calendar days of the inspection.
- 8.6.3 If it is expected that the actions to be implemented will take longer than twenty-one calendar (21) days, then the employer will provide a written response that shall outline in a timely fashion the proposed actions including details, time lines and who will be responsible for such action.
- 8.6.4 Once the form has been completed (all items remediated and work order numbers included, as applicable), a signed copy of the completed report form shall be sent by the Principal/Supervisor/Manager to the Health and Safety Department.
- 8.7 A copy of the completed JOHSC Inspection Report Form is to be posted:
- 8.7.1 On the site's Health and Safety Bulletin Board for a period of not less than one (1) year.
- 8.7.2 Made available to JOHSC members during the following month's meeting

WORKPLACE TEAM INSPECTIONS

- 8.8 Designated Workplace Team members shall be afforded time during their regular work day to perform monthly workplace inspections as per this Terms of Reference document and the Board's procedure for monthly workplace inspections. Time spent as a Workplace Representative performing Workplace inspections, and other duties as listed, will be paid for at the member's current rate of pay for performing work and the time spent will not interfere with the worker's preparation time, breaks, lunch time or personal time.
- 8.8.1 All elementary schools and smaller GEDSB locations (as determined by the JOHSC) shall be inspected once a month.
- 8.8.2 All secondary schools and larger GEDSB locations (as determined by the JOHSC) shall be inspected at least once a year in its entirety, inspecting at least a portion of the workplace each month.
- 8.8.2.1 **High-risk areas** (science preparatory rooms, technical studies shops and boiler/mechanical rooms, and any other areas deemed as high risk by the WT) shall be inspected every three months in addition to the section of school identified.
- 8.9 Workplace Team members will record items identified during the inspection on the Inspection

Report Form. Once the inspection is complete, a copy of the report form will be provided to the Principal/Supervisor/Manager for completion.

- 8.9.1 During the physical inspection, if a health and safety concern is raised requiring immediate attention, the inspection team shall immediately bring the concern to the Principal/Supervisor/Manager or their designate. The Workplace Supervisor shall take the appropriate steps to ensure the safety of the staff.
- 8.9.2 It is the responsibility of the Principal/Supervisor/Manager to initiate and where possible remediate/correct all items on the report within twenty-one (21) days of the inspection.
- 8.9.3 Once the form has been completed (all items remediated and work order numbers included, as applicable), a signed copy of the completed report form shall be sent by the Principal/Supervisor/Manager to the Health and Safety Department.

8.10 A copy of the completed Workplace Inspection Form is to be posted:

- 8.10.1 On the site's Health and Safety Bulletin Board for a period of not less than one (1) year.
- 8.10.2 Made available to JOHSC members during the following month's meeting

MINISTRY OF LABOUR INSPECTIONS

- 8.11 When a Ministry of Labour (MOL) Inspector arrives at a site, the Principal/Supervisor/ Manager shall make every effort to make available a worker member of the Workplace Team to accompany the Principal/Manager/Supervisor and the inspector during the inspection.
- 8.12 Upon notice of the Ministry of Labour Inspector's arrival, the Principal/Supervisor/Manager shall notify the Health and Safety Department who will inform the appropriate designated JOHSC worker member.
- 8.13 The Principal/Supervisor/Manager is responsible for ensuring that a copy of all Ministry of Labour reports are posted on the site's Health and Safety Bulletin Board for a period of not less than twenty-one (21) days and a copy forwarded to the Health and Safety Department within twenty-four (24) hours of receiving document(s).
- 8.14 The Health and Safety Department will ensure the report is shared with the JOHSC electronically and in the following month's meeting package.

9.0 NOTIFICATIONS AND INVESTIGATIONS

ACCIDENTS

- 9.1 Principals/Supervisors/Manager shall immediately advise the Health and Safety Department of all critical injuries, safety related work refusals and work stoppages resulting from dangerous circumstances.
- 9.2 If a person is disabled from performing his or her usual work, has lost time from work and/or requires medical attention because of an accident, injury or incident, the employer will give written notice of the occurrence to the JOHSC Union/Federation member representing the worker within four (4) days of the occurrence as per established GEDSB procedures.
- 9.3 Where advised by a worker or notified on behalf of a worker, that the worker has an occupational illness or that a claim in respect to an occupational illness has been filed with the Workplace Safety and Insurance Board, the employer shall give notice in writing to the committee and to the JOHSC Union/Federation member representing the worker within four (4) days of being so advised.

- 9.4 The Principal/Supervisor/Manager is responsible to investigate all injuries reported to them.

CRITICAL INJURIES

- 9.5 Where a person is killed or critically injured, the employer shall immediately notify the Ministry of Labour, the JOHSC Co-Chairs, and the JOHSC Union/Federation worker member representing the injured worker as per established GEDSB procedures.
- 9.6 The Certified Union/Federation worker member representing the injured worker, Management Co-chair or designate and the Principal/Supervisor/Manager in consultation with the Health and Safety Department will investigate critical injuries and fatalities.
- 9.7 The Joint Committee agrees that should the designated member of the appropriate Union/Federation be delayed, the Certified Worker member closest to the school or location of the injury shall attend.
- 9.8 Where applicable, the investigating team shall be responsible for overseeing that the requirements prescribed in the Occupational Health and Safety Act, sections 51 and 52, and the Regulations for Industrial Establishments, sections 5 and 6, are carried out.

REFUSAL TO WORK

- 9.9 The process outlined in section 43 of the OHS Act shall be followed for enacting a work refusal (Appendix D).
- 9.10 Upon learning that a worker refuses work because they believe that they are likely to endanger themselves or another worker, the Health and Safety Department will contact the Union/Federation worker member representing the worker to participate in an investigation with the Principal/Manager/Supervisor. The investigation will begin forthwith as per established board procedures and as set out in section 43 of the OHS Act.
- 9.11 The Joint Committee agrees that should the designated member of the appropriate Union/Federation be delayed, the Certified Worker member closest to the school of the work refusal shall attend. This decision shall be made by the Worker Co-chairperson in consultation with the first Worker representative called. The Worker Co-chairperson shall notify the Health and Safety Department.

WORK STOPPAGE

- 9.12 A JOHSC Certified member may direct the employer to stop specified work or to stop the use of any part of a workplace, equipment, machine, device, article or thing if they find a dangerous circumstance exists.
- 9.13 Where a JOHSC Certified Worker member believes that a dangerous circumstance exists in the workplace that has not been resolved by the Principal/Supervisor/Manager, they will immediately contact the Health and Safety Department who will contact the worker Co-chair (or designate) to initiate an investigation in the presence of the Certified Member and Health and Safety Department. The investigation will continue as outlined in sections 45 of the OHS Act.
- 9.14 If both JOHSC Certified members find that the dangerous circumstances remain, the certified members may direct the employer to stop the use of any part of a workplace, equipment, machine, device, article or thing if they find a dangerous circumstance exists.
- 9.15 The Health and Safety Department will notify the JOHSC of all work stoppages that occur.

WORKPLACE TESTING

- 9.16 The Committee will be consulted regarding strategies for industrial hygiene testing within the Workplace.
- 9.17 A Certified Workplace Team Worker Member shall be entitled to be present at the beginning of testing conducted with respect to specific industrial hygiene issues at a worksite. Where the Industrial hygiene issue involves general indoor air quality testing, the Joint Committee Worker member shall be advised of the testing and shall be entitled to be present at the beginning of general indoor air quality testing.

10.0 JOHSC EVALUATION AND EFFECTIVENESS**COMMUNICATIONS**

- 10.1 All communications and documentation shared with the JOHSC will, at a minimum, be done through the Board's email system and shared at the monthly meetings.
- 10.2 Co-chairs and Certified Members shall provide the Health and Safety Department with emergency contact information in the event they need to be contacted to fulfil the obligations as outlined in the OHS Act and these terms.
- 10.3 In emergency situations the Health and Safety Department will make every effort to keep the Co-chairs informed. Like all Board employees the JOHSC members have access to the Board website for emergency information.
- 10.4 Where an item raises policy issues, the JOHSC shall inform the GEDSB and may recommend policy changes.

CONFIDENTIALITY

- 10.5 Except as required by law, no JOHSC member shall disclose or communicate any confidential information, report, worker personal information or result of any testing acquired through serving as a JOHSC member. The exception is granted for the disclosure of information to the JOHSC member's Union/Federation President.

REFERRING ISSUES TO THE JOHSC (*supporting the Internal Responsibility System*)

- 10.6 As per the OHS Act and this Terms of Reference document, employees shall discuss workplace health and safety concerns with their immediate Supervisor first before bringing it to the attention of the Committee.
- 10.7 Supervisors shall acknowledge and take appropriate actions to remediate/correct a concern within a reasonable amount of time according to the severity or urgency of the concern reported. Supervisors shall respond to all concerns within twenty-one (21) days. The Supervisor will also communicate updates on progress of actions to the worker who reported the concern.
- 10.8 Unresolved occupational health and safety concerns reported to a JOHSC member from a worker that have followed the Internal Responsibility System shall be submitted to the Co-chairs and/or the Health and Safety Department. Concerns will be discussed and/or brought to the next available JOHSC meeting.

REVIEWING JOHSC EFFECTIVENESS

- 10.9 During the first scheduled meeting of the JOHSC of each school year, a review of the Committee and members' responsibilities and the need to maintain confidentiality will be added as an item to the agenda for discussion.

- 10.10 Concerns or suggestions regarding the effectiveness of the JOHSC can be submitted at any time to the Co-chairs. Any findings or actions will be documented in the appropriate meeting minutes.

11.0 TERMS OF REFERENCE

REVISION/REVIEW

- 11.1 This Terms of Reference document will be reviewed annually at the September JOHSC meeting of the school year.
- 11.2 Upon review, should any signatory party to the agreement deem it necessary that this Terms of Reference document be revised, a revision process shall be undertaken between worker and management representatives within three (3) months. A signed copy of this Terms of Reference document with new or amended sections clearly identified shall be submitted to the Ministry of Labour for approval, as required.
- 11.3 An approved copy of the GEDSB JOHSC Terms of Reference document and Minister's Letter (order under section 9(3.1)) must be maintained at all GEDSB workplaces and made available for review by a Ministry of Labour Inspector.
- 11.3.1 Sites should make sure the JOHSC Terms of Reference document and Minister's Letter is posted on their Health and Safety Bulletin Board.

WITHDRAWAL OF MINISTER'S ORDER

- 11.4 The Minister has the right to withdraw the agreement for a multi-workplace JOHSC without consultation with the workplace parties.
- 11.5 Any workplace party may request that the existing order allowing for the multi-site JOHSC be rescinded by writing to the Regional Director. The Regional Director may contact workplace parties to discuss the rescinding of the Minister's Order.
- 11.6 An inspector or other ministry representative with concerns about the functioning of the multi-site JOHSC may also recommend that the Regional Director review the Minister's Order.

12.0 SIGNATURES

We, the undersigned, have read and accept the JOHSC Terms of Reference document as written, dated

Brenda Blancher

Director of Education

Grand Erie District School Board

David Dean

Chair of the Board

Grand Erie District School Board

CUPE - Canadian Union of Public Employees Local 5100
ETFO - Elementary Teachers
ETFO - Elementary Occasional Teachers
ETFO - Designated Early Childhood Educators
OSSTF - Secondary Teachers
OSSTF - Secondary Occasional Teachers
OSSTF - Professional Student Services Personnel
GEMST- NON Union
OPC - Principals

JOHSC Members

Workers

Management



SUCCESS for Every Student

JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE (JOHSC) TERMS OF REFERENCE APPENDICES

APPENDIX A: GEDSB Workplaces and Distance/Proximity from the Education Centre

SCHOOL	ADDRESS	CITY	POSTAL CODE	DISTANCE FROM ED CENTRE (KM)
A. G. Hodge Public School	52 Clench Ave.	Brantford	N3T 1B6	4
Anna Melick Memorial School	1347 Hutchinson Rd. RR#8	Dunnville	N1A 2W7	73
Banbury Heights School	141 Banbury Rd.	Brantford	N3P 1E3	10
Bellview Public School	97 Tenth Ave.	Brantford	N3S 1G5	1
Bloomsburg Public School	RR#3, 25 Concession 12	Waterford	N0E 1Y0	32
Boston Public School	RR#1, 2993 Cockshutt Rd.	Waterford	N0E 1Y0	16
Branlyn Community School	238 Brantwood Park Rd.	Brantford	N3P 1N9	10
Brantford Collegiate Institute & Vocational School	120 Brant Ave.	Brantford	N3T 3H3	4
Brier Park Public School	10 Blackfriar Lane	Brantford	N3R 6C5	9
Burford District Elementary School	35 Alexander St.	Burford	N0E 1A0	18
Caledonia Centennial Public School	110 Shetland St.	Caledonia	N3W 2H1	30
Cayuga Secondary School	#70 Haldimand Hwy. 54	Cayuga	N0A 1E0	44
Cedarland Public School	60 Ashgrove Ave.	Brantford	N3R 6E5	9
Centennial Grand Woodlands School	41 Ellenson Dr.	Brantford	N3R 3E7	8
Central Public School	135 George St.	Brantford	N3T 6B4	4
Cobblestone Elementary School	179 Granville Circle	Paris	N3L 0A9	17
Confederation Elementary School	54 Ewing Dr.	Brantford	N3R 5H8	7
Courtland Public School	1012 Queen St.	Courtland	N0J 1E0	56
Delhi Public School	227 Queen St.	Delhi	N4B 2K6	43
Delhi District Secondary School	393 James St.	Delhi	N4B 2B6	43
Dufferin Public School	106 Chestnut St.	Brantford	N3T 4C6	5
Dunnville Secondary School	110 Helena St.	Dunnville	N1A 2S5	62
Echo Place School	723 Colborne St. East	Brantford	N3S 3R5	5
Elgin Avenue Public School	80 Elgin Ave.	Simcoe	N3Y 4A8	40
Fairview Avenue Public School	223 Fairview Ave. West	Dunnville	N1A 1M4	63
Glen Morris Central Public School	522 Glen Morris Rd. East	Glen Morris	N0B 1W0	23
Graham Bell-Victoria Public School	56 Grand St.	Brantford	N3R 4B2	6
Grandview Public School	68 North Park St.	Brantford	N3R 4J9	6
Grandview Central Public School	11 Thrush St.	Dunnville	N1A 1X7	64
Greenbrier Public School	33 White Oaks Ave.	Brantford	N3R 5N8	8
Hagersville Elementary School	40 Parkview Rd.	Hagersville	N0A 1H0	32
Hagersville Secondary School	70 Parkview Rd.	Hagersville	N0A 1H0	31
Houghton Public School	RR#5, 505 Fairground Siderd.	Langton	N0E 1G0	82
J. L. Mitchener Public School	60 Munsee St. South	Cayuga	N0A 1E0	46
James Hillier Public School	62 Queensway Dr.	Brantford	N3R 4W8	6
Jarvis Public School	14 Monson St.	Jarvis	N0A 1J0	34
King George School	265 Rawdon St.	Brantford	N3S 6G7	4

SCHOOL	ADDRESS	CITY	POSTAL CODE	DISTANCE FROM ED CENTRE (KM)
Lakewood Elementary School	713 St. George St.	Port Dover	N0A 1N0	41
Langton School	23 Albert St.	Langton	N0E 1G0	62
Lansdowne-Costain Public School	21 Preston Blvd.	Brantford	N3T 5B1	6
Lynndale Heights Public School	55 Donly Dr. South	Simcoe	N3Y 5G7	41
Major Ballachey Public School	105 Rawdon St.	Simcoe	N3S 6C7	3
McKinnon Park Secondary School	91 Haddington St.	Caledonia	N3W 2H2	31
Mt. Pleasant School	667 Mt. Pleasant Rd.	Mt. Pleasant	N0E 1K0	10
North Park Collegiate & Vocational School	280 North Park St.	Brantford	N3R 4L1	7
North Ward School	107 Silver St.	Paris	N3L 1V2	19
Oakland-Scotland Public School	15 Church St. West	Scotland	N0E 1R0	19
Oneida Central Public School	661 4 th Line	Caledonia	N3W 2B2	38
Onondaga-Brant Public School	21 Brant School Rd., RR#1	Brantford	N3T 5L4	9
Paris Central Public School	7 Broadway St. East	Paris	N3L 2R2	17
Paris District High School	231 Grand River St. North	Paris	N3L 2N6	18
Pauline Johnson Collegiate & Vocational School	627 Colborne St.	Brantford	N3S 3M8	4
Port Rowan Public School	48 College Ave.	Port Rowan	N0E 1M0	80
Prince Charles Public School	40 Morton Ave.	Brantford	N3R 2N5	6
Princess Elizabeth Public School	60 Tecumseh St.	Brantford	N3S 2B5	2
Rainham Central School	572 Concession 5., RR#1	Fisherville	N0A 1G0	48
River Heights School	37 Forfar St. East	Caledonia	N3W 1L6	30
Russell Reid Public School	43 Cambridge Dr.	Brantford	N3R 5E3	8
Ryerson Heights Elementary School	33 Dowden Ave.	Brantford	N3T 0A3	6
Seneca Central Public School	2767 Haldimand Rd. #9	York	N0A 1R0	48
Simcoe Composite School	40 Wilson Dr.	Simcoe	N3Y 2E5	40
Sprucedale Secondary School	660 Ireland Rd.	Simcoe	N3Y 4L8	42
St. George German Public School	3 College St.	St. George	N0E 1N0	18
Teeterville Public School	229 Teeter St.	Teeterville	N0E 1S0	33
Thompson Creek Elementary School	800 Cross St. West	Dunnville	N1A 1N7	63
Tollgate Technological Skills Centre	112 Tollgate Rd.	Brantford	N3R 4Z6	7
Valley Heights Secondary School	2561 Hwy. 59	Langton	N0E 1G0	68
Walpole North Elementary School	RR#5, 1895 Haldimand Rd#55	Hagersville	N0A 1H0	30
Walsh Public School	RR#2, 933 St. John's Rd. West	Simcoe	N3Y 4K1	56
Walter Gretzky Elementary	365 Blackburn Dr.	Brantford	N3T 0G5	6
Waterford District High School	227 Main St. South	Waterford	N0E 1Y0	27
Waterford Public School	100 East Church St.	Waterford	N0E 1Y0	25
West Lynn Public School	18 Parker Dr.	Simcoe	N3Y 1A1	42
Woodman-Cainsville School	51 Woodman Dr.	Brantford	N3S 4K3	5

OTHER SITES	ADDRESS	CITY	POSTAL CODE	DISTANCE FROM ED CENTRE (KM)
Adult Learning City Centre	1 Market St.	Brantford	N3T 6C8	3
Adult Learning Norfolk	150 West St., Unit 5	Simcoe	N3Y 5C1	40
Bridges to Success – Adult Literacy and Basic Skills, Brantford	3 rd Level, Market Square, 1 Market St.	Brantford	N3T 6C8	3
Bridges to Success – Adult Literacy and Basic Skills, Haldimand	110 Helena Street	Dunnville	N1A 2S5	62
CAREERLINK – Employment Ontario Services	3 rd Level, Market Square, 1 Market St.	Brantford	N3T 6C8	3
Education Centre and Facility Services	349 Erie Ave.	Brantford	N3T 5V3	0
English as a Second Language (ESL)/LINC	347 Erie Ave.	Brantford	N3T 5V3	0
H.E. Fawcett Teacher Resource Centre	108 Tollgate Rd.	Brantford	N3R 4Z6	7
Joseph Brant Learning Centre	347 Erie Ave.	Brantford	N3T 5V3	0
GELA - Main Campus	365 Rawdon St.	Brantford	N3S 6J3	5
GELA – Simcoe Town Centre	150 West St.	Simcoe	N3Y 5C1	40
Hagersville - Nations	1676 Chiefswood Rd., Unit 3	Ohswéken, Six Nations	N0A 1M0	16
Hagersville - New Start	HWY 6 and First Line	Hagersville	N0A 1H0	32
Hagersville – SWAC	16 Sunrise Court	Ohswéken	N0A 1M0	17
Hagersville – Youth Lodge	35 Sunrise Court	Ohswéken	N0A 1M0	17
Haldimand School Support Centre	70 Parkview Rd.	Hagersville	N0A 1H0	31
Norfolk School Support Centre	227 Main St. South	Waterford	N0E 1Y0	27
Turning Point – Cayuga Secondary School	28 Cayuga St. North	Cayuga	N0A 1E0	46
Turning Point – Delhi District Secondary School	640 James St.	Delhi	N4B 2C7	42
Turning Point – Dunnville Secondary School	304 Broad St. East, Unit 2	Dunnville	N1A 1G3	70
Turning Point – Hagersville Secondary School	12 Alma St. South	Hagersville	N0A 1G0	29
Turning Point – McKinnon Park Secondary School	174 Caithness St.	Caledonia	N3W 1C2	30
Turning Point – McKinnon Park Secondary School	3201 Second Line Rd., RR#6	Hagersville	N0A 1H0	22
Turning Point – Paris District High School	2 Elm St.	Paris	N3L 2L6	15
Turning Point - Pauline Johnson Collegiate & Vocational School	140 Colborne St.	Brantford	N3S 3N6	3
Turning Point – Simcoe Composite School	320 St. Patrick St.	Port Dover	N0A 1N0	40
Turning Point – Waterford District High School	433 Thompson Rd. West	Waterford	N0E 1Y0	30
Turning Point – Valley Heights Secondary School	50619 Talbot Line	Aylmer	N5R 2R1	80
Turning Point – Valley Heights Secondary School	707 Norfolk County Road 28	Langton	N0E 1G0	78

APPENDIX B: GEDSB Unions and Federations

# OF STAFF (FULL-TIME/PART-TIME)	2848
# OF OCCASIONAL STAFF	1046
TOTAL # OF GEDSB STAFF	3898

UNIONS/BARGAINING UNITS:	TOTAL
Canadian Union of Public Employees (CUPE)	949
Elementary Teachers' Federation – Designated Early Childhood Educators (ETFO)	173
Grand Erie Elementary Teachers' Federation (ETFO)	1066
Grand Erie District School Board Occasional Elementary Teachers (ETFO)	492
Grand Erie District School Board Management Support Team (GEMST)	58
Ontario Principals' Council (OPC)	106
Ontario Secondary School Teachers' Federation – Occasional Secondary Teachers (OSSTF)	295
Ontario Secondary School Teachers' Federation – Professional Student Services Personnel (OSSTF)	55
Ontario Secondary School Teachers' Federation – Secondary Teachers (OSSTF)	634
Non-Union	66

APPENDIX C: Designated Substances

The following designated substances are at sites within the GEDSB:

1. Asbestos: Can be found in multiple different building materials throughout the board.
2. Lead: Can be found in wiring connectors, electric cable sheathing, solder joints on copper piping, ceramic glazes, lead sheeting, masonry mortar, and as sub-surface layers to paint.
3. Mercury: Can be found in fluorescent light tubes, switches, electrical controls, heating system thermostats and thermometers.

APPENDIX D: Procedure for a Work Refusal

Procedure for a Work Refusal

First Stage

Worker considers work unsafe.



Worker reports refusal to his/her supervisor or employer.

Worker may also wish to advise the worker safety representative and/or management representative.

Stays in safe place.



Employer or supervisor investigates in the presence of the worker and the worker safety representative.



Issue Resolved

Worker goes back to work.



Issue Not Resolved

[proceed to the second stage]

Second Stage

With reasonable grounds to believe work is still unsafe, worker continues to refuse and remains in safe place.

Worker or employer or someone representing worker or employer calls the Ministry of Labour.



Ministry of Labour Inspector investigates in consultation with the worker, safety representative and supervisor or management representative.*



Inspector gives decision to worker, management representative/supervisor and safety representative in writing.



Changes are made if required or ordered.

Worker returns to work.

*Pending the Ministry of Labour investigation:

- The refusing worker may be offered other work if it doesn't conflict with a collective agreement
- Refused work may be offered to another worker, but management must inform the new worker that the offered work is the subject of a work refusal. This must be done in the presence of:
 - a member of the joint health and safety committee who represents workers; or
 - a health and safety representative, or
- a worker who because of his or her knowledge, experience and training is selected by the trade union that represents the worker or, if there is no trade union, by the workers to represent them

SOURCE: Ministry of Labour (https://www.labour.gov.on.ca/english/hs/pubs/filmguide/work_refusal)

APPENDIX E: GEDSB Procedure for a Critical Injury

Procedure for a Critical Injury

The following procedure must be followed in the event a worker, student or visitor suffers a critical injury.

A critical injury is an injury of a serious nature that:

- a. places life in jeopardy
- b. produces unconsciousness
- c. results in substantial blood loss
- d. involves the fracture of an arm or a leg
- e. the fracture of a foot or ankle
- f. the fracture of more than one toe
- g. the fracture of the hand or the wrist
- h. the fracture of more than one finger
- i. involves the amputation of a leg, arm, hand, or foot
- j. consists of burns to a major portion of the body
- k. causes the loss of sight in an eye

Critical Injury Procedure

Worker, Student or Visitor Critical Injury Procedure

First Aid treatment provided to injured party by a certified first aid responder



Call 911 if emergency medical attention is needed.



Secure the scene and isolate hazards.



Begin the Injury Investigation, talk to witnesses and request witness statements.



Ensure online injury reports are submitted for worker injuries and OSBIE reports are submitted for injuries to students and visitors.



Contact the Health and Safety Department.



Health and Safety will contact the Ministry of Labour and notify the Joint Occupational Health and Safety Committee.



Health and Safety will prepare a written report to be submitted to the Ministry of Labour in consultation with the worker representative on the Joint Occupational Health and Safety Committee

APPENDIX F: Items to be Posted on the Health and Safety Board

The following items are to be posted on the workplace Health and Safety Board. **These should be the most current version available.**

- Occupational Health and Safety Act
- In Case of Injury at Work – WSIB Poster
- Health and Safety at Work: Prevention Starts Here – MOL Poster
- Workplace Violence – Poster
- WHMIS 2015 - Pictograms
- Health and Safety Policy – HR4 includes the Terms of Reference and the Minister’s Letter
- Workplace Violence Policy – HR8
- Harassment and Objectable Behaviour Policy – HR5
- Health and Safety Annual Report
- First Aid Requirements - Regulation 1101
- List of First Aid Responders for the location
- Consumer Symbols
- Asbestos Plan for the location
- Occupational Health and Safety Brochure
- List of Joint Occupational Health and Safety Committee Members
- Ministry of Labour Reports for the location for the past 12 months
- Workplace Inspection Report for the location
- Joint Occupational Health and Safety Committee Meeting Minutes for past 12 months
- Hygiene testing reports for the location
- Asbestos Abatement Reports, Bulk Sample Analysis Reports, and Designated Substance Reports for the location
- List of current Workplace Team Members

APPENDIX G: Joint Occupational Health and Safety Committee Member 2016-2017

2016-2017 Joint Occupational Health and Safety Committee Members		
Worker Representatives		
Name	Group	Current Location
Amanda Baxter (CM)	Grand Erie Elementary Teachers' Federation Occasional Teachers (ETFO)	Not Applicable
Andrea Murik (CM)	Ontario Secondary School Teachers Federation OSSTF	GELA – Main Campus
Angela Korakas (CM)	Elementary Teachers' Federation of Ontario Designated Early Childhood Educator (ETFO)	St. George German Public School
Dan McDougald (CM)	Professional Student Services Personnel Ontario Secondary School Teachers' Federation (OSSTF)	H.E. Fawcett Teacher Resource Centre
George Wittet (CM) – Co-Chair	Ontario Secondary School Teachers Federation Occasional Teachers OSSTF	Not Applicable
Jennifer Faulkner (CM)*	Canadian Union of Public Employees Office Clerical/Technical (CUPE)	CUPE Office
Jennifer Orr (CM)	Grand Erie Elementary Teachers' Federation (ETFO)	Seneca Central Public School
Jim Clayton (CM)	Canadian Union of Public Employees Facility Services (CUPE)	Facility Services
Laura Mels (CM)	Grand Erie District School Board Management Support Team – Non-Union (GEMST)	Education Centre
Nancy Hondula (CM)	Canadian Union of Public Employees Educational Assistants (CUPE)	Dunnville Secondary School
Management/Employer Representatives		
Cheryl Innes (CM)	Elementary School Administration	Echo Place School
Griffin Cobb (CM)	Secondary School Administration	Delhi District Secondary School
Lena Latreille (CM)	Business Services Management	Facility Services
Rebecca Jago (CM)	Human Resources Management	Education Centre
Tom Krukowski	Facility Services Management	Facility Services
Resources to the Joint Occupational Health and Safety Committee		
Hilary Sutton	Health and Safety Officer	Facility Services
Ministry of Labour	Inspectors	Hamilton, Ontario
Joint Occupational Health and Safety Committee Recording Secretary		
Amanda DePlancke	Human Resources Assistant	Education Centre

CM = Certified Member

*Alternate Member

APPENDIX H: JOHSC and Workplace Team Training Modules

JOHSC

Part 1 and Part 2 certification training will be delivered to all JOHSC members by a Ministry of Labour (MOL) certified and approved trainer.

All Part 2 Education specific training shall include at a minimum of the following seven (7) modules: Flammables and Combustibles, Moving Machine Parts, Working at Heights Awareness, Electrical hazards, Office Biohazards, Walking and Working Surfaces and Confined Spaces.

Workplace Team

Part 1 and Part 2 certification training will be delivered to all members by a Ministry of Labour (MOL) certified and approved trainer.

All Part 2 Education specific training shall include at a minimum of the following six (6) modules: Flammables and Combustibles, Moving Machine Parts, Working at Heights Awareness, Electrical hazards, Office Biohazards and Walking and Working Surfaces.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Appointment of Non-Board Audit Committee Members**
DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board approve the Appointment of Christine Woodley as Non-Board Audit Committee Members for a three year term ending January 31, 2020.

Background:

Ontario Regulation 361/10 made under the Education Act requires every board to establish an audit committee.

The term of one of the non-board members of the audit committee expired January 31, 2017 and the member did not wish to continue for an additional term as permitted by regulation. Advertisements recruiting potential members were placed in local newspapers and on the Board website.

By regulation, a selection committee of the Chair or designate, Director and Superintendent of Business met to identify potential candidates for appointment as non-board Audit Committee members, reviewed the applications received, interviewed two applicants and recommends Christine Woodley for appointment as non-board member of the audit committee for a three year term ending January 31, 2020. Mrs. Woodley is a CPA, has extensive background and experience in financial management and would be an asset to the audit committee of the Board.

The other non-board committee member, William Lovekin is in the second year of his first term on the Audit Committee which expires January 31, 2019.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Jamie Gunn, Superintendent of Business & Treasurer
RE: **Summary of Accounts – February 2017**
DATE: March 27, 2017

Recommended Action: It was moved by _____, seconded by _____
THAT the Grand Erie District School Board receive the Summary of Accounts for the months of
February 2017 in the amount of \$7,681,459.41 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 & Treasurer



Special Education Advisory Committee SEAC 16-06
Education Centre – Board Room
February 2, 2017 6:30 p.m.

MINUTES

- A-1 Call to Order R. Collver
- (a) Welcome and Introductions
- Vice-Chair Collver welcomed everyone and explained she will preside over tonight's meeting in Chair O'Donnell's absence.
- (b) Roll Call
- Present: L. Boudreault, L. Boswell, B. Caers, H. Carter, C. Clattenburg, R. Collver (VC), P. Curran (RS), L. DeJong, C. Hofbauer, C. McGregor, K. Mertins, C. A. Sloat, S. Sloat, R. Smith, L. Thompson, D. Werden, R. Winter
- Absent: K. Anderson, M. Carpenter, M. Falkiner, M. Macdonald K. O'Donnell (C), L. Scott, K. Smith, J. White.
- Guests: S. McKillop, D. Weiler, L. Sheppard.
- B-1 Agenda Additions R. Collver
- (a) Move F-1 (c) Updates – Special Education Website Work to C-1 (e)
- (b) Add F-1 (c) Update on Ontario Autism Funding
- (c) Add G-1 (c) Ministry of Education - Feedback Session for Provincial Framework for Alternative Programs and Courses K-12 (draft)
- (d) Add G-1 (d) Ltr - Bluewater DSB January 23, 2017
- C-1 Information Items
- (a) Presentation – Levelled Literacy Intervention (LLI) D. Weiler
- Ms. Weiler, a Grand Erie DSB Learning Resource Teacher (LRT) explained LLI is a short-term, reading intervention with small groups of grade 1 or grade 2 students who need help to improve their reading skills.
 - It is designed to supplement the classroom comprehensive literacy program for students who are working just below grade level and is tailored to the student while they are in the program as long as they are being successful.
 - It is fast-paced and to promote success also requires daily home support and practice reading with adults or by reading to siblings, pets or toys.
- (b) Presentation – Empower[®] Reading Program D. Weiler
- Ms. Weiler explained this is a 110-lesson structured reading program delivered in small groups of students primarily in grades 2-5 who are significantly below grade level reading and who are lacking knowledge of letter sounds and sound combinations.
 - It is for students who have not experienced success with previous reading interventions and can support students with learning disabilities.
 - Consistent implementation of the program (4-5 days a week for 1 hour each day) is necessary to most effectively support students to meet with success.



Special Education Advisory Committee SEAC 16-06

Education Centre – Board Room

February 2, 2017 6:30 p.m.

- Classroom supports are available and the program does not require home assistance to be successful.
- Vice-Chair Collver thanked Ms. Weiler for her presentations and for her work with the students of Grand Erie.

(c) Presentation – Academic Achievement Battery (AAB)

L. Sheppard

- Ms. Sheppard, a Grand Erie Teacher Consultant, explained the AAB is a standardized measure of academic skills
- The information gained can be helpful to teachers to understand a student's skill level relative to a large group of same aged children.
- Though students enjoy the 1:1 experience, factors that may affect student performance are: students' nutrition and general health, the comfort of the venue and the student's attitude toward assessment.
- The AAB results help inform the choices of accommodations that may be made to students' programming and / or the rate and pace of programming and may indicate other assessments that may be required.
- The training video can be accessed through:
<https://www.pariconnect.com/>
- Vice-Chair Collver thanked Ms. Sheppard for her informative report.

(d) Survey Questions for Special Education Online Consult

S. McKillop / L. Thompson

- Superintendent Thompson introduced Mr. McKillop Manager of Communications & Community Relations, who will work with SEAC to help achieve the online special education plan consult and updated webpage goals.
- Public input on Grand Erie's Special Education Plan, a report on the services, staff and structures that have been used in the board during the past year, will be gathered electronically, at school council meetings, and from SEAC input.
- Mr. McKillop submitted three design considerations for the parent survey request for input on the Special Education Plan.
- Method of advertising the online consult will be through school newsletter, postcards for student delivery to home, social media, the board's public website, a dedicated web link, face-to-face interactions and school websites.
- The survey will be launched March 20, 2017 and close April 10, 2017
- This year, schools and school councils are also receiving sections of the plan for review as well as SEAC.



Special Education Advisory Committee SEAC 16-06

Education Centre – Board Room

February 2, 2017 6:30 p.m.

- Committee members' suggestions:
 - Ensure language is plain and clear and can be understood outside the educational system.
 - Make the message more clear, e.g., "Call to Action" or "We Need Your Input", etc. and use terms familiar to parents, e.g., Strengths, Needs, Next Steps, etc.
 - Consider submitting other pictures or words for the design.
 - Chair O'Donnell will be requested to provide a short video presentation introducing the survey and explaining the purpose of the Special Education Plan.

(e) Updates – Special Education Website Work

S. McKillop

- The goal is to create a warm, welcoming, informative one stop shop of resources that is dynamic and interesting.
- Reminder to use language that is familiar to parents.
- S. Sloat will consider gathering a focus group of parents who have children with special needs to capture their input.
- A bulleted list sketching plans for the website page will be submitted to Mr. McKillop for submission to the Board's web page designer.
- Members were asked to submit any other ideas to the Chair, Vice-Chair, Superintendent or Recording Secretary.

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

R. Collver

(a) Ratification of Minutes January 12, 2017 SEAC Meeting

MOVED: S. Sloat
SECOND: R. Winter

"THAT the minutes of SEAC 16-05, held January 12, 2017 be approved as distributed."

CARRIED

E-1 New Business

R. Collver

(a) Special Education News

i. Mental Health Moment

H. Carter

- Ms. Carter illustrated the connection between physical health and mental health and noted engaging in physical activity helps the brain regenerate and cope better with stress, etc.

(b) Special Education Plan Review – Section #12 Staffing

L. Thompson

- Superintendent Thompson explained the changes in staffing and how they differed from last year's Section 12.



Special Education Advisory Committee SEAC 16-06

Education Centre – Board Room

February 2, 2017 6:30 p.m.

- (c) P-1 Special Education Guiding Principles – Input Session L. Thompson
- Members were grouped in pairs and asked to review sections of the plan.
 - Results will be considered, and where appropriate, used to inform the final draft procedure.
 - Superintendent Thompson thanked SEAC members for their attention and expertise to this exercise.
- F-1 Other Business R. Collver
- (a) Policy/Procedures – K. Mertins
- See E-1 (c) P-1 Special Education Guiding Principles.
- (b) Updates – Special Needs Strategy L. Thompson / K. Mertins
- No update is available at this time.
- (c) Updates – Regional Special Education Council (RSEC) L. Thompson
- A Guide for Special Education update is projected for spring 2018, but no assurances of a firm deadline
 - Discussion on development of 'Modified days for Students' guidelines as no Ministry policy exists for these situations.
 - RSEC congratulated Grand Erie on the comprehensive data collection around well-being and inclusion of SEAC members voice in the Ministry's survey on the Ontario Well-Being for Education initiative.
- (d) Ontario Autism Funding L. Thompson
- The Ministry of Education provided funding for two years to support children's transition from community based Intensive Behavioural Intervention (IBI) to the New Ontario Autism Program.
 - In January 2017, Grand Erie hired a new System Learning Resource Teacher (LRT) and a new Lead Educational Assistant (EA) who will work primarily with students diagnosed as autistic.
 - At SEAC's request, staff will provide the number of students identified as autistic at the March 2nd meeting.
 - At SEAC's request, staff will provide a copy of the ONSIS report at the March 2nd meeting.
- G-1 Correspondence R. Collver
- (a) Minister's Advisory Council on Special Education L. Thompson
(MACSE) October 5, 2016
- Superintendent Thompson invited members to review the MACSE meeting overview from its October 5, 2016 meeting.
- (b) Ltr - Nippissing Perry Sound CDSB - December 23, 2017 R. Collver
- This letter is in support of Toronto CDSB concerns about the decline in Special Education funding proposed by the Ministry.



Special Education Advisory Committee SEAC 16-06

Education Centre – Board Room

February 2, 2017 6:30 p.m.

(c) Memo - Ministry of Education London East Feedback Session

- The Ministry is seeking SEAC representation on a school board team to examine programming for students who are not working on the provincial curriculum.
- Grand Erie's team will include J. White, L. Boudreault, a system Learning Resource Teacher, a teacher representative from the elementary and secondary panels and L. DeJong who volunteered to represent SEAC.
- The feedback session will occur March 21, 2017 at the Marquis Gardens in Ancaster.

(d) Ltr – Bluewater DSB – January 23, 2017

R. Collver

- This letter is in support for Limestone DSB concerns regarding the Ministry's reduction in Special Education funding.

H-1 Information Items

R. Collver

(a) Community Updates

i. Haldimand Norfolk REACH Strategic Planning Retreat

R. Smith

- Youth advisory representatives from Holy Trinity Secondary and Waterford District High school were invited to the retreat and presented a very clear voice of the challenges students face whether they are high academic achievers or struggling to make their grades.

I-1 Next Meeting

R. Collver

March 2, 2017 | Grand Erie DSB – Board Room | 6:30 p.m.

J-1 Adjournment

R. Collver

MOVED: D. Werden

SECOND: C. Hofbauer

"THAT the meeting of SEAC 16-06, held February 2, 2017 be adjourned at 9:03 p.m."

CARRIED



MINUTES

1.0 Roll Call

Employer Representatives:

Lena Latreille	Business Services (Certified Member)
Rebecca Jago	Human Resources (Certified Member) (Chair)
Tom Krukowski	Facility Services
Griffin Cobb	Secondary School Administration (Certified Member)

Employee Representatives:

George Wittet	Secondary Occasional Teachers (Certified Member) (Co-Chair)
Amanda Baxter	Elementary Occasional Teachers (Alternate)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Andrea Murik	Secondary Teachers (Certified Member)
Jennifer Orr	Elementary Teachers (Certified Member)
Jim Clayton	CUPE Facility Services (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Jennifer Faulkner	CUPE Clerical/Technical (Certified Member)
Dan McDougald	Professional Student Services Personnel (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)
Cheryl Innes	Elementary School Administration (Certified Member)



H-1-c
Joint Occupational Health and Safety Committee
February 16, 2017
Joseph Brant Learning Centre- Pine Tree Room

Guests:

Kelly Morin-Currie	OSSTF (Representing Occasional Teachers)
Bruce Hazlewood	OSSTF President
Sean Martin	GEETF President
Kevin Uttley	GEDSBOT President
Belinda Benko	OSSTF-PSSP President
Tammy Stoneman	ETFO-DECE

2.0 Minutes of Last Meeting

The draft minutes for January 19th, 2017 were reviewed.

3.0 Approval of Last Meeting Minutes (January 19, 2017)

The minutes were approved.

4.0 Agenda Additions

None

5.0 Unfinished Business – Discussion

5.1 Annual Workplace Violence Survey

The Annual Workplace Violence Survey was reviewed by Executive Council and approved. The document will be made into a fillable PDF which will be sent out by mid-March to administrators and managers to complete by April. This item can be removed from the next agenda.

New Indoor Air Quality Reports

None

6.0 New Business

6.1 Annual Health and Safety Inspection Dates

A reminder for inspectors to contact the school to confirm dates and times prior to going to the school to complete the inspection. This can be done in advance either by phone or email.

SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee

February 16, 2017
Joseph Brant Learning Centre- Pine Tree Room

A suggestion was brought forward for next year's inspection schedule to include name and contact number of the person doing inspections for each location. This item can be removed from the next agenda.

6.2 Terms of Reference Review with Joint Occupational Health and Safety Committee and Union Presidents (Timed event, 11:30 am)

The Ministry of Labour is serving notice to a number of School Boards to update their Multi-Site Workplace Joint Health and Safety Committee Terms of Reference agreement.

We have received our letter giving us notice and have until April 23, 2017, to submit an update terms of reference supported by all parties at our Board.

A draft document and package was provided to all parties' present and they were requested to review the contents. A meeting will be set in the next couple of weeks to review the document and discuss inclusions, exclusions and recommendations. Once the Terms of Reference document is agreed upon and finalized, it will be submitted to the Ministry of Labour for their approval. This item will remain on the next agenda.

7.0 Information Items

7.1 Bulk Sample Analysis Report- Waterford District High School- eBase #10320- Project #16123

Bulk samples of plaster from Waterford District High School were analyzed for the determination of asbestos content. The samples were found not to be asbestos-containing. This item can be removed from the next agenda.

7.2 Air Monitoring- Seneca Central Public School- eBase #25- Project #16084

Air monitoring was completed at Seneca Central Public School prior to Asbestos Abatement and Micro-Vac Sampling to determine the presence of airborne asbestos fibres within the corridor. The information collected as a result of the air samples indicate that there were no airborne asbestos fibres present. This item can be removed from the next agenda.

7.3 Micro-Vac Sampling- Air Testing- Seneca Central Public School- eBase #35- Project #16084

SUCCESS for Every Student



H-1-c Joint Occupational Health and Safety Committee

February 16, 2017

Joseph Brant Learning Centre- Pine Tree Room

Micro-Vac Sampling was completed at Seneca Central Public School to determine the presence of asbestos in settled dust above the ceiling grid. Presence of asbestos in the samples were considered as background levels. This item can be removed from the next agenda.

7.4 Asbestos Abatement- Seneca Central Public School- eBase #35- Project #16084

Due to the removal of asbestos-containing material at Seneca Central Public School in eBase #'s 25, 33, 34 and 35, a visual inspection of the work areas and air testing ~~was~~ were completed. No concerns were observed. This item can be removed from the next agenda.

7.5 Asbestos Abatement- Hagersville Secondary School- eBase #2021- Project #16150

Due to the removal of suspected asbestos-containing material in eBase #2021 at Hagersville Secondary School, a visual inspection and clearance of the work areas was completed. No concerns were observed. This item can be removed from the next agenda.

8.0 Review of Reports

8.1 Employee Accident Reports Summary – January 2017 Workplace Safety and Insurance Board Reportable – January 2017 Student Aggression Summary Table for January 2017

All reports were reviewed as distributed

8.2 Status of Workplace Inspections including Non-Academic sites – January 2017

Reports were made available to the committee for review. Woodman Cainsville completed two workplace inspections in January as required.

8.3 Health and Safety/Facility Services Review Committee Meeting Minutes

Next Meeting April 11, 2017

8.4 Critical Injuries

SUCCESS for Every Student



There have been 37 student critical injuries and 1 employee critical injury for the 2016-2017 school year to date.

8.5 Focus Group

Next Meeting May 9, 2017

8.6 Review of On-going Project Items

See chart

8.7 Work Orders

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

9.0 Health and Safety Training

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

- 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: May 18, 2017

10.0 Recommendations to Executive Council

None

11.0 Adjournment / Next Meeting(s):

The meeting was adjourned at 12:05 pm.

The next JOHSC meeting will be held on March 23, 2017 – JBLC – Pine Tree Room



H-1-c Joint Occupational Health and Safety Committee

February 16, 2017
Joseph Brant Learning Centre- Pine Tree Room

As of February 2017

Policy/Procedure Review:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2013	Annual Workplace Violence Survey	2017 –February	Sending to all locations in mid-March for completion.	

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	Update will be provided May, 2017	May 2016: Information that was provided to the committee from a recent report to the Board on facility and capital projects.

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	September 2016	Reviewed by committee
HR8 – Workplace Violence		Board for approval January 2015	February 2019	September 2016	Reviewed by committee
HR5 – Harassment		Board approved September 2015	October 2019	September 2016	Reviewed by committee

SUCCESS for Every Student

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1	Agnes G. Hodge	X	X	X	X	XX	X				
2	Anna Melick	X	X	X	X	XX	X				
3	Banbury Heights	X	X	X	X	XX	X				
4	Bellview	X	X	X	XX	X	X				
5	Bloomsburg	X	X	XX	X	X	X				
6	Boston	X	X	X	X	X	X				
7	Branlyn Community	X	X	X	X	X	X				
8	Brier Park	X	X	X	X	X	X				
9	Burford District Elementary	X	X	X	X	X	X				
10	Caledonia Centennial	X	X	X	X	XX	X				
11	Cedarland	X*	X	X	X	X	X				
12	Centennial-Grandwoodlands	X	X	X	X	X	X				
13	Central P.S.	X	X	XX	X	X	X				
14	Cobblestone Elementary	X	X	X	X	X	X				
20	Confederation (Fr Imm)	X	X	X	X	X	XX				
15	Courtland	X	X	XX	X	X	X				
16	Delhi	X	X	XX	X	X	X				
17	Dufferin	X	X	X	X	XX	X				
18	Echo Place	X	X	X	X	X	X				
19	Elgin Ave.	X	X	X	XX	X	X				
22	Fairview Ave.	X	X	X	X	X	XX				
23	Glen Morris	X	X	X	X	X	XX				
24	Graham Bell	X	X	X	X	X	X				
25	Grandview	X	X	X	X	X	X				
26	Grandview Central(Dunnville)	XX	X	X	X	X	X				
27	Greenbrier	X	X	X	X	X					
28	Hagersville Elementary	X	X	X	X	X	X				
29	Houghton	X	X	XX	X	X	X				
30	J.L. Mitchener	X	XX	X	X	X	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** X2 Two inspections completed due to missing prior month inspection

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

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****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 X2** Two inspections completed due to missing prior month inspection

No.	Elementary School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
56	Walpole North	X	X	X	XX	X	X				
57	Walsh	X	X	X	XX	X	X				
58	Walter Gretzky Elementary School	X	X	X	X	XX	X				
59	Waterford Public	X	XX	X	X	X	X				
60	West Lynn	X	XX	X	X	X	X				
61	Woodman-Cainsville	X	X	X		X2	X				
	Secondary Schools										
62	B.C.I. & V.S.	X	X	XX	X	X	X				
63	Cayuga Secondary S.(incl. TP - 28 Cayuga St. N., Cayuga)	X	X	XX	X	X	X				
64	Delhi District Secondary S.(incl. TP - 169 Wellington Ave, Delhi)	X	X	XX	X	X	X				
65	Dunnville Secondary S. (Incl. TP - 237 Chestnut St., Dunnville)	X	XX	X	X	X	X				
66	G.E.L.A. Brantford (Rawdon)	XX	X	X	X	X	XX				
67	G.E.L.A. - CareerLink Eaton Market Square	XX	X	X	X	X	XX				
68	G.E.L.A. - Simcoe	XX	X	X	X	X	XX				
69	Hagersville S.S.(incl. HSSC and TP - 12 Almas St. Unit 2, Hagersville)	XX	X	X	X	X	X				
70	McKinnon Park S.S.(incl. TP - 174 Caithness St., Caledonia, and 3201 Second Line Rd., Hagersville)	X	X	XX	X	X	X				
71	North Park C. & V.S.	X	XX	X	X	X	X				
72	Paris District H.S. (incl. TP - 2 Elm St., Paris)	X	X	XX	X	X	X				
73	Pauline Johnson C.V.S. (incl. TP - 410 Colborne St., Brantford)	XX	X	X	X	X	XX				
74	Simcoe Composite School (Incl. TP - 39 Kent St N Unit 4, Simcoe)	X	XX	X	X	X	X				
75	Sprucedale Secondary School	X	X	X	X	X	X				
76	Tollgate Tech. Skills Centre	X	X	XX	X	X	X				
77	Valley Heights S.S. (Includes Houghton Annex & TP on site)	X	X	XX	X	X	X				
78	Waterford District High School (incl. NSSC and TP site - Camp Trillium)	X	X	XX	X	X	X				
No.											
79	H.E. Fawcett Teacher Resource Centre (TRC)	X		X	X	XX	X				
80	Joseph Brant (including GELA - ESL, Woodland Cultural Ctr)	X	X	X	X	X	X				
81	Head Office	X	X	X	X	X	X				
82	Head Office - Facility Services	X	X	X	X	X	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.

****Please note that X2** Two inspections completed due to missing prior month 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	X	X	XX	X	X				
Storage Building Langton Bus Barn, 23 Albert Street, Langton	X	X	XX	X	X	X				
Storage Building Walsh Bus Barn, 93 Regional Road #3, Walsh	X	X	X	XX	X	X				

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

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** **X2** Two inspections completed due to missing prior month inspection



**Board of Directors' Meeting
Tuesday, February 28, 2017 at 1:00 p.m.**

Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

Present:

- GEDSB:** Jamie Gunn, Superintendent of Business & Treasurer – Director
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
Kathryn Underwood, Executive Assistant to the Superintendent of Business
GEDSB
- BHNCDSB:** Tom Grice, Superintendent of Business & Treasurer – President
Bill Chopp, Trustee – Director
- CSDCCS:** Mario Nantel, Director of Transportation – Director

Regrets:

James Richardson, GEDSB Trustee- Director
Brenda Blancher, Director of Education & Secretary GEDSB

Chris Roehrig, Director of Education & Secretary BHNCDSB

Bobby Somaroo, Superintendent of Business, CSDCCS – Alternate Director
Réjean Sirois, directeur de l'éducation CSDCCS

MINUTES

- 1.0 Call to Order, Welcome and Introductions – T Grice
The President called the meeting to order at 1:00 p.m. and introduced the new committee members present.
- 2.0 Approval of Agenda for February 28, 2017
Moved by: J Gunn
Seconded by: M Nantel

“That the STSBHN agenda for February 28, 2017 be approved as distributed.”

CARRIED.

3.0 In Camera Session
There were no in camera Items.

4.0 Approval & Signing of Minutes
4.1 Tuesday October 25, 2016

Moved by: J Gunn

Seconded by: M Nantel

"That the minutes of October 25, 2016 be approved as distributed."

CARRIED.

5.0 AGM and Election of Officers

5.1 Approval of the 2015-16 Financial Statements

P Kuckyt provided an overview of the 2015-16 audited financial statement. P

Kuckyt provided an overview of how the audited financial statements are produced.

Moved by: M Nantel

Seconded by: J Gunn

"That the STSBHN 2015-16 Audited Financial Statement be approved as circulated."

CARRIED.

5.2 Appointment of STSBHN Officers

P Kuckyt advised that as per the by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations.

Moved by: J Gunn

Seconded by: T Grice

"That the Board of Directors for 2017 be as follows:

Mario Nantel, Director of Transportation and Payroll, CSDCCS- President

Tom Grice, Superintendent of Business, BHNCD SB- Director

Jamie Gunn, Superintendent of Business and Treasurer GEDSB-Director

James Richardson, Trustee GEDSB -Director

Bill Chopp, Trustee BHNCD SB-Director

Bobby Somaroo-Superintendent of Business, CSDCCS-Alternate Director

Philip Kuckyt, Manager of Transportation, STSBHN-Secretary/Treasurer

Kathryn Underwood, Executive Assistant to the Superintendent of Business, GEDSB-Recording Secretary"

CARRIED.

5.3 Appointment of 2016-17 Auditors

P Kuckyt provided a historical overview of the assignment of auditor and the rationale for the selection.

Moved by: J Gunn

Seconded by: M Nantel

"That Millard, Rouse and Rosebrugh be selected to audit the 2016-17 Financial Statements."

CARRIED.

6.0 Business Arising from Previous Meeting

6.1 Policy and Procedures Approval: 034-038

P Kuckyt reviewed the comments and suggested changes on the procedures.

B Chopp asked about companion animals, P Kuckyt discussed that the term service animals include companion animals.

Moved by: J Gunn

Seconded by: M Nantel

"That STSBHN approve procedures 034-038 as presented."

CARRIED.

7.0 Standing Business

7.1 KPI's

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

Service Performance

In response to a question, P Kuckyt indicated that the longest ride time is 109 minutes for a non-provincial student.

In response to a question, it was clarified that the Continuing Education costs for BHNCDSD be directly broken out as it was a new program for the Board and needed to be identified separately.

Safety

P Kuckyt highlighted the number of preventable accidents and incidents as well as the number of students who have been provided bus evacuations training.

General Ridership

P Kuckyt clarified that although the courtesy riders do not increase the total cost of the service, the proportionate amount that each Board pays for the service will vary depending on the number of courtesy riders approved to ride.

Communication

P Kuckyt highlighted the various communication tools including phone, website, software, face to face, portal and twitter.

7.2 Goals and Objectives-Update and Review

P Kuckyt highlighted the Goals and Objective and updated the group on the progress. P Kuckyt reported that the transportation consortium is partnering with the GEDSB on updating the website.

7.3 Budget Analysis Report

P Kuckyt highlighted the budget analysis report up to January 31, 2017. The committee inquired that the Home to School percentage appeared to be lower than expected. P Kuckyt clarified that the invoice cycle does reflect the actual expenditure and January's expenses will be included in the February report.

P Kuckyt indicated that the Fuel Escalator is not reflected in the budget analysis report and noted that as of January, fuel costs have exceeded the Ministry collar threshold which will result in the operators receiving payments through STSBHN instead of having funds clawed back.

8.0 New Business

8.1 Policy and Procedures Review: 039-043

The committee received the policies and procedures with the proposed changes as information only. Responses are request by May 9, 2017.

8.2 Multiple Address Report

Recommendation:

"That STSBHN consider revising policy and procedure 002 to allow one (1) stop location for the morning and one (1) stop location for the afternoon for all elementary aged students with the exception of custody situations.

And that communication be drafted and sent home this winter to each of the impacted parties advising them of the change in practice for the following school year.

And that the revised policy be reviewed at the February 28, 2017 STSBHN meeting and approval at the May 30, 2017 STSBHN Board of Director's meeting."

P Kuckyt presented the multiple address student transportation report and recommendation as outlined above.

P Kuckyt provided an overview of the safety impact, time variances and inconsistencies, Provincial trends and students riding multiple buses.

The committee discussed how to accommodate multiple drop offs for students that have varying needs.

The committee requested that this report be brought forward for discussion at the Boards and possible concerns with this proposal of being too restrictive.

9.0 Adjournment

Moved by: M Nantel

Seconded by: J Gunn

"That the February 28, 2017 STSBHN Board of Directors meeting be adjourned at 2:05 p.m."

CARRIED.

Next Meeting:	Tuesday May 30, 2017 GEDSB-Norfolk Room. 1:00 p.m.
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Compensatory Education Steering Committee
 Norfolk School Support Centre – Dogwood Room
 Thursday, September 22, 2016
 School Profile 1:30 pm
 Business Session 2:00 pm

MINUTES

Chair: Liana Thompson

Recorder: Paula Curran

1. Welcome and IntroductionsL. Thompson
 Superintendent Thompson welcomed everyone and requested members introduce themselves and explain their role to the benefit of new members. She explained this year's meetings will be held in a more central location and will feature a school profile.

2. Roll Call

Present: P. Bagchee, R. Charbonneau-Smith, S. Clement, R. Collver, P. Curran (RS), M. DeGroote, J. Ecklund, A. Felsky, W. Holmes, S. Johnson, M. Kline, S. Martin, S. McKillop, K. Mertins, F. O'Connor, G. Rousell, J. Senko-Driedger, L. Thompson (C), K. Utley, J. White.

Absent: B. Beauregard, H. Carter, L. DeVos, J. Faulkner, G. Jepma (D. DeVos), B. Hazlewood, M. Kowalksi, S. McDonald, J. Poulimenos, L. Smith, J. Tremblay.

Guest(s): G. Crotta, Principal – Houghton Public School

3. Profile - Houghton Public SchoolG. Crotta

Houghton Public School is located at the south west end of Grand Erie's jurisdiction. Its population is comprised of 95% students of Low German-speaking Mennonite background. Low German is the first language of these students so participation in English Language Learning (ELL) is very high at his school. Most students are bussed to school.

Many students have families that migrate regularly to and from Mexico and it is believed that this, combined with language barriers, has resulted in lower EQAO scores. Enrolment overall has increased in the last four years from 250 to 305. The school is learning that more families are choosing to relocate permanently to Canada.

For these children, staff must strive to immerse themselves in the Low German Mennonite culture to build community trust. Support is provided by the Norfolk Community Help Centre and the Norfolk Early Years Centre, both of which are now connected to Houghton PS. Staff has noticed some increased participation in the services available from each of these agencies by area parents.

Additional funding provided to compensatory education schools was used to purchase the Levelled Literacy Intervention (LLI) program to service primary, junior and intermediate students.

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Low German Mennonites practice an oral language making it difficult for students to associate words with letter. Smart pens, also purchased with compensatory education funding, were used in conjunction with an audio recording of a book. When the child clicks on a line he / she will listen to the words that are also being viewed on the page, creating an association between verbal and written language. This method provides encouragement to students who can “read” a book in their first language.

Further purchases with compensatory funding included disposal cameras sent with students who migrate so they could create a travelogue using pictures to provide a detailed and vivid description of life in Mexico and their activities while away from Canada. Students opened up to many discussions with school staff and shared details using the pictures that would not have otherwise occurred. Student travelogues are posted in the school’s front entrance.

Children who migrate are also provided with LLI books and material for use in Mexico. Definite gaps are apparent when they return as even if they attend school there, they will not have received any instruction in English.

Morning announcements are provided through a T-share drive in English, Low German and some Spanish. In respect of Houghton’s unique community culture, the Lord’s Prayer is recited in English and Low German.

EQAO surveys indicated that although participation during the school day is good, approximately 86% of Houghton PS students do not participate in after school activities. Staff is working diligently to increase the number of students in after school activities.

There are currently two Turning Point classrooms for students in grades 9-12 located on the Houghton school campus and there is growing evidence that all students now continue into some form of secondary program. Many parents are also seeking increased education and are more frequently participating in Moms & Tots class or Father/Son Floor Hockey. These activities represent a huge cultural shift that the school believes demonstrates an increasing value for education.

Principal Crotta estimated approximately 15% of Houghton PS parents have access to technology using smart phones. The introduction of Class Dojo enables communication between home and school.

Principal Crotta concluded his presentation by describing the community fundraising dinner and its goal to raise \$20,000. Donations included livestock, i.e., cows and pigs, for auction and 100 eggs for making chicken noodle soup. Before advertising began, 350 of the 500 available tickets were sold. The event is Saturday, October 15, 2016 at Valley Heights SS and a \$10 ticket will purchase a dinner consisting of Tacos, Rice, Beans and Soup.

Superintendent Thompson thanked Mr. Crotta for his time and his interesting and informative profile of Houghton Public School.

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4. Presentation(s).....L. Thompson / G. Rousell

4.1. Higher Performance Activity Report

- Superintendent Thompson informed committee members that a simple activity report has been designed for administrators in schools identified as compensatory to complete this year.
- The Activity Report will provide information about how extra funds allocated to compensatory schools are used.
- This data could be used for various reasons, i.e., to determine if additional funding provided to Compensatory schools is adequate or indeed making any appreciable difference.
- Data will be analyzed in alignment with the Board's multi-year plan.
- The financial part of this report is only concerned with the use of dedicated compensatory education funds and not additional funds the school or staff may use to support student activities.
- Anecdotal reports will be included for items with no financial cost.
- Superintendent Thompson and G. Rousell will explain the Activity Report during an upcoming teleconference with Compensatory Education administrators.
- Please send any additional input to Recording Secretary P. Curran.

5. Review and Approval of Minutes.....L. Thompson

5.1. Minutes of May 19, 2016

MOVED: F. O'Connor

SECONDED: K. Utley

"THAT the minutes of the CESC meeting held May 19, 2016 be approved as distributed."

CARRIED

6. Business Arising from the MinutesL. Thompson

6.1. Compensatory Education Draft Revised Terms of Reference

- Superintendent Thompson advised committee members this is a final opportunity to make suggestions on the Terms of Reference before the draft is presented to Trustees for approval.
- Two further modifications were suggested:
 1. Define the committee as Advisory rather than Steering; and
 2. Remove a redundant phrase in meeting frequency..."3.1 The committee shall meet at least four times per school year."
- Superintendent DeVos will now attend meetings; Director Blancher will continue to receive all committee correspondence.

MOVED: A. Felsky

SECONDED: J. Senko-Driedger

"THAT the Compensatory Education Committee Terms of Reference be submitted to Grand Erie DSB Trustees for approval as amended."

CARRIED

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- 6.2. Netbook Browser InfusionL. Thompson / J. Ecklund
- Superintendent Thompson informed members that the Information Technology team under leadership of Superintendent Abbey and Manager Ecklund recycled netbooks for use by students in compensatory schools.
 - J. Ecklund advised Windows 7 was removed due to licensing limitations and netbooks will provide Chrome browser but cannot support Microsoft Office 365.
 - Internet access must be provided by the student or accessed through a public site.
 - S. Clement noted many literacy and math programs are available from the internet and operate independently of Microsoft.
 - School administrators may use their own discretion whether to allow students to use the netbooks at home.
 - The first deployment of netbooks was to Turning Point students and the next round will provide 15 to each of the elementary compensatory schools.
 - Use of netbooks and effectiveness of the infusion will be evaluated by Superintendent Thompson and System Data Lead G. Rousell.
7. Action Plan L. Thompson
- 7.1. Review Draft Higher Performance Schools Strategy 2016-17
- Superintendent Thompson reported on continuing the work of previous committee members resulting in a strategy or action plan that is now congruent with the Board's current multi-year plan.
 - It is designed to be small and focused promoting safe, welcoming and hopeful environments.
 - Results-based accountability will be applied to each item in the four pillars of the strategy, but will include anecdotal data from staff and students.
 - Tell Them From Me (TTFM) is a far reaching student evaluation; selected areas will inform many of the strategy measurements.
 - The Community section was developed by an Ad Hoc committee who will continue their work this year providing results from a gap analysis that will indicate what is available and what is needed to support schools.
 - Members debated a revised name for the strategy that would retain the distinctiveness, shift the culture and promote the goal of levelling options for students of these schools.
 - Members should email suggestions for name changes to Recording Secretary P. Curran

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8. Reflections and Readings.....L. Thompson
 - 8.1. Turning High Poverty Schools into High-Performing Schools
 - Superintendent Thompson reviewed a presentation on this insightful book.
 - Compensatory Education administrators will use this book to participate in professional development exercises.
9. New Business.....L. Thompson
 - 9.1. None
10. Reports Relative to the 2016/17 Strategies.....L. Thompson
 - 10.1. None
11. Announcements L. Thompson
 - 11.1. None
12. Next Meeting
 - 12.1. December 15, 2016 NSSC – Dogwood Room; Profile School – PJCVS
 - Trustee A. Felsky noted her appreciation for the central meeting location.
13. Adjournment
 - 13.1. Superintendent Thompson adjourned the meeting at 3:23 p.m.



Bluewater District School Board

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February 27, 2017

Sent by email: Minister.EDU@ontario.ca

Honourable Mitzie Hunter
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Hunter:

On February 21, 2017, Bluewater District School Board passed a motion to write to the Minister of Education requesting that the scope for the Special Education Funding Working Group be expanded to include a more robust and comprehensive review of both the current special education model as well as the funding of special education in Ontario as a whole. The board recommends that further consultation should include the following groups:

- Minister's Advisory Council On Special Education;
- Provincial Parent Advisory Association Committee On Special Education Advisory Committees;
- Special Education Advisory Committees;
- Provincial organizations that represent each of the areas of exceptionality;
- Ontario Teachers Federation;
- School Boards;
- Trustees;
- Parents of students with special education exceptionalities; and
- Students with special education exceptionalities.

The basis for the board's recommendation included the following considerations:

- Bluewater District School Board currently provides special education services and programs to almost one in four of our students;
- Bluewater District School Board is one of the small number of school boards who is experiencing a significant reduction in their Special Education Needs Amount for specialized support for students with intensive and complex special education needs;
- Bluewater District School Board is experiencing a growing number of students with intensive and complex special education needs at the same time as it is experiencing a steady decline in the overall student enrolment;
- Bluewater District School Board has written previously to the Minister of Education expressing concern about the mental health and well-being of students with special education needs and their lack of access to a repository or portal of mental health resources that would benefit them and their families;
- The growth model of support for students with Autism in Ontario should be applied to all areas of exceptionality;

- Bill 82 was established in 1980 and required the publicly funded school system in Ontario to be responsible for the education of all Ontario students including those with special education needs in their language of instruction (page 8 of George Zegarac's, Assistant Deputy Minister, 2008 address¹);
- The \$20 million infusion in 2006 to the partnership of the Ontario Psychological Association (OPA) and school boards (page 21 of George Zegarac's, Assistant Deputy Minister, 2008 address²) has helped with the backlog of psychoeducational assessments, but there are still significant "wait times" for student assessments;
- Funding from the Special Education Per Pupil Amount and the Special Education Needs Amount (formerly High Needs Amount) are not allocated to specific students nor used on a strict student-by-student basis and represent approximately 93% of the Special Education Grant, (page 25 of George Zegarac's, Assistant Deputy Minister, 2008 address³).
- The current funding structure generates the potential for unequitable distribution of programs and resources to students within all areas of exceptionality and across school boards, despite the fact that Special education funding has been increasing, while overall provincial enrolment has been declining. (page 29 of George Zegarac's, Assistant Deputy Minister, 2008 address⁴);
- There are no updated guidelines or updated definitions for Intellectual (Developmental Disability, Mild Intellectual Disability, Giftedness) or Behavioural Guidelines. (page 18 Ministry of Education Special Education Update June 2015⁵) and only draft Guidelines for Programs and Services for Students Who Are Blind or have Low Vision (K-12). (page 4 Ministry of Education Special Education Update June 2015⁶);
- There is an issue of recruitment and retention of members on Special Education Advisory Committees in various boards across Ontario. (page 3 of the Executive Summary of the PAAC ON SEAC Survey 2014⁷);
- The ministry is currently reviewing Provincial and Demonstration Schools within the framework of Special Education (2015-16)⁸ which has raised concerns about access to very specialized programs that schools boards are not currently able to provide;
- Formal identification and placement decisions through the Identification, Placement and Review Process (IPRC) is on a significant decline and students with special education needs receive supports or accommodations more often through recommendations set out in an Individual Education Plan (IEP) (page 9 A People Report on Special Education 2014⁹); and
- The ministry plans to reconvene the Special Education Funding Working Group to continue to support the transformation of special education funding and other key special education initiatives going forward (Ministry of Education Special Education Update February 2016¹⁰).

1 http://www.edu.gov.on.ca/eng/research/specEd_AERA_CSSE.pdf

2 http://www.edu.gov.on.ca/eng/research/specEd_AERA_CSSE.pdf

3 http://www.edu.gov.on.ca/eng/research/specEd_AERA_CSSE.pdf

4 http://www.edu.gov.on.ca/eng/research/specEd_AERA_CSSE.pdf

5 <http://education.easterseals.org/wp-content/uploads/2015/09/Ministry-of-Education-Special-Education-Update-June-2015.pdf>

6 <http://education.easterseals.org/wp-content/uploads/2015/09/Ministry-of-Education-Special-Education-Update-June-2015.pdf>

7 <http://www.paac-seac.ca/wp-content/uploads/PAAC-on-SEAC-Survey-Executive-Summary-2014.pdf>

8 http://www.edu.gov.on.ca/eng/general/elemsec/speced/special_ed_update.html

9 <http://www.peopleforeducation.ca/wp-content/uploads/2014/04/special-education-2014-WEB.pdf>

10 http://www.edu.gov.on.ca/eng/general/elemsec/speced/special_ed_update.html#_Toc445455883

The Bluewater District School Board also recommends to the Ministry of Education that a comprehensive review should include:

- a gap analysis of our current provincial model for special education and any research on current and future models for special education around the world;
- a forensic analysis for each individual area of exceptionality to determine what portion of each special education dollar reaches students and what portion of each dollar goes to administration, communication, the IPRC process, and other paperwork;
- a narrative that links the "special education model" to the *Education For All* and *Learning For All* ministry documents;
- an analysis of the meta data that has been collected by the ministry since the inception of Bill 82 to discover patterns and insights that would be applicable to the development of a new or modified model for special education and appropriate funding for that model; and
- current directions in neuroscience in the review of the current model and development of any future special education model.

Bluewater District School Board looks forward to your response and would be pleased to speak further with you about these issues.

Sincerely,



Ron Motz, Board Chair



Paul Eichhorn, Chair of SEAC

c.c. OPSBA President
 Ontario School Board Chairs
 Ontario School Boards Directors of Education
 SEAC Chairs
 MACSE Chair
 Association des Enseignants Franco-Ontariens
 Ontario English Catholic Teachers' Association
 Elementary Teachers' Federation of Ontario
 Ontario Secondary School Teachers' Federation
 Non-Profit Advocacy Organizations (listed on EDU website)
 Association for Bright Children
 Association francophone de parents d'enfants dyslexiques ou ayant tout autre trouble d'apprentissage (AFPED)
 Learning Disabilities Association of Ontario (LDAO)
 Canadian Association of Community Living
 VOICE for Hearing Impaired Children
 Integration Action for Inclusion in Education and Community
 Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 Parents for Children's Mental Health
 The Canadian Hearing Society (CHS)
 Spina Bifida and Hydrocephalus Association of Ontario
 Tourette Syndrome Foundation of Canada
 Silent Voice Canada
 Bob Rumball Foundation for the Deaf
 Ontario Cultural Society of the Deaf
 Ontario Association for the Deaf