



## Committee of the Whole Board

Monday, March 6, 2017  
Board Room, Education Centre

### AGENDA

- A – 1      **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session
    - (i) Personnel Matters
    - (ii) Legal Matters
  - (d) Welcome to Open Session (7:15 p.m.)
  - (e) Agenda Additions/Deletions/Approval
  - (f) In Camera Report
- B – 1      **Business Arising from Minutes and/or Previous Meetings**
- C – 1      **Director's Report**
- D – 1      **New Business — Action/Decision Items**
- \* (a) Allocation of Self-Contained Classrooms for 2017-2018      L. Thompson
  - (b) Compensatory Education Action Plan      L. Thompson
    - \* (i) Compensatory Education Plan
    - (ii) School Selection
    - (iii) Funding Direction Report
  - \* (c) Board Approved Transportation Review      J. Gunn
  - \* (d) Draft Proposed School Year Calendar 2017-2018      W. Baker
  - \* (e) Contract Award – Thompson Creek Addition      J. Gunn
  - \* (f) Strategic Communication Plan      B. Blancher
- D – 2      **New Business — Information Items**
- \* (a) Transportation Consortium Annual Report      J. Gunn
  - \* (b) Information Technology Services Annual Report      D. Abbey
- E – 1      **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- \* (a) F4 Trustee Honoraria (C)      J. Gunn
  - \* (b) SO3 Involvement of Schools in Community Events (R)      B. Blancher
  - \* (c) P1 Special Education Guiding Principles (A)      L. Thompson
- E – 2      **Procedure Consideration — Information Items**
- \* (a) HR118 Occasional Teacher Performance Appraisal (C)      S. Sincerbox
  - \* (b) F104 Advertising (I)      B. Blancher
  - \* (c) HR109 Offence Declaration (I)      S. Sincerbox
  - \* (d) SO126 Volunteers (I)      B. Blancher
- F – 1      **Other Business**
- (a) OPSBA Report      C.A. Sloat

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### G – 1 Correspondence

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

### H – 1 Adjournment

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

Grand Erie Parent Involvement Committee	March 23, 2017, 6:30 p.m.	Dogwood Room Norfolk SSC
Education Week Committee	March 27, 2017, 4:00 p.m.	TBD
Chairs' Committee	March 27, 2017, 5:45 p.m.	Norfolk Room
Regular Board	March 27, 2017, 7:15 p.m.	Board Room
Audit Committee Meeting	March 28, 2017, 6:00 pm	Dogwood Room Norfolk SSC
Special Education Advisory Committee	April 6, 2017, 6:30 p.m.	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 27, 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 SSC
Special Education Advisory Committee	May 4, 2017, 6:30 p.m.	Board Room

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## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary  
FROM: Liana Thompson, Superintendent of Education  
RE: **Allocation of Self-Contained Classrooms for 2017-2018**  
DATE: March 6, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2017-2018 as outlined, pending budget deliberations.

### Rationale

Special Education personnel have endeavoured to establish self-contained classrooms throughout the Grand Erie District School Board to provide alternative options for students in which the most enabling environment is a smaller class setting and a higher staff to student ratio. Like all special education programs and services, the goal of a self-contained classroom is to provide a learning environment that is positive, inclusive, and fosters student independence and well-being.

During the 2016-2017 school year, Mixed Exceptionality classes at the secondary level continue to be reviewed. Evidence shows that a significant amount of student integration into regular classroom settings from Mixed Exceptionality classrooms is happening. We have found that many of our students in Mixed Exceptionality classrooms require only some self-contained programming during their school day, yet are taking up full time spaces in self-contained classes. These students are receiving credit and/or participating without credit in mainstream classes, co-op opportunities, and other programming based on preparation for the world of work. At the schools that offer reduced Mixed Exceptionality sections (Valley Heights, Dunnville Secondary, North Park Collegiate, Paris District), most students were able to be successfully integrated partially during their day. This supports the feasibility of reduced sections in those buildings while providing other much needed self-contained options. It is always our goal to enable students to be successful in the regular classroom while developing their level of independence. We also recognize that since Mixed Exceptionality classes serve students with a wide range of needs, from high functioning Autism to Mild Intellectual Disability, that some students in these classes will still require full time self-contained placements.

Teacher Consultants – Special Education met and reviewed Grand Erie Special Education classrooms and how individual students needs impact the number of placements that will be required for the 2017-2018 school year. As in previous years, special education personnel have attempted to minimize changes for the 2017-2018 school year. Some changes, however, are required.

After much deliberation and consultation, it is recommended that the following changes be made for the 2017-2018 school year:

- The secondary level class for students with Mixed Exceptionalities (ME) at Valley Heights be assigned 4 sections.
- The secondary level class for students with Mixed Exceptionalities (ME) at Dunnville Secondary be assigned 4 sections.

- One secondary level class for students with Mixed Exceptionalities (ME) at North Park Collegiate be assigned to 4 sections.
- One secondary level class for students with Mixed Exceptionalities (ME) at Simcoe Composite be assigned to 6 sections.
- The secondary level class for students with Mixed Exceptionalities (ME) at Paris District be assigned back to 8 sections.
- A secondary class for students with a Developmental Disability open at Pauline Johnson.

### **Additional Information**

Following initial projections of needs, Teacher Consultants – Special Education met with local agencies – Lansdowne Children’s Centre and Haldimand-Norfolk REACH – to assess additional supports that might be required for JK, SK and grade 1 students entering the system in the fall of 2018. At this time the number of students entering school with complex needs is not as high as we have seen in the past few years (approximately 50 this year, approximately 80 last year). There continues to be an increase in the number of students with ASD and Behaviour (self-regulation, aggression) needs in grades 1-3 that may benefit from a self-contained placement. Also, communication with our educational partners on Six Nations and New Credit provided information that several students with special education needs who may require specialized placements would be registering in Grand Erie secondary schools September 2017. We continue to meet with our partners in Six Nations and New Credit to fully assess these needs.

It is recognized that secondary schools with a reduction in Mixed Exceptionality sections will continue to require support. Principals of those schools impacted will be invited to a planning session to work on how they might schedule their Mixed Exceptionality sections effectively. Further work with the school principal, self-contained classroom teachers and learning resource teachers from those schools (North Park Collegiate, Valley Heights, Dunnville Secondary, Simcoe Composite) will be facilitated to help support the development of inclusive practices. System staff will work collaboratively with these schools to continue to assess the needs of students in these classes to ensure appropriate placement in a class with full time or part-time self-contained support.

### **Budget Implications**

Funding for self-contained classrooms is pending approval of the 2017-2018 Grand Erie budget.

### **Communication Plan**

Individual schools that are retaining self-contained classes will be notified. Where changes are to occur, direct communication will come from the Principal Leader – Special Education.

Respectfully submitted,

Liana Thompson  
Superintendent of Education

Draft Confidential Elementary Self Contained 2017-2018	
School	Class
Agnes Hodge	Multi-Handicap
Banbury	Junior Tech
Branlyn	Strategies
Caledonia Centennial	Strategies
Cedarland	Jr/Int Developmental Disabilities
Centennial Grand Woodlands	Pr Strategies
Centennial Grand Woodlands	Gifted
Centennial Grand Woodlands	Jr/Int Developmental Disabilities
Cobblestone	Jr/Int Mild Intellectual Disability
Cobblestone	Jr/Int Developmental Disabilities
Delhi Public	Strategies
Elgin	Jr/Int Mixed Exceptionalities
Elgin	Autism
Fairview Ave	Autism
Graham Bell-Victoria	Autism
Grandview	Pr/Jr Autism
Greenbrier	Autism
Greenbrier	Jr/Int Mild Intellectual Disability
Greenbrier	Pr/Jr Developmental Disabilities
Hagersville Elem	Deaf/Hard of Hearing
Hagersville Elem	Jr/Int Mixed Exceptionalities
Hagersville Elem	Jr/Int Developmental Disabilities
James Hillier	Autism
Jarvis	Gifted
JL Mitchener	Junior Tech
JL Mitchener	Jr/Int Autism
Lynndale Hts	Jr/Int Developmental Disabilities
Major Ballachey	Strategies
Major Ballachey	Jr/Int Mild Intellectual Disability
Prince Charles	Multi-Handicap
Russell Reid	Jr/Int Mild Intellectual Disability
Ryerson Heights	Pr/Jr Developmental Disabilities
Thompson Creek	Jr/Int Mixed Exceptionalities
Thompson Creek	Pr Strategies
Walsh	Pr/Jr/Int Developmental Disabilities

Draft Confidential Secondary Self Contained 2017-2018	
School	Class
Cayuga Secondary	Mixed Exceptionalities
Cayuga Secondary	Developmental Disabilities
Cayuga Secondary	Developmental Disabilities
Cayuga Secondary	Autism
Dunnville Sec	Mixed Exceptionalities- (6 sections to 4 sections)
Hagersville Sec	Mixed Exceptionalities
North Park	Mixed Exceptionalities- (6 sections to 4 sections)
North Park	Mixed Exceptionalities
North Park	Mixed Exceptionalities
North Park	Autism
Paris District	Mixed Exceptionalities- (7 sections to 8 sections)
Paris District	Developmental Disabilities
Pauline Johnson	Mixed Exceptionalities
Pauline Johnson	Multi-Handicap
Pauline Johnson	Multi-Handicap
Pauline Johnson	Developmental Disabilities
Pauline Johnson	Developmental Disabilities - (open)
Simcoe Composite	Mixed Exceptionalities- (8 sections to 6 sections)
Simcoe Composite	Mixed Exceptionalities
Simcoe Composite	Developmental Disabilities
Simcoe Composite	Developmental Disabilities
Simcoe Composite	On Track
Tollgate	Mixed Exceptionalities
Tollgate	Mixed Exceptionalities
Tollgate	Mixed Exceptionalities
Tollgate	Autism
Tollgate	Developmental Disabilities
Tollgate	Developmental Disabilities
Tollgate	On Track
Valley Heights	Mixed Exceptionalities- (6 sections to 4 sections)
Waterford DHS	Developmental Disabilities
Waterford DHS	Multi-Handicap



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education  
FROM: Liana Thompson, Superintendent of Education  
RE: **Compensatory Education Plan Report and Draft Higher Improvement in Performance Schools Strategy**  
DATE: March 6, 2017

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

### Background

Work to support students who come from low socio-economic background continues in Grand Erie schools.

The HIP Schools Strategy, as developed through input by members of the Compensatory Education Steering Committee and school administrators in HIP Schools in the 2015-2016 school year, provides the areas of focus and need in schools identified as compensatory. The framework is as follows:

#### Overall vision:

*In an environment of high-expectations we will create equitable opportunities to support our students.*

#### Four Pillars of Focus:

*Achievement  
Community  
Equity  
Well-Being*

#### Theory of Action:

*If we address the barriers faced by schools with a large number of economically disadvantaged students, then we will create the conditions necessary for the same level of achievement as students in most Grand Erie schools.*

### Additional Information:

#### Compensatory Education Plan Report

#### **Compensatory Education Committee**

The Compensatory Education Committee met once to provide input into the indicators and action items in the HIP Schools Strategy before it was brought to the Board of Trustees in October 2016 and has met a second time in February 2017 to be provided with monitoring data on the strategy to

date this school year and to provide input into the draft HIP Schools Strategy 2017-2018. The Committee will be reconvened once more in May to review the final HIP Schools Strategy 2017-2018.

The Committee also continues to review its own role in relation to its mandate. The current Terms of Reference for the Committee were reviewed and edited twice and will be reviewed with a goal of finalizing at the May meeting.

- Assess the progress of the implementation of items in the HIP Strategy for the current school year
- Review the criteria for school selection and provide input
- Provide input and advice into the preparation of the draft HIP Strategy for the upcoming school year
- Review data from current initiatives supported through compensatory education resource enhancements and provide advice as to next steps, i.e. Empower Reading, Netbook Browser infusion
- Continue to ask data questions, i.e. “what evidence do we have that what we are doing is working?”

### Compensatory Education School Administrators

School administrators from HIP Schools have met via Lync sessions in September, November and February. At these sessions a review of the book “Turning High Poverty Schools into High Performing Schools” was undertaken. School administrators have been encouraged to use the ideas and strategies that are outlined in the book to support their planning and implementation of school-based strategies they are using to address barriers students living in poverty face at their schools. School administrators have provided reports on their use of additional funds allocated to their schools because they have been designated as compensatory. To date, funds have been used for the following types of items (this list is not exhaustive):

Achievement	Community	Equity	Well-Being
<i>Elementary</i>			
Technology enhancements	Offset cost of creation of outdoor classroom learning environment	Subsidize trip costs for students	Purchase items to use in “cool down” spot in all primary classrooms
Additional Raz Kids and Reading A-Z subscriptions	Providing food for classroom community circle meetings	Provide skates and helmets to students	Purchase resources to support zones of regulation implementation
Strong Start	Fund Christmas Event dinner/evening	Welcome to kindergarten bags	Off-set cost of self-esteem displays
Purchase snacks/drinks during EQAO assessment	Payment for police checks for parents	Subsidize busing for students to attend activities off-site	Purchase of awards/incentives
Purchase additional math resources for staff members	Winter fair materials	Subsidize cost of student agendas	Bring in guest speakers
Purchase LLI resources	Turkey dinner	Cover cost of lice treatments and Nit Patrol	Materials and resources needed to work towards OPHEA Gold in swimming and skating



Achievement	Community	Equity	Well-Being
Purchase Mathletics	Breakfast program	Purchase of various sports equipment	Yoga/healthy mindset training for all students
Family math night	Food and drink for meet the teacher	Support students through subsidized food program	
Adding to math manipulatives	Sponsor families at Christmas (gas/heat/food)	Purchase of student cards	

Achievement	Community	Equity	Well-Being
<i>Secondary</i>			
Specialty programs	Partner with community to provide cooking classes	Support students with purchases to attend prom	Provide food at lunch
Support students with purchases of calculators, binders, other school materials	Pay for student bus passes, birth certificates, medication, taxi services	Offset costs of trips and school activity fees	Provide clothing
Mathletics licences	Out-reach activities with to support parent engagement and with feeder schools	Purchase of culturally relevant resources for all students	Resources to support clubs and activities for new students to alternative programs

School administrators continue to provide funds at their discretion to respond to the most urgent needs of their students when allocating additional funds to support them at school. The Compensatory Education Funding Allocation – Criteria for Use is provided to school administrators to give them a guideline when spending funds allocated to their compensatory budgets (Appendix C).

### Higher Performance in Schools Strategy - Achievement Check-In

Elementary: NUMERACY

What did you do?	How well did you do it?	Is anyone better off? How do you know?
Participate in Renewed Math Strategy (K-6, 7/8, Collaborative Inquiry Learning in Math K-6, Teacher Leader sessions, Math Coach intervention and support (ministry and board), narrow focus on Quantity Relationships) Learning shared at staff meetings Lessons embedded in classroom Focus on Growth Mindset	<ul style="list-style-type: none"> <li>Beginning stages of implementation</li> <li>Staff making use of the Coach's expertise in learning cycle work</li> <li>Working towards more effective use of Math Lead to support staff in their learning</li> <li>Seeing teacher practice changes through documentation such as the "W" charts, RMS learning templates</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable positive change in primary environments in promoting math learning</li> <li>Staff reporting good progress in their understanding of math teaching and learning with coach's support</li> <li>All staff better off having chance to share practice and be accountable</li> <li>Students more engaged with new opportunities for learning</li> <li>Teachers better off with a narrow focus in math and working to understand student need</li> </ul>

		<ul style="list-style-type: none"> <li>• Students responding well to more hands on, differentiated learning as mentioned in Our Schools survey and through school social media</li> <li>• Staff are becoming confident in math vocabulary</li> <li>• Staff are effectively identifying student learning needs</li> <li>• Learning needs of students are being addressed during 1:1 conferences and small group instruction/interactions</li> </ul>
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## Elementary: LITERACY

What did you do?	How well did you do it?	Is anyone better off? How do you know?
Implementation of Empower, Levelled Literacy Intervention, Kurzweil Kids, use of System LRT to support student need, Strong Start, Laurier Reading Program, Lexia, focus on guided reading in classrooms, all primary staff LLI trained, use of data wall, use of diagnostics of DRA and PM Benchmarks	<ul style="list-style-type: none"> <li>• Empower and LLI groups, meeting three to five times/week</li> <li>• Kurzweil kids meet on nutrition breaks</li> <li>• 20 students accessing the Laurier reading program</li> <li>• Closing the gap in reading – can easily identify students who are not moving and target additional strategies/referrals</li> <li>• Difficulty maintaining Strong Start volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Empower – most students reading at a higher level</li> <li>• LLI – most students reading at a higher level, some students graduated out of program</li> <li>• Students are able to work more independently due to improved reading ability</li> <li>• Students accessing technology with greater independence</li> <li>• Use of data wall allows the ability to target student's area of need and align supports</li> <li>• Students beginning to apply strategies learned in the classroom setting</li> <li>• DRA and CASI data</li> </ul>

## Secondary: NUMERACY

What did you do?	How well did you do it?	Is anyone better off? How do you know?
RMS project – involves math department members with a focus on MFM1P, use of RMS Coach with classroom support, sharing strategies at staff meetings and PD sessions, Learning Resource teacher is a part of meetings focused on math	<ul style="list-style-type: none"> <li>• Still need to move more students into level 3 and 4</li> <li>• Marked improvement in pass rates</li> </ul>	<ul style="list-style-type: none"> <li>• Staff better off receiving supports as they are demonstrating more confidence in teaching and learning in the math classroom</li> <li>• Students better off receiving new teaching strategies – more engaged in the classroom</li> <li>• Staff better off as team is building within the math department</li> </ul>

## Secondary: LITERACY

What did you do?	How well did you do it?	Is anyone better off? How do you know?
Use of the literacy support plan to assist grade 10 students to prepare for the OSSLT assessment, purchase of literacy resources for students; creation of cross-panel lessons; implementation of secondary; Empower program in one secondary school (Tollgate)	<ul style="list-style-type: none"> <li>• Students are attending literacy support sessions</li> <li>• Diagnostic is run in first two weeks in September and a 'shortened mock OSSLT' diagnostic to identify student's most urgent learning needs</li> <li>• Plan is developed specific to groups of students with similar needs</li> <li>• Consistently three areas have been identified: series of paragraphs, graphic text, news report</li> <li>• Empower program implemented as a credit bearing English course, grade 9 in semester one, grade 10 in semester two</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are better off working as a team sharing ideas and strategies for support</li> <li>• The majority of the students enrolled in Empower earned the English credit in semester one</li> <li>• students developing a tool kit of strategies in specific skill deficit areas</li> </ul>

Administrators in our HIP schools continue to collaborate with one another, share strategies and ideas to support the enhanced achievement and well-being of the students and families in their schools and to allocate resources based on data that indicates area of greatest need. Administrators also regularly access supports from the support staff at school resource team meetings to discuss strategies and supports to meet the literacy and numeracy needs of students. Academic Achievement Battery training occurs with Learning Resource Teachers to assist them to plan programs from a strengths- and needs-based perspective for students.

### Higher Performance in Schools Strategy – Community Check-In

#### *Partnerships Mapping Ad Hoc Committee*

An ad hoc committee was struck to begin the large task of reviewing partnerships in which compensatory schools engage. The Social Determinants of Health were presented as a framework to guide our thinking in regards to areas of need students may present with (see Appendix B) and a definition of the components of a partnership have been shared with school administrators. Data is being collected on the partnerships that are currently contributing to our HIP Schools – who are they, what do they do for you, what do you do for them, and what Social Determinant(s) of Health do they support? School administrators are also being asked to identify the greatest need in their schools that a partnership would support and how the school recognizes and celebrates the partnerships occurring already. This data will be used to further strengthen and promote strong and collaborative working relationships with our partners and to develop a recognition strategy to honour those partners who provide such welcome supports in our schools.

## Higher Performance in Schools Strategy – Equity Check-In

The focus on equitable allocation of resources continues in all HIP schools.

### Human Resources:

Enhanced learning resource teacher allocations are necessary for the time-commitment required to implement reading intervention programs like Empower and Levelled Literacy Intervention. This year Learning Resource Teachers have taken on a large role in the Renewed Math Strategy as a focus of the work is on the support of classroom teachers to understand and learn about the strategies required to support students with a learning disability. Bringing in other partnerships to support achievement and well-being such as Strong Start, breakfast and snack programs require significant organization, communication and consistent planning. Use of additional Vice-Principal and clerical support is allocated to assist the Principal with implementing these partnerships. Administrators in our HIP schools find it valuable to have a priority list of daily Occasional Teachers from which to draw upon so that the daily routines and learning going on in classrooms is disrupted minimally if the classroom teacher needs to be away. Overall, enhanced staffing promotes a more positive and safe school environment. The cost for each human resource is outlined in the Compensatory Education Funding Direction report.

### Technology:

The Grand Erie Information Technology Department initiated a pilot to infuse HIP schools with refurbished netbook browsers in the 2016/17 school year. It was communicated that the browsers could be used to access the internet to perform any activity one would normally complete through a web browser. It was also clarified that the devices were end of life, and if/when the hardware stopped working they needed to be returned to the IT Department for disposal.

In our elementary schools the netbook browser infusion was a great success. Browsers have been allocated as sets to classrooms and through sign-out programs for all classes. The increased access to technology has allowed teachers to use new platforms with students, such as OneNote. In our secondary schools, the browsers have been allocated to all Turning Point sections. The infusion did not go as well in secondary as the browsers were incapable of accessing some O365 tools and for most secondary students these tools are a requirement for them to complete assignments (i.e. word processing). Very recently the IT Department has found a fix to this O365 situation and a second deployment of netbook browsers is underway in both elementary and secondary HIP schools.

**Cost per device to refurbish and allocate: approx. \$1.00/device but lost opportunity time as staff is allocated to this initiative and taken from others**

### Facility:

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 \$11 500
- 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 cost off-setting. Only schools identified as high needs HIP Schools receive this consideration. School administrators are very appreciative of the supports provided to upgrade school sites.

**Higher Performance in Schools Strategy – Well-Being Check-In***School Climate Data*

*Our Schools* (formerly *Tell Them From Me*) data was collected in the 2016/17 school year, however schools continued to implement strategies and supports to address areas of need that were highlighted in the 2014-2015 surveys. *Our Schools* school climate data has just arrived at schools and staff members are considering this information during school improvement planning sessions and at staff meetings, school council meetings and safe schools school team meetings. *Our Schools* data will also be an area of focus at HIP Schools Administrators meetings to determine themes and to promote sharing of ideas and strategies.

*Safe, Welcoming School Climate*

Administrators report a variety of activities happening in their schools to build and ensure a safe, welcoming school climate, such as, reviewing and refining the School Code of Conduct/Mission Statement, conducting school wide assemblies focused on character/values, leadership opportunities provided for students, deliberate strategies being implemented to increase parent engagement, use of the Tribes process in classrooms, events to bring the community into the school like fun fairs, use of school website and social media to promote a positive school image, creation of self-regulation rooms for student use, creating areas for quiet thought and repurposing other space on the playground, creation of Gay/Straight Alliance-Safe Zones, offering lunch activities for students, use of Safe Talk, ASIST and Violence Threat Risk Assessment training of staff to promote a safe and inclusive environment.

*Children are Ready for School*

Schools are supporting students and families in a variety of ways to ensure they are ready to learn each day. Referrals to support staff such as attendance counsellors, child and youth workers and behaviour counsellors provide both the student and staff members with strategies to help the student be ready to learn. Implementation of programs such as Mind Up and Zones of Regulation in many classrooms supports students to develop and maintain self-regulation and pro-social skills necessary

for success in the classroom. If available, before and after school programs are attended. Parents are also encouraged to access Best Start programs and to attend Kindergarten open house activities. The provision of clothing closets so that students can access clothing at school when required is well received by families. Paying for school agendas so that communication between home and school is also appreciated. Outreach to feeder schools to support students transitioning from grade 8 to grade 9 is supported and well-received by families.

#### *Healthy Children*

The health and well-being of students is a priority in all HIP schools and often many basic needs must be met before learning can take place. All HIP schools implement some form of breakfast and/or snack and/or nutrition program at both the elementary and secondary level. Some schools also offset the cost of sporting equipment so that a healthy lifestyle is encouraged. Student focus groups are also created to look at the needs of all students and to come up with ideas of how to help students become healthier. Some schools partner with local health units to meet the needs of student nutrition and health needs. The OPHEA Healthy Schools Certification is an initiative some school use to bring opportunities for students to develop healthier lifestyles – nutrition, activity, etc. Currently HIP Schools involved in the OPHEA Healthy Schools Certification are, Bellview, GELA, Grandview, Pauline Johnson, Prince Charles, Princess Elizabeth

#### *Healthy Staff*

School administrators work to build staff cohesion and collaboration, but also work to promote a healthy work environment in our HIP schools. This is a necessary component to support improved student outcomes as often the many issues that staff members can be confronted with in HIP schools can be draining to them physically and emotionally. Staff members engage in staff socials, take part in intramurals at school, bring healthy activities for staff members to school such as yoga and pilates, take part in board wellness activities like Walking Wednesday challenges, get-together off-site to socialize, treat days at school. Some school administrators have taken more formal action to address staff wellness by bringing in guest speakers for staff to review wellness, mental health and well-being issues.

This school year there has been a significant amount of work to promote wellness and well-being for both staff and students in Grand Erie.

#### **Summary:**

Through the continued implementation of the Higher Improvement in Performance in Schools Strategy in the schools identified as compensatory, partnered with supports provided through the Renewed Math Strategy and through targeted funding from the Board the focus on decreasing the opportunity gap that some students who come from low socio-economic backgrounds may face in school will continue.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



## DRAFT Higher Performance in Schools Strategy 2017 - 2018

### APPENDIX A

In an environment of high-expectations we will create equitable opportunities to support our students.

**Desired Outcome:** *To develop recognition, understanding, commitment and action from all stakeholders to support students in Compensatory Education schools in attaining the learning outcomes by ensuring equity of access and opportunity.*

**Theory of action:** *If we address the barriers faced by schools with a large number of students coming from economically disadvantaged areas, then we will create the conditions necessary for the same level of achievement as students in most Grand Erie schools.*

Achievement			
Assigned To: Senior Administrators– Elementary Program, Student Success, Special Education, IT, System Research Leader			
Indicators	Actions/Strategies	Evidence/Outcomes	
Improved Achievement in Mathematics	<i>What did we do?(effort, quantity and quality)</i> Implementation of Renewed Math Strategy	<i>How well did we do it?(effort, quantity and quality)</i>	<i>Is anyone better off? (effect, quantity and quality)</i>
Improved Achievement in Reading	Implementation of LLI Reading Program Implementation of Empower Reading Program		

Community			
Assigned To Senior Administrator, Communications Manager, School Administrators			
Indicators	Actions/Strategies	Evidence/Outcomes	
Collaborative and Strong Community Partnerships	<p><i>What did we do?(effort, quantity and quality)</i></p> <p>Partnership Mapping to determine which partners work with which HIP Schools (Intensive and Increased Support) and what services are provided.</p> <p>Identify gaps in service provision</p> <p>Use the Social Determinants of Health as a framework to identify areas of need for partnerships</p>	<p><i>How well did we do it?(effort, quantity and quality)</i></p>	<p><i>Is anyone better off? (effect, quantity and quality)</i></p>



Equity			
Assigned To Senior Administrator Human Resources, Senior Administrator Business, Senior Administrators Elementary Program, Student Success, Special Education			
Indicators	Actions/Strategies	Evidence/Outcomes	
Resource Allocation – Program	<i>What did we do?(effort, quantity and quality)</i> Resource Allocation – Program: Intensive and Increased Support Schools receive budget supports to enhance program delivery	<i>How well did we do it?(effort, quantity and quality)</i>	<i>Is anyone better off?(effect, quantity and quality)</i>
Resource allocation – Staff	Resource Allocation – Staff: Intensive Support Schools receive additional allocation of staff support Intensive Support – 1.0 LRT, 0.5 VP, clerical hours, additional teaching sections, creation of priority lists for retention of occasional teachers Increased Support – 0.5 LRT, additional teaching sections	Resource Allocation – Staff:	
Resource Allocation - Facility	Resource Allocation – Facility: Intensive Support Schools receive alternate weighting when facility upgrades are considered (school raises 1/3 of funds board allocates 2/3 for CPIP grants)	Resource Allocation – Facility:	
Resource Allocation – Technology	Greater % of infusion of refurbished netbooks in Intensive and Increased support elementary schools, secondary Turning Point sections	15 Refurbished Netbook browsers to all elementary compensatory schools in November 2016 15 Refurbished Netbook browsers to all Turning Point sections in November 2016 22 additional browsers to all elementary compensatory schools in March 2017 Turning point	

<b>Well-Being</b>			
<b>Assigned To</b> Senior Administrators – Special Education, Safe and Inclusive Schools, School Mental Health and Well-Being Lead, Staff Wellness Committee, System Research Leader, School Administrators			
<b>Indicators</b>	<b>Actions/Strategies</b>	<b>Evidence/Outcomes</b>	
Schools are safe, welcoming and places of belonging,	<i>What did we do?(effort, quantity and quality)</i> School Climate of Belonging:	<i>How well did we do it?(effort, quantity and quality)</i> School Climate of Belonging: Our Schools (Tell Them From Me):	<i>Is anyone better off?(effect, quantity and quality)</i> School Climate of Belonging: Tell Them From Me
Children are ready for school			
Healthy Children (physical and mental)		Healthy Children (physical and mental):	Healthy Children (physical and mental):
Healthy Staff members (physical and mental)	PSSP Conference - School Refusal Behaviour – What We need to Know and How We Can Help Equity Speaker Series Mental Health Mondays Workshop Series Wellness Wednesdays Workshop Series	Healthy Staff (physical and mental) Outcomes from Staff Wellness Committee initiatives Staff Wellness Survey:	Outcomes from Staff Wellness Committee initiatives Staff Wellness Survey:

## Social Determinants of Health



## APPENDIX C

**Compensatory Funding Allocation – Criteria for School Use**  
**Guiding Principles**

The purpose of this funding is to provide opportunities for individual and/or program support for the greatest number of students with the highest needs in the school.

The allocation of funds will be tracked each year to enable us to refine the criteria and ensure funding is allocated appropriately.

**Funding Allocation**

- High Needs Elementary Schools - \$9.61 based on October 31, 2016 student enrollment
- Moderate Needs Elementary Schools - \$ 4.80 based on October 31, 2016 student enrollment
- High Needs Secondary Schools - \$4.51 based on October 31, 2016 student enrollment
- Moderate Needs Secondary Schools - \$2.25 based on October 31, 2016 student enrollment

**Acceptable Criteria for Allocation:**

The following would be considered acceptable for individual students based on family circumstance:

- Out of classroom learning experiences of a mandatory nature
- Student activities, student activity fees
- Accessibility to school or to top up funding for co-op and return to school attendance.
- Clothing and health necessities (shoes, boots, coats, glasses)
- Equipment for individual students based on family circumstance to enable them to participate in team sports (ie football equipment)

The following would be considered acceptable for school program, groups or clubs:

- Nutrition programs at the school level
- Assistance with College/University application fees
- Supplies for program enhancements (aboriginal groups, girls circle, mentoring, strong start)

**Not acceptable Criteria for Allocation:**

The following would be considered not acceptable for individuals or school program, groups or clubs:

- Elective trips/activities for only a few students
- Gift cards
- Items as per purchasing policy



## 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

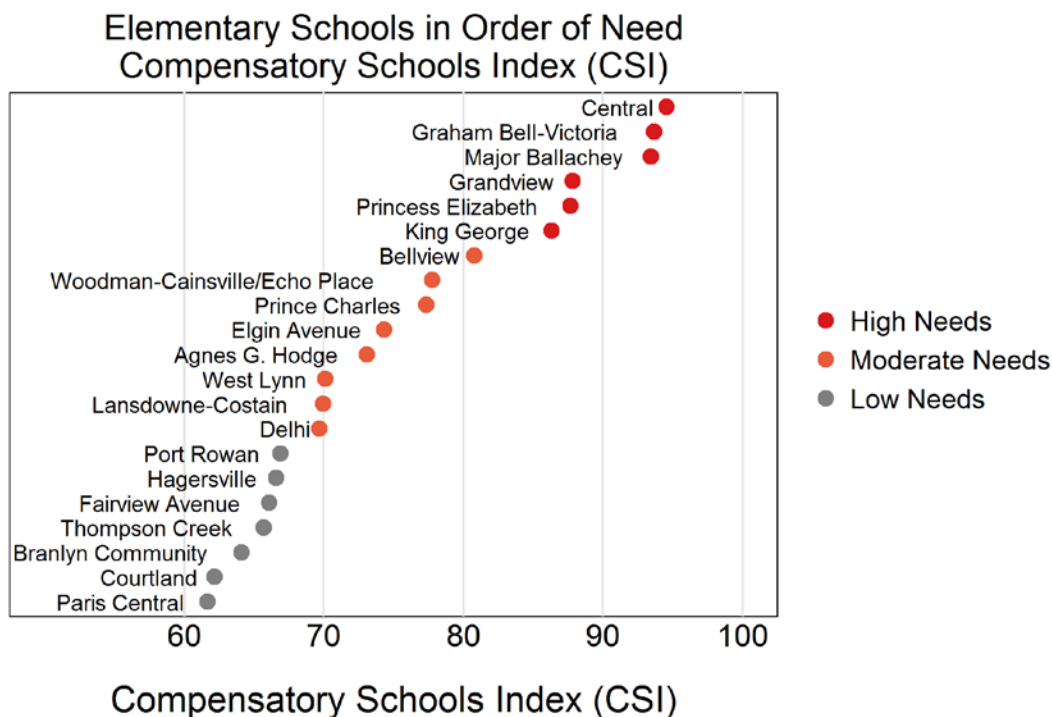
The Compensatory Education Committee and Executive Council met and reviewed the five variables and the schools currently selected to be identified as eligible for compensatory education support in 2016/17. It was recommended that all schools continue to receive compensatory education support for the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

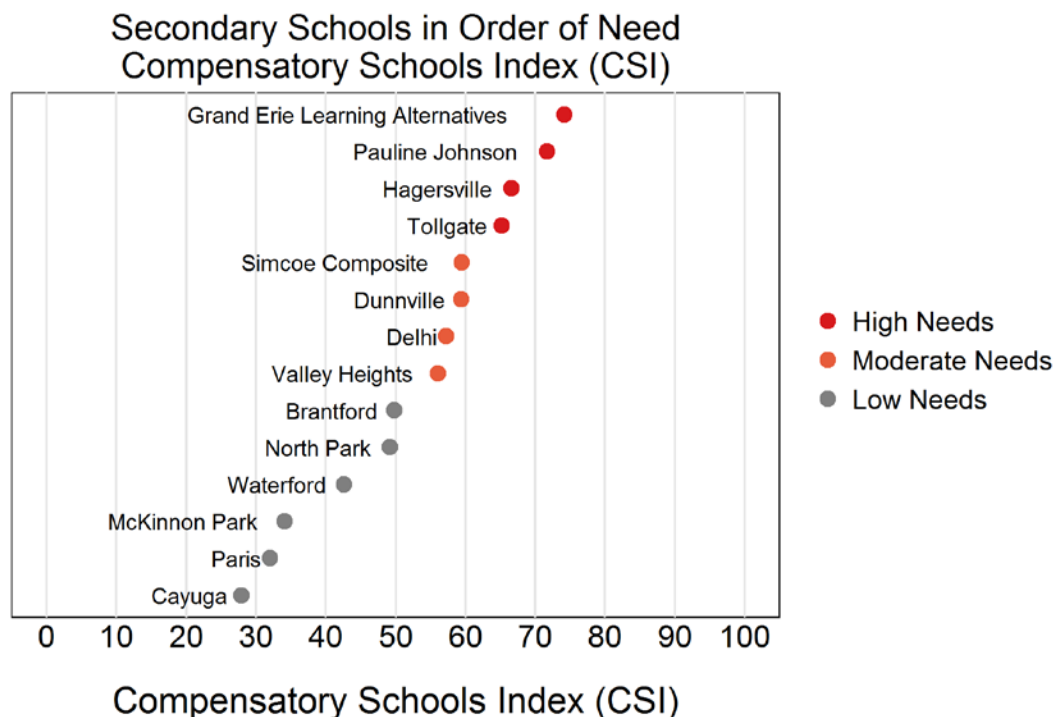
- Central
- Graham Bell-Victoria
- Major Ballachey
- Grandview
- Princess Elizabeth
- King George
- Bellview

#### ***Moderate Needs:***

- Woodman-Cainsville/Echo Place
- Prince Charles
- Elgin Avenue
- Agnes G. Hodge
- West Lynn
- Lansdowne-Costain
- Delhi

### 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, 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

**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





## GRAND ERIE DISTRICT SCHOOL BOARD

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

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**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:

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
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 compensatory education schools including GELA	Schools will use overlay staffing according to school specific needs identified in school plan	Learning Opportunities Grants	1 teaching sec = \$25 575 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

Resource	Details	Potential Funding Source	Total Cost
*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 Secondary Turning Point sections 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

\*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)

\*\*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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Jamie Gunn, Superintendent of Business & Treasurer  
RE: Board Approved Transportation Review  
DATE: March 6, 2017

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2017-18 School Year.

### 1.0 Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) is in the process of building parameters and reviewing current bus information for the purposes of planning bus routes for the 2017-18 school year. STSBHN staff perform a comprehensive review of situations that fall outside of STSBHN Procedure 002- transportation eligibility as a regular part of the planning cycle. In previous years, STSBHN has brought information forward to the GEDSB Board of Trustees with the goal of gaining clarification and direction on which students, who are otherwise ineligible for services under the transportation policies and procedures, should be provided exceptions for the coming school year.

The students listed below fall outside of the defined transportation eligibility parameters and have been assigned a travel code of "Board Approved"; these students are being provided transportation in the current school year. This travel code identifies to STSBHN staff that, although not eligible to receive services under STSBHN Procedure 002, services are to be provided as per the direction of the Board. We require review and confirmation of students currently receiving Board Approved transportation by the Board of Trustees in order to plan for continuation of services in the 2017-18 school year.

### 2.0 Out-of-Boundary Students

#### 2.1 Norfolk Secondary

There are a number of Norfolk Secondary students, equaling 342 students, who registered at a secondary school which is not their home school. Many of these students, totaling 234, have been provided transportation in the current school year.

STSBHN requires confirmation of the previously approved method of classifying students so as to accurately and consistently plan and apply transportation services to the secondary students of Norfolk County:

1. All grade 9 and 10 students, as program delivery are similar at each secondary school, must request courtesy transportation if they reside out of their school's catchment;
2. Students in grades 11 and 12, whose home school does not have the course selection that the students is in need of, will be provided Board Approved transportation to another secondary location who does offer the course(s) – where routes currently exist; courtesy transportation will be the path for all other requests.

## 2.2 Oakland-Scotland to WDHS Express Route

Secondary students who reside in the Oakland-Scotland (OSS) catchment have historically been approved to receive transportation services to Waterford District High School (WDS) even though they do not fall within the school's catchment; the feeder secondary school for OSS is Paris District High School (PDH). Approval in the past was due to the proximity of WDS to OSS and reduce accommodation pressures at PDH. If the above-mentioned reasons are not foreseen to change, a modification to secondary boundaries could be made to include OSS's area into WDS and remove it from PDH. There are currently 7 students in OSS's catchment who attend PDH (1 in grade 12, 1 in grade 11, 2 in grade 10 and 3 in grade 9) who could be grandfathered services if a change in catchment were to occur.

**Table 1: Estimated Transportation Costs for Norfolk Secondary Out of Boundary Students (Board Approved and/or Courtesy)**

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference
	9	10	11	12				
OSS to WDS	7	4	4	7	22	Express (1)	OSS	-\$2,171.48
other areas to WDS	7	11	14	17	49	Express (2)	LAK, SCS	\$8,444.69
other areas to SCS	11	16	25	32	84	Express (5)	SFC, TEE, WAT, BLO, BOS	\$18,751.17
other to DDS	9	8	8	6	31	Express (0)		\$0
other to VHS	3	17	10	18	48	Express (2)	WAL, COU	\$4,447.47

An interesting fact came to light when reviewing the proximity of the out of boundary students to their home school. Although most students resided in a rural setting or beyond 3.2 KM from their home school, a total of 58 students resided in the town where their home school was located and they were found to be within walking distance of the location. The summary below outlines the number of walkers who would attend each school site if they were required to attend their home school.

**Table 2: Norfolk students who are within walking distance of their home school but are attending a secondary school outside their defined catchment boundary**

	# of OOB students			
	DDS	SCS	VHS	WDS
w/in walk	24	27	0	7

## 2.3 Caledonia to Cayuga Secondary Express Route

The following students have been transported for the current school year from the catchment of McKinnon Park Secondary (MCK) to Cayuga Secondary School (CSS). This route was originally established to offer students an alternative and reduce accommodation pressures at MCK. Please see Appendix #1 for the locations of students relative to the CSS boundary.

**Table 3: McKinnon Park Students transported to Cayuga Secondary**

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference
	9	10	11	12				
Students in MCK catchment who attend CSS	10	7	5	18	40	Express (1) and Dedicated (1)	SPA	\$ 7,775.64

#### 2.4 Students attending River Heights

The current River Heights (RHS) boundary does not encompass all of the urban area in Caledonia, south of the Grand River; there is a section of a subdivision on the south end of the town which falls within the catchment of Oneida Elementary (ONE). In this section of the subdivision, 50 students currently attend RHS, 32 of whom receive transportation services. 27 of the 32 receive services as they resided beyond 1.6 KM from RHS while the other 5 are receiving courtesy transportation. Please see Appendix #2 for the locations of the students relative to the RHS school boundary.

As students reside beyond 1.6 KM to either school, the cost to continue to transport the RHS is marginally less as RHS is closer to that section of Caledonia than ONE. Another item of consideration is that Oneida is currently over capacity and would require additional portable classrooms to accommodate 50 additional students.

**Table 4: Oneida catchment students attending River Heights**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Students in ONE catchment who attend RHS	50	0	0	0	0	50	Dedicated (1)	-\$ 1,719.81

#### 2.5 Out of Boundary Students attending Houghton PS

Houghton Public School (HOU) offers a unique educational curriculum which has drawn the attendance of many low-German Mennonite families. Due to the proximity of HOU to other elementary transfer locations, assisting families who reside out of the school's catchment can be a challenge. HOU currently has 99 students registered at their school who reside out of the school's boundary, 88 of whom are being provided transportation services. To facilitate the provision of economical and efficient services, historically these students have been required to transfer at points well outside of their home catchment, including Port Rowan, Walsh, Langton and Courtland Public Schools. After transferring at the closest elementary school, students are then required to transfer to another express route at Valley Heights Secondary for the final leg down to Houghton.

Although originally designed to accommodate families residing in adjacent schools to HOU, STSBHN has noticed the area covered in this exception grow from Langton and Port Rowan to now include sections of Walsh, Courtland and even Delhi. Although routes have been extended to collect these students to allow them to participate in the process listed above, there will come a time where dedicated routes may be the only option. Please see Appendix #3 for locations of students relative to the HOU boundary.

STSBHN is looking to confirm that:

- The HOU students are permitted to be transported to and from the elementary transfer sites and that
- the practice of multiple transfers occurring is also permitted.

If these historic practices are not approved to continue, clarification on the service parameters which are to be provided to the out of boundary students is required.

**Table 5: Out of Boundary Students attending Houghton**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
HOU students who reside out of boundary	99	0	0	0	0	99	Express routes	\$ -

### 3.0 Out of District Students

#### 3.1 Norwich/ Otterville students attending Delhi District Secondary School

When the local secondary school in Norwich was closed as a result of an accommodation review, the Board of Trustees approved the transportation of students from the area who were interested in attending Delhi District Secondary School (DDS). Currently there are 154 students who attend DDS from the above mentioned area with 109 students being provided transportation services daily. STSBHN requires clarification that these services are to continue and that if additional routes are required to accommodate enrollment pressure, do they have permission to incur the additional expense of adding another route if no other options are possible. Please see Appendix #4 for the locations of the students relative to DDS.

**Table 6: Norwich/Otterville area students transported to Delhi District Secondary School**

Description	Grades					Total Students	Route Type	Estimated Additional Cost
	Elementary	9	10	11	12			
Oxford Students to Delhi District Secondary School	0	33	37	21	63	154	Dedicated (2) and Shared (1)	\$110,456.71

#### 3.2 Princeton/ Drumbo students attending Paris District Secondary

Historically students from Princeton, Drumbo and the surrounding rural areas have been provided transportation services to and from Paris District High School (PDH). Of the 57 students, 44 are being provided transportation from their home if they reside in the rural areas east of Princeton Rd or have been provided a seat on the group pickup locations in the towns themselves. To ensure a reasonable length of time on the bus, two routes are used to provide services to these students. Please see appendix #5 for student locations relative to PDH's catchment.



**Table 7: Princeton / Drumbo area students transported to Paris District High School**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Paris District High School	0	15	16	15	11	57	Shared	\$ 58,706.39

#### 4.0 Section 23 Students – Woodview Program

STSBHN currently assists 4 students with transportation who have been identified as attending classes through the Woodview program at Pauline Johnson CVS (PJC) or James Hillier PS (JHI). STSBHN currently accommodates students on either by custom taxi cab or by using existing routes and changing their route path to allow the vehicles to assist students in getting to and from the Woodview programs. We require clarification as to if these same services will be provided for the coming school year or if they are to be discontinued at the end of the present.

**Table 8: Section 23 Student Transportation**

Description	Grades					Total Students	Route Type	Estimated Add. Cost
	Elementary	9	10	11	12			
Section 23 students to PJC and JHI	1	0	2	1	0	4	Shared	\$5,910.96

#### Additional information

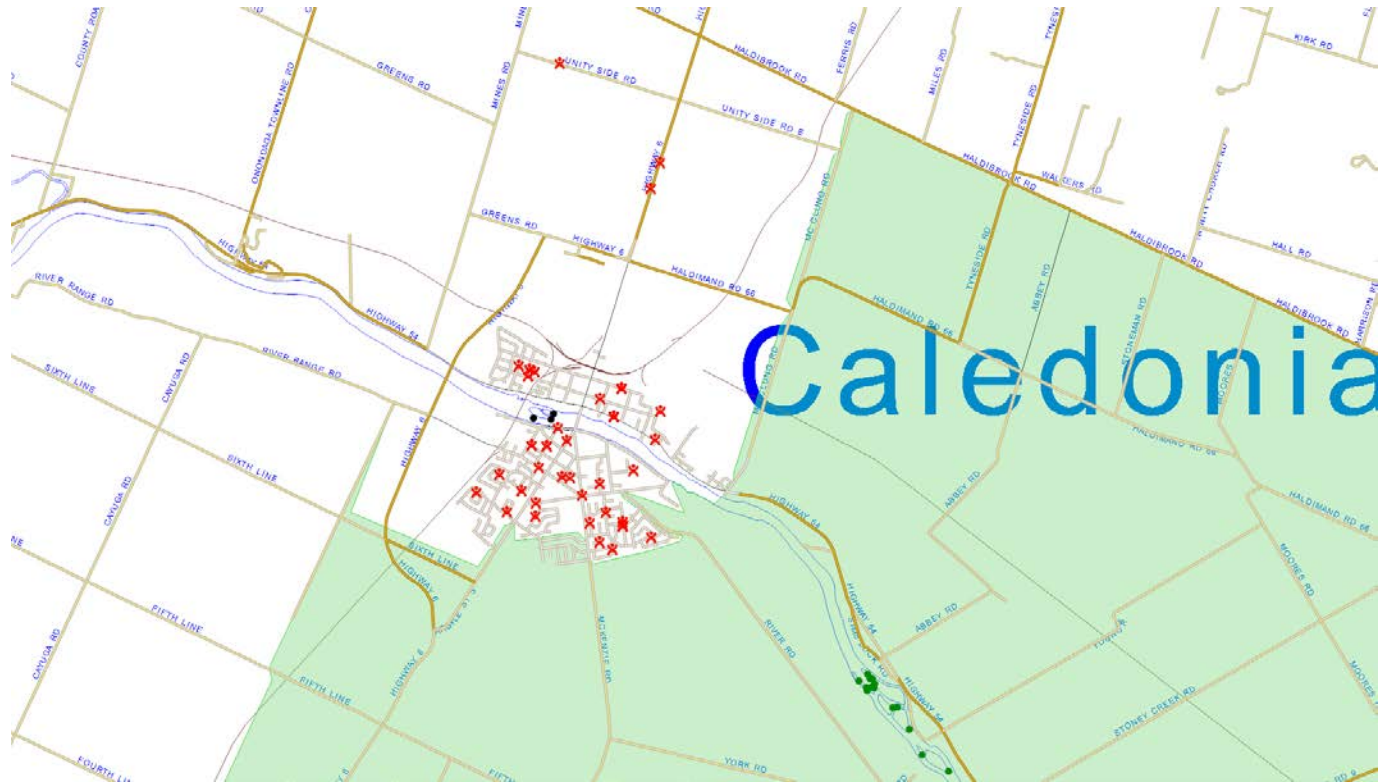
Due to the high reliance on transfers within our district, the exceptions listed above often result in longer ride times for students of the board and may place supervision pressures on schools supervising the transferring of bused students.

The above information is intended to bring to light exceptions to the normal routing and transportation practices of STSBHN. By clarifying and building the expectations of the Board into the route planning software, STSBHN can provide clarity to the schools, parents and students of the board as to what services will be made available in the coming school year.

Respectfully Submitted,

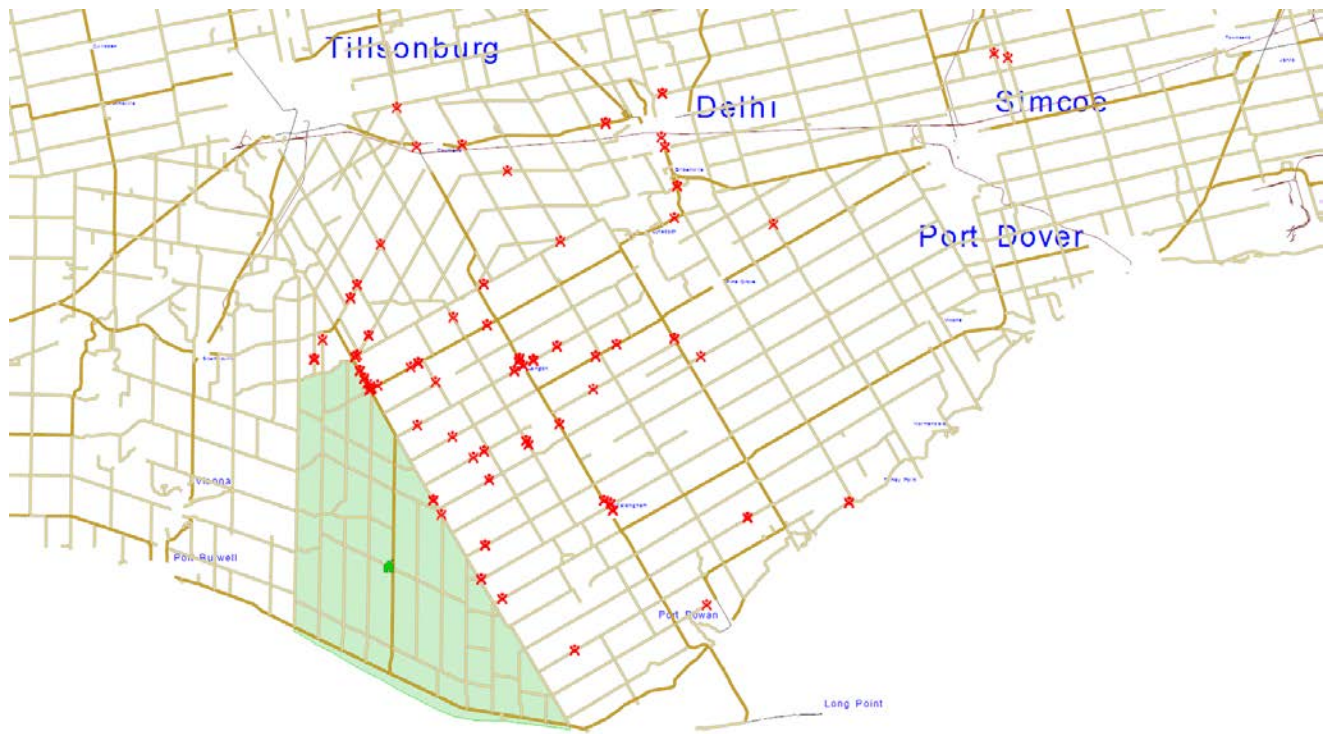
Jamie Gunn  
Superintendent of Business and Treasurer

Appendix #1 – CSS students in MCK catchment



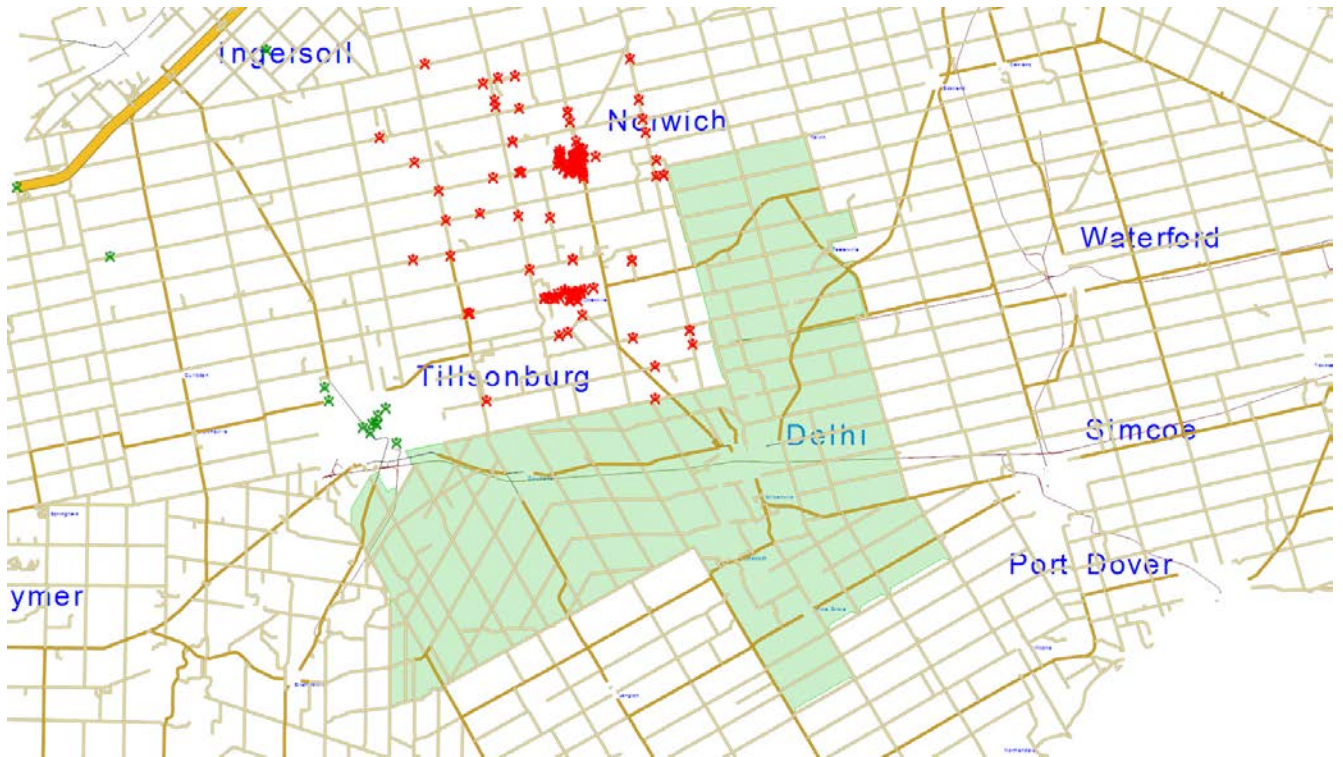
Appendix #2 – RHS students in ONE catchment

Appendix #3 – Out of Boundary Students to HOU

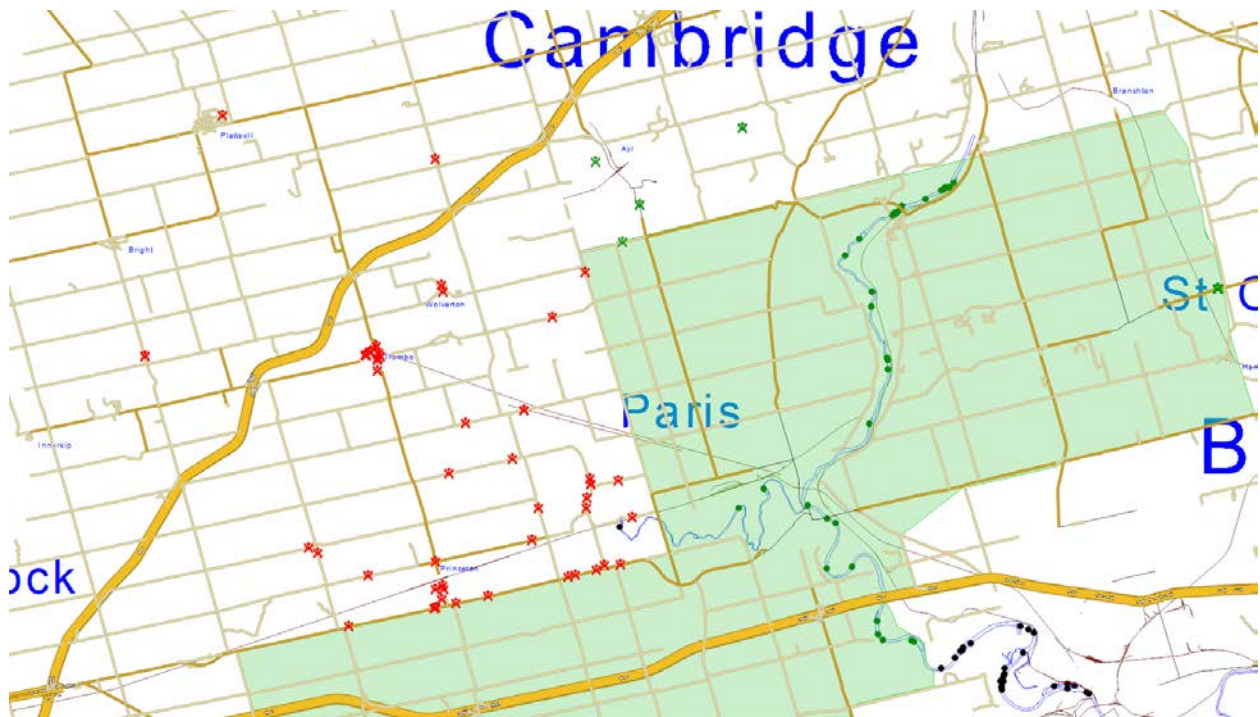




Appendix #4 – OOD DDS students



Appendix #5 – OOD PDH students





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: School Year Calendars 2017-18

DATE: March 6, 2017

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

### **Background:**

The Grand Erie School Year Calendar Committee met on January 25, 2017, to review and discuss proposed school year calendars – elementary, secondary, GELA, and Sprucedale. Committee members in attendance were: Brian Doyle (Trustee), James Richardson (Trustee), Maria Colitti (OSSTF), Shawn Martin (ETFO, accompanied by Nancy D'Aurora), Janie Senko-Driedger (Elementary Administrators), Dave Thomas (Secondary Administrators), Sheri Wencel (PSSP & recording secretary), Wendy Hamilton (School Council – Secondary), Tiffany Knight-Leegstra (School Council – Elementary), and Wayne Baker (Chair).

The proposed calendars presented to the committee for consideration were developed in collaboration with the Brant Haldimand Norfolk Catholic District School Board, and received input from Executive Council.

### **Additional Information:**

On December 2, 2016, the Ministry of Education sent a communication to Boards with respect to the development of school year calendars for 2017-18. It stipulated: the school year (September 1 to June 30); the minimum number of school days (194); the minimum number of instructional days (187); the number of possible Board-designated professional activity days (4); and the maximum allowable number of examination days (10).

Additionally, in compliance with *Regulation 304 (Amended), School Year Calendar, Professional Activity Days*, three professional activity days must be designated for provincial priorities. For 2017-18, secondary-panel priorities are: *improving student achievement in numeracy; teachers' professional learning; and topics aligned with Ministry priorities (e.g., equity)*. For Elementary teachers, one-half day of Occupational Health & Safety training must be included in the three professional activity days, with the remaining time focussing on the same priorities as for secondary staff.

Educational support workers will receive role-specific training during the professional activity days.

**Calendar Specifications:**

- The school year has been set at 194 days.
- All calendars designate 7 Professional Activity days (3 Ministry days; 4 Board days).
- All calendars share the same Ministry-designated PA days (September 15, April 13 and June 29).
- The secondary, GELA and Sprucedale calendars share all PA days.
- The Elementary calendar includes two PA days for report card writing (January 22 & June 8) and 1 for parent interviews (November 17).
- The Secondary calendar is balanced by semester in terms of school days (97) and examination days (5). Semester 1 has 4 PA days; semester 2 has 3 PA days.
- The GELA calendar is composed of “quadmesters”, balanced as closely as possible in terms of school days, PA days, and exam days.

**Recommendation:**

THAT Trustees approve the recommended school year calendars for 2017-18.

**Communication Plan:**

- Board-approved school year calendars will be forwarded to the Ministry of Education prior to the May 1, 2017, deadline for submission of 2017-18 calendars
- All stakeholder groups will be advised when the Ministry has approved the calendars.

Respectfully submitted,

Wayne Baker  
Superintendent of Education





# SCHOOL YEAR CALENDAR

## 2017 - 2018

~ *Elementary Schools* ~

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
				B	H		1	2	3	4	5	1	2	3	P	4	5	1	2	3	4	5	1	2	3
October	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	4	P	5	1	2	H	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3			
November			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			4	5	1	2	3	4	5	1	2	3	4	5	P	1	2	3	4	5	1	2	3	4	
December					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	H	H	B	B	B
January	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
	H	B	B	B	B	1	2	3	4	5	1	2	3	4	5	P	1	2	3	4	5	1	2		
February				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28		
				3	4	5	1	2	3	4	5	1	2	3	4	H	5	1	2	3	4	5	1		
March				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
				2	3	4	5	1	2	3	B	B	B	B	B	4	5	1	2	3	4	5	1	2	H
April	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
	H	3	4	5	1	2	3	4	5	P	1	2	3	4	5	1	2	3	4	5	1				
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
		2	3	4	5	1	2	3	4	5	1	2	3	4	5	H	1	2	3	4	5	1	2	3	
June					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					4	5	1	2	3	P	4	5	1	2	3	4	5	1	2	3	4	5	1	2	P

- H** School Holiday  
The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days
- E** Examination Day
- P** Professional Activity Day  
 Sept. 15/17 • H & S/Improving Student Achievement  
 Oct. 3/17 • Focus on Numeracy  
 Nov. 17/17 • Interviews/Reporting to Parents  
 Jan. 22/18 • Student Assessment and Reporting
- Apr. 13/18 • Improving Student Achievement  
 June 8/18 • Student Assessment and Reporting  
 June 29/18 • Curriculum Review and Development
- B** Board Designated Holiday



# SCHOOL YEAR CALENDAR

2017 - 2018

~ Secondary Schools ~

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					B	H									P										
October	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
		P				H																			
November			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
															P										
December					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																					H	H	B	B	B
January	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
	H	B	B	B	B														E	E	E	E	E		
February				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28		
				P	P											H									
March				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
											B	B	B	B	B										H
April	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
	H									P															
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
																H									
June					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																				E	E	E	E	E	P

**H** School Holiday

The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days

**E** Examination Day

**P** Professional Activity Day

- Sept. 15/17 • Improving Student Achievement
- Oct. 3/17 • Improving Student Achievement
- Nov. 17/17 • Focus on Numeracy
- Feb. 1/18 • Reporting/Program Planning

- Feb. 2/18 • Reporting/Program Planning
- Apr. 13/18 • Improving Student Achievement
- June 29/18 • Staff Professional Development

**B** Board Designated Holiday



# SCHOOL YEAR CALENDAR

2017 - 2018

~ Sprucedale ~

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					B	H									P										
October	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
		P				H																			
November			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
															P										
December					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																					H	H	B	B	B
January	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
	H	B	B	B	B																				
February				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28		
				P	P											H									
March				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
											B	B	B	B	B										H
April	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
	H									P															
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
																H									
June					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																									P

**H** School Holiday

The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days

**E** Examination Day

**P** Professional Activity Day

- Sept. 15/17 • Improving Student Achievement
- Oct. 3/17 • Improving Student Achievement
- Nov. 17/17 • Focus on Numeracy
- Feb. 1/18 • Reporting/Program Planning

- Feb. 2/18 • Reporting/Program Planning
- Apr. 13/18 • Improving Student Achievement
- June 29/18 • Staff Professional Development

**B** Board Designated Holiday



# SCHOOL YEAR CALENDAR

2017 - 2018

~ Grand Erie Learning Alternatives ~

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					B	H									P										
October	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
		P				H																			
November			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
										E					P										
December					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																					H	H	B	B	B
January	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
	H	B	B	B	B															E	E	E	E		
February				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28		
				P	P											H									
March				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
											B	B	B	B	B										H
April	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
	H									P					E										
May		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
																H									
June					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																					E	E	E	E	P



**School Holiday**

The 2017-18 School Year Calendar provided a total of 187 instructional and 7 Professional Development Days



**Examination Day**



**Professional Activity Day**

- Sept. 15/17 • Improving Student Achievement
- Oct. 3/17 • Improving Student Achievement
- Nov. 17/17 • Focus on Numeracy
- Feb. 1/18 • Reporting/Program Planning

- Feb. 2/18 • Reporting/Program Planning
- Apr. 13/18 • Improving Student Achievement
- June 29/18 • Staff Professional Development



**Board Designated Holiday**



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Jamie Gunn, Superintendent of Business  
 RE: Award – General Contractor for Thompson Creek Addition  
 DATE: March 6, 2017

**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
 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

### Background:

A Request for Tender 2016-79-T was issued for the construction of a four classroom addition to Thompson Creek Elementary School. A floor plan and elevations of the proposed addition are attached. These plans were reviewed with the project team for input.

The tender closed February 21, 2017 with 13 firms responding. Bids were submitted on the basis of a basic design with provisional pricing for optional work. The optional work included; millwork and cabinetry for four classrooms; installation of sinks, water & drains in each classroom and associated connection to existing underground sanitary lines; and extension of underground storm drainage to cover the new rear entrance.

### Tender Submissions:

Bidder	Base bid	Provisional Items	Total with Provisional Items
Abcott Construction	\$ 985,936.00	\$ 51,050.00	\$ 1,036,986.00
Averio Constructors	\$ 981,300.00	\$ 43,700.00	\$ 1,025,000.00
BECC	\$ 926,351.00	\$ 49,618.00	\$ 975,969.00
Gateman Milloy	\$ 1,014,956.00	\$ 75,741.00	\$ 1,090,697.00
Golden Gate Contracting	\$ 922,733.34	\$ 34,307.00	\$ 957,040.34
LANCA Contracting	\$ 949,500.00	\$ 47,000.00	\$ 996,500.00
Reid and Deleye	\$ 948,725.00	\$ 74,302.00	\$ 1,023,027.00
Ritestart LTD	\$ 861,500.00	\$ 30,740.00	\$ 892,240.00
Serianni	\$ 1,013,000.00	\$ 44,000.00	\$ 1,057,000.00
STM Construction	\$ 902,658.00	\$ 69,870.00	\$ 972,528.00
TAMBRO Construction	\$ 1,047,000.00	\$ 53,661.00	\$ 1,100,661.00
T.A.T Construction	\$ 888,337.00	\$ 49,000.00	\$ 937,337.00
T.R Hinan	\$ 839,000.00	\$ 51,100.00	\$ 890,100.00

All submissions were compliant with mandatory requirements.

**Recommendation:**

Purchasing services has completed all the necessary evaluation steps of the competitive process and recommends award of the contract to T.R. Hinan Construction Inc. being the lowest bidder.

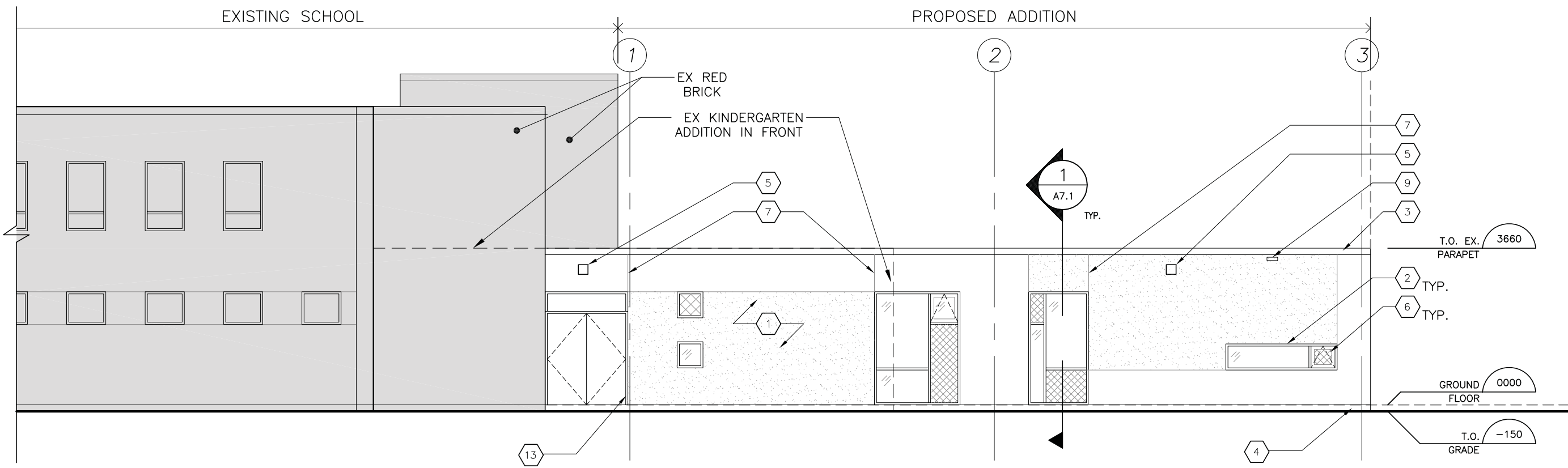
**Financial Impact:**

The recommended bid including provisional items is well within the capital funding provided by the Ministry of Education for this project. The recommended award includes all provisional items.

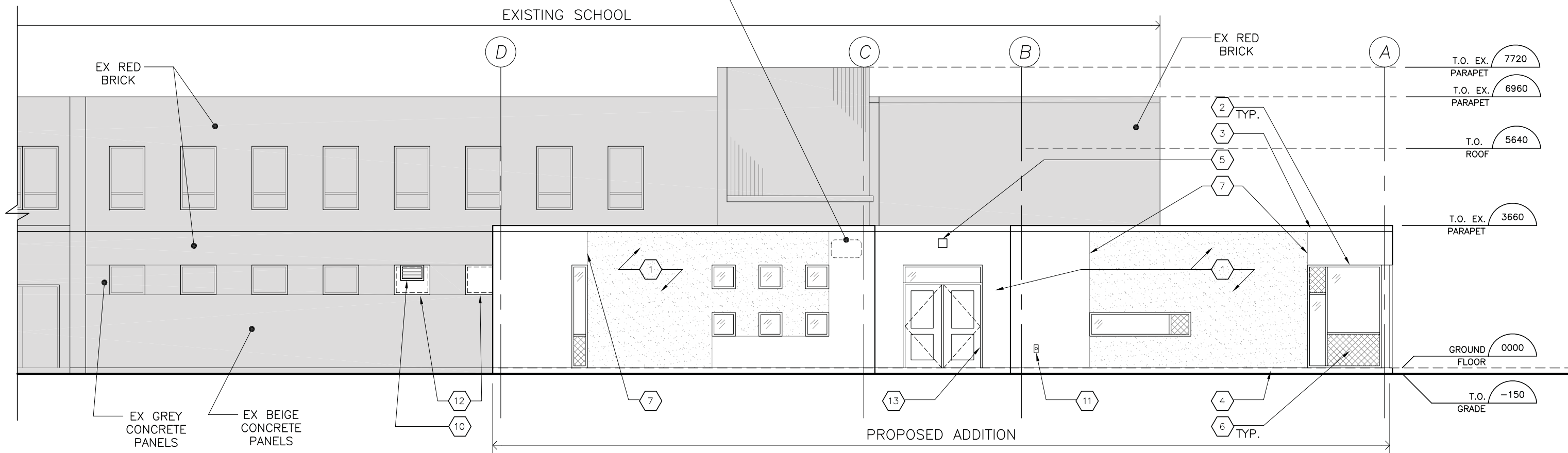
Respectfully submitted

Jamie Gunn,  
Superintendent of Business & Treasurer

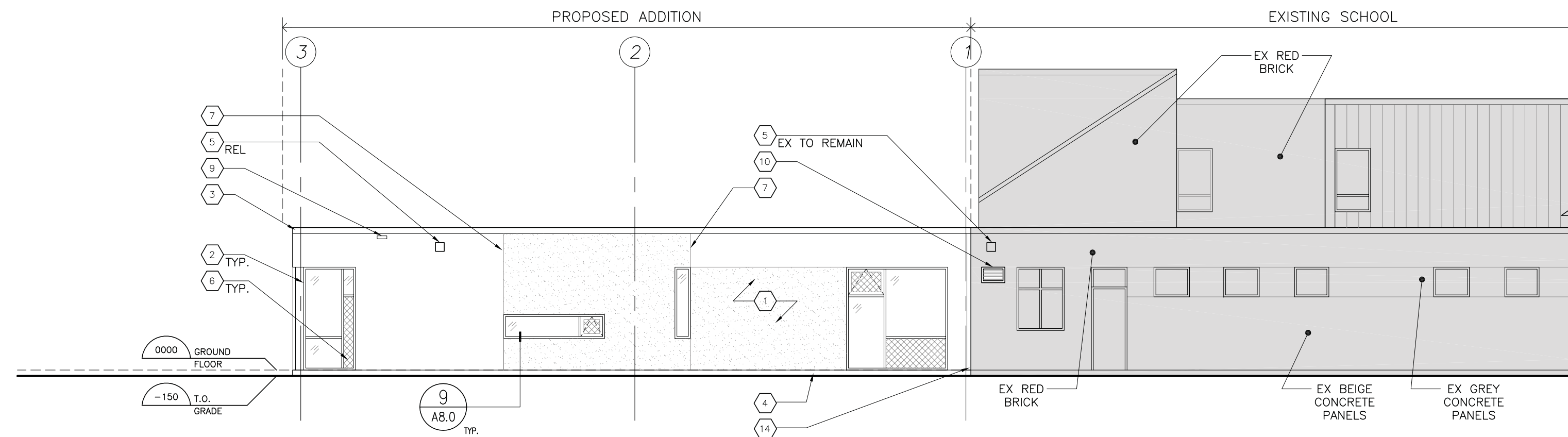




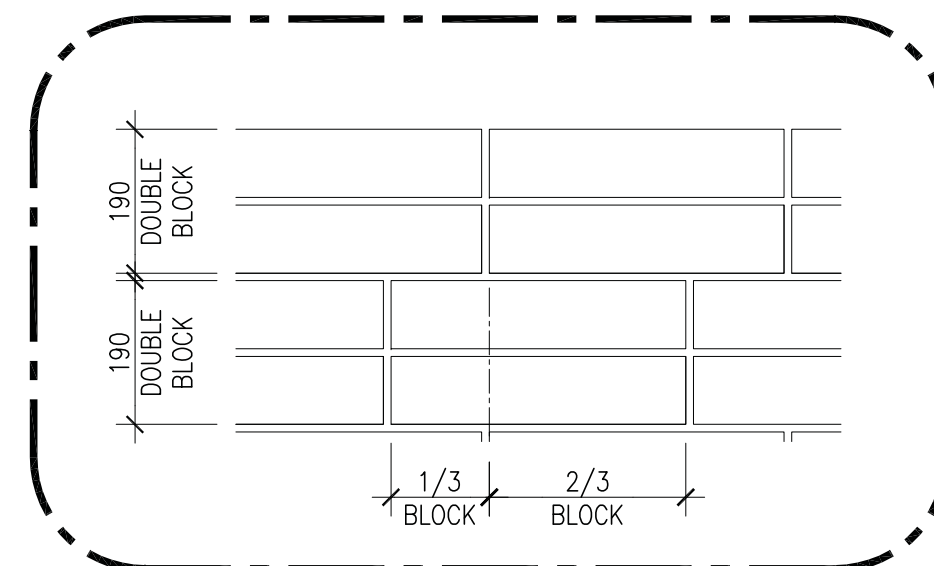
4 PARTIAL ELEVATION — SOUTH  
A4.0 1:100



2 PARTIAL ELEVATION — EAST  
A4.0 1:100



1 PARTIAL ELEVATION — NORTH  
A4.0 1:100



3 CONCRETE BLOCK VENEER DETAIL  
A4.0 1:10

## KEYNOTES

- NOTE: ALL KEYNOTES MAY NOT BE USED
- 1 CONCRETE BLOCK VENEER — FIELD COLOUR TO BE SELECTED BY CONSULTANT
- 2 TYPE 1
- 3 TYPE 2
- 4 ALUMINUM GLAZING UNIT  
FRAME FINISH: CLEAR ANODIZED  
GLAZING COLOUR: CLEAR
- 5 PREFINISHED METAL FLASHING  
COLOUR: CHARCOAL
- 6 POURED CONCRETE FOUNDATION — SEE STRUCTURAL
- 7 EXTERIOR LIGHT FIXTURE — MOUNTING HEIGHT TO MATCH EXISTING
- 8 VINYL FILM
- 9 MASONRY CONTROL JOINT
- 10 NOT USED
- 11 SCUPPER
- 12 NEW VENT—COLOUR TO MATCH ADJACENT FINISH
- 13 HOSE BIB
- 14 REMOVE & FILL—IN EX. WINDOW. PT TO MATCH EX ADJACENT FINISH
- 15 THERMALLY BROKEN HOLLOW METAL UNIT  
FRAME FINISH: PAINTED  
GLAZING COLOUR: CLEAR
- 16 100 REVEAL  
REFER TO DETAIL 5/A8.0

## NOTES

1. ALL NEW WINDOWS TO BE CLEAR GLASS WITH ANODIZED ALUMINUM FRAMES TYP. EXCEPT OTHERWISE NOTED IN WINDOWS SCHEDULE.
2. ALL NEW EAVES, FASCIAS, SOFFITS, AND METALS ARE TO BE COLOURED TO MATCH EXISTING.
3. EXISTING BUILDING MATERIALS ARE AS NOTED

**TCA**  
**THIER + CURRAN ARCHITECTS INC.**  
thoughtful buildings + interiors

1118 JAMES STREET NORTH, SUITE 301, HAMILTON, ONTARIO L8R 2K7

TEL: 905.597.0863  
FAX: 905.597.0864

CONTRACTOR IS TO CHECK AND VERIFY ALL DIMENSIONS AND CONDITIONS ON THE PROJECT AND TO REPORT ANY DISCREPANCIES TO THE ARCHITECT BEFORE PROCEEDING WITH THE WORK.

CONTRACT DOCUMENTS ARE THE COPYRIGHT OF THE CONSULTANTS AND SHALL NOT BE USED OR REPRODUCED WITHOUT AUTHORIZATION. DOCUMENTS ARE TO BE RETURNED UPON COMPLETION OF THE PROJECT.

NOTE: DRAWINGS ARE NOT TO BE SCALED.

No.	Date	Remarks
3	20-01-17	Issued for Tender
2	12-01-17	Issued for Review
1	20-12-16	Issued for Permit

Addition to  
**GEDSB - Thompson Creek  
Elementary School**  
800 Cross Street West  
Dunville, Ontario

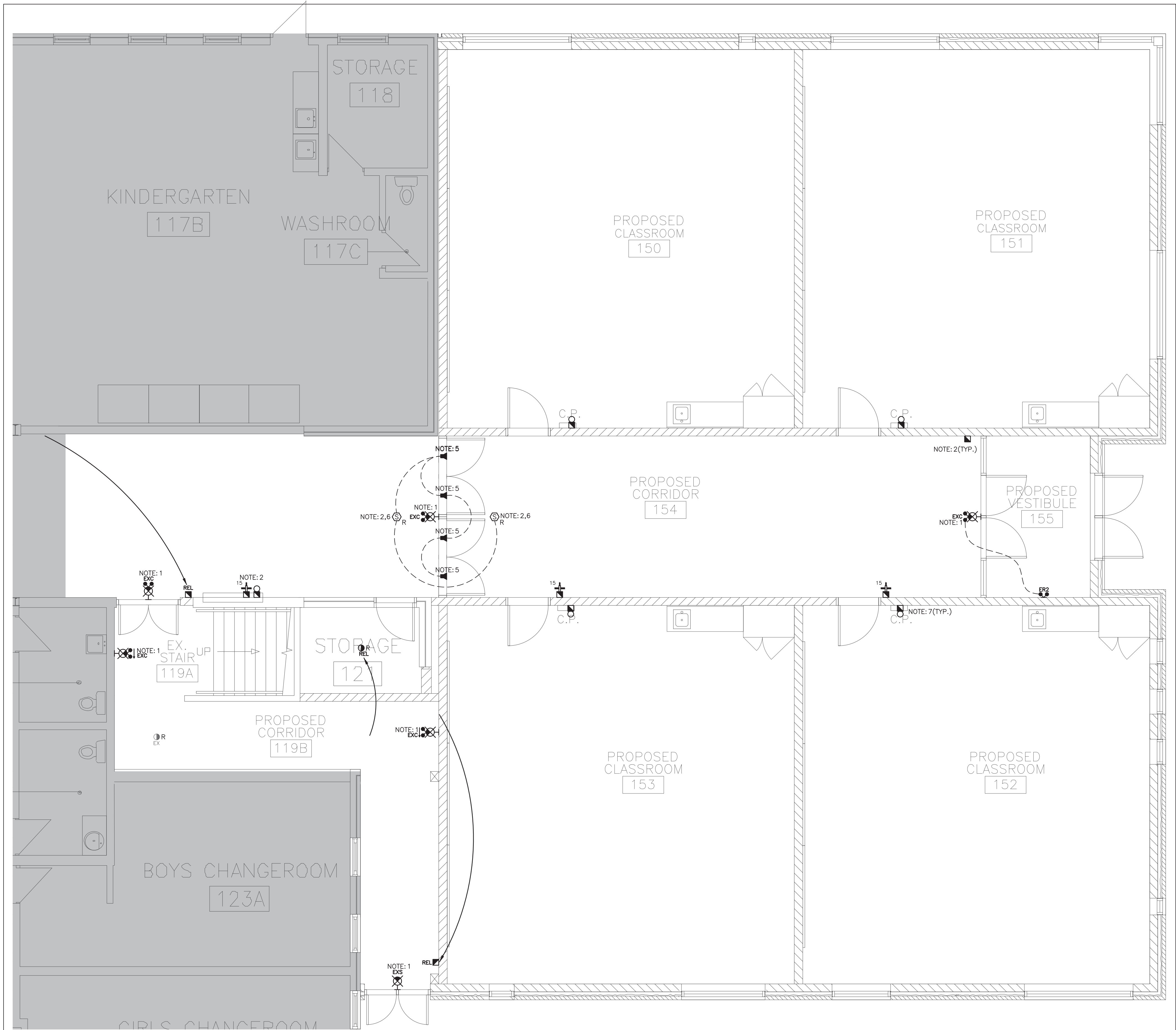
Dwg. Title:

Elevations

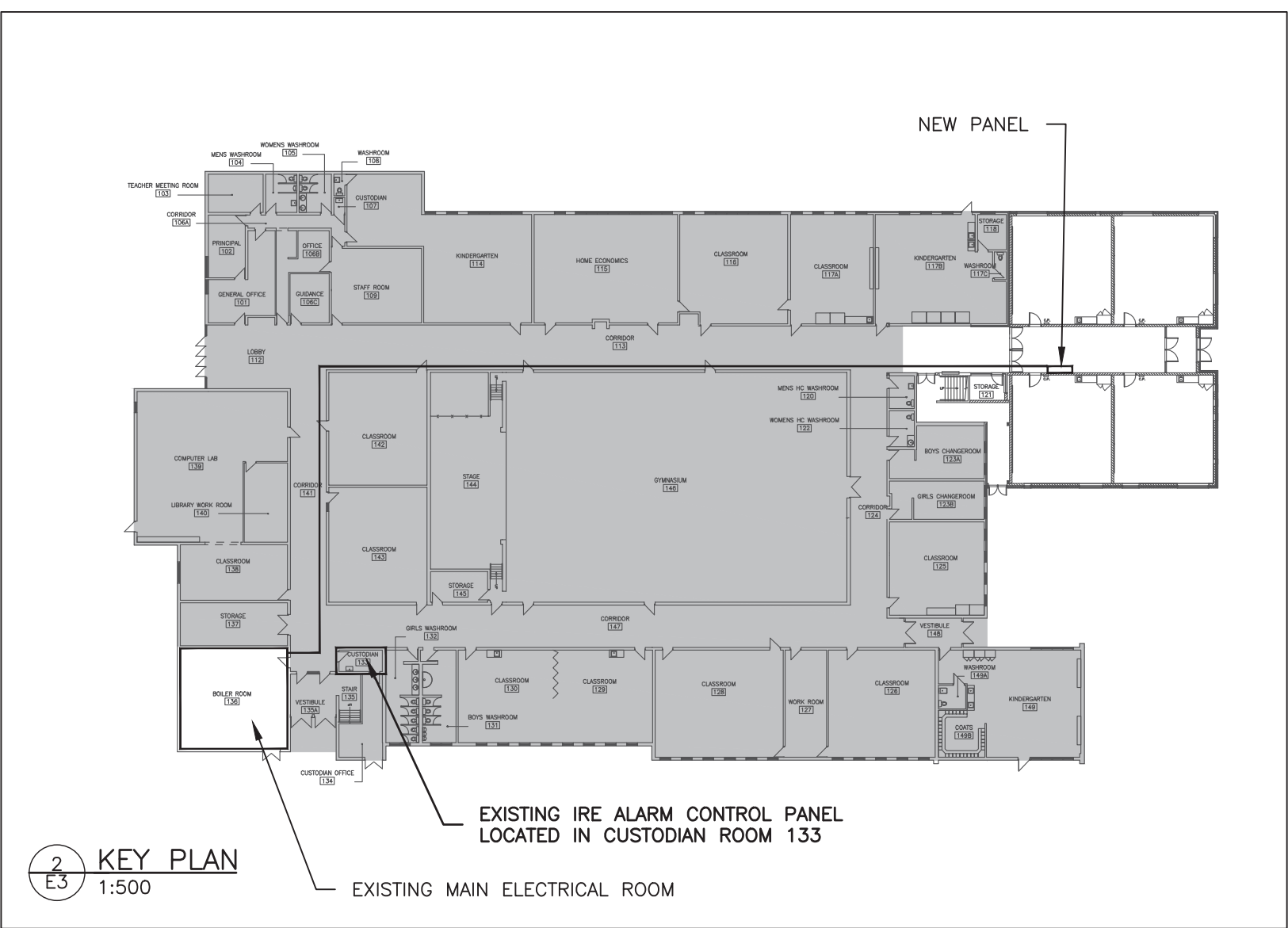
Drwn: -	Chkd: WJC
Proj. No.: 16008	
Scale: As noted	
Date: Nov. 8, 2016	

Drawing No.:

A4.0



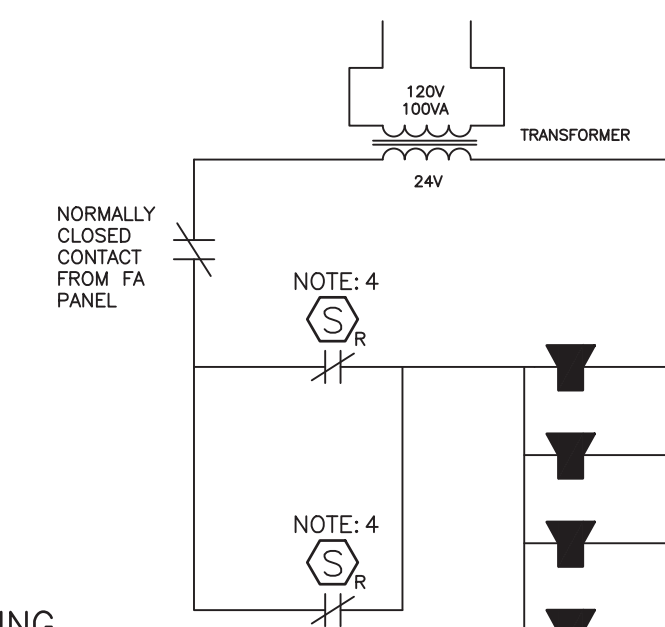
1 ELECTRICAL SCHEMATICS – LIFE SAFETY LAYOUT  
E3 1:50



2 KEY PLAN  
1:500

DOOR HOLD OPEN NOTES:

1. PROVIDE 120V/24V TRANSFORMERS ONE FOR EACH DOOR RELAY. ALL WIRING BY ELECTRICAL.
2. 24V WIRING FROM SECONDARY OF TRANSFORMER IS TO BE MINIMUM 16 AWG WITH AN ARMOURD JACKET.
3. PROVIDE WIRING FROM AUXILIARY CONTACT IN FIRE ALARM PANEL FOR CORRIDOR HOLD OPEN DOORS.
4. SMOKE DETECTORS WIRED TO FLOOR INITIATING ZONE.



3 DOOR HOLD OPEN WIRING  
N.T.S

LIFE SAFETY NOTES:

1. CONNECT ALL EMERGENCY FIXTURES TO LINE SIDE OF LOCAL LIGHTING CIRCUIT.
2. CONNECT INDICATED DEVICE TO LOCAL SIGNAL CIRCUIT. ALL WIRING MUST BE SUPERVISED.
3. PROVIDE AND INSTALL ONE ADDITIONAL EXIT COMBO SIGN "EXC" AND ONE ADDITIONAL EMERGENCY LIGHT TYPE "EB2" TO BE LOCATED ON SITE BY CONSULTANT OR OWNER. ANY REMAINING UNINSTALLED EXIT SIGNS AND EMERGENCY LIGHTS TO BE TURNED OVER TO OWNER AT COMPLETION OF PROJECT.
4. EXISTING CORRIDORS HAVE T-BAR CEILINGS FOR NEW FEED CABLE ROUTING.
5. DOOR HOLD OPEN DEVICES ARE INTEGRAL TO DOOR FRAME. INTERCONNECT DOOR HOLD OPEN DEVICES TO FIRE ALARM SYSTEM SUCH THAT SIGNAL FROM THE BUILDING FIRE ALARM SYSTEM AND/OR THE LOCAL SMOKE DETECTOR RELAY SUB-BASE RELEASES THE DOOR. REFER TO DETAIL 3/E3.
6. INSTALL SMOKE DETECTORS ON THE CENTER LINE OF THE DOORWAY NOT MORE THAN 1500MM, AND NOT LESS THAN 600MM ALONG THE CEILING PERPENDICULAR TO THE DOORWAY.
7. INSTALL FIRE ALARM BELLS INTEGRAL TO MODULAR CONTROL PANEL. REFER TO DETAIL 2/E2.



5		
4		
3		
2	ISSUED FOR TENDER	JAN 16, 2017
1	ISSUED FOR PERMIT	DEC 15, 2016
No	REVISION	DATE

**MIGHTON**  
ENGINEERING

300 VICTORIA ST N, 2ND FL  
KITCHENER, ON  
N2H 6R9  
PH (519) 745-3703  
FAX (519) 745-5081  
WEB www.mighton.com

PROJECT TITLE:

GEDSB THOMPSON CREEK  
ELEMENTARY ADDITION

800 WEST CROSS STREET  
DUNNVILLE, ONTARIO

DRAWING TITLE:

ELECTRICAL SCHEMATICS  
LIFE SAFETY LAYOUT

DRAWN BY:	JL	CUSTOMER PROJECT No.	---
CHECKED BY:	SH	MIGHTON PROJECT No.	37109
DATE:	15 DEC 2016	DRAWING No.	E3
SCALE:	AS NOTED		





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
FROM: Brenda Blancher, Director of Education  
RE: **Strategic Communications Plan**  
DATE: March 6, 2017

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve to the Strategic Communications Plan.

**Recommended Action:** It was moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board disband the Strategic Communications Plan Ad Hoc Committee.

**Background:** In June, 2016, Trustees approved to establish an Ad Hoc Committee to create a Strategic Communications Plan. The purpose of a Strategic Communication Plan is to align key messages and communication activities to support Grand Erie's Multi-Year Plan, 2016-2020.

The Ad Hoc Committee met on four occasions: November 29, 2016, December 19, 2016, January 31, 2017 and February 21, 2017.

The Ad Hoc Committee membership included:

- Brenda Blancher, Director of Education
- Carol Ann Sloat, Trustee
- Alex Felsky, Trustee
- Denise Martins, Superintendent
- Linda De Vos, Superintendent
- Shawn McKillop, Manager of Communications and Community Relations
- Sharon Bell, Manager of Human Resources
- Cindy Smith, Manager of Finance
- Tom Oldham, Manager of Facilities
- John Ecklund, Manager of IT
- Cam MacDonald, Elementary Principal
- Jessie Hooper, Secondary Principal
- Greg Rousell, Researcher
- Jenny Gladish, Communications Assistant

The committee supported the development of two communication commitment statements, one for Grand Erie and the other for the Communications and Community Relations department. They discussed strengths, opportunities and the need for communications, taking into consideration the 2012 Communication Audit recommendations. They also determined audiences and goals as well as well as the communication strategies and tactics.

Once approved, the Communications and Community Relations department will implement the Strategic Communications Plan.

Starting in August, 2017, and every August, the Manager of Communications and Community Relations will provide an update on the Strategic Communications Plan to the Board of Trustees during the same meeting that the Annual Operating Plans are shared.

An evaluation plan has also been created with this Strategic Communications Plan and starting in May, 2018, and every subsequent May, the Manager of Communications and Community Relations will provide a progress report to the Board of Trustees to align with the Annual Operating Plans Status Update reports and to mirror the implementation of the 2016-2020 Multi-Year Plan.

**Communications Plan**

The Strategic Communications Plan will be posted in the Newsroom section of the Grand Erie District School Board website.

Respectfully submitted,

Brenda Blancher  
Director of Education



Grand Erie District School Board

# STRATEGIC

Communications Plan

## 2017-2020



*SUCCESS* for Every Student  
Page 51 of 150

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### 1. Summary

In June, 2016, Trustees approved the establishment of an Ad Hoc Committee to create a Strategic Communications Plan. The purpose of a Strategic Communication Plan is to align key messages and communication activities to support Grand Erie's Multi-Year Plan, 2016-2020.

The Ad Hoc Committee met on four occasions between November, 2016 and February, 2017. They discussed strengths, opportunities and the need for communications, taking into consideration the 2012 Communication Audit recommendations and the 2016-2020 Multi-Year Plan. They also determined audiences, goals and objectives as well as the communication strategies and tactics.

Once approved by the Board of Trustees, the Communications and Community Relations department will begin to implement the Strategic Communications Plan.

Starting in August, 2017, and every subsequent August, the Manager of Communications and Community Relations will provide a communication update on the Strategic Communications Plan to the Board of Trustees during the same meeting that the Annual Operating Plans are shared.

An evaluation plan has also been created with this Strategic Communications Plan and starting in May, 2018, and every subsequent May, the Manager of Communications and Community Relations will provide a progress report to the Board of Trustees to align with the Annual Operating Plans Status Update reports and to mirror the implementation of the 2016-2020 Multi-Year Plan.

The Strategic Communications Plan was guided by the Four-Step Process of Communications Planning: Research, Planning, Implementation and Evaluation.

## 2. Commitment Statements:

### Grand Erie District School Board

Grand Erie District School Board is committed to open, honest, transparent and ongoing communication with its stakeholders and communities. Grand Erie understands that maintaining a two-way conversation is essential for building relationships. These relationships are the foundation for a strong school system.

Effective communications will inform and engage internal and external communities and will be reciprocal, responsive, effective, and accurate.

### Communications and Community Relations

The Communications and Community Relations department will support all schools and departments in creating an environment that fosters excellence for all students and staff. The department will work strategically to send and receive information from internal and external stakeholders and communities in an effort to build trust and understanding.

## 3. Guiding Principles of Communications:

- Act in the interest of our staff, students, parents and community
- Use honesty and integrity as a guide
- Avoid conflicts of interest
- Ensure accuracy and truth
- Deal fairly with all communities

## 4. Summary of the Recommendations from the 2012 Communications Audit

1. Develop a strategic communication plan based on Multi-Year Plan
2. Conduct regular research and evaluation in communication efforts
3. Continue to improve the effectiveness of the Grand Erie website, school website teacher webpages, intranet, email, social media and other digital communication
4. Become more proactive and systematic with communication efforts
5. Improve internal communication systems and processes
6. Develop a comprehensive visual identity program and branding/marketing strategy
7. Continue to improve relationships and partnerships with First Nations' communities
8. i.) Continue to develop and expand opportunities for engagement and feedback
8. ii.) Conduct communication training for staff
9. Staff orientation and HR communication training
10. Initiate a (Insert Community) Puts the Grand in Grand Erie Program
11. Considerations for staffing and implementation
12. Miscellaneous (Launch subscription-based, opt-in newsletter, publication review, Employee Awards Program, and GELA review)

## 5. Strategic Communications Plan

### GOAL

Communications in Grand Erie will be enhanced through a strategic plan that focuses on its Multi-Year Plan and vision of Success for Every Student. To achieve this goal, communications will focus on four streams: Leadership, Internal Communications, Marketing and Branding, and Public Relations.

#### STREAM No. 1 Leadership

Communications is an essential skill in building strong leaders and navigating changing environments. From our administrators who build trust with school communities to our students who are on their journey to be leaders of tomorrow, communication excels the vision of an organization, is an influencing factor to help motivate and inspire others, and creates positive environments that value open and two-way engagement.

Supporting Staff  
ENGAGEMENT

#### STREAM No. 2 Internal Communications

Internal Communications is the function responsible for effective communications among participants within an organization. Fostering a strong channel of information to our internal audience, balancing between push and pull methods, will create staff ambassadors, knowledgeable on topics to better perform their duties in a culture of high expectations.

#### STREAM No. 3 Marketing and Branding

Grand Erie District School Board reflects a brand that is publicly distinguished from others in the education community. Our brand promotes *Success for Every Student*, a defining statement that sets us apart. Through the process of branding, Grand Erie's corporate identity is disseminated by its vision, name and image throughout its communities. It is also associated with programs and services offered. There are expectations to promote and communicate Grand Erie programs and vision to current and potential students and families.

#### STREAM No. 4 Public Relations

Public relations establishes and maintains mutually beneficial relationships between an organization and the communities, groups and stakeholders on whom its success depends. This stream will identify specific initiatives that will shine a light on topics that will impact a specific group or groups. In addition, research and evaluation will be conducted on the intended audience to determine an understanding or change in awareness, attitude, or action.

### KEY MESSAGES

- Our vision is *Success for Every Student*.
- We will achieve this through a focus on students and staff in a culture of high expectations.
- The indicators that will support our vision include Achievement, Well-Being, Equity, Environment, Technology and Community.

## AUDIENCE IDENTIFICATION

The following audiences have been identified as key groups to engage in the 2017-2020 Strategic Communications Plan.

- Grand Erie Staff
- Administrators
- Managers
- Trustees
- Parents (School Council members and parents of school-aged children)
- Students
- Community

## OBJECTIVES

The Strategic Communications Plan is comprised of objectives that meet the needs of the audience and support the overall goal, which is to enhance communications.

The following objectives inform the overall evaluation plan and guide the strategies, tactics and activities to meet our goal in the Strategic Communications Plan.

1. Objectives for the Leadership Stream:
  - Maximize communication with trained leadership in various levels of Grand Erie
  - Support communications with sufficient resources and ongoing training
  - Ensure communication effectiveness through adherence to guiding principles
  - Effective response and management during crisis communication situations
  - Build parent leaders in order for them to effectively support student achievement, well-being and parent involvement
2. Objectives for the Internal Communications Stream:
  - Research and understand employee needs, expectations, opinions, attitudes and knowledge levels
  - Support staff engagement and create staff ambassadors
  - Staff alignment with the Grand Erie District School Board's vision and Multi-Year Plan
  - Manage information overload
  - Communicate with staff during a crisis
3. Objectives for the Marketing and Branding Stream:
  - Effectively tell the story of Grand Erie through existing channels, social media and traditional news media
  - Advance the identity and brand of Grand Erie District School Board
  - Deploy multiple and varied communication strategies, including accommodation for diversity
  - Communicate Grand Erie's Multi-Year Plan with parents and families
4. Objectives for the Public Relations Stream:
  - Manage communications through the RPIE (Research, Planning, Implementation and Evaluation) process
  - Evaluate communication effectiveness to inform strategy and overall communication program

**STREAM No. 1: LEADERSHIP | STRATEGIES AND TACTICS**

1.1 Embed topics of communications into the leadership program and provide face-to-face learning opportunities to build capacity for shared communication leadership.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Administrators	Management Clinics	Three Management Clinics offered; Topics include: <ul style="list-style-type: none"> <li>Leadership Communications</li> <li>Media Training</li> <li>Issues/Crisis Management</li> </ul>	One Management clinic per year	
Staff seeking leadership opportunities	Aspiring Leaders Session	Communications will be a topic on the agenda during three Aspiring Leaders sessions.	One Aspiring Leaders Session per year	
All staff	Introduce "Communicate 2020" Series	Nine sessions available to staff on relevant topics: social media, storytelling, visual identity, communication planning etc.	Three sessions per year, one in each county	
Clerical, custodial and caretakers	Staff Development and Customer Service Coaching Program (Facilities)	To be determined	2018-19	
Trustees	Trustee Caucus	One Trustee Caucus Session before the election and one after the election with the newly formed Board	2017-18 2018-19	

1.2 Create an environment where staff are encouraged to promote their personal well-being and feel supported.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
All staff	Support the communications associated with the strategic mandate of the Staff Wellness portfolio	Events, initiatives, information to staff, feature stories as needed.	Ongoing	
All staff	Create a web/portal presence and posters reflecting the four concepts of Be Well. The campaign will communicate the	One time launch, updates as needed.	2017-18	



	pathways to care, including the Employee Assistance Program, and resources to support staff.			
All staff	Review communication requirements with respect to Student and Staff Bereavements	HR1 Bereavement	Review Date: February 2019	
All staff	In consultation with Safe Schools/School Mental Health and Well-Being Lead, staff will receive key messages and supportive resources during tragic events and critical incidents	As needed	Ongoing	
All staff	Communicate staff recognition / appreciation initiatives to celebrate staff contributions to Grand Erie	As needed (Patti McCleister Award, 5s and 25s, retirement celebration, and other staff appreciation initiatives)	Ongoing	

1.3. Help system leaders build trust in their communities by providing resources and generate consistent and timely communications.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Administrators Parents Trustees	Create a standard of communications resource, including best practices for administrators and a public awareness effort once complete to share with parents: <ul style="list-style-type: none"> <li>Baseline expectations of communications in Grand Erie – i.e. School Messenger, Website, Newsletter etc.</li> <li>Mobile applications would be part of this discussion</li> </ul>	Working group formed, Consultation at Director's Meeting, Report to Board	2018-19	

Parents	Develop a Grand Erie App with the Information Technology department	Form a working group and initiate an RFP Process	2019-20	
Administrators	Principal's Communications Toolkit (Includes a bank of key messages and template letters)	Director's Meeting	Fall, 2017	

1.4. Support parents who serve in leadership roles and advocate for parent involvement/engagement in our schools.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
School Council Chairs and Members	School Council Orientation Events	Three sessions	One per year	
School Council Chairs and Members	Offer webinar sessions for shared communications leadership	Two sessions over two weeks – one for elementary and one for secondary with potential for more based on feedback	January, 2018	
Parents	Enhance parent section on the website with resources – print and video – co-created with Elementary and Secondary program to support strategies for family involvement	One time launch that will include promotion	2017-18	
Parents	Deploy a parent portal with the Information Technology department to improve home-school communications	Form a working group and initiate an RFP Process	2019-20	

1.5. Use a variety of events to support students as leaders engaged in the topics of four indicators related to the Multi-Year Plan (excluding achievement and community). The areas relate to the following: digital leaderships, equity/change-maker/global citizens, wellness advocates, and environmental champions.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students	Equity: Global Day of Dignity / Harmony Movement	Promotion and coverage	2017-18	
Students	Environment Symposium	Promotion and coverage	2018-19	
Students	Technology: Ed. Tech Student Crew (Esc)	Promotion and coverage	2017-18	
Students	Well-Being: Student Wellness Symposium	Promotion and coverage	2018-19	

**STREAM No. 2: INTERNAL COMMUNICATIONS | STRATEGIES AND TACTICS**

2.1. Use the portal as the trusted source of consistent information for all staff members.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
System leaders, key users / webmasters	Create a Governance model for the website outlined in an Admin Memo. Included in this memo will be a Portal page and School Website Review Cycle process.	Working group consisting of IT, OPC rep, and clerical	Fall, 2017	
All staff	Enhance the News section on the staff portal to share key messages on emerging issues, responses to local news articles, and relevant education matters	Align issues management with news postings as needed	Fall, 2017 with the new portal	
All staff	Build a Classifieds sections for staff that includes buy and sell sections, hobbies and interests, and employee incentives. The Milestones and Memorials section will be part of this communication to staff.	One time launch	2018-19	
Managers, system leaders and all staff	Departments in the News	Annual cycle of news-worthy posts from each department	Fall, 2017	
All staff	Staff Hockey Cards (profiles with pictures) on the portal (an extension of the 411 Staff Directory)	Working group consisting of Facilities and IT department	2018-19	

## 2.2. Enhance products that are shared to internal audiences as key sources of information.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff, (added value to parents, community and media)	The Blackboard: Explore options to enhance the delivery of The Blackboard and expand readership (i.e. electronic, subscription)	Twenty editions per year	2017-20	
Staff	Develop a staff newsletter that reflects the Multi-Year Plan and co-written by system leaders, managers, and Superintendents	Six indicators, six publications per year that align with school year: Back to School (September); Thanksgiving (October); Before Christmas Break (December); Start of Semester 2 (February); Easter/Spring/After March Break (April); Summer Break (June)	Launch 2018-19	
Staff	Enforce email guidelines with "Did you know" messages (pop-ups or emails) and explore standardizing option for email signatures	Working group with IT to explore mandatory signatures; 16 Did you know messages	Starting in November 2017, every two months, to 2020. Launch date for mandatory email signatures to be explored	
Staff (added value to parents, and community)	Align Director's Blog with the Multi-Year Plan messages and with Director's Reports at Board as outlined in Multi-Year Plan Communication plan	Minimum six scheduled blog posts per year to align with the natural flow of the school year calendar	Fall, 2017  Embed blog messages from the Director into the staff newsletters once launched in 2018-19	

## 2.3. Develop with Senior Administration a procedure that strengthens the information flow of communications to various employee groups within the organization.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Senior Administration Administrators	An Administrator Checklist	To be determined	2017-18	
Senior Administration Administrators Managers	Develop a process that articulates direction from Senior Admin to Managers and Administrators	Ongoing at Executive Council and flowed to each Director's Meetings and GEMST Meetings	2017-18	

	(i.e: What's <i>Action, For Your Information, or that Requires Feedback</i> )			
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## 2.4. Support the ongoing training and orientation of Grand Erie employees

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Staff	Support the communications related to the mandatory training programs legislated for staff to complete	One time launch of a section on the portal that describes the mandatory training requirements in Grand Erie and the training matrix schedule  Establish a working group formed with IT to find a solution that tracks training and that pushes notifications to complete training to the employee	2017-18  2018-19	
New employees	Develop a "Communications 101" package for new employees to complement the HR orientation program	One time development of resource for HR to use in their staff orientation	2019-20	
Staff	Develop communication that raises awareness related to the privacy and protection of staff and student information	Meet with Privacy and Information Management Committee to determine next steps	2018-19	
Staff	Develop a resource to support the Communications and Customer Services standards of the Accessibility of Ontarians with Disabilities Act while promoting an Accessible Grand Erie experience.	<ul style="list-style-type: none"> <li>Last Friday in November is #AccessibleGE an event which promotes awareness of accessibility in our schools</li> <li>The communications resource will be guided by the Accessibility Plan for Grand Erie</li> </ul>	2017-2020	

**STREAM No. 3: MARKETING & BRANDING | STRATEGIES AND TACTICS**

3.1. Celebrate Grand Erie's brand, which reflects the 2016-2020 Multi-Year Plan, through storytelling.

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Students, staff, parents, and community	Schools in the News (Strategic effort to align with the six indicators determined in the MYP Communication Plan)	75 school stories per year	2017-2020	
Students, staff, parents, and community	Photos and graphic design with emphasis on inclusiveness / diversity	Two to three photo shoots per year to align with various initiatives	2017-2020	
Students, staff, parents and community	Feature Stories (An in-depth feature that aligns directly to the Multi-Year Plan and/or indicators)	10 per school year/one per month	2017-2020	
Students, staff, parents and community	Videos	Eight to ten videos per year	2017-2020	
Students, staff, parents and community	Social Media (Twitter, Facebook and Instagram)	<p>Increase followers/likes by 30 per cent in each platform each year</p> <p>Twitter:</p> <ul style="list-style-type: none"> <li>• Tweets: 7,141</li> <li>• Followers: 5,143</li> </ul> <p>Facebook:</p> <ul style="list-style-type: none"> <li>• Likes: 7,127</li> </ul> <p>Instagram:</p> <ul style="list-style-type: none"> <li>• 36 posts</li> <li>• 101 followers</li> </ul> <p><i>*Source: February, 2017</i></p>	2017-2020	
Students	Create the Grand Erie Storybook in the Logo	75 schools = 75 pages Once complete, present to Board.	2017-18	

3.2. Position the Multi-Year Plan as a strong brand to showcase Grand Erie

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Parents, staff, students, and community	Use the website as the main feature of the Grand Erie brand and the	Initiate training implementation plan	2017	

	main source of information			
Staff, parents, students, and community	Continue to implement the Multi-Year Plan communications plan	Four more Multi-Year Plan-themed launches	August, 2017 August, 2018 August, 2019 August, 2020	
Staff	Create 'cheat sheets' to enforce the Visual Identity program	Monthly	Spring, 2018	
Staff, parents, students, and community	Rebrand items (signs, forms, outdated website images etc.) that need to be changed	Establish a list of items	2017-18	
Parents, teachers and Administrators	Review School Agendas and ensure there is consistent messaging related to the Multi-Year Plan and various portfolios	Conduct content audit	2017-18	
Community	Wrap vehicles	29 vehicles will be wrapped	2017-18	
Community	Brand school facilities (logo plaque on school wall beside school name)	75 schools will receive a Grand Erie logo fixed to its building	2018-19	
Parents	Facebook ads	Twelve ads in total, four per year	2017-20	

### 3.3. Create a marketing strategy to focus on Early Years, Kindergarten Registration, Transitions and Student Success programs

Audiences	Tactics/Tools	Activity	Timelines	Outputs/Outcomes
Parents of children who are in child care	Early Years	To be determined	2018-19	
Parents of children who are entering Kindergarten	Kindergarten Registration	Review guide, social media plan, advertisements, other ideas determined by elementary program	2017-18	
Students Parents	Develop a Student Success strategy that includes transition to Grade 9	Review course calendars, Career Cruising, Transition Guide, Grade 8 Student and Parent Information Night communication, Grade 8 classroom visits by	2018-19	

		secondary guidance staff, Grade 8 days in secondary schools and other campaign/efforts determined by Student Success		
Students Parents	Program promotion strategy including system programs, school programs and GELA	To be determined in consultation with Student Success	2019-20	



**STREAM No. 4: PUBLIC RELATIONS**

Three specific public relations plans will be designed to raise awareness, change attitudes or generate action (behaviour) to raise the profile of a given portfolio or topic, or to address opportunities within the system.

These include:

Topic	Implementation
Achievement/Renewed Math Strategy <ul style="list-style-type: none"> <li>• A family of schools learning pilot</li> </ul>	Communications Research (Concept and Application), Planning, Implementation and Evaluation of the three campaigns will vary and may overlap, and can begin as early as the 2017-18 school year.
Indigenous Education <ul style="list-style-type: none"> <li>• A student-focused plan that raises awareness of the traditions and cultures, promotes inclusiveness, and addresses solutions to areas that could support Indigenous students</li> </ul>	
Special Education <ul style="list-style-type: none"> <li>• Offering support and care to parents whose child is in Special Education</li> </ul>	

**Strategic Communication Plan At a Glance**

2017-18	2018-19	2019-20
1.1 Management Clinics 1.1 Aspiring Leaders Session 1.1 "Communicate 2020" Series 1.1 Trustee Caucus 1.2 Staff Wellness 1.2 Be Well for Staff 1.2 Issues and Crisis Management 1.2 Staff Recognition & Appreciation 1.3 Principal's Communication Toolkit 1.4 School Council Orientation 1.4 School Council Webinar 1.4 Parent Website Resource 1.5 Student Equity Event 1.5 Student Technology Event 2.1 Website Governance Model 2.1. Update News Section on Portal 2.1 Departments in the News 2.2 The Blackboard 2.2 Email Guidelines 'Did you Know' 2.2 Director's Blogs 2.3 Administrator Checklist 2.3 Communication Flow from Exec Council 2.4 Launch of Training Info site 2.4 #AccessibleGE events 3.1 Schools in the News 3.1 Photo Shoots 3.1 Feature Stories 3.1 Videos 3.1 Social media 3.1 Grand Erie Storybook 3.2 Website training 3.2 MYP Communication Plan 3.2 Design 'Cheat Sheets' 3.2 Rebrand queue to change to MYP 3.2 Review Agendas 3.2 Wrap Vehicles 3.2 FB ads 3.3 Kindergarten Registration 4.1 Achievement Communications Plan	1.1 Management Clinics 1.1 Aspiring Leaders Session 1.1 "Communicate 2020" Series 1.1 Staff Development and Customer Service Coaching Program 1.1 Trustee Caucus 1.2 Staff Wellness 1.2 HR1 Bereavement Review 1.2 Issues and Crisis Management 1.2 Staff Recognition & Appreciation 1.3 Communications Standards 1.4 School Council Orientation 1.4 School Council Webinar 1.5 Environment Symposium 1.5 Well-Being Event 2.1. Update News Section on Portal 2.1 Departments in the News 2.1 Classifieds Section 2.1 Staff Hockey Cards 2.2 The Blackboard 2.2. Staff Newsletter and Director's Blog 2.2 Email Guidelines 'Did you Know' 2.4 Direct notification system to staff re: Training 2.4 Privacy Awareness Communication to Staff 2.4 #AccessibleGE events 3.1 Schools in the News 3.1 Photo Shoots 3.1 Feature Stories 3.1 Videos 3.1 Social media 3.2 MYP Communication Plan 3.2 Design 'Cheat Sheets' 3.2 Plaque Grand Erie logo on buildings 3.2 FB ads 3.3 Early Years Communication 3.3. Student Success Strategy 4.1 Indigenous Education Communication Plan	1.1 Management Clinics 1.1 Aspiring Leaders Session 1.1 "Communicate 2020" Series 1.2 Staff Wellness 1.2 Issues and Crisis Management 1.2 Staff Recognition & Appreciation 1.3 Grand Erie App 1.4 School Council Orientation 1.4 School Council Webinar 1.5 Parent Portal 2.1. Update News Section on Portal 2.1 Departments in the News 2.4 Communication 101 Packages for New Employees Orientation 2.4 #AccessibleGE events 3.1 Schools in the News 3.1 Photo Shoots 3.1 Feature Stories 3.1 Videos 3.1 Social Media 3.2 MYP Communication Plan 3.2 Design Cheat Sheet 3.2 FB Ads 3.3 Program Promotion strategy 4.1 Special Education Communications Plan

## EVALUATION

In addition to the annual communication update that the Manager of Communications and Community Relations will provide to the Board of Trustees starting in August, 2017, and every subsequent August, at the Regular Board Meeting, an evaluation status report to the Trustees will begin in May, 2018, and every subsequent May thereafter.

A status report will be provided in May to align with the Annual Operating Plans Status Update reports and to mirror the implementation of the 2016-2020 Multi-Year Plan.

The evaluation of the overall Strategic Communications Plan is aligned to support its objectives. The measures will be based on the objectives as the plan moves through implementation.

Measuring communication outputs and outcomes is also part of the evaluation process. Output objectives measures activities and outcome objectives measure specific change in awareness, opinions, behaviours or support.

The measures and methodology will be a mixed method approach. This integrates quantitative data (surveys, Twitter scrapes, analytics, data from IT, etc.) and qualitative data (focus groups, case studies, etc.).

### **Year One: 2017-18 | Status Update in May, 2018**

Have we enhanced communications (Are we better off?)

1. Are system leaders being supported in their roles?
  - a. Do they know where to get information?
  - b. Are we building leadership capacity in communication tools?
  - c. Do system leaders feel confident in delivering consistent messages?
  - d. Are staff receiving the information they need?
2. Are stakeholders aware of the Multi-Year Plan?
3. Are we targeting the correct audiences based on the message?

### **Year Two: 2018-19 | Status Update in May, 2019**

Have we enhanced communications (Are we better off?)

4. Do staff feel confident in delivering consistent messages?
5. What level of understanding of the Multi-Year Plan?
6. Consistent visual identity across the system?
7. What is the level of awareness of marketing/branding best practices and requirements across the system?

### **Year Three: 2019-20 | Status Update in May, 2020**

Have we enhanced communications (are we better off?)

- Questions to be determined based on results that build from previous year's evaluation.

## 6. Supporting Documents and Resources

### Appendix A

#### Communications Ad Hoc Committee Terms of Reference

##### 1.0 Statement of Purpose and Responsibility

The Communications Ad Hoc Committee will:

- i. Act as an advisory group lending direction to the creation of a strategic communications plan for the Grand Erie District School Board
- ii. Review the recommendations contained within the communications audit report, received by the Board of Trustees in 2012
- iii. Align the communication outcomes to support the Board's Multi-Year Plan, 2016-20
- iv. Develop an overall goal or approach to the communications program in the Grand Erie District School Board
- v. Recommend metrics for evaluation and monitoring the effectiveness of the strategic communications plan

##### 2.0 Committee Composition

The Communications Ad Hoc Committee shall be comprised of:

- 2.1 Director of Education
- 2.2 Two Trustees
- 2.3 Manager of Communications and Community Relations
- 2.4 Communications Assistant
- 2.5 Two Superintendents of Education
- 2.6 Managers of Human Resources, Finance, Facilities Services, and IT
- 2.7 One Elementary Principal
- 2.8 One Secondary Principal
- 2.9 System Research Leader

##### 3.0 Committee Operating Procedures

- 3.1 The Director will chair the committee
- 3.2 The committee will use a consensus, decision-making process
- 3.3 The committee will begin in November, 2016 and end in January, 2017 at which time the committee will be disbanded
- 3.4 The Manager of Communications and Community Relations will prepare the meeting schedule and agendas for each meeting
- 3.5 The committee will be guided by the Four-Step Process of Communications Planning: Research, Planning, Implementation and Evaluation

##### 4.0 Role of the Board

- 4.1 Appoint Trustee members
- 4.2 Approve the strategic communications plan in March, 2017
- 4.3 Once approved, a progress report will be presented to the Board each May to align with the Annual Operating Plans Status Update reports

**Appendix B****National School Public Relations Associations' Communication Audit Report to the Grand Erie District School Board**

Grand Erie District School Board is committed to improve and expand our ongoing communication with students, parents, staff, and the community so that we can work collaboratively to provide the best education possible. This commitment, at the time of the audit, was outlined in the Board's Multi-Year Plan 2011-16, in the area of Engagement.

To effectively and efficiently meet that goal, the Board in 2011-12 engaged the National School Public Relations Association (NSPRA) to conduct a communication audit. The audit assessed the Board's communication, public relations, and engagement efforts and provided recommendations to improve and enhance internal and external communication.

- <http://www.granderie.ca/Community/Documents/Grand%20Erie%20Communication%20Audit--FINAL--03282012.pdf>



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Jamie Gunn, Superintendent of Business & Treasurer  
 RE: **Student Transportation Services of Brant Haldimand Norfolk (STSBHN) – Annual Report**  
 DATE: March 6, 2017

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**Recommended Action:** It was moved by \_\_\_\_\_, seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Student Transportation Services of Brant Haldimand Norfolk – Annual Report as information.

**Rationale:**

The Student Transportation Services of Brant Haldimand Norfolk (STSBHN) Board of Directors is established as a standing committee of the Board. Its stated purpose and responsibility is to develop protocols for the transportation consortia, review current policies and practices; and make recommendations to all three Boards for policies, procedures and areas for improved efficiency.

The annual report of the consortia is attached for review by the Board.

Respectfully submitted

Jamie Gunn,  
 Superintendent of Business & Treasurer

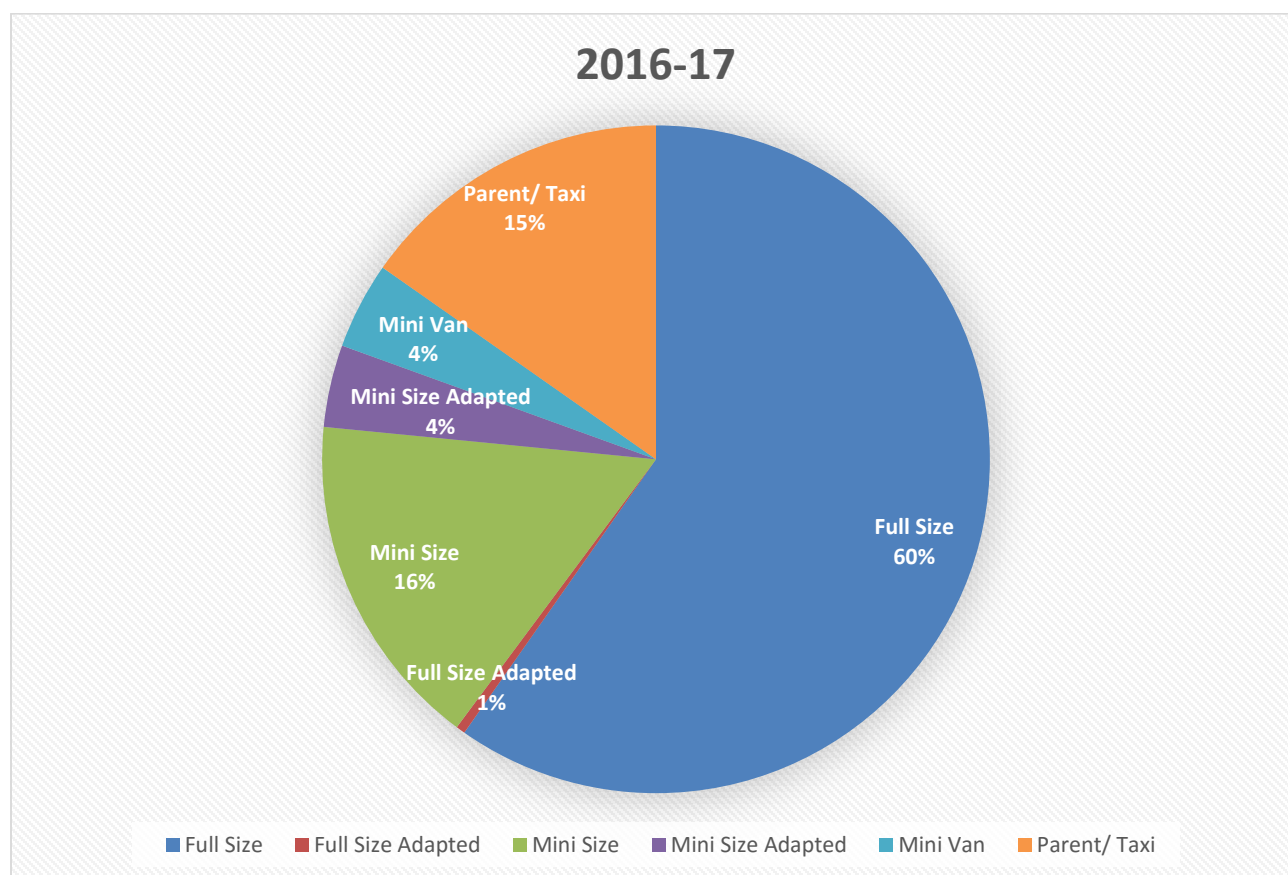


### 2016-2017 Transportation Solution (as of January 31, 2017)

## Route and Vehicle Statistics

### Service Providers and Vehicles

STSBHN is currently has partnered with a total of thirteen (13) for profit service providers, include three (3) school bus companies, Sharps, First Student and Langs as well as ten (10) taxi companies, in addition to a number of parents who are reimbursed for services provided. Combined, these service providers assist STSBHN in transporting students on 452 home-to-school routes.



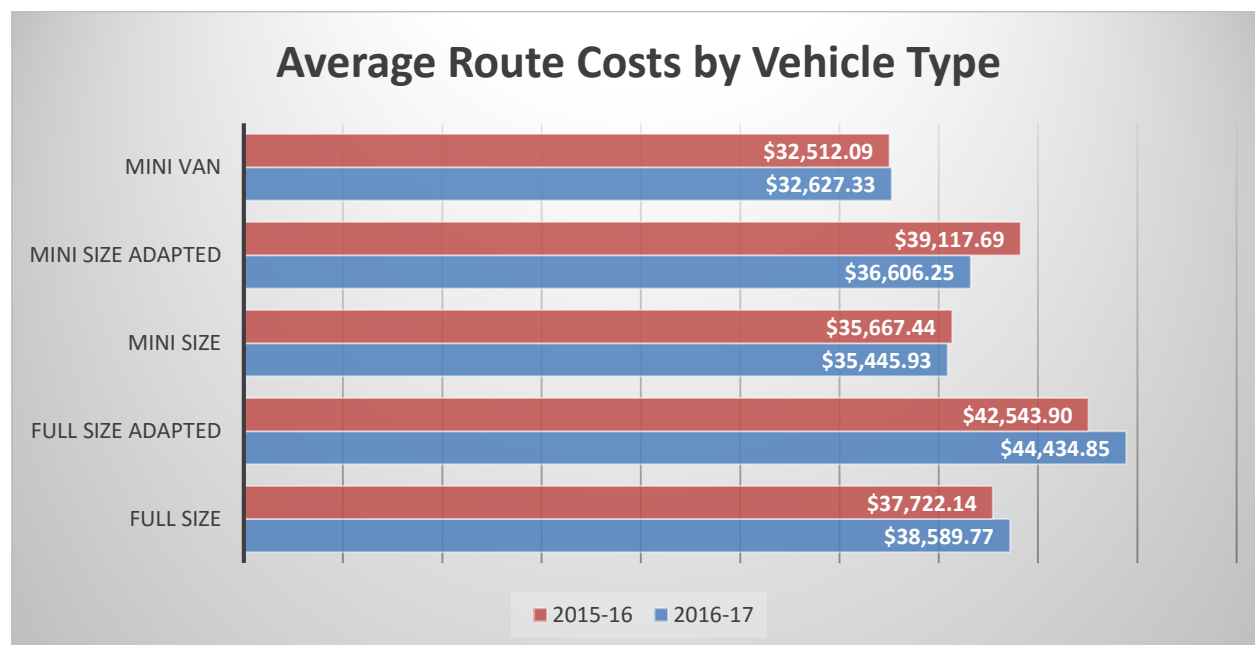
Route info	2016-17	2015-16	2014-15	Var from Prev
Full Size	270	272	269	-2
Full Size Adapt	2	1	1	1
Mini Size	74	70	75	4
Mini Size Adap	18	19	20	-1
Mini Van	19	18	15	1
Parent/ Taxi	69	58	45	11

### Vehicle Description:

- Full Size: regular size bus- 70 passenger capacity
- Full Size Adapted: regular size bus with accessible capability
- WC: wheel chair accessible bus- capacity varies
- Mini Size: Mini Bus- 20 passenger capacity
- Mini Van: Mini Van – 6 passenger capacity
- Parent/ Car: Auto/ Taxi – 4-6 passenger capacity

### Route Costs

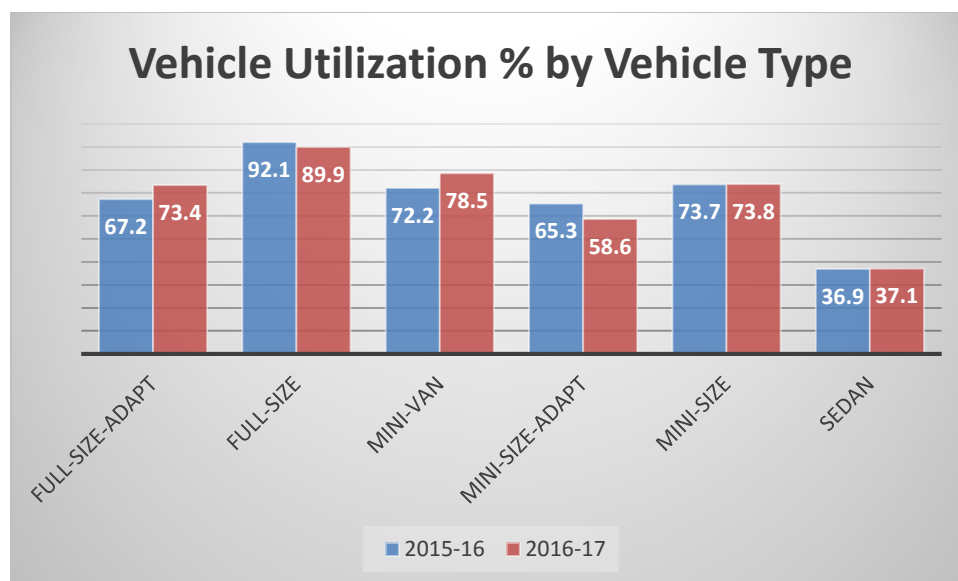
The contract cost of operating each of the vehicle classes increased year over year based on the rates stipulated in the operator agreement. The average cost by vehicle type is indicated below and shows the all but the Mini-Size Adapted and Mini-Size classes experienced a year-over-year increase. The decrease in the two previously mentioned vehicle classes can be associated with a decrease in the average kilometers travelled (MSA = -17KM daily and MS = -5 KM daily) in addition to the decrease in the amount of time associated with having less road to travel.





## Vehicle Utilization

STSBHN continues to achieve a high degree of utilization in their various vehicle types. A list of the utilizations, calculated as the maximum weighted load on the vehicle divided by its capacity, is listed below.

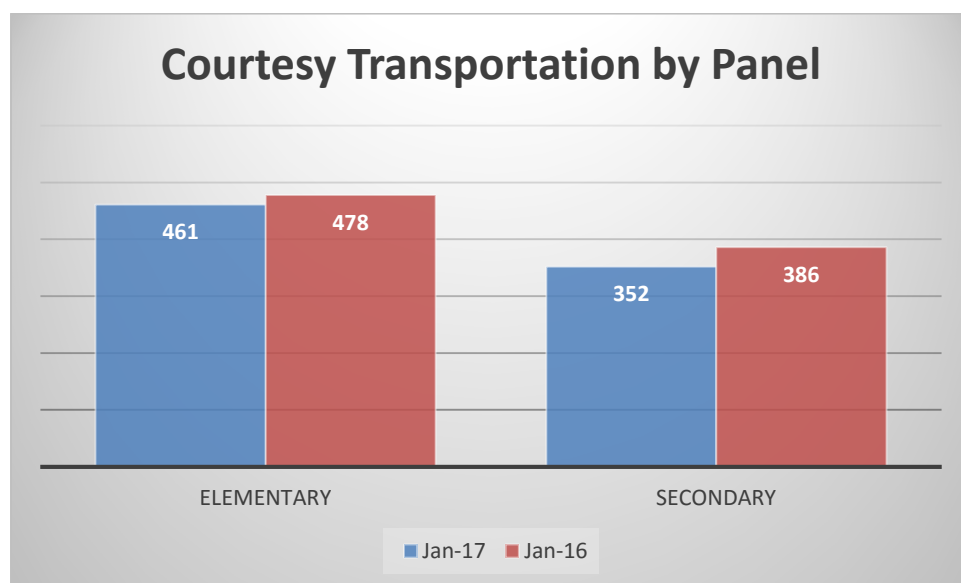


## Student Data

Staff of STSBHN tracks information relating to the student's address which assist staff in applying the policies and procedures as they relate to transportation services.

Eligibility	#	%	On a bus	% of eligible from "home"
Walkers	12152	45%	384	3.2%
Bussed	9474	35%	8165	86.2%
Hazard	952	4%	733	77.0%
Out of Boundary	3866	14%	1103	28.5%
Out of District	456	2%	191	41.9%
<b>Total:</b>	<b>26900</b>	<b>100%</b>		

Note: the Student Eligibility statistics listed above indicate the eligibility, based on the home residence, of all students contained in the database of STSBHN (not just those receiving transportation services). For students with custody arrangements, the above information is based on the first address entered in PowerSchool.



#### Student Ride Times by Range

Component	0-15 min	16-30 min	31-45 min	46-60 min	61-75 min	>75 min
AM	4573	3191	2196	808	178	25
PM	4592	3120	2270	862	254	31
Total	9166	6311	4466	1670	432	56
Average	4318	3515	2285	752	150	20
	39.1%	31.8%	20.7%	6.8%	1.4%	0.2%
2015-16 AVG	37.9%	32.6%	20.5%	7.2%	1.6%	0.3%

### Consortium Update

**Board of Directors Goals and Objectives:** STSBHN is still working towards completing the stated short-term goals and objectives which were established by the Board of Directors in February 2016. The current goals and objectives, as well as their status are:

Goal Type	Stated Goal/ Objective	Status
Communication and Customer Service	Update STSBHN's website and be compliant with AODA standards WCAG 2.0 Level AA	Currently Underway
Communication and Customer Service	Review bus routes for the 2016-2017 school year and look to reduce the number of riders who are on a bus for over 75 minutes by at least 10% (compared to those noted in October 2015)	Completed
Contracts and Agreements	Prepare for next competitive procurement process for transportation services	Deferred

**STSBHN internal Goals and Objectives:** STSBHN annually sets its own operational goals and objectives in August which it monitors throughout the school year and is the first point of discussion at every monthly staff meeting. The current goals and objectives, as well as their current status, are:

Goal #	Objective	Anticipated Completion Date	Actual Completion Date
1	have a staff member attend each operator division's driver meeting(s)	30-Jun-17	
2	complete review of all road networks to ensure relevant parameters are present	31-Dec-16	24-Jan-17
3	complete review of bell times for all service areas	28-Feb-17	
4	complete a safety video for inclement weather	31-Oct-16	09-Dec-16
5	create/ acquire an updated video for first ride programs	31-May-17	
6	establish a partnership with at least 1 new community agency	31-Aug-17	

### STSBHN Going Forward

**Contracts:** STSBHN has secured a three-year extension to our current home-to-school contract with the three bus operators, First Student, Langs Bus Lines and Sharp Bus Lines, who have been providing service to our area over the last five years. The extension will bring with it some changes to the operators of routes in our western service areas, most notably Delhi, Waterford and Burford as the Paris division of First Student will be closed for daily operations. STSBHN will work with the vendors to ensure a smooth transition occurs over the summer and that operators are ready to go for September 2017 and have a successful start-up.

**Technology:** after successfully piloting two stop arm camera systems in Norfolk County, it came as a surprise to see the number of stop arm violations which were occurring in our district. From the two-week pilot, it was noted that 0.5 events occurred every day to the two buses which were included in the test. Because of these higher than anticipated results, STSBHN will continue to work closely with the vendor to determine what steps are required, and who must be involved, to look further and see if the technology can and should be adopted locally on more bus routes.

The camera systems are only one part of the technology which the vendor offers and there may be an opportunity to leverage some of the addition technologies, as an example GPS feeds and on-board camera systems, to further improve the safety of students on our bus routes.

**Safety:** As of this school year, STSBHN staff have been attending the operator's safety meetings. Attendance at the safety meetings, usually occurring bi-monthly, have allowed the staff of STSBHN to gain a better understanding of operator issues and the situations faced by their office and driving staff. Attendance at the meetings have also allowed STSBHN to gain an inside knowledge of the materials being taught, as well as verification tools being used, which has assisted the department in gaining valuable insight when performing contract performance management on the home-to-school agreement.

**Compliance:** STSBHN continues to remain actively engaged in the OASBO Transportation committee. Among a number of other compliance and provincial initiatives, OASBO Transportation continues to engage with the Ministry of Education and the Ministry of Transportation on addressing the fifteen recommendations made by the Auditor General in her 2015 Annual Report.



<b>Student Transportation Services Brant Haldimand Norfolk</b>
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TO: Board of Directors

FROM: Philip Kuckyt, Manager of Transportation

RE: **Multiple addresses for transported students**

DATE February 28, 2017

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### **Background**

STSBHN policy 002- Transportation Eligibility, states that “other than joint custody situations, transportation arrangements must follow a regular five (5) day a week schedule.” STSBHN staff have operationalized this expectation by allowing parents to provide regular schedules which are consistent 5 days a week but can result in extreme cases of up to ten (10) different stop locations (ex: Monday morning, Monday afternoon, Tuesday morning, Tuesday afternoon...) impacting a number of school bus routes.

Currently STSBHN transports over 17,000 students daily to and/or from school. Of the 17,000 students, 119 students are receiving services to multiple addresses in the morning and 270 students are receiving services to multiple addresses in the afternoon; neither group includes students receiving services to a second custody address. Of the total of 289 students who have multiple addresses in the morning, afternoon or both, 219 are from the elementary panel and 70 are from the secondary panel. The breakdown by grade of students who have multiple addresses can be found in Table #1. The combinations of locations can be as simple as a different address 1 day a week while others have services being provided to multiple address on multiple days throughout the week.

A ruling by the Human Rights Tribunal Ontario in the spring of 2012 found that a school board/consortium cannot discriminate as a result of family’s situation. For students who reside in a family where both parents have joint custody, both addresses need to be taken into consideration, based on the school board’s eligibility policy, when determining what type of services will be provided to a student; the case in question is J.O. v. London District Catholic School Board.

### **Safety Impact**

With a more complicated schedule comes the greater risk that a part of the schedule will be missed. As most of the risk for the system exists at the end of the day, there are three primary parties involved in

## **D-2-A STSBHN Addendum Multiple Address Report**

ensuring that students get to the correct location at the end of the day: the school supervisor on bus duty, the school bus driver and the student. Although both the school staff and the bus driver are provided the schedules through STSBHN's web portal, changes throughout the year and substitutes can lead to mistakes. Although some mistakes have had their risks mitigated with other processes, ex: the requirement to have kindergarten aged children met by a parent or responsible designate, for the majority of our student population there is reliance that the parties involved simply get it right. The most recent example of a safety risk occurred on December 1, 2016 which found a grade 2 student, age 7, let off at address and was alone for 60 minutes before an adult came home to that address. In this instance the student was able to make their way inside the home as they had access to a key but there have been reported instances where this was not the case and the child remained outside in the elements until an adult came home.

### **Time Variances and Inconsistencies**

A byproduct of weekly scheduled change in locations is a variance in the pickup and drop off times of all those riding on the bus. Where routes run by an alternative address already, there would be very little impact to the daily schedules of the other riders on the bus. While this is often the case, as STSBHN does make sure of the practice of "one-bus, one-road" in the rural areas of our district, there are currently variations in route services which have families of students impacted as a result of other riders having different scheduled pickup locations. On one such route where, due to a different stop location which is being serviced Monday, Thursday and Friday of every week, the pickup times are being impacted by 12 minutes for the other 12 riders on the bus.

### **Provincial Trends**

In an effort to see what other consortiums across the province are doing when it comes to the extent to variations that they allow, a survey was sent out to the managers through OASBO. Of the 23 consortiums who responded:

- 1 (4.35%) only allows a single address for services that cannot differ AM and PM
- 13 (56.52%) allow 1 address in the AM and 1 in the PM which can be different
- 7 (30.43%) *allow for multiple AM and multiple PM address as long as they are consistent*
- 2 (8.7%) allow for multiple AM and PM address and do not require consistency

STSBHN Practice currently falls follows the practice of 6 others in the province. Comments received from the consortium managers can be found in Table #2.

## **D-2-A STSBHN Addendum Multiple Address Report**

### **Students Riding Multiple Buses**

With schedules of students, more often than not, resulting in ridership on multiple morning or afternoon school buses, STSBHN loses some efficiency in having seats taken up by riders who are not actively riding the bus 5 days a week. As the spot is effectively being held for the student, each of the member boards pays for the seat that the child is taking up, effectively doubling the cost to the board for the student to ride. Where buses have excess capacity already, the addition of the phantom rider is not an issue however instances do exist where courtesy riders have been declined as an open seat cannot be guaranteed for them for the whole week resulting in a lower level of service to these families who, although not eligible to receive services, do rely on them to get to and from school.

### **Recommendation**

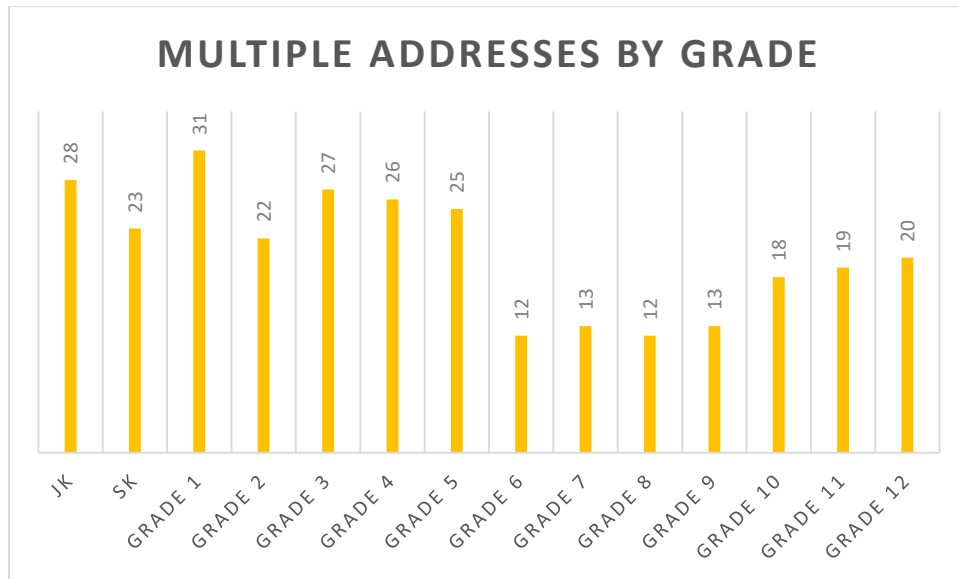
Due to the safety implications for students who may be inadvertently delivered to an address where this is not a parent present, service issues for students who ride on buses where multiple address result in variances in delivery times as well as the inefficiency which results in a student taking up multiple seats on multiple buses, it is recommended that STSBHN, starting in the 2017-18 school year, adopt a practice of allowing 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.

If approved, STSBHN staff will draft a letter to be sent home this winter to each of the impacted parties advising them of the change in practice effective for the next school year. STSBHN would also bring forward suggested changes to transportation policy and procedure 002 so that they could be included in the draft document out for review at the February 2017 meeting; with a possible adoption in the spring of 2017.

Respectfully submitted,

Philip Kuckyt  
Manager of Transportation Services

**Table 1: Breakdown of students with multiple address by grade**



**Table 2: Comments from OASBO Consortium Managers**

Comments include:
currently under review but moving to one alternate address only
allow multiple address but only for joint custody where both are eligible
daycare important and necessary for most families. Feel we must support this - multiple busses make ensuring students are on the correct bus on a given day too difficult. Same AM bus 187 days/ year and same with PM
Safety concerns -schools are unable to ensure that students are on the right bus - ride times cannot be consistent - parents forget schedule they are on - in the event of an accident, we are unable to have an accurate student roster
AM no restrictions; PM, if the school loads them onto a bus, that bus will take them to the stop assigned
Safety and consistency for drivers and schools at elementary level. Already difficult ensuring younger students are met.
The pickup and drop off addresses have to be consistent 5 days a week
students are only permitted to take up 1 seat on a bus, custody aside. It may differ AM or PM.
Do not permit the practice - the risk of dropping off a child at the wrong address on the wrong day is too great
too much to ask the driver, regular and especially spare, to know 10 different schedules for students. We keep it simple, 5 days a week in the AM address and 5 days a week PM address





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education  
FROM: David Abbey, Superintendent of Education  
RE: **Information Technology Annual Update**  
DATE: March 6, 2017

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Information Technology Annual Update as information.</p>
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### Background:

The mission of Information Technology Services (ITS) is to provide and maintain a state of the art, reliable and cost-effective technology environment in order to support learning in the classroom, optimize the administrative functions of the Board and, ultimately, improve student achievement at Grand Erie District School Board, in alignment with the Board's Multi-Year Plan.

### Additional Information:

At this time, ITS are providing a report on major initiatives and accomplishments of the current school year, as well as ongoing challenges, and future plans for 2017-2018.

ITS strives to develop and deliver new technology solutions, as well as streamline and enhance the delivery of support for that technology, in all areas of the Grand Erie District School Board. Recent and ongoing initiatives continue to have a positive effect on many areas within the Board including classroom learning, communications, data analysis and ministry reporting, staffing, health and safety, forecasting and planning, and transportation.

**ITS Milestones 2016 – 2017****Access Point Deployment**

The new Aruba Access Points (AP's) have been deployed to all of GEDSB's secondary schools and offices. Since the completion of this AP deployment, the number of calls to the Help Desk from secondary schools reporting problems with Wi-Fi has dropped by 90%. We have also received approval to continue the roll out of new Access Points into our Elementary Schools and this project will start in late February 2017.

**PowerSchool/OnSIS Team**

This team was created to provide support to the schools for the PowerSchool application and to expedite the GEDSB OnSIS reporting process to ensure the OnSIS reporting is completed within the 60-day window that the Ministry of Education provides. This team has received positive feedback from the school administration staff. Also, GEDSB for the June 2016 and October 2016 OnSIS reporting periods have completed the OnSIS submissions within the targeted 60-day window.

**Mobile Device Management**

Completed the rollout of Mobile Device Management (MDM) at Grand Erie in the fall of 2016 and the deployment of both Apple and Android smartphones replacing the legacy Windows phones.

**Encryption**

Encrypted the laptops of the GEDSB Social workers, Special Educational Consultants and Speech/Language Pathologists.

**GEDSB I.T. Infrastructure**

Identified and developed a sustainable plan to ensure the I.T. Infrastructure will be able to support the staff and students of GEDSB now and in future years.

**Special Education Technology**

Working with the Special Education staff, IT recommended an alternate approach to acquire and deploy technology for Special Education students. Special Education bundles are configured by the vendor and delivered directly to the school. This replaces the previous process of acquiring bundle parts independently and having an IT staff member manually create the bundles and then deploy the technology to the schools. The new process also reduces the cost per bundle by \$200.00-\$250.00.

**CRT Monitor Replacement**

Replaced all CRT's (old style) monitors in Library/Lab's in GEDSB's Elementary Schools with LCD flat screen monitors. The new LCD flat screens take up less space than the old monitors, consume less energy, generate less heat and are easier on student's eyes reducing eye strain.

**Deployed HP Laptop's to all Secondary Administrators**

Help Desk and School Technicians closed 12,703 service tickets for the 2016 calendar year.

**ITS Initiatives for 2017 – 2018****Data Center Hardware Refresh**

Replace the existing technology in the GEDSB Data Center to support the staff and students for the next 5 years.

**Access Point Deployment**

Complete the deployment of the Access Points to all Elementary Schools to provide fast and stable Wi-Fi in our schools for quicker searching, streaming video and overall for a better student internet experience.

**Bell Network Upgrade**

Continue working with Bell to complete the installation of high speed fibre optic to our schools that are part of this project. Expected project completion is June 2017.

**Ministry Broadband Project.**

Review alternate technologies for providing high speed internet access to students. This project will work in parallel with the Bell network upgrade. Grand Erie has been selected as one of the first school boards for this project. The Ministry has selected 5 Grand Erie schools to pilot new technology. The selected schools are Caledonia Centennial, Cedarland, Valley Heights, Walpole North and Waterford District Secondary School.

**Firewall**

We have taken delivery of the new firewall device and are working on transitioning to this new Firewall. Expected completion is March/April 2017.

**PowerSchool System Move**

PowerSchool is Grand Erie's, Student Information System(SIS). The SIS is at the heart of the computer systems running at Grand Erie. The current PowerSchool system is hosted or operates in the cloud (which means at the vendor's data center). The ITS department will move the PowerSchool SIS from the 'cloud' back to operate at the Grand Erie Data Center. The prerequisite for this move is the implementation and configuration of the new hardware in the data center, we are planning for a fall 2017 transition.

**Budget Implications**

Proposed expenditures for the 2017-2018 ITS initiatives will be communicated through the Budget Process.

**Communication Plan**

Information regarding ongoing ITS initiatives will be shared with school administrators and other stakeholders through various venues such as Director's Meetings, Family of Schools Meetings, and other user-based forums for feedback and discussion.

Respectfully submitted,

David Abbey,  
Superintendent of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary  
FROM: Jamie Gunn, Superintendent of Business and Treasurer  
RE: **F4 – Trustee Honoraria**  
DATE: March 6, 2017

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

### Background

F4 – Trustee Honoraria was approved by the Board in February 2014 and has been identified for review.

### Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

### Proposed Changes

Original Wording	Proposed Wording
2. Severity Threshold – As needed	<del>2. Severity Threshold – As needed</del>
Procedures: 2. The Honorarium for a member of the Grand Erie District School Board for any year of his or her term of office shall consist of the following components:	Procedures: 2. The Honorarium for a member of the Grand Erie District School Board for any year <del>of his or her</del> <b>their</b> term of office shall consist of the following components:

### Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Jamie Gunn  
Superintendent of Business & Treasurer



## Trustee Honoraria

Board Received:

Review Date:

### Policy Statement:

The Grand Erie District School Board is committed to providing fair levels of honoraria for Board Members.

### Accountability

1. Frequency of Reports – Annual
2. ~~Severity Threshold~~ — ~~As needed~~
3. Criteria for Success – Compliance with Ministry Regulation 357/06

### Definitions

**ADE:** The average daily enrolment for the fiscal year that ends in the year in which the term of office begins.

**Term of Office:** A year of a member's term of office begins on December 1 and ends on the following November 30th, as described in the Education Act.

### Procedures:

1. Trustee honoraria calculations shall be updated annually prior to December 1<sup>st</sup>. Honoraria calculations shall be updated by October 15<sup>th</sup> in an election year.
2. The Honorarium for a member of the Grand Erie District School Board for any year of ~~his or her~~ **their** term of office shall consist of the following components:

### Base Amount

1. Each member of the Board, for each year of their term of office, beginning December 1, 2006, shall receive the base amount of five thousand nine hundred dollars (\$5,900.00).
2. For each year of the term of office beginning on or after December 1, 2010, the base amount calculated for the first year of the previous term of office, increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada for the period between,
  - i. July 1 of the calendar year in which the previous term started, and
  - ii. June 30 of the calendar year in which the term of office starts
3. The chair shall receive the base amount plus five thousand dollars (\$5,000.00).

4. The vice-chair shall receive the base amount plus two thousand five hundred dollars (\$2,500.00).

**Enrolment Amount**

1. The enrolment amount shall be calculated as follows:
  - \$1.75 times the ADE enrolment (see definitions) divided by the number of Trustees.
2. The enrolment amount for the chair shall be calculated as follows:
  - The enrolment amount (see above) plus \$0.05 times the ADE enrolment with a minimum amount of five hundred dollars (\$500.00) and a maximum amount of five thousand dollars (\$5,000.00).
3. The enrolment for the vice-chair shall be calculated as follows:
  - The initial enrolment amount plus \$0.025 times the ADE enrolment with a minimum amount of two hundred and fifty dollars (\$250.00) and a maximum amount of two thousand five hundred dollars (\$2,500.00).

**Distance and Attendance Amounts**

1. The distance amount as set out in Regulation 357/06 does not apply to the Grand Erie District School Board.
2. The attendance amount as set out in Regulation 357/06 will not be included as a component in the determination of Trustee honoraria.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
FROM: Brenda Blancher, Director of Education  
RE: **SO3 – Involvement of Schools in Community Events**  
DATE: March 6, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board rescind **Policy SO3 – Involvement of Schools in Community Events.**

### Background

Procedure SO126 – Volunteers was circulated to all appropriate stakeholders for comments to be received by February 17, 2017.

### Comments Received

#1 – Should it be support of school council or school community?

#2 – is 3 months enough when it has to go to the Board?

- Will the request have to include how the event will follow SO15 Out of Classroom Field trips, transportation, ratio etc.?

#3 – notification back to school from Board? Superintendent?

#4 – should it be transportation be cancelled – if appropriate?

- If school is closed will this affect all staff, not just teaching?
- What about FT103?

#5 Add the definition of Community Event, as schools are regularly involved in School Events that don't require a designated Community Event Day.

or...

Add information about other Community Events such as Parade Participation/Children's Water Festival etc. and refer to SO15 Field Trips and Excursions.

#6 Change title of Policy to Designating Community Event Days.

### Additional Information

Attempts to address the limitations of SO3 have not met with confidence from members of Executive Council in terms of student safety and Board liability. The following list outlines the issues identified with SO3.

- No student attendance is taken so we don't know who is at the fair and who is not – if parents dropped their child(ren) off at the fair expecting supervision, we would have no way of

knowing if that student left the fair or never entered the premises – according to SO3, this is an instructional day – during such a day we are responsible for the safety and security of all students in our care.

- There is no informed consent signed by parent/guardian to acknowledge inherent risks for secondary students participating in sporting activities such as tug of war and competitive cheerleading.
- It was evident that there were no expectations that students were being appropriately supervised beyond the grandstand events for secondary school students yet this is considered an instructional day according to SO3.
- Even putting the “enhanced supervision plan” in place in October 2016 created some issues as expressed by the Ontario School Boards’ Insurance Exchange (OSBIE) – in terms of setting up an unrealistic expectation of supervision by having schools manage school stations.
- Equity issues – we have heard from Principals that some students don’t attend the fair –for a variety of reasons – too far from home and there is no transportation, the fair entry fee is waived on Young Canada Day but the midway and food is very expensive and many families cannot afford to send their children. These students are absent on an instructional day without any tracking of their attendance.

When SO3 went out for comment in November 2016 we attempted to tighten up the policy but upon review we realize that the following issues are problematic.

- Designating the day as G for attendance purposes does not provide full alignment with the definition of a G day according to Ministry of Education Enrollment Register rules
- G day designation is also an issue because on a G day (e.g., inclement weather, lock-out or strike by board employees) a school is considered closed and neither students nor staff attend school – for this reason we cannot expect or mandate that staff attend the fair to do any sort of supervision and it may be a challenge to have staff available to supervise the grandstand activities.
- Traditionally Facilities and Clerical staff report for work at their schools on Young Canada Day (unless they apply for and are approved for a personal day) – if the designation is a G day we cannot enforce this expectation.
- Comments received when the draft SO3 was circulated indicate that there is a lack of understanding around SO3 and G day designation as 2 respondents requested that references to SO15 – Field Trips and Excursions be added even though we don’t run school trips when schools are closed.

## Conclusion

Executive Council values the purpose behind Young Canada Day and we respect the tradition in Norfolk County; however, we cannot lose sight of our responsibilities for student and staff safety on an instructional day

We have tried to work within Board policy and procedures to fit with a community event and no matter which direction we consider we encounter challenges that do not alleviate our concerns.



**Recommendation**

Executive Council recommends that one of the four Board-designated PA Days as allowed by the Ministry of Education be scheduled on the same day as Young Canada Day to allow for the community to take part in the fair without putting the Board in a liability situation.

It is recognized that Superintendents will need to work with schools to ensure that support is provided for various events held on Young Canada Day including supervision of the grandstand events and the road race. For students participating in the grandstand events at Young Canada Day (including tug of war, cheerleading and road race competitions) a signed informed consent form as per SO15 – Field Trips and Excursions will be required.

Respectfully submitted,

Brenda Blancher  
Director of Education



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary  
FROM: Liana Thompson, Superintendent of Education  
RE: **P1 – Special Education Guiding Principles**  
DATE: March 6, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve Policy P1 - “Special Education Guiding Principles”.

### Background

Policy P1- “Special Education Guiding Principles” was circulated to all appropriate stakeholders for comments to be received by January 13, 2017. Comments received were addressed as outlined below.

### Comments Received

1. We feel that the sentence that reads "... it does not treat children for medical, mental and social disorders or disease." does not accurately reflect the board's commitment to supporting the mental health and social well-being of students. Although it does go on to speak of partnerships and pathways, and we recognize that TREATMENT is not part of the mandate, we feel that mental health SUPPORT within the school and in the classroom should be available and perhaps that could be better presented in that statement.

**Response:** Amended.

2. Policy statement – 4<sup>th</sup> line – should students be included here with parents/guardians?

**Response:** Amended

3. Guiding principles

#3 – the diversity of student learning needs informs program delivery.

**Response:** guiding principle has been amended

#6/7 - can the brackets around educator team be removed throughout the document?

**Response:** Amended and replaced with “early childhood educator”

4. Appendix A

#1 How will we provide students with high expectations?

**Response:** Amended to include a description.

#6 – 2<sup>nd</sup> paragraph – providing shared support to students – could this be made clearer?

**Response:** Amended to include a description.

3<sup>rd</sup> paragraph – remove brackets around non-teaching staff, and remove e.g.

**Response:** Amended

#8 – 2<sup>nd</sup> paragraph remove the word “allowable” – are there non-allowable accommodations?

**Response:** Amended removed

4<sup>th</sup> paragraph – educational outcomes vary by exceptionality (remove Category of)

**Response:** Amended - removed

Last paragraph – last line – is “regardless of exceptionality” needed

**Response:** Amended - removed

#9 - think this needs to be explained better

**Response:** Amended to include a graphic and more detailed explanation.

### **Additional Information**

Consultation sessions also occurred with the Grand Erie Special Education Administrator Think Tank Group, Grand Erie Professional Support Services staff members and Grand Erie Special Education Advisory Committee members. As a result of the above comments and the input provided through consultation sessions, significant revisions have been made to the Policy. Therefore, the current draft policy and new draft policy for approval are attached for comparison and review.

### **Proposed Changes**

Highlights of the changes to the Guiding Principles in Special Education:

- inclusion of more images to explain terms regularly used in special education
- principles written in plainer language
- descriptors for principles include more detail

### **Communication Plan**

This approved Policy will be distributed in keeping with Board Bylaw BL9. All required updates to print materials will occur, with distribution to school sites by Fall 2017.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



## Special Education Guiding Principles

**Board Received:** March 6, 2017

**Review Date:** October 2016

### Policy Statement:

Grand Erie District School Board special education programs and services are delivered in the most enabling environment necessary to foster success for students with special education needs. An enabling environment is positive, inclusive and promotes student well-being. Schools and special education support staff work collaboratively and respectfully with 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 –
  - Enables access to educational opportunities for all students
  - Students receive program in most enabling environment
  - Partnerships to support student needs are developed and promoted
  - Training and support for classroom teacher and other school support staff are apparent

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

1. All students can succeed.
2. Public education is group education.
3. The diversity of our student learning needs is valued and informs program delivery in every classroom.
4. Fostering an inclusive culture in schools is paramount.
5. Educational resources are allocated to reach educational goals.
6. Resources are organized to support the classroom teacher (or educator team).
7. The classroom teacher (or educator team) is the greatest resource in the education system.
8. Placement options are guided by the most enabling environments for learning.
9. Fairness is not sameness.

## Appendix A

Guiding Principles in Special Education1. All students can succeed.

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.

2. Public education is group education.

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 utilizing a tiered approach to prevention and intervention supports in the classrooms provides evidence-based assessment and instruction that are responsive to student needs. We believe that the education of every child is the collective responsibility of every adult within a school community.

3. The diversity of our student learning needs is valued and informs program delivery in every classroom.

Schools within the Grand Erie District School Board represent proud and unique 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.

4. Fostering an inclusive culture in schools is paramount.

The culture of the school is essential in fostering an attitude of inclusion. 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. As Ontario's Equity and Inclusive Education Strategy (2009) outlines, inclusive education "is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected".

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 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. Further, an attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities.

5. Educational resources are allocated to reach educational goals.

While education supports the special learning needs of students, it does not treat children for medical, mental and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment.

6. Resources are organized to support the classroom teacher (or educator team).

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher (or educator team), are the primary means by which special education needs are identified and addressed. The regular classroom teacher (or educator team) plays 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, with other personnel supporting him/her. At the school level, Special Education support for the classroom teacher (or educator team) 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. In keeping with the principle of inclusion, schools work to minimize the culture of 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 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 (e.g., Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Services) are accessed through the School Resource Team.

7. The classroom teacher (or educator team) is the greatest resource in the education system.

Our respect for the regular classroom teacher (or educator team) is reflected in the allocation of resources to develop his/her skills on an on-going basis. Effective 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 (or educator teams) must be supported by in-service, coaching materials and planning resources that target these areas.

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

8. Placement options are guided by most enabling environments for learning.

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 allowable *accommodations* and *modifications*, placement should be in a regular classroom in the home school.

Self-contained class placements are a more defined environment within the education system. The individual needs of some students within each category of exceptionality, however, are such that placement within a self-contained class can also be the most enabling. By definition, programs in self-contained settings will be *alternative* to a regular class program. Alternative curriculum expectations must be related to the identified 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 by category of 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 the identified exceptionality follows a developmental course, whereby a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in his/her best interests. For example, a student with a developmental disability continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students – generally 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.

To achieve these diverse goals, the Grand Erie District School Board offers both exceptionality-specific placements and Mixed Exceptionality classes. This facilitates the flexible provision of intensive supports to a broad range of individual learning needs, being mindful of factors such as population density and transportation.

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 the age of 21 (regardless of exceptionality) must be ensured.

#### 9. Fairness is not sameness

We believe that students need to be provided with programs and supports in an equitable manner.



## 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 nine principles. See Appendix A for more description:

1. All students can succeed. Success looks different for different students.
2. Educational opportunities are 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 consider 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.



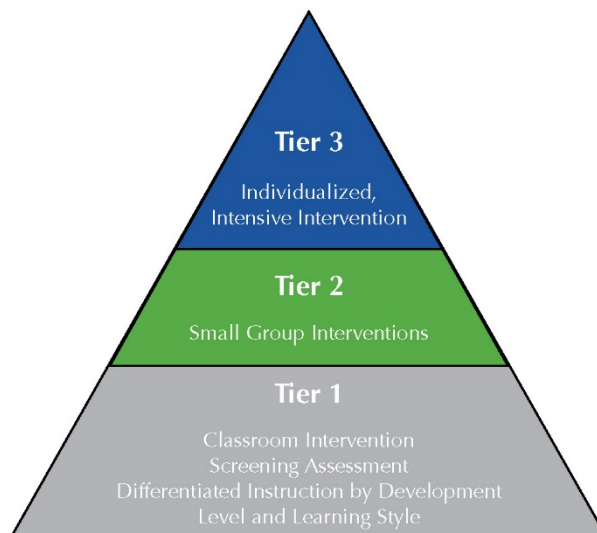
### Guiding Principles in Special Education

1. **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. **Educational opportunities are 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 consider 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.

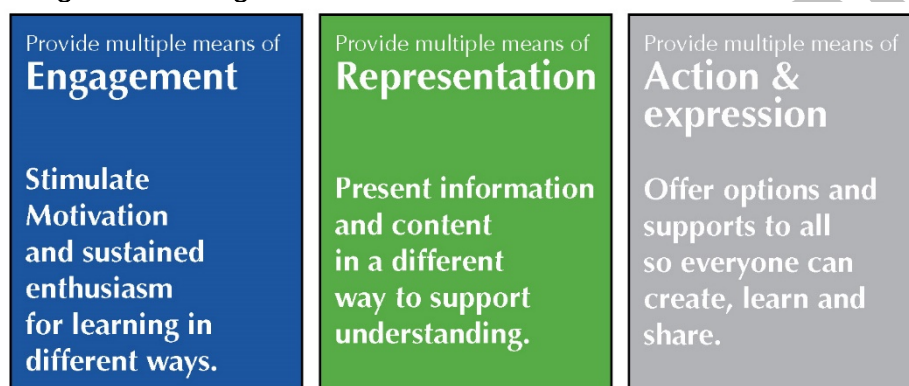
Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of talents and abilities and that our classroom learning environments must be accessible to all.

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.

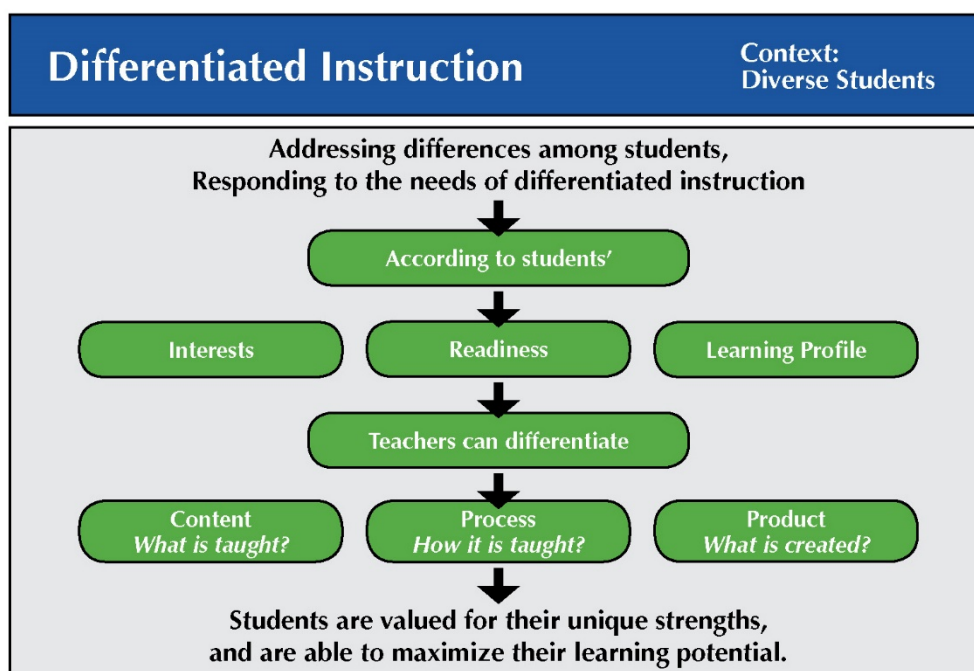
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

### 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 <b>NOT</b> 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 <b>ACCESS</b> to learning and equal <b>OPPORTUNITY</b> to demonstrate what is learned	Provide student meaningful and productive learning experiences based on individual needs and abilities.
Grading and credit is the <b>SAME</b> as typical student	Grading and credit are <b>DIFFERENT</b>

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 his/her 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  
FROM: Scott Sincerbox, Superintendent of Education  
RE: **HR118 Occasional Teacher Evaluation**  
DATE: March 6, 2017

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

### Background

Administrative Procedure HR118 “Occasional Teacher Evaluation” was approved by the Board in February 24, 2014 and has been identified for review.

### Additional Information

Suggested revisions have been made to the Administrative Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

### Proposed Changes

Original Wording	Proposed Wording
ADMINISTRATIVE PROCEDURE	ADMINISTRATIVE PROCEDURE
<u>Accountability:</u> 1. Severity Threshold – As needed (eg. Changes in Ministry Guidelines)	<u>Accountability:</u> <del>2. Severity Threshold – As needed (eg. Changes in Ministry Guidelines)</del>

### Communication Plan

This Administrative Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education





## Occasional Teacher Evaluation

Board Received:

Review Date:

**Accountability:**

1. Frequency of Report - As needed
2. ~~Severity Threshold — As needed (eg. Changes in Ministry Guidelines)~~
3. Criteria for Success - All occasional teachers participate in an evaluation
  - Occasional teachers improve teaching/learning through the evaluation process

**Procedures:****1. Purpose**

The Occasional Teacher Evaluation is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the principal on their teaching practice and to increase confidence in the publicly funded education system. Principals and vice-principals have the responsibility to ensure that the quality of education in the classrooms of the system is of high calibre. The Performance Appraisal process in place aims to assist the regular classroom teacher in achieving a high standard of professional competence. It is essential that all occasional teachers in charge of a class should receive the same assistance and monitoring to maintain a consistently high level of effectiveness.

**2. Expectations**

In order to ensure the effectiveness of occasional teachers, expectations have been established. These expectations are consistent with those of contract teachers. Occasional teachers are expected to:

- a) perform the duties of the regular teacher, as outlined in the *Education Act* and the Regulations;
- b) arrive at the school, as outlined in the *Education Act* and the Regulations, to have sufficient time to become familiar with daily plans and supervision responsibilities, as outlined in the school timetable;
- c) prepare daily plans for the next day, if required;
- d) utilize appropriate classroom management strategies and implement disciplinary practices appropriate to the particular school and grade;
- e) carry out assignments left by the regular teacher or assigned by the principal, subject to the terms of the Collective Agreement;
- f) exhibit a professional approach in relationships with staff, students and parents;
- g) ensure that upon leaving the school, the room, assignments, etc., are in such condition that there will be minimal interruption for the students when the regular teacher returns;
- h) utilize appropriate instructional strategies;
- i) provide at all times for the safety of the students and take all necessary steps to prevent injury;
- j) contact parents, if necessary, in consultation with the classroom teacher, if available, or principal.

In addition, long-term occasional teachers are also expected to:

- k) participate in the ongoing operation of the school (committee meetings, staff meetings, school events, parent meetings);
- l) complete report cards and IEP's in co-operation with the classroom teacher, if available, LRT, and/or principal.



### 3. Basic Assumptions

The following are basic assumptions which can be made for the evaluation process:

- a) the observable indicators listed for each performance expectation are *possible* ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do *not all* need to be demonstrated during the teacher's assignment.
- b) principals/vice-principals will be expected to assist the occasional teachers in their schools.
- c) the classroom teacher should ensure that up-to-date seating plans and daily plans are available. If a lesson plan is not available, it is the principal's/vice-principal's responsibility to plan the day with the occasional teacher; the quality of work achieved by a casual occasional teacher may be affected by the regular teacher's plan and the material left to be covered.
- d) factors such as length of assignment, experience and qualifications should be considered by the evaluator.
- e) some occasional teachers are more suitable to work in certain schools or grades.
- f) some occasional teachers may be unsuitable for classroom work, and should not continue.

### 4. Evaluation Requirements

It is the responsibility of the principal to complete a minimum of one evaluation for every occasional teacher in their first long-term assignment of four (4) months or more in duration.

A Principal may conduct additional evaluations at the request of the occasional teacher, or if the principal, in consultation with a superintendent, considers it advisable to do so in light of the circumstances related to the occasional teacher's performance.

Casual occasional teachers shall have one evaluation completed during their first ten (10) months on the Occasional Teachers' Roster.

### 5. The Evaluation Process

The evaluation of an occasional teacher can be initiated by:

- a) a principal/vice-principal of a school
- b) the occasional teacher
- c) a Superintendent of Education (Human Resources) or designate

Principals must complete the Occasional Teacher Evaluation form (see Appendix A), which is to be used in conjunction with the procedure.

The timing of the evaluation is at the discretion of the principal. Consideration should be given to the duration of the long-term assignment, the opportunity for the occasional teacher to adjust to the teaching assignment and the time required to complete the evaluation process. However, the complete evaluation process is to occur within the duration of the long-term assignment, including providing the completed Occasional Teacher Evaluation form to the occasional teacher.

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher.

Prior to the classroom observation, the principal and occasional teacher meet to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (e.g., classroom observation, planning records, and assessment and evaluation records). If there is more than one occasional teacher at the school who requires an evaluation, the principal may host one meeting with all such occasional teachers. The occasional teacher may request a one-on-one meeting with the principal in advance of the classroom observation to discuss items related to the evaluation that are specific to his or her evaluation.

The date of the classroom observation is pre-determined by both parties and recorded on the Occasional Teacher Evaluation form.

Following the observation, the principal and the occasional teacher will meet to debrief the classroom observation, discuss the outcome of the evaluation and provide recommendations on areas for professional growth.

Copies will be distributed as follows:

- a) original to Human Resources for inclusion in the occasional teacher's personnel file
- b) copy to school principal
- c) copy to occasional teacher

#### **6. Unsatisfactory Evaluations**

If an occasional teacher receives an "unsatisfactory" evaluation, the principal must provide clear evidence and suggest strategies for professional development. The principal must notify the teacher in writing of an unsatisfactory evaluation, provide assistance and allow reasonable time for professional growth to occur. Another occasional teacher evaluation process occurs when the occasional teacher requests it in a subsequent long-term occasional assignment of four (4) months or more, or where time allows for the occasional teacher to engage in some professional growth opportunities to address the area(s) needing improvement in the same long-term assignment of seven (7) months or longer.

If the nature of the performance is of such seriousness that it may result in disciplinary action up to and including removal from the Occasional Teachers' Roster, the occasional teacher will be informed that they may have Federation representation at the meeting.

**Grand Erie District School Board  
Occasional Teacher Evaluation**

**Appendix A**

Occasional Teacher's Name (First and Last)		Principal's Name (First and Last)		Name of School	
Description of Occasional Teacher's Assignment				Term of Assignment (from yyyy/mm/dd to yyyy/mm/dd)	
Meeting and Classroom Observation Dates (yyyy/mm/dd)					
Overview:		Classroom Observation:		De-brief:	

Performance Expectations	Possible Observable Indicators (not exhaustive, not all Indicators need to be demonstrated)	Outcome
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> <li>Follows appropriate legislation, local policies and procedures with regard to student safety and welfare</li> <li>Ensures and models bias-free assessment</li> <li>Values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, culture or similar factors</li> <li>Communicates information from a bias-free, multicultural perspective</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> <li>Models and promotes the joy of learning</li> <li>Effectively motivates students to improve student learning</li> <li>Demonstrates a positive rapport with students</li> <li>Promotes polite and respectful student interactions</li> <li>Develops clear and achievable classroom expectations with the students</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> <li>Demonstrates care and respect for students by maintaining positive interactions</li> <li>Addresses inappropriate student behaviour in a positive manner</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> <li>Exhibits an understanding of the Ontario curriculum when teaching</li> <li>Presents accurate and up-to-date information</li> <li>Demonstrates subject knowledge and related skills</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> <li>Applies knowledge about how students develop and learn physically, socially and cognitively</li> <li>Chooses pertinent resources for development of instruction</li> <li>Organizes subject matter into meaningful units of study and lessons</li> <li>Uses a clear and consistent format to plan and present instruction</li> <li>Uses a variety of effective instructional strategies</li> <li>Models and promotes effective communication skills</li> <li>Uses instructional time in a focused, purposeful way</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>

Performance Expectations	Possible Observable Indicators (not exhaustive, not all Indicators need to be demonstrated)	Outcome
	<ul style="list-style-type: none"> <li>Assists students to develop and use ways to access and critically assess information</li> <li>Uses available technology effectively</li> </ul>	
Comment (optional):		
Differentiates instructional and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> <li>Shapes instruction so that it is helpful to all students, who learn in a variety of ways</li> <li>Responds to learning exceptionalities and special needs outlined in the IEP by modifying instructional and assessment strategies to ensure needs of special students are met</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Utilizes a variety of evidence-based assessment and evaluation strategies	<ul style="list-style-type: none"> <li>Uses a variety of techniques to report student progress</li> <li>Engages in meaningful dialogue with students to provide feedback during the teaching/learning process</li> <li>Gathers accurate data on student performance and keeps comprehensive records of student achievement</li> <li>Uses a variety of appropriate assessment and evaluation techniques</li> <li>Uses ongoing reporting to keep both students and parents informed and to chart student progress</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
Summary Comments:		

## Outcome of Evaluation

<input type="checkbox"/>	Satisfactory	Recommendations for Professional Growth:
<input type="checkbox"/>	Unsatisfactory	

**Principal's Signature** (My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation Procedure)

**Date:**  
yyyy/mm/dd

**Occasional Teacher's Signature** (My signature indicates the receipt of this evaluation)

**Date:**  
yyyy/mm/dd

Occasional Teacher's Comments on the Evaluation (optional):
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## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
FROM: Brenda Blancher, Director of Education  
RE: **F104 – Advertising**  
DATE: March 6, 2017

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure F104 – Advertising** as information.

### Background

Procedure F104 – Advertising was circulated to all appropriate stakeholders for comments to be received by February 17, 2017.

### Comments Received

#1 Criteria for success – 1<sup>st</sup> bullet states ‘corporate’ but the procedure is obviously for more than just Board wide advertising

**Response** – The word “corporate” has been removed.

#2 How are these standards being shared with schools so that all advertisements include these requirements?

**Response** – this is covered under #1 and #2 of the procedures section. The Board’s Manager of Communications and Community Relations coordinates all of the advertising under this Procedure and reviews all draft advertisements for compliance. Review of the procedure will take place through Family of Schools and Director’s Meetings.

#3 – Point 4 – or raised under the auspices of the board – can this be made clearer – to state clearly that funds raised by schools etc. are covered by this procedure

**Response** – revision made

<i><b>Present Wording</b></i>	<i><b>Proposed Wording</b></i>
Accountability  Criteria for Success – Corporate advertising coordinated centrally  <b>Procedures</b> 4. All advertising using Board funds, or raised under the auspices of the Board must include an authorized version of the Grand Erie logo or design banner (see By-Law 19).	Accountability  Criteria for Success – <del>Corporate</del> Advertising coordinated centrally  <b>Procedures</b> 4. All advertising using Board funds, or raised under the auspices of the Board (including through school fundraising) must include an authorized version of the Grand Erie logo or design banner (see By-Law 19).

**Additional Information**

A copy of the revised draft F104 - Advertising is attached to this report.

**Communication Plan**

This Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Brenda Blancher  
Director of Education



### Advertising

**Board Received:** October 28, 2013

**Review Date:** November 2016

#### Accountability:

1. Frequency of Reports – As needed
2. ~~Severity Threshold – As needed~~
3. Criteria for Success – ~~Corporate~~ Advertising coordinated centrally
  - communications to stakeholder enhanced
  - advertising reflects equity and inclusiveness

#### Procedures:

1. All advertising shall be coordinated through the Board's Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).
2. The originating school/department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards.
3. The Board supports advertising expenditures in support of public awareness and information. Appropriate advertising expenditures include, but are not limited to:
  - school registration, including junior/senior kindergarten and secondary school
  - program offerings
  - extracurricular activities
  - public consultations
  - employment opportunities
  - requests for tenders for good and services
  - school board accountability to the public
  - informing a Board decision and/or initiative
  - partnership activities that benefit our students
4. All advertising using Board funds, or raised under the auspices of the Board (including through school fundraising) must include an authorized version of the Grand Erie logo or design banner (see By-Law 19).
5. Advertising for community meetings, commercial bids and other items as required by regulation or statute, shall include the name of the Board Chair (appearing flush left, at bottom of advertisement) and the Director of Education (appearing flush right, at bottom of advertisement).



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education  
FROM: Scott Sincerbox, Superintendent of Education  
RE: **HR109 Offence Declaration**  
DATE: March 6, 2017

<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive <b>Procedure HR109 – Offence Declaration</b> as information.
---

### Background

Administrative Procedure HR109 “Offence Declaration” was circulated to all appropriate stakeholders for comments to be received by February 17, 2017.

### Comments Received

#1 Why does it say ‘may’ in #1 Requirements? What sort of discipline would happen? Is an employee permitted to work if they have not done their Offence Declaration?

**Response** It says ‘may’ because an employee may be on a leave and therefore we would not expect them to submit an Offence Declaration. If one is not received, there is a possibility of being suspended without pay. An employee is NOT permitted to work until an Offence Declaration is submitted.

#2 You cannot complete an Offence Declaration online

**Response** The vast majority of our employees complete their Offence Declarations on-line.

#3 Do we need to state how long it is retained on file

**Response** The regulation does not specify a time that Offence Declarations are retained.

#4 The attached form is different than the one we send out; it should be the same

**Response** Amended

#5 Why is the date required in the procedure different than the one online?

**Response** There is no deadline listed on the portal.

### Additional Information

As a result of these comments, revisions have been made to the Administrative Procedure and a revised procedure is attached.

### Proposed Changes

Original Wording	Proposed Wording
Attached Offence Declaration	Changed to one that is sent out to staff

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education





## PROCEDURE

HR109

### Offence Declaration

Board Received: \_\_\_\_\_ Review Date: November 2016

#### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Policy is followed.  
– Clear communication is present.

#### Procedures:

##### **Rationale**

To ensure the safety of pupils, Ontario Regulation 521/01, as amended by Regulation 170/02 and Regulation 49/03, under the *Education Act*, was established.

##### **Definition**

An Offence Declaration means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the *Criminal Records Act* (Canada) up to the date of the declaration that are not included in the last Police Record Check collected by the Board under this Regulation(s), and for which a pardon under Section 4.1 of the *Criminal Records Act* (Canada) has not been issued or granted.

##### **Requirements**

1. The Board shall collect an Offence Declaration from every employee by September 1 of each year in which the individual is employed by the Board after that day. Failure to provide an Offence Declaration by September 1 may result in discipline.
2. All Offence Declarations must be received by the Superintendent of Education (Human Resources), or designate, the Manager of Human Resources, either electronically or in an envelope marked "confidential and to be opened by addressee only". For Offence Declarations with convictions, the Superintendent of Education (Human Resources), or designate, will adjudicate these declarations as per HR108 Police Record Checks for Employees.
3. In completing and submitting the Offence Declaration, the employee agrees and understands that any false or misrepresented statements may be grounds for discipline up to and including dismissal.
4. All Offence Declarations shall be filed in a confidential, safe and secure location in Human Resources Services.

**GRAND ERIE DISTRICT SCHOOL BOARD**  
**OFFENCE DECLARATION**

**Please complete the following:**

**NAME:** \_\_\_\_\_  
(please print)

**POSITION:** \_\_\_\_\_ **LOCATION:** \_\_\_\_\_

**I DECLARE**, since the last Police Record Check collected by the Grand Erie District School Board, or since the last Offence Declaration completed by me for this Board, **that:**

☐

I have **no** convictions under the *Criminal Code of Canada* for which a pardon has not been issued or granted under the *Criminal Code (Canada)*.

OR

☐

I have been convicted of the following criminal offences under the *Criminal Code of Canada*, for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* **has not been** issued or granted to me.

*List of Offences*

1.
  - a) Date: \_\_\_\_\_
  - b) Court Location: \_\_\_\_\_
  - c) Conviction: \_\_\_\_\_
2.
  - a) Date: \_\_\_\_\_
  - b) Court Location: \_\_\_\_\_
  - c) Conviction: \_\_\_\_\_
3.
  - a) Date: \_\_\_\_\_
  - b) Court Location: \_\_\_\_\_
  - c) Conviction: \_\_\_\_\_

**DATED at** \_\_\_\_\_ **this** \_\_\_\_\_ **day of** \_\_\_\_\_, **20**\_\_\_\_.

\_\_\_\_\_  
**Signature**

All Offence Declarations must be received by the Superintendent of Education responsible for Human Resources, or designate, the Manager of Human Resources, in an envelope marked confidential and to be opened by addressee only.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
FROM: Brenda Blancher, Director of Education  
RE: **SO126 Volunteers**  
DATE: March 6, 2017

<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive <b>Procedure SO126 – Volunteers</b> as information.
--

### Background

Procedure SO126 – Volunteers was circulated to all appropriate stakeholders for comments to be received by February 17, 2017.

### Comments Received

1. #3 criteria for success – can we include - enough volunteers to enhance program or something like that

**Response** – line added

2. 2.1 – last paragraph- volunteer checklist – should be updated (2011)  
Once the procedure is approved we will review and make revisions as appropriate
  - add volunteer section is in the Communications section of the portal

**Response** – revision made

- the volunteer checklist includes references to a volunteer information sheet and an agreement – should these documents be created so that the same information is collected at each school?

**Response** – work will be done with the Manager of Communications and Community Relations to create documents

3. 3.2 – Vulnerable sector check is not available to anyone under 25 years of age – should this language be updated?
  - 2<sup>nd</sup> bullet – is 2 years an appropriate time for requiring a new PRC?
  - 2<sup>nd</sup> last bullet – suggest – The volunteer is responsible for the cost of the Police Record check

**Response** – Revision made. The time for requiring a new Police Record Check has been changed to 3 years.

4. 5.2 – staff member – does this have to be a teacher/administrator?

**Response** – no, as long as this person is a member of the school staff

Is the last line needed – since to go on an out of town trip has to meet the requirements of SO15?

**Response** – it does no harm to have this information stated on both SO15 and on this procedure

5. There is now an AODA requirement for training of volunteers, this will have to be added to procedure

**Response** – this has been added as Section 4.0 and other sections have been re-numbered accordingly.

<i><b>Present Wording</b></i>	<i><b>Proposed Wording</b></i>
<p><b>Accountability</b></p> <p>Criteria for Success – Process adheres to Board Procedure</p> <p><b>Procedures</b></p> <p>2.1 Administrators shall refer to the Volunteer Checklist located in the Volunteer section on the staff portal to guide individual school volunteer plans in the areas of recruitment, selection, orientation, and recognition.</p> <p>3.2 Police Record Check Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search.</p> <p>Police Record Checks will remain valid for a two year period from the date they are received by the school. Police Record Checks can be transferred within the two year period between schools.</p> <p>The Board or school will not pay the cost of a Police Record Check in the areas where volunteers are charged.</p> <p>The principal shall retain the original, or a true copy taken from the original copy of the Police Record Check, in accordance with Section 4.0.</p>	<p><b>Accountability</b></p> <p>Criteria for Success–Process adheres to Board Procedure</p> <p>- School Programs are enhanced through adequate volunteers</p> <p><b>Procedures</b></p> <p>2.1 Administrators shall refer to the Volunteer Checklist located in the Communications and Community Relations Section under Departments <del>Volunteer section</del> on the staff portal to guide individual school volunteer plans in the areas of recruitment, selection, orientation, and recognition.</p> <p>3.2 Police Record Check Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability</p> <p>Police Record Checks will remain valid for a <del>two</del> three-year period from the date they are received by the school. Police Record Checks can be transferred within the <del>two</del> three-year period between schools.</p> <p><del>The Board or school will not pay the cost of a Police Record Check in the areas where volunteers are charged.</del> The volunteer is responsible for the cost of the Police Record Check.</p> <p>The principal shall retain the original, or a true copy taken from the original copy of the Police Record Check, in accordance with Section <del>4.0</del> 5.0.</p> <p>4.0 Accessibility for Ontarians with Disabilities Act (AODA) Training</p>

	<p>All volunteers are required to complete an online AODA training module. Once a volunteer completes the training, they will receive a certificate acknowledging completion which can be printed and taken to the school, or emailed directly to the school. A photocopy of the certificate of completion may be used if the volunteer offers their services at more than one location.</p> <p><b>Training will include:</b></p> <ul style="list-style-type: none"> <li>• The purpose of the Accessibility for Ontarians with Disabilities Act.</li> <li>• Which disabilities are covered by the Act.</li> <li>• How to interact and communicate with people who have disabilities.</li> <li>• Which assistive devices and service animals are used by people with disabilities.</li> <li>• How to use equipment and assistive devices available on our School Board's premises.</li> <li>• What to do if a person with a particular type of disability is having difficulty accessing</li> <li>• the Board's services.</li> <li>• Policies, practices and procedures required by the Accessibility Standards for Customer Service, Ontario Regulation 429/07.</li> </ul> <p>If a volunteer has documentation of AODA training completed in another context this can be accepted by the Principal.</p>
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### Additional Information

A copy of the revised draft SO126 - Volunteers is attached to this report.

### Communication Plan

This Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Brenda Blancher  
Director of Education



## PROCEDURE

SO126

### Volunteers

Board Received: \_\_\_\_\_ Review Date: November 2016

#### Accountability:

1. Frequency of Reports - As needed
2. Criteria for Success - Process adheres to Board Procedure  
- School Programs are enhanced through adequate volunteers

#### Procedures:

##### 1.0 Definitions

A volunteer in a school may be a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including a coach, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, a school or a system-wide program.

##### 2.0 Roles and Responsibilities

###### 2.1 Role of Principal and Staff

The principal, or designate, is responsible for the following:

- determining the volunteer needs of a school;
- recruitment, selection and screening of volunteers;
- approving and clarifying the tasks and assignments of volunteers in consultation with staff members working with the volunteers;
- training, orientation and supervision of volunteers;
- ensuring volunteer contributions are formally recognized

The principal and staff of the school will ensure that:

- volunteers are not responsible for the supervision of students or the delivery of programs without teacher direction;
- student volunteers have regular direct supervision by Board staff at all times;
- volunteers will not be involved in any assessment and evaluation of students, school personnel or program, and not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer;
- parents are informed if volunteers will be participating in classroom or school-wide activities;
- the participation of volunteers will not violate any collective agreement requirements

Administrators shall refer to the Volunteer Checklist located in the Communications and Community Relations Section under Departments Volunteer section on the staff portal to

guide individual school volunteer plans in the areas of recruitment, selection, orientation, and recognition.

## 2.2 Role of the Volunteer

- volunteers will perform their assigned duties as directed by Board staff;
- volunteers will neither be responsible for the discipline or evaluation of students, or for the identification or diagnosis of their learning strengths or difficulties;
- volunteers will maintain in confidence any personal information which is shared with them in the performance of their duties, in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*;
- volunteers will follow dress and behaviour codes as established by the school, will report to the school office on arrival, and, if applicable, will wear an identification badge at all times while in the school;
- volunteers will notify their supervising teacher/staff member of any unexpected absence, as far in advance as possible;
- volunteers will follow all Board health and safety rules and ensure that they act in a safe manner for the protection of both themselves and others.

## 3.0 Screening and Risk Management

### 3.1 The Principal will:

- arrange a school orientation session for all volunteers, as appropriate;
- provide in-service in relevant school and Board policies for volunteers;
- pursuant to 3.2, obtain from the volunteer the original copy of a Police Record Check (completed within the past six months) that includes a Vulnerable Sector Screening

### 3.2 Police Record Check:

Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search ~~subject to availability~~, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.

- Police Record Checks will remain valid for a ~~two~~ **three** year period from the date they are received by the school.
- Police Record Checks can be transferred within the ~~two~~ **three** year period between schools.
- Current employees are not required to provide a Police Record Check.
- The principal shall provide the prospective volunteer with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the volunteer resides.
- ~~The Board or school will not pay the cost of a Police Record Check in the areas where volunteers are charged.~~ The volunteer is responsible for the cost of the Police Record Check.
- The principal shall retain the original, or a true copy taken from the original copy of the Police Record Check, in accordance with Section ~~4.0~~ **5.0**.

The principal will not knowingly offer a volunteer position to any person with a record of criminal conviction for which a pardon has not been granted. The following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and other volunteers:

- any sexual offence under the *Criminal Code*;
- any violations under the *Controlled Drug and Substances Act*;
- any criminal offence involving minors;
- crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
- propagation of hate literature or incitement to hatred;
- possession, distribution or sale of any pornographic or violent material;
- other offences specifically related to the job.

Where evidence is received of a criminal conviction or other relevant conviction, the principal will consult with the appropriate Superintendent, or designate, to consider the following factors before deciding whether or not to accept the volunteer:

- specific duties and responsibilities of the volunteer position and relevance of the police record, charge or conviction to that position;
- the length of time since the offence(s);
- any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
- the volunteer's attitude towards the offence(s);
- any treatment, counseling or other services received since the offence(s);
- other steps taken to rehabilitate;
- any likelihood the offence(s) will be repeated;
- if alcohol or illegal drugs were a factor in the commission of the offence(s);
- the level of risk posed to the safety and security of students, staff, other volunteers and Board property.

#### 4.0 Accessibility for Ontarians with Disabilities Act (AODA) Training

All volunteers are required to complete an online AODA training module. Once a volunteer completes the training, they will receive a certificate acknowledging completion which can be printed and taken to the school, or emailed directly to the school. A photocopy of the certificate of completion may be used if the volunteer offers their services at more than one location.

##### **Training will include:**

- The purpose of the Accessibility for Ontarians with Disabilities Act.
- Which disabilities are covered by the Act.
- How to interact and communicate with people who have disabilities.
- Which assistive devices and service animals are used by people with disabilities.
- How to use equipment and assistive devices available on our School Board's premises.
- What to do if a person with a particular type of disability is having difficulty accessing the Board's services.
- Policies, practices and procedures required by the Accessibility Standards for Customer Service, Ontario Regulation 429/07.

If a volunteer has documentation of AODA training completed in another context this can be accepted by the Principal.



## 5.0 Record Keeping

A volunteer's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only.

Files will be maintained while the volunteer provides services to the school and for a two-year period thereafter, after which time they will be shredded.

## 6.0 Volunteers Acting in the Capacity of Coach

6.1 All facilities, equipment and activities have inherent risks. Supervisors must be trained to manage those risks. The principal shall appoint a "coach liaison" who is a teacher or administrator for every team with a volunteer coach(es). The "liaison coach" will provide supervision for all practices, games and competitions.

6.2 5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board's Out of Classrooms Field Trips and Excursions Policy (SO15). A supervisory adult, as approved by the principal of the school and of the same gender as the athletes, must be present and on site for the duration of the competition.

## 7.0 Volunteer Drivers

The Board requires all volunteer drivers to complete the "Volunteer Driver" form as required in Out of Classrooms Field Trips and Excursions Policy (SO15): Volunteer Drivers Information and Vehicle Liability Insurance.

## 8.0 Insurance

8.1 Volunteers are insured under the Board's Public Liability Insurance Policy when performing assigned duties in good faith and in a reasonable manner. Volunteers should be aware that the Board's insurance does not include a loss of income provision (i.e. Workers' Safety Insurance Board) should the volunteer sustain an injury that prevents him/her from resuming normal employment.

8.2 The Ontario School Boards' Insurance Exchange (OSBIE) is able to provide information regarding credentials, in addition to those of teachers, which could satisfy risk concerns around liability insurance for volunteers. OSBIE can be reached at 519-767-2182 or toll-free at 1-800-668-6724. For more information, visit [www.osbie.on.ca](http://www.osbie.on.ca).

## 9.0 Termination

Volunteers who do not adhere to the policies and procedures of the Grand Erie District School Board, or undertake an unauthorized role, or fail to satisfactorily perform their volunteer assignment, may have their assignment terminated at the sole discretion of the principal or the appropriate superintendent.



# MSAC REPORT

**Cohort 7 2015**

## **MSAC Report 2015**

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On behalf of the writing subcommittee, we would like to thank every group member, writer, lead, and co-lead who gave their time to write these reports. We are all proud to say that we are a part of MSAC Cohort 7, and wish you all the very best in the future.

And to the Ministry staff, we would also like to extend our feelings of appreciation for the work you all put into keeping us organized and on task while we had the opportunity to all be together. We now have memories that we will not forget, and they are very much thanks to you. Thank you.

## **Alternative and Individualized Learning**

By: Branden Trochymchuk (Lead), Sasha Chuchin (Writer), Karlee Reece, John Gallie, Peyton Horning, Matt Milencoff, Jake McGonigal, Wendy.

### **Context**

Classroom activities should include elements of independent work where students can engage in activities and assignment of a personal interest. It has been shown that students tend to perform better and are more engaged when they are interested in the material that they are learning. Students would like to have choices when they face an activity and/or assignment so that they can learn in a way that is right for them. Providing independent classroom activities, open-box assignments and cross-curricular learning/teaching engages us in what we are learning about in a more individualized way.

### **Suggestions**

Students' learning in a more individualized way means students being more engaged in what is being taught.

Open-box assignments (aka make-your-own assignments) should be used in a classroom to encourage students to "run with" ideas. For these assignments, students can create their own projects related to what they learned and apply it. This would give students more options to find something interesting about what was taught, give them more options for ISU's and even become "free" in their learning. For evaluation, there would be general rubrics/criteria that students should follow that meet the expectations and curriculum.

Cross-curricular teaching and learning are ways of supporting the transfer of learning to thinking, give reasons and provide a curriculum more relevant to students. Cross-curricular teaching is like a theme or unit with a framework of goals/outcomes that specify what students are expected to learn as a result of the lessons that are a part of the unit. This method can increase students' motivation for learning and their level of engagement. Students will be able to see the value of what they are learning and become actively engaged. It also gives students an opportunity to learn less popular topics within the unit that they might still be interested in and provides real-world application through research.

When students apply these independent methods, they benefit from many learning skills such as initiative and self-teaching, and gain responsibility. These methods give students options to go their own way on how they learn best. For example, students would have the opportunity to choose to do their independent assignments hands-on or even by using technology.

### **Actions**

For students to accomplish independence, teachers and students need to apply changes.

A mandatory study period for students would give students more time to complete assignments and work. This period would help students learn how to be independent and use resources that may not be in the classroom (computers, books etc).

Teachers would need to be taught on how to implement things like open-box assignments or cross-curricular teaching in their classroom. They would need to know how the students would be evaluated and in what ways it could be implemented within a unit.

## **Leading Change in the Area of Mental Health & Fitness in the Ontario Education System**

By: Nathan Jeffery (Lead), Olivia Leung (Writer), Victoria Carlyle (Co-Writer), Emma Haliuk, Roman Josevski, Rachael Batty, Dawson Phan.

### Context

#### *Mental Health*

According to the Ministry of Ontario Children and Youth Services, approximately one in five children and youth in Ontario have a mental health challenge. About 70% of mental health challenges have their onset during childhood or youth.

#### *Health and Fitness*

In Ontario, nearly a third of children and youth are overweight or obese, conditions that can result in chronic diseases like diabetes, cancer and heart disease.

### Disconnect

Even though our province has dedicated many programs towards mental health, problems continue to persist in the school system that stem from ignorance, lack of awareness, biases, and insecurities. We need to do a better job connecting those who need help with the help that is available in our province. The challenge is: how do we do that?

We know nearly a third of children and youth are overweight or obese, yet students at the secondary level are only required to take one credit course in Health and Physical Education to complete their Ontario Secondary School Diploma (OSSD).

### Goals for Mental Health and Fitness

- We need to educate families, teachers and students to watch out for signs of mental illness and to advocate for healthy living including daily exercise.
- We need to promote a healthy lifestyle both at home and school, which includes being educated on the importance of nutrition.
- We need to eliminate the negative stigma behind mental health and provide more opportunities to exercise including revisiting the physical education requirements to graduate.
- We need to make sure children are open to talking about mental health and know how to get help.
- We need to create a supportive environment for all students.
- We need to have a safe place for students to talk to someone.
- We need a more inclusive environment which will lead to a better learning environment for everyone; one that focuses on improvement of physical fitness rather than ability.
- Revisit available high school credit courses on mental health and fitness.

### Action Plan

Include mental health education for teachers and guidance counsellors during personal development days at least once per school year.

To incorporate the topics of mental health and nutrition into the school curriculum. To dedicate a minimum of one class period per term in all Ontario schools on each of the topics. To teach all our students to



watch out for signs and behaviours of underlying mental health issues. To teach them what to do and where to get help. Parents should be notified via email or newsletter in order to build awareness. The Terry Fox Run has been a tremendously successful campaign and it has raised a lot of money for cancer research and promoted physical fitness among all school children. A fund-raising campaign for mental health is overdue. Student engagement is the key. We need to set a September 2016 launch date! To create a safe forum online or a 'Wellness Committee' for students (regulated by professional counselors) to share their challenges and successes on the topic of mental health and fitness with their peers. To revisit the physical education requirement to graduate. To consider making physical education a mandatory course for grades 9 through 12, and to expand physical education classes to the University level at certain schools.

## **Student Well-Being**

By: Francis Lao (Lead), Jaimi Plater (Lead), Mathu Chandrapalan (Writer), Hannah Ko (Co-Writer), Claire Petro (Co-Writer), Cindy Wang, Parween Taheri, Jaydon DeLuca, Dawson Phan, Sifar Halani, Jake McGonigal.

### **Context**

Student Wellbeing is a state of overall health and happiness; it is based on mental, physical, and sexual health, as well as the management of responsibilities.

### **Disconnect**

Each day, students reluctantly come to school and face many issues that diminish their wellbeing. These difficulties include stress, loneliness, insecurity, and disinterest within the learning environment.

### **Goals:**

- Eliminate the stigmatization of mental illness.
- Provide training for teachers and guidance counsellors to become more qualified to address and support students with mental health problems.
- Staff should be trained and have access to resources to cover all aspects of health instead of just teaching or favouring a certain aspect of the course.
- Encourage students to maintain a healthy lifestyle, and to accept all body types instead of body shaming.
- Increase access to judgement free resources and information regarding sexual health. .
- Advise ways to create a balance between personal and academic responsibilities to reduce student stress.

### **Action Plan (How we will implement our goals):**

- Mental Health
- Mental Health Awareness Days/Weeks that involve and inform students.
- Presentations by mental health speakers and specialists to increase awareness of mental health implications, and to outline assistance available.
- Implement a health course as a mandatory half credit, instead of just a unit of study in phys. ed. The course should cover both mental and physical health.

### **Physical Health**

Provide both competitive and recreational options. Encourage a culture of supportive, knowledgeable peers that motivate each other.

Provide affordable gym memberships using school resources, fundraising, and financial aid. (For example, some schools offer access to weight rooms and gyms before and after school.)

### **Sexual Health**

Provide judgement-free services for students seeking help with birth control, pregnancy, and STIs.

Make resources available; provide up to date, free feminine hygiene products in bathrooms. This can be accomplished by fundraising, or through sponsorships with companies as many will be delighted to provide sample packs to students.

### Responsibilities

Respectful and assertive communication skills between teachers and students should be taught, allowing students to speak with teachers regarding any problems or concerns (e.g. deadlines, stress.).

Teachers should demonstrate a variety of effective study and time management strategies, making sure they appeal to many different types of learners.



### **LGBTQ+ MSAC Subcommittee Report**

By: Benjamin Bacic (Lead), Dawson Phan, Hayley Zhong, Jaydon DeLuca, Mackenzie Bass, Takoda Chamberlain, Tsahai Carte

In conference with many school and school board staff members, as well as gathering insight from friends, family, and personal experiences, the members of the LGBTQ+ Subcommittee has identified where LGBTQ+ issues arise within schools. Issues of this capacity may range from discrimination/ any type of bullying, to apathy shown towards the transitioning identities of transgender students, or denied access to sexual health education and resources for students across the LGBTQ+ spectrum. The three key root issues stemming into LGBTQ+ student problems are identified as:

Lack of exposure to LGBTQ+ issues in students, leading to many misconceptions and the development of stereotypes.

Students, especially those located within areas that do not have a large LGBTQ+ community are not exposed to current topics in the world of LGBTQ+. As such, many students do not know fundamental definitions such as what it means to be transgender, asexual, pansexual, etc., and the differences between sexualities. This leads to students forming their own definitions of what it means to be, for example, transgender, based on what the media tells them and their own perception of transgender people.

These improperly formed definitions can lead to the exclusion and/or discrimination of LGBTQ+ peoples within schools, creating a very unsafe atmosphere for any concerned students.

To correct these issues, the LGBTQ+ subcommittee agrees that the Ministry of Education has taken an incredible step forward with the creation of the new sexual health curriculum. However, subcommittee members agree that in a secondary school, students aren't exposed to LGBTQ+ as much as they should be. As well, the extent of students' learning about LGBTQ+ issues isn't at a mature level, which it should be. Members suggest that students should participate in lessons about the history of human rights, including those of LGBTQ+ peoples, in order to learn the value of safe spaces and acceptance in a modern society. Students should also be taught how the media can impact the preconceptions of LGBTQ+ people such as Caitlyn Jenner, to give them awareness for their futures in forming ideas about LGBTQ+ people. These lessons may be taught through the already mandatory English credits in exploring and analyzing various types of media in reference to society.

Staff members within schools also need to be exposed to LGBTQ+ issues in order to create a safe environment.

Based on subcommittee members' personal experiences, staff within school are not prepared to deal with LGBTQ+ issues that their students may face. Teachers are afraid to get involved in taking disciplinary action out of fear that they do not understand the given situation and may complicate matters. Staff need education as well as students. Subcommittee members suggest that teachers participate in workshops on P.A. Days, which should be lead by students in the school's GSA or social justice club, to show staff current issues from a student's perspective or from external LGBTQ+ organizations. Schools

need to begin hosting more anti-hate assemblies and anti-hate weeks/days throughout the school year, and begin inviting guest speakers to speak to staff and students together about relevant LGBTQ+ topics.

*Heteronormativity and cis-binary normativity within schools needs to be erased.*

Students need to stop focusing on what it means to be ‘normal’ within the boundaries of their school, and begin focusing on who they uniquely are to themselves. When schools convey to students, even indirectly, that heterosexuality and cis-binary genders are normal in society; any student within the LGBTQ+ spectrum would feel as though they don’t fit into their school environment. Heteronormativity and cis-binary normativity can possibly stem from novels that are read in class to examples in textbooks to videos that teachers show in class. This also comes from the consistent reinforcement of the value of conforming within the “norm” of society as there is not much celebration for diversity and difference.

To correct this, subcommittee members suggest to textbook writers to diversify gender and sexuality in their writing; simply changing from “Jack and Jill” to “Jen and Jill” can make a big impact. As well, schools should make efforts to diversify learning in the classroom; expanding the gender spectrum of people used in example problems in class, discussing how to be inclusive with students, and teaching all to appreciate who they are and to never consider themselves as “different”. Furthermore, making LGBTQ+ members more visible within the community is a vital step to recognizing that they exist. Require LGBTQ+ workshops or activities to help students understand that they are people just like them.

*Lack of support for LGBTQ+ students leaves them to struggle alone.*

There is very little to no support for LGBTQ+ students from school to school besides the GSAs held within some schools. The education system is providing little effort to ensure that all LGBTQ+ members feel safe and welcome, and for the reasons listed above, they tend to struggle through school more than other students. Since LGBTQ+ is still considered a “taboo” discussion, many teachers are reluctant to openly talk about these issues within class. Guidance support is also lacking for LGBTQ+ students as not many people understand their daily struggles except LGBTQ+ members themselves. Finally, many “gender” oriented activities such as gym change rooms, overnight trips, etc. cause anxiety for LGBTQ+ students as they are often expected to conform to the sex they were assigned with at birth with their associated roles.

To improve this condition, provide LGBTQ+ counsellors to students at every school board/school and reinforce the Human Rights Code placed by the law. Many religious parents are in control of the parent boards in public and catholic education, which leads to many LGBTQ+ students well-beings being compromised. Lessen the power of the religious influence on education in regards to discriminatory policies, and give the teachers the power to resist phone calls and such from parents protesting LGBTQ+ discussions. Allow the promotion of any LGBTQ+ resources available in the area and make sure that they are well-known to students.

Create gender-neutral bathrooms by removing the sign on the bathroom doors for non-binary students → this is a great need as going to staff washrooms or any alternative solution isolates many students and makes them feel not normal as they are forced to go to the “other” bathroom rather than the “regular” one; at overnight trips, accommodate non-binary students → separate cabins, hotel rooms, etc. In gym classes, create a gender-neutral section for students (Gr. 9/10), and gender-neutral change rooms (all grades) to ensure the maximum level of comfort.

General

In general, delegate a research and development section of the ministry to research about LGBTQ+ issues and properly execute the ideas that improve the well-being of LGBTQ+ students through initiatives, trips, all-school workshops, etc.

The LGBTQ+ subcommittee firmly believes that if these subtle changes were to be implemented within the Ontario education system, students spanning the entire LGBTQ+ spectrum would feel more comfortable and safe within their school environments. Students will become enriched in their learning by discussing the implications, benefits, and dangers of media coverage on LGBTQ+ issues, and learn to appreciate the diversity and human rights history of our province.

## **Technology within the Classroom**

By: Hayley Zhong, Dawson Phan, David Briggs (Writers) and Clarissa Gordon, Darian Britton, Nick Hewko, Jaydon Deluca, Denzel Avwenagha, Wendy Wang, Sam Yacob (Members & Key Ideas)

### **1. The teachers require more training about technology.**

The teachers are not given professional development to use technology and so the types of software and hardware introduced in the classroom is limited to the teacher's willingness and knowledge of technology.

Because many teachers find it difficult to learn how to use technology on their own time, they often ignore it as a tool and resource.

Principals do not invest or train staff with technological change, which makes it difficult for teachers to be able to teach with it.

The growing importance of technology is largely ignored and it is seen as a nuisance. Technological literacy is desperately needed for problem solving in a digital age, so it needs to be incorporated within the elementary level of education.

### **2. Students with access do not know/have the education to fully utilize the technology given to them.**

In some boards, a culture around tech making work easier makes students feel rushed.

While devices allow work to be accomplished faster, some school boards have the culture that these should translate directly into shorter time given for assignments. This makes students feel rushed and anxious.

Education regarding privacy and the permanence of data on the internet needs to be emphasized.

A lack of control over devices means that students use their devices for gaming / goofing around instead of learning. It should be clear that the devices given to students (chromebooks / ipads) should be used for learning, and not gaming.

Elementary school level education should emphasize web technologies and how the internet works (networks / the internet as a distributed network of servers / etc). Similarly, office tools should be taught about in some way.

### **3. Variance of tech levels between boards means some boards are technologically left out.**

Conversely, some boards have so much technology on hand that it increases the barrier to learning.

Many students only know how to use the basic functions of technology for their own use rather than for other applications beyond things such as games and social media. This impedes on their literacy skills as a technological learner.

Technology or Information Technology classes need to be mandatory in the elementary level; classes such as computer science do not actually involve the use of computers rather the nature of it, so they do not need to be mandatory as many people would think

Outdated hardware and software as well as the lack of technology in a wide range of schools impact the ability to actually learn these skills and succeed as a 21st-century learner.

Unless the schools and boards value technology, it is not reinforced; this gives an advantage for certain boards over others

This is indicative when boards such as the TDSB only have 1 central IT Technician in order to help with technological issues; others have 1 at every school, while others still have none at all.

## **Gender Issues: Gender Inclusion in the Classroom**

By: Spencer Julien, Esegent Lemma

### **Introduction**

Students not only learn their educational curriculum while they are at school but they are also learning the tools of how to conduct themselves in real world. By providing each student with comfort to express themselves and teach non-tolerance for exclusion teachers are allowing the next generations to become critical thinkers with compassionate hearts. There are many ways to think about how gender affects teaching and learning. With simple speech to sexist remarks the way teachers conduct themselves and their students needs to be in a manner that that supports and tears down. What changes can be made to create a more equitable learning environment for all children? First, teachers need to be made aware of their gender-biased tendencies. Next, they need to be provided with strategies for altering their behaviour. Finally, efforts need to be made to combat gender bias in educational materials.

### **Language**

By using gender neutral language teachers are able to eliminate the assumptions about someone's or a student's gender identity or sexual orientation based upon their appearance. Using inclusive language avoids reinforcing gender binaries and it respects diverse identities. The use of gender-specific language tends to be biased towards masculine words, contributing to gender power imbalances. Teachers as moulders of children's minds have the obligation to make sure each student leaves school knowing that their gender does not limit their potential. The words children hear affect their perceptions of the gender appropriateness of certain careers, interests, and activities. For students who identify as trans or intersex, constant reminders about gender binaries like assigning pronouns they are uncomfortable with to them can be stressful and reinforce traditional gender roles and expectations. This environment is unhealthy for students and could cause avoidable concerns.

### **Curriculum**

Gender bias is also taught implicitly through the resources chosen for classroom use. Using texts that omit contributions of a specific gender or identification, or that stereotype a genders roles, further exemplifies the gender bias in a school's' curriculum. While research shows that the use of gender-equitable materials allows students to have more gender-balanced knowledge, to develop more flexible attitudes towards gender roles, and to imitate role behaviours contained in the materials schools continue to use gender-biased textbooks.

### **Conduct**

Every time students are seated or lined up by gender, teachers are affirming that students are treated differently just based on their gender. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of a student. Being lenient toward one gender when it comes to punishment reinforces the growing acceptance of not being held accountable for your actions that young people have today.

*How can you teach in a gender inclusive manner?*

- Avoid dividing the class by gender, or make statements just addressing one gender, such as “The boys in this class...”
- Avoid using words like chairman, fireman, and stewardess when discussing careers or occupations. These are gender-specific; instead use the corresponding gender-neutral terms such as chairperson (or chair), firefighter, and flight attendant.
- Instead of using the term you guys, use gender-neutral terms like everyone or people or Division 12 to refer to all students in your class
- Avoid assigning classroom or school tasks based on historical roles of gender. For example, asking boys only to move chairs or desks.
- Include as many resources as possible within your classroom and curriculum that depict women and men in non-traditional ways.
- Ask students who identify as transgendered or intersex which gender they would prefer to be identified with and address them as such.
- Start clubs and groups that break gender roles
- Assign gender diverse class projects and history lessons
- Bring in adult guest speakers that have broken gender roles
- Have open, honest, and appropriate class discussion in regards to gender issues around the world and in the class room
- Take ALL sexual harassment complaints seriously.

## **Resource Accessibility**

By: Babacar Faye (Lead), Chris Butler (Writer), Kenzi Karsikas- Ouellet (Co-Writer), Eden Blanchard, Tanya Nguyen, Matthew Milencoff.

### **Resources**

- Students who are francophone, French immersion, and indigenous need more resources in and out of the classroom.
- Classes based around Canada's indigenous history and languages in surrounding areas should be an option and encouraged as second language classes
- Francophone and French immersion classes/students need easier access to videos, literature and study tools that are up to date with the curriculum
- Francophone and indigenous students need more opportunities outside the classroom in order to gain real-world experience and facilitate transition into higher education or the job market.
- Students with learning disabilities don't have adequate access to testing and tools to improve their quality of education even more so in rural and small communities.
- Testing for learning disabilities (trouble reading and writing) needs to be easier to obtain as soon as its recognized
- Students that require additional personal assistance must be able to have access to that at whatever the level may be; whether it's for explaining in further detail, help writing or functioning
- Updated and relevant textbooks are needed especially for history and social studies.
- Online textbooks are an easy way for schools to stay up to date as well as making it easier for students to work from home if they are sick or traveling without fear of losing or damaging the textbook
- In rural areas, small communities and underprivileged students need better access to computers during the day.
- Schools in rural areas and small communities don't have an adequate amount of computers for student use considering most jobs require you to have basic computer skills
- Students in rural areas as well as underprivileged students don't always have access at home to computers as well so having assignments due that are completed at home using a computer may hinder a student

### **Health and Wellbeing**

- Mental health is a constantly overlooked area with a lot of stigma around it.
- Educators need to discuss mental health, reassure students that it is normal while breaking down common misconceptions such as someone can just "get over it"
- Lack of access to outside counselling is an issue that students face that needs to be fixed
- Positive, safe, and healthy environments are the best places to encourage better learning atmospheres
- School cafeterias/lunch programs need to offer healthy, affordable food that reinforces what the curriculum teaches.
- Culturally diverse lunches as well as alternative options should be available for those with diet restrictions such as celiac disease and vegans



- Given that francophone High Schools are regional, more resources need to be added in order to level work-life balance.
- School start times should be adjusted depending on the average distance traveled by students
- Positive and relaxing spaces should enforced in order to reduce fatigue as well as stress
- Funding should be added in order to allow students, as well as teachers to participate in extracurricular activities, indiscriminate of the distance or travel time necessary

### **First Nations, Metis and Inuit Awareness Subcommittee Report**

A proposal for implementing Indigenous Studies as a mandatory course at the elementary level (specifically grade levels four to six) in the publicly funded education system in the province of Ontario. We understand that Ontario's Ministry of Education and its curriculum offers many different branches for Indigenous awareness, including (minimal) integration of Indigenous facets within curricula, however, ultimately it is up to the school board, the school, the teacher and its effectiveness.

To focus on the elementary level, the 2013 revised Social Studies curriculum, mainly Grade 5 has integrated some key points on Indigenous history, however, it fragments of a massive culture, history, spirituality (Focuses entirely on the interactions between European Settlers and the Native Community).

The following image is derived from the 2013 Revised Social Studies Curriculum in Ontario, see that the overall expectations revolve solely on the interactions between the First Nations and the European settlers.

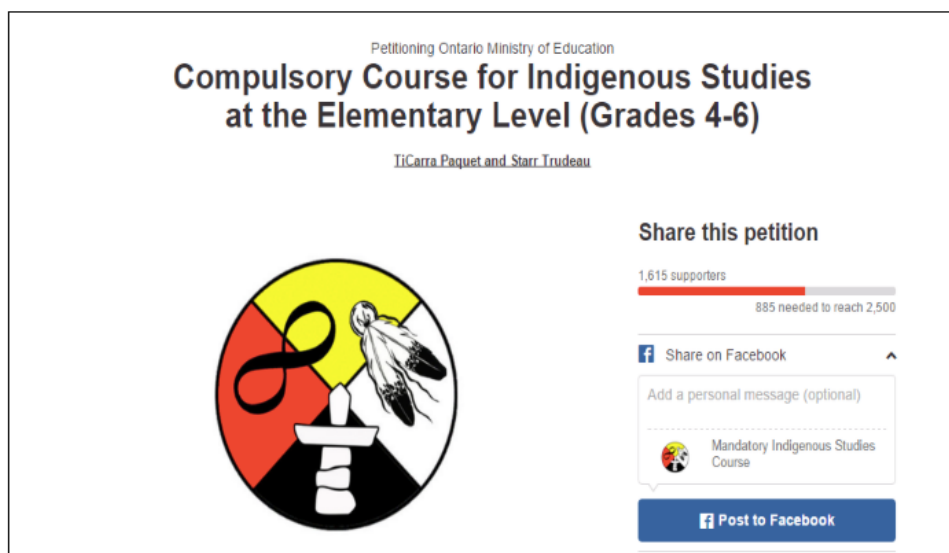
Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
<b>Strand A. Heritage and Identity: First Nations and Europeans in New France and Early Canada</b>				
<b>A1.</b> analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713	Cause and Consequence; Continuity and Change	Interactions between people have consequences that can be positive for some people and negative for others.	Why might the same event have a different impact on different people?  Why is it important to understand that people have different perspectives?	<b>Maps* and Globes</b> Analysing historical maps to determine settlement patterns (see, e.g., A2.3)  Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3)
<b>A2.</b> use the social studies inquiry process to investigate aspects of interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved	Perspective; Interrelationships	When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships.	How do we form our own perspective? How do other people form theirs?  What causes conflict?  Do all conflicts have a resolution?  Why is it important to cooperate with others?	
<b>A3.</b> describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France	Significance; Interrelationships	Cooperation and conflict are inherent aspects of human interactions/ relationships.		

Furthermore, it is up to the teacher to decide upon what information they believe is important to share, which brings up the following problems:

- If a teacher is not supplementary educated on this topic they may not feel it is appropriate for them to teach it.
- If an area doesn't have a large Indigenous population a teacher might not address the topic it as much as an area with a large Indigenous population.
- If a teacher has certain prejudices (which is very possible) they might not feel inclined to teach.

So the idea of having an equal education provincially (or sufficiently having an accessible course established for all students provincially), so students can receive the proper education on a course that is solely based on Indigenous history, culture, spiritually, etcetera... Instead of a fragmentation throughout the publicly funded education experience, where courses and information are up to the teacher's interpretation.

There is an online petition accessed on 'Change.org' with upwards of 1,626 signatures (2016), promoting this idea of a compulsory course.



<https://www.change.org/p/mandatory-indigenous-studies-course>

Some supporter comments of the petition include:

“As long as teachers are given the choice of whether or not to present authentic history integrated into their lessons, they will deliver the stereotypes to avoid anything controversial. For there to be reconciliation there must be truth.”

Michelle Parkin, Toronto, Canada.

“Editorials should not be the sole source of education related to Indigenous studies.. or the chance of attending post secondary institutes. This is a start for correcting the injustice the ongoing acts of genocide or assimilation.”

Denise Bouchard-Wood, Nipigon, Canada.

“I believe that this course requirement is necessary in understanding the true and rich historical roots of Canada. This knowledge is essential to an individual's reflections of what it means to be Canadian. It is a legacy is important and needs to be carried throughout the generations of the world.”

A.L Dunn, Toronto, Canada.

Post-Secondary Initiatives

At Lakehead University and the University of Winnipeg, students must take a course in Indigenous studies to graduate. The University of Winnipeg stating, “This change will result in students forming positive relationships with Indigenous people and learning to see from new perspectives.”

This arises the following question, If this is happening postsecondary why can't it happen at the elementary level?

It is strongly believed that the root of all education is at the elementary level, furthermore, if students are educated earlier on, they can build an authentic knowledge on the first peoples of Canada. This will assist in reverting preconceived notions on the Indigenous people, like them being "drunks", "uneducated", receiving "tax-breaks", and "welfare cheques."

Those especially located within areas that do not have a large Indigenous population are not exposed to current topics involving the Indigenous community. As a result, many students do not know fundamental definitions such as to what it means to be Indigenous, so they are limited to only stereotypes of this community. These improperly formed definitions can lead to the exclusion and/or discrimination of Indigenous peoples within schools, creating a very unsafe atmosphere for any concerned students.

### *Calls to Action*

The Truth and Reconciliation Commission (TRC) makes the following calls to action:

Section 10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.
- ii. Improving education attainment levels and success rates.
- iii. Developing culturally appropriate curricula.
- iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
- v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
- vi. Enabling parents to fully participate in the education of their children.
- vii. Respecting and honouring Treaty relationships.

Section 14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

- i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
- ii. Aboriginal language rights are reinforced by the Treaties.
- iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
- iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
- v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

Under Section 10-iii, of the TRC call to action specifies the development of culturally appropriate curricula.

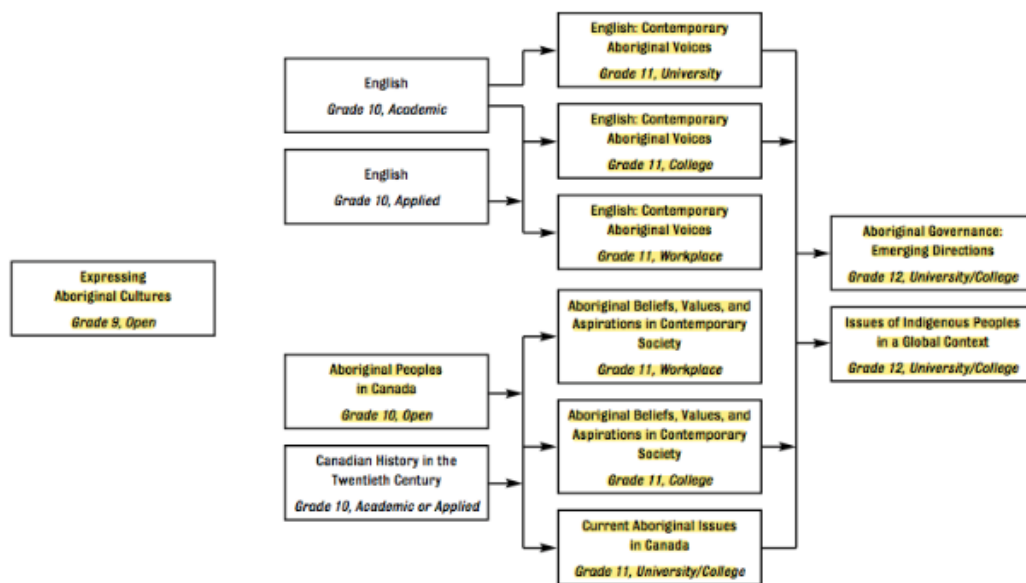
The issue with following and attaining this call to action is the primary principle that Eurocentric history, and culture, is the core curriculum and Indigenous history, and culture is either an elective or minimally integrated within the already withstanding curriculum. Such that, Eurocentric influence is often brought upon Indigenous facets which ultimately doesn't project a culturally appropriate curriculum.

Under Section 14-i, and Section 14-v, of the TRC call to action specifies Aboriginal languages within the education system must be preserved and also have adequate funding for initiatives in the preservation. The issue with following and attaining this call to action is that there is a lack of demand with the students to take these (languages) courses.

The Ministry of Education has developed and implemented Native Studies curriculum at the secondary level. However, based on the experience of a member of this subcommittee, (Specifically, TiCarra Paquet, Marymount Academy, Grade 10, Sudbury, Ontario, 2015.) the secondary school was not able to offer any Indigenous or interdisciplinary Indigenous Studies courses on account of the minimal knowledge and information obtained from the elementary level. Even more so, the generalization of the Indigenous community (Drunks, uneducated, tax-breaks, welfare-cheques) might deter students in taking these courses.


It is important to note that the courses are available but actual delivery of the courses are only determined by numbers of students who enrol for the courses. If the numbers are not sufficient, then the courses are not offered.

The following chart is derived from the Native Studies Curriculum in Ontario.



### Statistics

The following survey was conducted to analyze the amount of information students knew about Indigenous facets, that suggestively were obtained through the Ontario publicly funded education experience.

 <p><b>Indigenous Knowledge and Comprehension Survey</b> Created By: Preston Swan-Merrison &amp; TiCarra Paquet</p> <p>Grade: Do you have Aboriginal ancestry?: YES OR NO</p> <p>1) What does "Aboriginal" mean?</p> <p>2) What is the difference between First Nations, Inuit and Métis in Canada?</p> <p>First Nations:</p> <p>Inuit:</p> <p>Métis:</p> <p>3) What does "culture" mean?</p>	<p>4) What parts of Aboriginal culture do you know?</p> <p>5) Do all Aboriginal groups in Canada speak the same language?</p> <p>6) Where do these Aboriginal groups live now?</p> <p>7) What does the word "Indian" mean to you?</p> <p>8) Do you know any Aboriginal people?</p> <p>9) Would you like to learn more about the Aboriginal history?</p>
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A grade 7 English class (26 students) from Marymount Academy, Sudbury completed the survey and the results are as follows:

- When asked if the students knew the differences between First Nations, Inuit and Metis people in Canada, not one student successfully identified the differences between the groups.
  - 50% partially identified differences.
- However all statements were generic, such as “different languages, and different cultures.”
  - 50% did not know the differences.
- When asked if the students knew parts of Aboriginal culture, most students did not identify parts of Aboriginal culture or if they did it was common knowledge.
  - 23% identified parts.
- However, 67% of the identified parts were generic aspects, such as “powwows.”
  - 77% did not successfully identify or did not know parts of Aboriginal culture.

The entire issue with these statistics is the fact that these students are products of the 2013 Revised Social Studies Curriculum in Ontario, so either students obtained little to no information from previous years or they just weren't taught it in general or effectively. This defeats the purpose and integrity of Indigenous education, which is to:

- Increase the demand of Indigenous electives or interdisciplinary Indigenous Studies courses at the secondary level.
  - Sustain a basic knowledge on the Indigenous community at the elementary level.
  - Revert stereotypes.
  - Attain an appreciation and respect on/for Indigenous people and Indigenous cultures.
  - Unite the Indigenous and Non-Indigenous communities.
- When asked if students would like to learn more about Aboriginal history, an overwhelming amount stated they would.
    - 65% of students said yes to learn more about Aboriginal history. (That is more than half of the grade 7 students surveyed.)
    - 27% of students said no to learn more about Aboriginal history.
    - 8% of students were undecided.

### The Secondary Level

A grade 11 World Religions class (16 students) from Marymount Academy, Sudbury completed the survey and the results are as follows:

- When asked if the students knew the differences between First Nations, Inuit and Metis people in Canada, an overwhelming amount of students did not the difference.
  - 81% did not know the differences.
  - 6% partially identified the differences.

- 13% identified the differences.
- When asked if the students knew parts of Aboriginal culture, students either identified standard aspects or did not know parts of Aboriginal culture.
  - 50% identified parts.
  - However 88% of that stated generic aspects such as, “medicine wheels and powwows.”
  - 50% did not know parts of Aboriginal culture.

In summary, the need for the mandatory Indigenous Studies course is to increase the demand of Indigenous Studies courses at the secondary level, or sufficiently sustain a basic knowledge on Indigenous facets at the elementary level, which in turn will revert stereotypes, attain a respect and appreciation for the Indigenous community and its facets, and overall unite the Indigenous and non-Indigenous communities.



## **School Budget**

Marc Lavigne (Lead/writer), Rachael Batty, Katherine Montgomery, Tyler Cronin, Dawson Phan, Sasha Chuchin

### **Background**

School principals currently have absolute authority over school budgets. The principal alone manages the school's budget, is responsible for agreements and contracts with suppliers and decides how much money will be allocated for each sports team and department (for books, manuals, etc.). The principal often has a secretary, who acts as treasurer, and obviously any large expenses must be approved by the Superintendent, with all expenses being checked by the school board. However, the principal still has a lot of latitude in terms of spending amounts on those things that he or she thinks are the most important. There is no mandatory consultation with teachers, parents or students during which the principal is required to disclose the budget or the various expenses.

### **Issues**

School principals have too much authority, are not supervised enough and have too much confidence placed in them, in the belief that they will exercise good judgment. The funds that principals are responsible for are public funds, including funds that are raised by means of activity fees and school fees, which are additional mandatory fees that must be paid to the school. There is also fundraising, as well as fees for being involved in sports. Those funds, which are either public or are paid directly by the parents and students, should therefore be disclosed. The system currently allows school principals to allocate a large amount to sports teams and allocate less for cultural activities. The principal could show preference for the Science Department, rather than buying new books for the English department. They could also use the money to buy a new banner rather than a microwave for the cafeteria. A lot of confidence is placed in the good judgment of principals. Students, parents, staff members and the whole community should have the right to know where their money is being spent and why. Consultation with those people and getting their feedback would allow principals to make clearer and better informed decisions.

### **Suggestions**

- That the school budget should be made available to the public from the beginning of the school year.
- That expenses and the actual allocations should be made public, just as the school boards are required to do at the end of the year.
- That consultations that are both mandatory and open to everyone should be conducted every year with teachers, parents and students.
  - A consultation and reading of the proposed budget should be done with students during school hours in order to facilitate student participation, promote learning in the Ontario educational system, create a sense of belonging to the school and forge better links between students and the principal. All students should have the right to participate in a consultation.

## **Subcommittees and Group Members**

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# DAVE LEVAC, MPP

Brant

February 16, 2017

Honourable Kathleen Wynne  
Premier of Ontario  
Room 281, Main Legislative Building  
Queen's Park  
Toronto, ON M7A 1A4

Dear Premier *Kathleen* Wynne

Enclosed, please find a letter from the Indigenous Partnership Committee of the Grand Erie Elementary Teachers' Federation (GEETF) which I received this week.

The Committee wrote in support of the recommendations put forth by the Truth and Reconciliation Commission of Canada. Premier, as you know, I am fully supportive of the recommendations of the Truth and Reconciliation Commission.

I am pleased to forward the enclosed letter for your review and consideration. Where the Province has been working to accommodate the recommendations I encourage this work to continue in cooperation with First Nations communities in Ontario.

Thank you in advance for your attention to this very important matter.

Respectfully

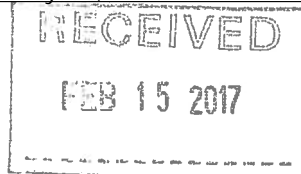
*Dave Levac*  
Dave Levac, MPP  
Brant

Encl

CC: Hon. David Zimmer, Minister of Indigenous Relations and Reconciliation  
Grand Erie Elementary Teachers' Federation  
Mr. David Dean, Chair, Grand Erie District School Board

/sp

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August 31, 2016

We are writing today on behalf of the Grand Erie Teachers' Federation Indigenous Initiatives Partnership Committee to urge our Members of Provincial Parliament to immediately adopt the recommendations put forth by the Truth and Reconciliation Commission of Canada. Adopting these recommendations will go a long way in building bridges with the local Haudenosaunee, Anishnaabe, Métis, and Inuit populations, so many of whom have gone through, or are descendants of the residential school system. As educators, we strongly believe that taking decisive action to remedy the educational gaps that exist for the First Nation, Métis, and Inuit peoples will move us all forward to a more safe, inclusive, accepting and justice-based educational system.

We have significant needs in our local area. Our Grand Erie District School Board encompasses two Nations; specifically the Six Nations of the Grand River and the Mississaugas of the New Credit. To give you some idea of our population, we welcome approximately six hundred and fifty students at the Secondary level who are residents of the local Indigenous communities. In both the Secondary and Elementary levels, the families have the opportunity to voluntarily self-identify as First Nation, Métis, and Inuit and approximately 1500 or 5% of the total student population have identified themselves at First Nation, Métis, and Inuit. We know that there are hundreds of students who reside in our cities and villages who are of Indigenous heritage who have not self-identified as First Nation, Métis, and Inuit so we continue to provide the opportunity for them and encourage them to voluntarily self-identify as First Nation, Métis, and Inuit. The result is that many of our students feel the intergenerational impacts of residential schools. As well, students who reside on reserve and/or move into the board's jurisdiction are experiencing a funding gap resulting in an educational gap. We urge you to take decisive action to remedy the educational gaps that exist for the First Nation, Métis, and Inuit peoples.

We feel a very pressing need to close these gaps for the First Nation, Métis, and Inuit students and we want to ensure that all of our students learn and value the rich Indigenous history of our local area, our province and our country. We appreciate that culturally appropriate curricula has begun to enter subject areas, and very much urge your government to continue increasing its availability and inclusion in the Ontario curriculum.

We thank you for your time and consideration in this matter and look forward to your response in regards to our proposed action.

Sincerely,

*The Indigenous Partnership Committee  
 of the Grand Erie Elementary Teachers' Federation*



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February 14, 2017

The Honourable Mitzie Hunter  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Hunter:

At the Regular Meeting of the Board on January 24, 2017, Student Trustee Baboolal made the following motion:

"Whereas, school boards are institutions designed to help students; yet few students know of their purpose, procedures, or sphere of influence, and how they can interact with them to create meaningful change, and

Whereas, a more informed, educated and aware population of students can then become more engaged with policy and provide more of a student voice, and

Whereas, an explanation of the roles and responsibilities of trustees, student trustees, the Director of Education, and any person elected to represent students, would allow students to better understand process, identify these individuals within their own community, and provide access to those who represent them,

Therefore be it resolved that the Peel District School Board write a letter to the Minister of Education requesting that comprehensive information about the political process at a board level, and roles and responsibilities of school board officials and student representatives, be added to the Civics curriculum."

On behalf of the Peel District School Board and our 40,000+ secondary school students, I am writing to express our Board's full support for the above motion.

In Peel, the contributions of student trustees are an important part of our governance model. Over the years, these student trustees have added an important voice to various discussions about topics that impact student achievement and well-being. We have been most fortunate to have worked with many student trustees who brought a knowledge and understanding of their role as the voice of Peel's 160,000 students.

#### Trustees

Janet McDougald, Chair  
Suzanne Nurse, Vice-Chair  
Stan Cameron  
Beryl Ford  
David Green  
Meredith Johnson

Steve Kavanagh  
Sue Lawton  
Brad MacDonald  
Jagdeep Mann  
Jeff White  
Rick Williams

Director of Education and Secretary  
Tony Pontes

Associate Director,  
Instructional Support Services  
Scott Moreash

Associate Director,  
Operational Support Services  
Jaspal Gill



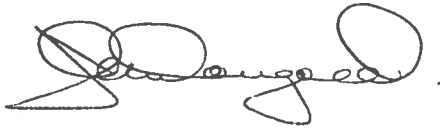
- 2 -

The Grade 10 Civics program is a natural venue in which to bring a deeper understanding of school boards and their important role in governing education policy in the Province of Ontario. The curriculum already helps students to understand the democratic process and the various levels of government, and to enhance this information by expanding their knowledge to an understanding of school boards and their important role can only serve to produce more informed, knowledgeable and participating citizens in all jurisdictions.

On behalf of the Peel District School Board, I would like to strongly urge the Ministry of Education to consider, in the next review of curricular content in Grade 10 Civics, adding comprehensive information about the political process at a board level, and roles and responsibilities of school board officials and student representatives.

I look forward to your response at your earliest convenience.

Sincerely,

A handwritten signature in black ink, appearing to read 'Janet McDougald', with a stylized flourish at the end.

Janet McDougald

c. Ontario School Board Chairs  
OPSBA